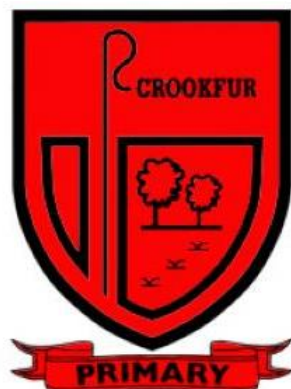


# **Crookfur Primary School**

## **Standards and Quality Report**

**2021 - 2022**



## ***Context of the School***

**C**rookfur Primary is situated in Newton Mearns, in East Renfrewshire Council. The associated High School is Eastwood High School and our associated cluster schools are Uplawmoor Primary, Neilston Primary, Mearns Primary and Isobel Mair School.

The school roll for P1-P7 is presently 498, with an increased projection for August 2022 to 520. In line with the Scottish Government's expansion of early learning and childcare to 1140 hours, our Nursery Class moved to a purpose built facility and adopted a Family Centre model in session 2020/21. In order to effectively plan and evaluate the work of the Family Centre, a separate Standards and Quality report and Improvement Plan have been produced.

The teaching complement of the school is 27.05 FTE including a Head Teacher, two Depute Head Teachers and one Principal Teacher. Each promoted post carries curricular, management and pastoral care responsibilities which change in accordance with the school priorities as identified through the School Improvement Plan. We also have a support for learning teacher. The school has three Pupil Support Assistants and one Bilingual Support Worker, who works 0.2 FTE.

The school also has one Senior Business Support Assistant, 3 Business Support Assistants, one janitor and 5 catering staff.

The school has excellent links with the local community and has a very supportive Parent Council and a fundraising sub-committee. The school has a devolved budget from the local authority; a major part of this is utilised in support of the school plan.

In Crookfur Primary School and Family Centre, we aim to provide a happy, safe environment, where all pupils are supported and inspired to realise their potential. We foster a positive attitude to learning and achievement and by providing high quality learning experiences, encouraging our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.



*Crookfur Primary School*

## ***School Aims- Planning for Excellence***

In Crookfur we aim to:

- ✓ Ensure all children benefit from their educational opportunities, promoting enthusiasm and motivation for learning enabling them to achieve their potential.
- ✓ Value the learning and achievement of all children, promoting a sense of self-respect, aspiration and ambition.
- ✓ Support children to develop concern, tolerance, care and respect for themselves and others.
- ✓ Equip children with the knowledge and understanding to enable them to communicate effectively and confidently.
- ✓ Give children the confidence, attributes and capabilities to make valuable contributions to society.



## **Improvement Plan Priorities 2021/22**

- ✓ To engage in collaborative approaches to self-evaluation to effectively inform change and improvement
- ✓ To ensure our shared vision, values and aims underpin continuous improvement
- ✓ To ensure learners enjoy quality learning experiences and achieve the best possible outcomes
- ✓ To ensure learners enjoy quality, progressive learning experiences in Modern Languages across Eastwood Cluster
- ✓ To promote participation and opportunities to celebrate personal achievement
- ✓ To provide increased opportunities for children to develop knowledge, understanding and the skills for life and active participation in a global, multicultural society

## ***Methods of Gathering Evidence***

A wide range of evidence has been gathered to evaluate the key work of the school in considering improving learning experiences and the quality of teaching, leading to improvements in achievement and attainment.

Evidence includes:

- ✓ Staff peer evaluation
- ✓ Monitoring of learning and teaching, attainment and achievement throughout the year
- ✓ Moderation at school, cluster and authority level
- ✓ Surveys carried out with staff, pupils and parents
- ✓ Audit of School Improvement Plan & regular discussion with staff on progress in meeting school priorities
- ✓ Analysis of on-going assessments, Baseline and Standardised Assessments by SLT and staff
- ✓ Review of Children's Wellbeing Plans, gathering colleague, parent & children's views
- ✓ Quality of wall displays and pupils' work
- ✓ Pupil dialogues – with SLT, focus groups, questionnaires etc
- ✓ School website, Blogs and Twitter feed
- ✓ School newsletters
- ✓ Minutes of meetings, records of in service day agendas
- ✓ Evaluations completed by parents, pupils and staff following school events or to gather views
- ✓ Pupil and parent feedback on evidence of learning sent home
- ✓ Feedback sought from partner agencies
- ✓ Use of Tracking Database to monitor progress/analyse data
- ✓ Data is gathered on incidents of bullying and racist incidents

How good is our leadership and approach to improvement? (1.1, 1.2, 1.3)

Evaluation: **Very Good**

**NIF Priority-**

Improvement in attainment, particularly in literacy and numeracy.  
Closing the attainment gap between the most and least disadvantaged children and young people  
Improvement in children and young people's health and wellbeing  
Improvement in employability skills and sustained, positive school-leaver destinations for all young people

**School Priorities-**

To engage in collaborative approaches to self-evaluation to effectively inform change and improvement  
To ensure our shared vision, values and aims underpin continuous improvement

**NIF Driver(s)-** School leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress, School Improvement

**Local Improvement Plan-**

A culture of self-evaluation and continuous improvement  
Higher levels of parental engagement in their children's learning and the life of the school  
A skilled and confident workforce  
An ethos of high expectations and achievement  
A curriculum which enables all children, young people and adults to be successful, confident, and effective in their school, their work, their community and internationally.

***Progress, Impact and Outcomes***

This session Crookfur embraced to opportunity to engage in a new model of collaborative self-evaluation and sought to engage in a Collaborative Improvement Visit (CIV) with the Education Department in September 2021. The CIV model is an approach to support establishments in the sharing of good practice with a consistent focus on learning, teaching and raising attainment for all. The visiting team included the link Quality Improvement Officer and four head teachers from East Renfrewshire Council.

The format of the visit included an initial scoping meeting to discuss the self-evaluation summary document produced by the school. Following this, members of the team carried out collaborative learning visits with members of teaching staff as well as pupil, staff and parent focus groups and reviewed relevant documentation.

The collaborative improvement visit focussed around 3 key questions:

- How well do we create opportunities for staff and children to be involved in and lead aspects of school improvement, ensuring a collaborative approach to realising our shared vision?
- How well do we ensure that all learners' experiences are varied, differentiated and provide effective support and challenge, securing improvements in attainment and achievement?
- How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community which supports us to achieve the best possible outcomes for learners?

In their report, the CIV review team noted that all staff demonstrate a desire and commitment to share practice and learn with each other through a variety of professional learning opportunities.

In particular, staff demonstrated development in their understanding of the benefits of using digital technologies to enhance learning and teaching and development within their own professional skills and confidence. Staff will continue to make best use of digital technologies to enhance learners' experiences and build on the very good work undertaken during periods of remote learning.

In 2022/23, the appointment of an additional Principal Teacher within the school will enhance leadership of the technologies curriculum, including digital technologies.

As a result of strategic planning and timetabling, there are regular opportunities for staff to work collaboratively. Whether through regular stage or departmental meetings or short-life working groups, the CIV team found clear evidence of collaboration and collegiate working across the school. Staff speak highly of these opportunities and report that they are actively encouraged by senior leaders to work collaboratively with colleagues in order to improve learners' experiences and learn from and with each other.

To build on this existing good practice, we will seek to extend opportunities for meaningful collaboration next session. There is scope to increase collegiate working at both cluster and authority level, particularly in moderating quality learning, teaching and assessment. Furthermore, we will develop a planned approach to collaborative self-evaluation which will strengthen our shared approach to quality assurance, empowering staff to enjoy ownership of continuous school improvement.

The CIV highlighted that the school demonstrates a sound understanding of self-evaluation based on a range of data. All staff are committed to change which results in improvements for learners. They reflect on and develop practice taking account of their self-evaluation processes and vision for continuous improvement. During focus groups, staff indicated that they felt empowered to lead improvements across the school. They stated that they felt well supported by the senior leadership team to engage in relevant professional learning and development in order to improve their skills and daily practice and share this with colleagues.

As we build back from the impact of Covid-19, this is an opportunity for staff to develop leadership and the overall capacity of the school. Using self-reflection and processes of professional review and development, staff will be encouraged and supported to identify opportunities for development and practitioner inquiry which have a positive impact on outcomes for learners.

The culture and ethos within Crookfur is a major strength of the school. It is based on trusting and respectful relationships and is perpetuated by collective staff efficacy and an unwavering commitment to the school's vision and values.

Our school's statement of vision, values and aims is known, understood and lived by the school community. This session, we carried out a review of our vision statement and values to ensure that they capture the uniqueness of our community and continue to support improvement and reflect the social, economic and cultural context of Crookfur.

Following consultation with children, staff and parents, it was agreed that our school vision "*Learning, caring and working together to be all we can be,*" continues to be an aspirational vision for our Crookfur community.

### Parent responses:

1. In Crookfur, our school vision is '*Learning, caring and working together to be all we can be*'.

Do you feel that this is an aspirational vision for the school community within Crookfur?

[More Details](#)



### Children's responses:

1. In Crookfur, our school vision is '*Learning, caring and working together to be all we can be*'.

Do you feel that this is an aspirational vision for the school community within Crookfur?

[More Details](#)



### Staff responses:

1. In Crookfur, our school vision is '*Learning, caring and working together to be all we can be*'.

Do you feel that this is an aspirational vision for the school community within Crookfur?

[More Details](#)



Rich discussion was generated when reflecting on our school values. Our existing values of *fairness, friendship, kindness, honesty* and *respect* were all rated highly and there was a strength of feeling that these should continue to be our school values. However, other qualities which should be valued, recognised and celebrated within the school, such as creativity, perseverance, resilience, collaboration etc. were also identified and it was agreed that these could be considered "learning powers" in addition to our school values.

Our Pupil Leadership Team carried out a further consultation with staff and children to capture the learning powers that will support us to achieve our school vision. These will be launched at the beginning of next session.





**Crookfur Primary** @CrookfurPrimary · 4 May

As part of our values, visions and refresh, our Pupil Leadership Team are devising our new 'Crookfur Learning Powers!' The groups came up with many positive learning behaviours then voted on the ones they felt were the most important. 🗳️ #pupilvoice #nurturingsuccessfullearners



4



**Crookfur Primary** @CrookfurPrimary · 18 May

The senior members of our Pupil Leadership Team had a very productive meeting with Mrs McGuigan this morning discussing our new Learning Super Powers. These will be announced at assembly in a few weeks time. 🗳️ 🌟



As highlighted above, children are active participants in the life of the school and wider community. They support our improvement agenda and feel that their views are sought, acted upon and trusted. Questionnaire responses for P3-P7 pupils indicate that most feel the school listens to their views and takes them into account (83%).

Despite significant restrictions, children have the opportunity to extend their learning through participation in a variety of pupil-led groups. Through focus groups and questionnaires, children indicate that they enjoy these opportunities for leadership and learning together.



**Crookfur Primary** @CrookfurPrimary · 29 Apr

Our Rights Respecting Group were having a very productive meeting this morning. 🗳️ #pupilcommittees #pupilvoice



4



**Crookfur Primary** @CrookfurPrimary · 16 May

A huge well done to our Eco Committee who presented at both of our assemblies on Friday. They provided the rest of the school with an update as to how they are going to reduce litter as well as ideas to develop some of the outdoor areas. 🌱 🍃 🌿



2



12



**Crookfur Primary** @CrookfurPrimary · 22 Apr

Lots of inspirational messages on clothing today as we raised awareness of the impact of climate change and what we can all do to help our world. #EarthDay2022



4



Our school House System is a vehicle through which our school vision and values are promoted and celebrated. As part of the wider review, it was agreed that the existing House System should be refreshed to ensure it too reflected the social, economic and cultural context of Crookfur. This review provided an opportunity to reconsider whether the existing Houses, named after notable



historical Scottish figures, was relevant and diverse enough to represent the school today. Following consultation, it was decided that our school Houses should be re-named after Scottish Islands, increasing from 4 houses to 6 houses to support our increasing school roll.

Our newly elected House Captains will guide housemates to learn about their eponymous Scottish islands, make links with island schools and compare and contrast these experiences with Crookfur.

### **Next Steps**

- Introduce Collaborative Quality Assurance programme and implement across whole school
- Develop leadership opportunities at all levels, improving the overall capacity of the school
- Increased opportunities for children to take responsibility for their own learning, supporting their development of the 4 capacities.

How good is the quality of care and education we offer? (2.2, 2.3, 2.4)

Evaluation: **Very Good**

#### **NIF Priority-**

Improvement in attainment, particularly in literacy and numeracy.  
Improvement in children and young people's health and wellbeing  
Closing the attainment gap between the most and least disadvantaged children and young people  
Improvement in employability skills and sustained, positive school-leaver destinations for all young people

#### **School Priorities-**

To ensure learners enjoy quality learning experiences and achieve the best possible outcomes  
To ensure learners enjoy quality, progressive learning experiences in Modern Languages across Eastwood Cluster  
To provide increased opportunities for children to develop knowledge, understanding and the skills for life and active participation in a global, multicultural society

**NIF Driver(s)-** School Leadership, Teacher professionalism, Parental engagement, Assessment of children's progress

#### **Local Improvement Plan-**

Improved literacy and numeracy attainment throughout the years of the broad general education  
An improvement in the attainment of disadvantaged children and young people  
Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential

### ***Progress, Impact and Outcomes***

Session 2021/22 began with an optimistic focus on recovery and renewal and an ambitious school improvement plan. It must be recognised however, that throughout the session we have continued to work with significant Covid-19 restrictions and challenges presented by the ongoing global pandemic, which were not anticipated to prevail. In addition to this, in December 2021 the Crookfur community suffered the loss of a much loved and respected member of our teaching staff. This had a profound impact on all of our staff as well as children and families. Through our supportive and nurturing ethos, we have continued to provide high quality learning experiences for children, ensuring they are able to learn and develop in these challenging times.

Very positive relationships are evident across the school. There is a calm, purposeful learning environment reflecting the climate of ambition and aspiration for children and staff. Across the school, children are happy, articulate and keen to learn. Staff respect and value children and as a result, children feel safe, secure and confident. Questionnaire responses for P3-P7 pupils indicate that almost all children feel safe in school (90%).

Learning environments across the school reflect children's interests and their learning journey. Indoor and outdoor spaces are utilised well to promote independence and creativity. Wall and table top displays effectively showcase children's achievements and experiences across the curriculum and children are proud to talk about the learning on display.





Children are eager and active participants in learning and almost all are consistently engaged and motivated during lessons. Learning experiences offer opportunities to work individually and in pairs and groups. Teachers provide a balance of direct teaching and independent learning.

There is a strong commitment to curriculum design and ensuring that the learning experiences provided for children reflect the design principles and the unique setting of the Crookfur Community. Children have benefitted from regular, planned opportunities to engage in outdoor learning experiences. The school woodland area is used to good effect to provide learning within a wilder environment.

In addition to work to achieve the John Muir Discovery award in the upper school. Children across P4 and P5 achieved both Bronze and Silver accreditation through the RSPB Wild Challenge. STEM a Story was used creatively to engage children in a range of outdoor learning experiences, providing opportunities to enhance problem solving skills and apply knowledge as well as opportunities for curiosity and imagination.



Teaching staff have benefited from the ongoing support of 3 members of staff (one based in school, two in our Family Centre) who have been completing Level 3 Forest Schools Leader training. These members of staff have almost completed their accreditation and plans are in place to introduce Forest School experiences next session.



Crookfur Primary @CrookfurPrimary · 5 May

It has been a productive in-service day including sessions on Assessment and Creative Learning Environments. We ended the day with a fun packed Forrest Schools session led by Mrs Lamont, she challenged us to cook pancakes on a tin and build flagpoles! 🥞🔥🌳 #continuousimprovement



1 13



Crookfur Primary @CrookfurPrimary · 5 May

It got a little competitive as we built our team flagpoles during our staff Forrest Schools taster session! 🏆



13

Learning approaches at the Early level are firmly based on play and active learning. Children enjoy high quality play experiences and the impact of play pedagogy training for teachers is evident. This session, two further P1 teachers completed Playful Pedagogy Training supported by Deirdre Grogan of Strathclyde University, embracing the opportunity for professional learning and implementing this in their classes.

Focused cluster development was carried out to enhance learning pathways for Modern Languages. The cluster development group worked alongside the Education Development Officer to carry out an audit of staff knowledge, skill and confidence in delivering experiences and outcomes for L1 and L2. This was then used to plan and facilitate professional development for staff which included CLPL training courses, team teaching and shadowing.

The development group also worked to develop approaches to pedagogy and reviewed planning to ensure learning pathways support learners to build on their prior learning and experiences and ensuring progression on to the next stage.

Due to the ongoing challenges in schools caused by Covid restrictions, these improvements have not yet been fully implemented. Barriers to mixing prohibited the cluster working as flexibly as we would have liked and consequently some actions were not able to be completed. We look forward to full implementation in schools next session.

Staff make effective use of the local authority skills framework to inform their planning for learning, teaching and assessment. They have also engaged in a variety of moderation activities at different levels – establishment, stage and cluster- that have supported opportunities to collaborate and develop a more consistent, shared understanding of standards across curriculum levels.

There is scope to develop this further next session, with increased opportunities to share standards through authority collaborative groups. It is expected that this ongoing work will support teachers' use of assessment to plan learning experiences and make accurate judgements about progress. In addition, both in school and at cluster level there will be a clear focus on developing the range and quality of assessment approaches used and the reliability of assessment evidence.

In line with our improvement priorities and the recommendations of the CIV, we have worked to develop approaches to differentiated learning for groups and individuals. A programme of professional learning to develop formative assessment approaches was planned and delivered to all teaching staff. These approaches to learning and teaching support the development of higher order thinking skills and children's application of their learning and thinking across different contexts. The impact of the sessions and associated professional reading, led to teachers using

more effective approaches to create learning intentions and co-construct success criteria. This has helped to improve children's understanding of what success looks like.

High quality questioning and effective feedback have helped promote more effective classroom dialogue, encouraging children to take greater ownership of their learning, setting personal targets and understanding what they need to do to improve. Early signs are that these approaches are having a positive impact and are being applied more consistently across the school. This will be further developed as an ongoing improvement priority next session.

As in 2020/21, in 2021/22 additional government funding to support Covid recovery was used to fund an additional full time teacher and 25 hour Pupil Support Assistant. The additional teacher facilitated continuation of a stage team structure within the school, enabling an additional teacher to be allocated at every stage P1-P7. This teacher provided both non class contact cover and additional support for learning across their allocated stage. This had a positive impact upon children's experiences as the dedicated team member was able to get to know all of the children in the year group well, leading to learning experiences better matched to their abilities and interests. This approach also facilitated better communication and collaboration amongst teachers across the stage.

Within the school we reviewed our approaches to universal and targeted support. The culture and ethos of the school evidences a commitment to embed the principles of Getting It Right For Every Child (GIRFEC) in all aspects of school life through and staff engaged well with training on provision of universal & targeted support.

There is a clear framework for the identification of learners' needs and robust approaches to Joint Support Team meetings and planning and review for targeted support. Where appropriate, long term additional supports are captured in additional support profiles. Class teachers are confident in meeting the range of needs of children within their classes and involve children, parents and partners in decisions about learning and support.

A notable impact of the Covid-19 pandemic has been upon the mental and emotional wellbeing of children. Across the school, there has been an increase in children reporting feelings of anxiety and associated behaviours e.g. problems sleeping, difficulty separating from parents/carers. In addition to embedding a whole-school approach to the language of Growth Mindset, Crookfur effectively engaged with external agencies including Family First and HealthiER Minds to support these children and families.

In particular, HealthiER Minds delivered a wellbeing programme based on the *LIAM (Let's Introduce Anxiety Management) Project* across our P5 cohort. Feedback from children and parents highlighted the value in providing children with the opportunity to explore and discuss the feelings of anxiety they have, normalise a range of emotions and teach practical strategies to manage anxiety in a range of situations. This was a pilot project within ERC and following its positive impact may be rolled out to other settings.

Within Crookfur, there is a desire to build on this experience and develop our approaches to supporting children's mental and emotional wellbeing, particularly following adverse experiences or trauma, as an improvement priority next session.

Next session we will re-establish nurture group support in the school and begin a programme of professional learning to develop trauma informed practice.

Our allocation of hours for Pupil Support Assistants (PSA) will be maintained by ERC in 2022/23 and will be enhanced by an additional PSA funded by the Pupil Equity Fund. This will support targeted interventions for literacy, numeracy and health and wellbeing. This year our PSAs have undertaken a range of training to maximize the support they are able to provide including Daily Literacy Learning, Together Better Readers, Toe by Toe, 5 Minute Boxes and relaxation groups.

An allocation of pupil equity funding will also be used to support the appointment of a part time Principal Teacher who will drive forward planned PEF interventions. The PT will work alongside senior leaders and coordinate the work of support staff including bi-lingual support worker and PSAs.

We secured the support of an Education Scotland Attainment Advisor to carry out a review of our PEF planning and more widely targeted support within the school. Through robust professional dialogue, we developed a driver diagram that captures desired outcomes as well as primary and secondary drivers. This process highlighted the need to focus upon family learning and ensuring that children and families are fully involved in discussions and decisions about how their needs are met.

### **Next Steps**

- Continue to engage in school/cluster/authority CLPL around learning, teaching and assessment cycle
- Support children's self efficacy through culture of Growth Mindset and formative assessment approaches
- Re-establish nurture group support in the school and begin a programme of professional learning to develop trauma informed practice

How good are we at ensuring the best possible outcomes for all learners? (3.1, 3.2)

Evaluation: **Very Good**

#### **NIF Priority**

Improvement in attainment, particularly in literacy and numeracy.  
Closing the attainment gap between the most and least disadvantaged children  
Improvement in children and young people's health and wellbeing

#### **School Priorities**

To ensure learners enjoy quality learning experiences and achieve the best possible outcomes  
To promote participation and opportunities to celebrate personal achievement

#### **NIF Driver(s)**

School leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress

#### **Local Improvement Plan**

Improved literacy and numeracy attainment throughout the years of the broad general education  
An improvement in the attainment of disadvantaged children and young people  
Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential  
A positive culture of health and wellbeing in every school and service  
A culture based on Getting it Right For Every Child



### Progress, Impact and Outcomes

Our supportive culture and team-oriented ethos is based on the vision and values discussed above. Our strong sense of community sits at the heart of the life and work of the school and it was evident during our CIV that children, staff, and families are heavily invested to create and maintain the vision of the school.

We have a climate where children feel safe and secure and actions taken this year as part of our school improvement plan have enhanced this. All staff undertook refresher training in using restorative approaches to support conflict resolution. This ensured a consistent approach is taken to supporting children where they are considered as individuals, that they are listened to and are agents in discussions and decisions which affect them.

Primary 6 children led our school wide anti-bullying campaign, based around the theme “One Kind Word.” They took part in training delivered by the charity “I am me” in association with Police Scotland. This training had a particular focus on challenging disability hate crimes, with a wider emphasis on tolerance, respect and kindness.



**Crookfur Primary** @CrookfurPrimary · 25 Nov 2021

We are so proud of our P6 children, they have all taken on leadership roles during our anti-bullying week. The theme is One Kind Word and after workshops of their own, they delivered lessons to all classes. Their aim was to help promote kindness across our school. ❤️



**Crookfur Primary** @CrookfurPrimary · 25 Nov 2021

P4 have been busy making kindness bunting to start a chain reaction of kindness around our school. We can't wait to get it up on display.  
[#OneKindWord](#) [#AntiBullyingWeek](#) [#Crookfurvalues](#)



**Crookfur Primary** @CrookfurPrimary · 25 Nov 2021

P6 delivering kindness lessons to all our classes this week. We definitely spotted some teachers of the future! 🥰  
[#AntiBullyingWeek](#) [#OneKindWord](#)  
[#connectingourschoolcommunity](#)



The sessions led by P6 raised awareness amongst children about recognising and challenging bullying behaviour and about their role as upstanders. This supports us to foster a culture where bullying in any form is challenged and addressed appropriately.



Following the restrictions placed on mixing due to Covid-19, we have sought to strengthen our sense of school community in order to impact positively on relationships and wellbeing. The introduction of our P1/P6 Buddy programme was a hugely successful initiative, offering senior children an opportunity to develop leadership and communication skills and for younger children to develop supporting and nurturing relationships within the school. In addition to daily lunchtime interactions in term one, regular opportunities were planned for P1 and P6 buddies to maintain and develop their friendships e.g. story times, picnics and our Colour Run fundraiser.



We creatively sought opportunities for children to share their learning and achievements and to perform for parents/carers, visitors and the wider community. We are grateful to our friends at Newton Mearns Baptist Church who willingly supported our P1 and P2 Nativity performances as well as our P3 spring show *The Bee Musical*, enabling parents and carers to see their children perform on stage for the first time.

As mentioned above, a number of pupil-led committees continued the work of our school towards Eco Schools Green Flag reaccreditation, Rights Respecting Schools Award and road safety awareness as well as maintaining our high standards of sports and health represented by our Gold Sports Scotland status and digital skills recognised by our Digital Schools award.

Assemblies, weekly newsletters, weekly class blogs and our Twitter feed are all used effectively to share and celebrate the work of all of our committees, as well as the contributions of individual children and classes.

We remain committed to the continued development of leadership at all levels across the school and to recognising and celebrating the contributions children make to the life and work of the school next session.



**Crookfur Primary** @CrookfurPrimary · 20 Jun

P1c had a visit from our fabulous P7 digital leaders this afternoon. They enjoyed developing their coding skills including using loops! 🤖  
#digitalleaders



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❤️ 9



*Our Digital Leaders collaborating in P1*



**Crookfur Primary** @CrookfurPrimary · 12 May

Two of our Junior Road Safety Officers attended a Road Safety Event ran by the Campus Police. There were speakers from all the different services who keep us safe on the roads. There was also a visit from the new East Renfrewshire Police mascot, Jackton the Dog! 🐕👮



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❤️ 4



*JRSO's supporting community events*



**Crookfur Primary** @CrookfurPrimary · 7 Jun

We are so proud of P4/5 who set themselves a class challenge of cycling/running 750 miles to raise funds for Ukraine. They have covered 580 miles and are showing great determination to reach their target. So far they have raised an amazing £750! 🚴💪💙💚



❤️ 7



*Enterprising learning and charity fundraising in P4/5*



**Crookfur Primary** @CrookfurPrimary · 16 Jun

P4/5 opened their doors to parents/carers as they continue to raise funds for Ukraine. From the welcome committee to the stall holders, the event was completely led by the children. We are delighted to announce that they have raised an astounding £1028 so far! 🙌💪💙💚  
#proudschool



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❤️ 14



As Covid-19 restrictions were eased, we actively sought to create a programme of curricular experiences which would support learners to develop health and wellbeing skills and apply these in a range of contexts. In collaboration with Active Schools, we successfully re-introduced a wealth of morning, lunch and after school clubs. In addition Crookfur children were able to participate in tennis, cross country running and badminton tournaments at cluster and authority level.

Analysis carried out by East Renfrewshire Active Schools indicates that 57.6% of children across the school attended one of our free sports clubs. All clubs were run by staff and parent volunteers and therefore it is a huge achievement to have ensured that over 250 children were able to participate in the programme across the year.

Our Sports Co-ordinator further enhanced learners' experiences by planning a Crookfur Health and Sports Week in June. This was a great example of our commitment to engaging with the local community and striving to offer experiences which promote inclusion, wellbeing and equity.

A host of local sports clubs and health professionals supported our Health and Sports week. They provided high quality workshops and sports taster sessions for children across the school, making clear the connections between physical health and fitness and mental and emotional wellbeing. Many children have been inspired to join local clubs as a result.

As we move towards a greater sense of normality, we have the opportunity to offer increased opportunities for wider achievement, targeting children at risk of missing out. Next session we will

develop a consistent approach to the tracking of achievements across the school community to capture the impact and facilitate a robust system for monitoring.

The work of our parent/carer Diversity Group has been ongoing this session and was highlighted as a strength in our Collaborative Improvement Visit. Our curriculum provides children with opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance. This has been particularly successful in P7 this session with our continued commitment to the Heartstone Project. We will now seek to ensure there are well-planned and progressive opportunities to explore and challenge issues such as discrimination and racism across the school.

Significant development work was undertaken in consultation with our Diversity Group to review of our Relationships, Sexual Health and Parenthood Education curriculum. A short life development group was convened to engage with Scottish Government materials and to design the RSHP curriculum to meet the needs of children in Crookfur. Diversity group members and teaching staff were consulted during this process and in reviewing learning and teaching resources. A number of new resources will be purchased for the school, particularly to support LGBT inclusive practice. An information guide for parents/carers was also created and shared with the parent forum.

Parental involvement and engagement are central to the work of the school and both the Parent Council and Diversity group played a key role in promoting inclusion and equity through work to address the Cost of the School Day. The Diversity group produced an information Sway for parents to highlight the steps taken to address the cost of the school day and to signpost families to information and financial support.



## Cost of the School Day Information and Support

Crookfur Primary is committed to ensuring the cost of the school day is kept as low as possible without children having to miss out on anything. Some of the ways we do this already are:

[Go to this Sway](#)

Analysis of a survey issued by the Diversity group recognised the measures already taken by the school to minimise costs e.g. free extra-curricular clubs, subsidised school trips, but highlighted school uniform as a significant cost. In line with the revised ERC Dressing for Excellence policy, we reviewed our school uniform policy in collaboration with the Parent Council and Diversity group, creating a Sway for parents/carers.



## Crookfur Primary School Uniform

Following feedback from our children and families, we have produced this helpful guide to uniform in Crookfur Primary. Over the last two years we have adapted our approach to uniform. We ar...

[Go to this Sway](#)

All staff are aware of guidance and responsibilities in relation to wellbeing, equality and inclusion. They effectively use data and demographic information to create overviews for their classes, ensuring they are fully aware of the diversity of strengths and needs within them. Children who require additional support with their learning are identified and timely, appropriate interventions are put in place. Parents and children are involved in the review of wellbeing plans which include strengths, needs and supports in place. Children's individualised plans are well written in child-friendly language. As a result, children and parents are clear about the support and interventions in place. Regular review and evaluations of plans help to monitor the impact of interventions and support.

As mentioned above, to continue to meet learners' needs effectively in our post-pandemic world, we will focus on developing nurturing approaches and trauma informed practices. Staff will develop an increased awareness and understanding of the impact of adverse experiences and trauma on children. Ensuring we create emotionally supportive environments and relationships, staff will integrate knowledge into practice to effectively support children to feel safe and secure.

This session we have maintained consistently high standards of attainment for all learners. Most children's attainment in Literacy and English and Numeracy and Mathematics is good or very good. For children with additional barriers to learning, most are attaining appropriate to their individual level of needs and are making good progress from prior levels.

Across the school, children perform in line with the authority average (100) in reading. Over time, we can see a consistently high level of performance in reading for P3, P5 and P7, measured by East Renfrewshire standardised tests. The table below illustrates this and that levels of attainment have been maintained or improved for each cohort from their previous assessments.

**Average Standardised Test Score (Reading)**

	2019-20	2020-21	2021-22
P1 Baseline (literacy)	99	96	100
P3	99	104	102
P5	98	104	99
P7	97	Not Available	103

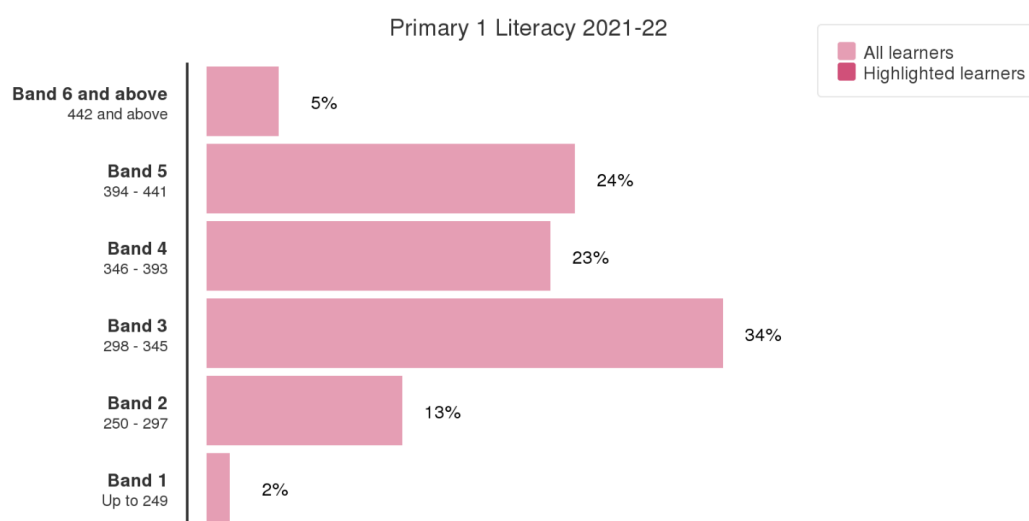


Based on ERC Standardised Assessments, children who benefit from additional support for learning are making steady progress. Average scores for children performing within the lowest 20% have increased over time in P3 and P5, remaining consistent at P7.

#### Average Standardised Test Scores within the Lowest Performing 20% in Reading

	2019-20	2020-21	2021-22
P3	86	86	89
P5	80	80	84
P7	82	Not Available	81

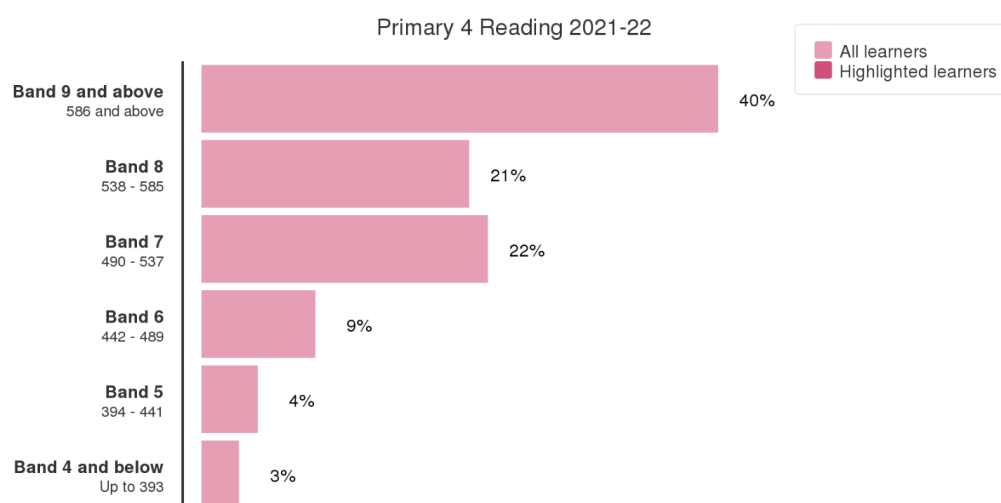
Almost all children were judged by teachers to have achieved Early Level reading (93%) and most have achieved Early Level writing (88%) by the end of P1. In the Scottish National Standardised Assessments (SNSA) for literacy, most P1 children (86%) performed in line with or exceeded national averages.



The continuation of the Daily Literacy Learning (DLL) programme in P2 and our ongoing commitment to Reading Recovery at this stage will support the raising of attainment over time in literacy.

Reading attainment is consistently high across the school with most children in P4 and P7 also achieving expected Curriculum for Excellence levels, 84% and 89% respectively. Attainment in writing is also high with an average of 84% of children across P1, P4 and P7 judged by their teachers to have achieved or exceeded expected levels. This is largely consistent with attainment levels in previous years.

This consistently high level of children achieving expected CfE levels is reflected in strong SNSA results. For example, in P4 almost all children (92%) achieved within Band 6 and above, with a majority (61%) achieving bands which place them above the national average.



Talking and listening continues to be a strength across the school with almost all children (an average of 95%) across P1, P4 and P7 achieving or exceeding national expectations.

In Numeracy and Mathematics, attainment in East Renfrewshire standardised assessments has been largely consistent over time. Despite our implementation of the Numeracy and Mathematics strategy, there is not yet an improving trend in attainment in this area as measured by ERC standardised tests. Across P3, P5 and P7 average scores are slightly below the authority average and expectations for Crookfur Primary (100).

#### Average Standardised Test Scores in Numeracy and Mathematics

	2019-20	2020-21	2021-22
P1 Baseline	100	99	101
P3	99	97	99
P5	100	97	96
P7	97	95	96

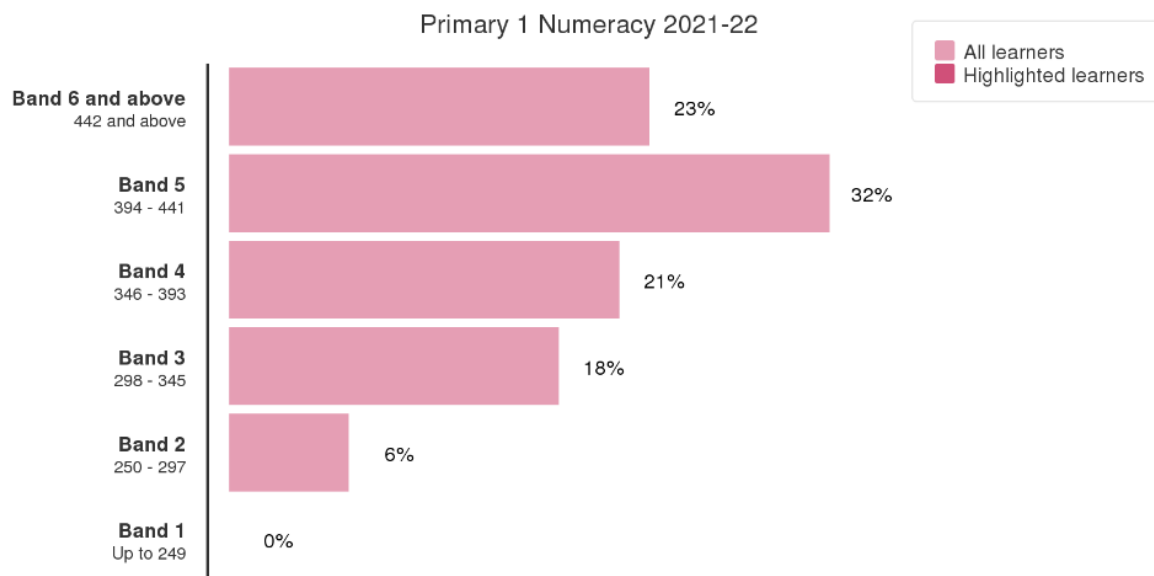
Detailed analysis of the components of the standardised test indicate that boys tend to outperform girls in Mathematics Standardised Tests at P5 and P7.

#### Average Standardised Test Scores in Numeracy and Mathematics – Boys vs Girls (2021/22)

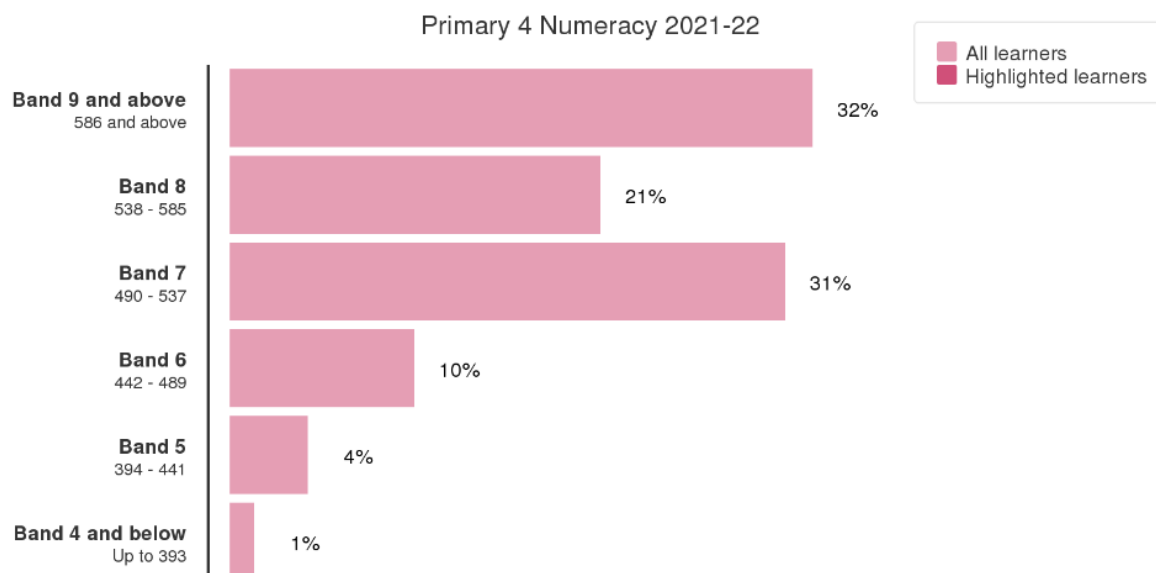
	Boys	Girls
P3	99	99
P5	97	94
P7	99	94

In P5 and P7, girls did not perform as well as boys in the following key areas; fractions/percentages/ratio, measurement/time and problem solving. In P5, girls also performed less well on questions involving shape/position/movement. There was no observable gender difference in P3.

In contrast to attainment measured by ERC standardised tests, almost all pupils at P1, P4, P7 achieved or exceeded expected Curriculum for Excellence levels in Maths (91%, 89% and 90% respectively). Analysis of this year's SNSA for Numeracy and Mathematics indicates that children in Crookfur attain at a high level by national standards with an increasing number of children achieving Band 3 or above (an increase of 9%) compared to P1 in 2020/21 ;



This trend is continued within our P4 year group, with almost all children (94%) reaching or exceeding national averages/ mid-point bands.



Attainment information presents a very positive picture however, we are committed to continue to strive for further improvement. We will continue to focus on improvement in this area to ensure that children continue to progress in their learning and that all children experience appropriate challenge and support in order to reach their potential.



The table below shows the relationship between SIMD and attainment. Due to the very small numbers of children identified within SIMD 1-3, this data cannot be used to reliably identify trends in attainment.

See below *(2020-21 figures in brackets)* :

	SIMD 1-3 Reading	SIMD 8-10 Reading	SIMD 1-3 Numeracy	SIMD 8-10 Numeracy
P1 (Baseline)	(70) N/A	(96) 99	(70) N/A	(100) 101
P3	(N/A) 101	(104) 103	(N/A) 128	(98) 98
P5	(N/A) N/A	(104) 99	(N/A) N/A	(97) 96
P7	(N/A) 78	(N/A) 105	(N/A) 70	(N/A) 97

The number of children entitled to free school meals provides a slightly larger sample and this data comparison shows a more enduring difference in attainment measured by ERC standardised assessments. Again, caution must be used when interpreting figures due to the small numbers.

#### **Average Standardised Test Scores of Children Entitled to Free School Meals**

*(2020-21 figures in brackets)*

<b>Reading</b>	FME Average	School Average
P1 (Baseline)	(93) 86	(96) 100
P3	(104) 108	(104) 102
P5	(95) 86	(104) 99
P7	(N/A) 85	(N/A) 103

<b>Mathematics</b>	FME Average	School Average
P1 (Baseline)	(99) 79	(99) 101
P3	(89) 91	(98) 97
P5	(86) 74	(98) 97
P7	(N/A) 74	(95) 96

Here we can see that on almost all occasions, children living in lower income households (as measured by free school meal entitlement) tend to perform less well in reading and mathematics standardised tests. The attainment gap is most pronounced in Numeracy and Mathematics.

We will continue engage in robust professional dialogue and interrogate data for key equity groups in order to ensure that teachers are best placed to affect change and evaluate outcomes for their learners. Furthermore, we will strengthen the role of our Maths Champion across the school to continue to embed the recommendations of the ERC Numeracy and Mathematics Strategy.

It is hoped that the strategic leadership afforded by appointing a PT (Pupil Equity Fund) to lead targeted interventions to address the poverty related attainment gap will ensure that barriers to learning are identified and addressed for this specific group and all children are fully supported to reach their potential.

### **Next Steps**

- Continue to foster a culture of high expectations with a strong focus on improving learning across the school, ensuring that learners progress appropriately, experiencing the correct level of challenge and support in order to experience success
- Develop a consistent approach to the tracking of achievements across the school community to capture the impact and facilitate a robust system for monitoring.

### **Pupil Equity Fund- How are we ensuring Excellence and Equity**

#### *Seasons for Growth*

Following the training staff members were able to carry out a Seasons for Growth group. Although not all identified children (highlighted in PEF) volunteered themselves staff were able to carry out some targeted supports such as small friendship groups looking into change. This will be further developed next session.

The post evaluation showed that almost all of the children stated that they strongly agreed that the programme helped them to take charge of their own choices. A children either agreed or strongly agreed that they have people who can support them if they need it.

All children recognised that they now know “that it is ok to feel sad and angry”. This was in contrast to the initial form they completed where most children stated that feeling sad means that they are “unable to manage their emotions”.

All parents questioned noted an increase in children’s ability to discuss feelings .One parent highlighted that their son was crying himself to sleep every night. After week 4 of the session this stopped and he now feels happier to talk about how he is feeling.

#### *Kitbags –Year 2*

Following the success of kitbags with identified children, the ambassadors led this support with other target groups. All ambassadors highlighted an increased confidence in communicating with others following this project.

Almost all of the identified younger children noted that they felt happier to talk about worries with a peer, and also with an adult. In addition to supporting younger children the target group independently highlighted ideas for their own ‘High School kitbag’ in order to support transition.

Kitbags were introduced to target families and almost all parents engaged with the opportunity to see how they can help support children at home. Further work on this will be carried out next session.

A need was also highlighted with regards to unstructured times such as, playtimes and lunchtimes. Opportunities were timetable to for ambassadors, and trained staff, to lead sessions at this time. This could be further embedded though and so the plan is to ensure that all PSA’s, the janitor and SLT will now be trained to deliver kitbag sessions.

Post questionnaires highlighted an increase in learner confidence in younger children. Almost all children asked stated that they were able relax more before starting a key learning task.

The aim of the group was to continue to enable the pupils to work collaboratively to develop key learning and life skills as well as to increase engagement and attendance for disengaged children.

Due to Covid, the support groups were not able to be established however training took place and the allocation of PEF for additional teaching staff has ensured that all planning, and relevant paperwork, is in place to establish a support group next session.

**Next steps:**

- Engagement of families- through kitbags and also through Seasons for Growth
- Opportunities to develop family supports- looking at cost of the school day and family learning opportunities
- Further use of outdoor learning to increase engagement
- Cluster collaborative working to support Health and & wellbeing and increase engagement as a result
- Increase training in staff
- Application completed to become a Kitbag school

**What is our capacity for continuous improvement?**

There is a very strong capacity for the school to improve.

The Quality Improvement Service and Link Quality Improvement Officer will continue to work with and support the school to continue to improve the quality of education provided and raise standards of attainment for all pupils.

**National Improvement Framework Quality Indicators**

Quality indicator	School evaluation	Inspection evaluation
1.3 Leadership of change	Very Good	Not known
2.3 Learning, teaching and assessment	Very Good	Not known
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Not known
3.2 Securing children's progress / Raising attainment and achievement	Very Good	Not known

## School Improvement Priorities 2022/2

### Crookfur Primary School

- ✓ Build leadership capacity at all levels, including amongst learners, fostering individual skills and talents to lead improvements and improve overall capacity
- ✓ To become an *assessment capable* school community
- ✓ To effectively meet learners' needs through nurturing approaches and trauma informed practice

### *Maintenance Agenda (ongoing targets for improvement)*

- Develop a consistent approach to the tracking of achievements across the school community to capture the impact and facilitate a robust system for monitoring.
- Embed Forest Schools approach to outdoor learning
- Continue to implement recommendations of review of 1+2 Languages Strategy
- Implementation of Parental Involvement and Engagement Strategy
- Strengthen role of Maths Champion in raising attainment in Numeracy and Mathematics
- Continue to work in partnership with Active Schools, ER Culture and Leisure and Instrumental Music Service to ensure all children have high quality opportunities for achievement.