Summarised inspection findings

Crookfur Primary School

East Renfrewshire Council

28 February 2023

Key contextual information

Crookfur Primary School is located in East Renfrewshire Council. The current roll is 508 children across 18 classes. The school roll continues to increase each year and a new extension to the main building is planned to begin in 2023. The senior leadership team consists of the headteacher, two deputy headteachers and two principal teachers. An additional principal teacher is funded using the Pupil Equity Fund (PEF) for 0.6 full time equivalent. The headteacher is responsible for the leadership and management of the associated Crookfur Family Centre. At the time of the inspection, almost all children lived in Scottish Index of Multiple Deprivation (SIMD) data zones 8 to 10. In session 2022/2023 the school received £36,750 of PEF.

2.3 Learning, teaching and assessment	very good
This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are: ■ learning and engagement ■ quality of teaching ■ effective use of assessment ■ planning, tracking and monitoring	

■ Across Crookfur Primary School, there is a very calm and nurturing ethos. Children are polite, friendly and interact very respectfully with their peers and staff. The headteacher and senior leaders foster a culture which reflects the school's vision and values well. Teachers create class charters with children using the United Nations Rights of the Child and promote rights-based education successfully. Children, parents and staff are proud of their school and relationships are positive. As a result, there is a strong sense of community.

■ In all classes, children have useful opportunities to work independently and in groups during tasks that motivate them well. The recently introduced Crookfur Learning Powers support children to think about their learning and overcome challenges. Children choose the contexts for interdisciplinary learning. This provides them with greater ownership of their learning. A next step will be to develop this approach to provide children with further choice in planning and leading their learning.

■ All staff create a positive and safe learning environment. Almost all children are confident in class and independently access resources to support their learning well. Children at the early stages, engage successfully in free play and there is a good balance of child and adult initiated learning. A few children require prompts that provide more support during play-based learning. Staff continue to use national practice guidance to develop and implement purposeful play-based approaches to develop children's curiosity and creativity.

■ Overall, the quality of teaching is good with examples of very good practice. In most lessons, teachers provide learning experiences that are matched well to children's needs. Teachers should continue to ensure there is consistent use of effective differentiation across the school. This will provide more appropriate pace, support and challenge for all children, including higher achieving children. Almost all teachers provide detailed feedback in writing activities which is

helping children understand their next steps clearly. They are well placed to adopt this skilful approach to feedback across all curricular areas.

- In all lessons, teachers' explanations and instructions are clear, supporting children well to understand the purpose of tasks. All teachers use learning intentions effectively and set measures of success for children. This supports children most effectively when measures of success focus clearly on the intended learning outcomes. Across the school, all teachers should involve children more fully in creating measures of success based on learning outcomes. This will help children to have a fuller understanding of their learning and their individual next steps.

- The woodland area gives all children useful and engaging opportunities to learn outdoors regularly. Staff use outdoor spaces effectively to develop children's curiosity and encourage application of skills. Children participate successfully in the John Muir Award, Forest Schools and the Royal Society for the Protection of Birds Wild Challenge.

- In all classes, teachers use interactive whiteboards frequently. In most classes, teachers use digital technology well to extend and enhance children's learning. The school has received a Digital Schools Award. Children who are digital leaders are integral to rolling out digital technologies across the school. Children develop their skills in coding, computer-aided design and 3D printing very well. Partners support staff and children effectively to develop their digital skills. For example, children in P6 and P7 participated in a local authority coding event.

- All staff feel empowered to seek out relevant professional learning to develop their practice. They are enthusiastic about improving outcomes for children and work very well as a team. For example, during COVID-19, staff identified that children needed support with their health and wellbeing. They undertook relevant training in using nurturing approaches to support children's wellbeing successfully.

- Teachers ensure that assessment is integral to planning. They use a variety of approaches to gather evidence of children's learning in class. They provide opportunities for children to demonstrate and apply their learning in a range of contexts. Teachers also use standardised, diagnostic and summative assessments to obtain detailed information about children's strengths and next steps. As a result, teachers have a comprehensive knowledge of individual children's learning and progress.

- Teachers engage in moderation activities with colleagues in the school and across the cluster. This is supporting them well to have a shared understanding of attainment and progress within and across Curriculum for Excellence (CfE) levels, particularly within literacy and numeracy. As planned, teachers should now extend this approach to include other areas of the curriculum.

- Teachers use the local authority's planners successfully when planning children's learning in literacy and numeracy. They outline the CfE experiences and outcomes and associated key skills that children will cover, referring to the corresponding national benchmarks. In other curricular areas, teachers use an agreed combination of local authority and school formats to support effective planning. Teachers consider children's interests to ensure relevance. Teachers working at early level have recently introduced floorbooks to involve children further in planning their learning.

■ Senior leaders meet with teachers termly to review planned learning. They provide helpful prompts in advance of planning meetings which support teachers well to reflect and prepare for discussions. Senior leaders and teachers consider the breadth and depth of children's learning across the curriculum. Teachers share and review the strategies they use to offer support and challenge for individuals and groups of children. Senior leaders document the outcome of these discussions which serves as a helpful record of next steps. Overall, this systematic and consistent approach to planning supports skills progression and continuity of learning for children very well.

■ Senior leaders use well-planned and robust systems to track and monitor children's progress. This supports effective transitions at key points in learning including when children move into P1 and S1. Teachers record children's progress in literacy and numeracy on the local authority's tracking database. Teachers and senior leaders review a range of supporting assessment evidence about children's progress during termly tracking meetings. This is contributing to teachers' increasing confidence and accuracy when making professional judgements about children's levels of attainment. As planned, senior leaders should track children's progress in other curricular areas with the same rigour.

■ Senior leaders and teachers identify clearly if children need additional support or challenge in learning. They plan universal and targeted interventions for children accordingly. They have a clear and consistent approach to this process. They maintain detailed records of children's progress and the impact of planned interventions. This is supporting children well to make progress in their learning.

2.1 Safeguarding and child protection

■ The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement	very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Children's attainment in literacy and English and numeracy and mathematics is very good. Inspection activities confirm that overall, almost all children achieve expected CfE levels of attainment in listening and talking, reading and numeracy and mathematics. Most children achieve expected CfE levels of attainment in writing. At all stages, a considerable number of children exceed expected CfE levels of attainment in literacy and English and numeracy and mathematics.

- Senior leaders and teachers use a range of assessment data well. This supports teachers to make increasingly accurate judgements about children's levels of attainment.

Attainment in literacy and English

- Overall, almost all children make very good progress in literacy and English.

Listening and talking
- Across the school, almost all children speak clearly and audibly using very well-developed vocabulary. Children have very good opportunities to apply their talking and listening skills in real-life contexts through a wide range of pupil groups, clubs and committees.

- Almost all children at early level follow instructions and answer questions related to their learning tasks. They identify and generate rhyme from a given word or sound. They share their likes and dislikes confidently. Children who have achieved first level listen to factual spoken texts to identify facts and opinions successfully. They use pace, tone, eye contact and gesture well during oral presentations. At second level, children communicate their ideas to convey information clearly and listen and respond appropriately to others in group discussions.

Reading
- Most children are highly able readers across the school. Class libraries support children to read a diverse range of books suited to their tastes.

- Children who have achieved early level read familiar texts with accuracy and use their knowledge of sounds to decode unknown words. Children who have achieved first level read a wide selection of fiction and non-fiction books with increasingly complex ideas and vocabulary. Commendably, they know the difference between primary and secondary sources of information to make accurate judgements about the reliability of their research evidence. At second level, most children answer literal, inferential and evaluative questions accurately to

demonstrate their understanding of texts. They would benefit from further opportunities to find, select and sort relevant information in personal research tasks.

Writing

- Across the school, children write enthusiastically within a range of genres.

- Children who have achieved early level write at least one sentence independently and use their knowledge of sounds to spell familiar words correctly. They communicate confidently their ideas, messages, and information in writing or in pictures. Children who have achieved first level are highly engaged in using texts they have read as a stimulus for writing. They know that newspaper reports need an eye-catching headline, subheadings and captions.

- At second level, children write extended texts using paragraphs to separate their thoughts and ideas logically. They understand and apply figurative language such as similes, metaphors and onomatopoeia to engage their audience.

Numeracy and mathematics

- Overall, almost all children make very good progress in numeracy and mathematics.

Number, money and measure
- Children who have achieved early level are confident in identifying missing numbers in a sequence and using coins. They compare and describe length, height and weight using the appropriate mathematical vocabulary. Children who have achieved first level use a range of strategies to solve addition, subtraction, multiplication and division problems. A few children need support when estimating and measuring length. Almost all children working towards the end of second level are secure in rounding and using decimal fractions to three decimal places. They apply this skill to calculate exchange rates with confidence.

Shape, position and movement
- Children who have achieved early level identify confidently a range of familiar two-dimensional shapes. Children who have achieved first level explain the properties of a right angle accurately. They recognise symmetry in two-dimensional shapes and designs. At second level, children identify acute, obtuse and straight angles and apply this knowledge to calculate missing angles. A few children calculate the volume of simple three-dimensional objects.

Information handling
- Children who have achieved early level read and interpret data accurately in a real-life context. For example, they interpret a graph showing information about playtime snack choices. Children who have achieved first level gather, collate and interpret information successfully using bar graphs and tally marks. At second level, children sort, display and interpret information from a range of graphs and charts. Children should continue to develop their skills in using a range of ways to collect and present information, including through further use of digital technology.

Attainment over time
- The school's data demonstrates sustained high CfE levels of attainment in literacy and English and numeracy and mathematics over several years. This consistent trend of high attainment over time is a strength of the school.

- Senior leaders and teachers monitor closely the progress of children with barriers to learning and implement effective interventions. As a result, children make very good progress in their learning.

Overall quality of learner's achievements

- Across the school, children participate in a range of committees, clubs and groups which is developing successfully their skills for learning, life and work.

- Children across the school have very good opportunities to share and celebrate their achievements through displays, assemblies, newsletters and online platforms. Staff encourage parents to share information about children's successes outside of school. Children enjoy receiving certificates in recognition of their achievements.

- Senior leaders monitor children's participation in clubs and school committees. As identified by senior leaders, a next step is to support children to articulate more clearly the skills they are developing.

Equity for all learners

- Senior leaders use Pupil Equity Funding (PEF) very effectively to provide additional staffing and well-planned targeted support in literacy, numeracy and health and wellbeing. Children are making successful progress towards closing their identified gaps.

- All staff know children and their families well. The cost of trips is subsidised and fund-raising events are planned to ensure that financial contributions are minimal or voluntary. This ensures that all children can participate fully in school life.

- Children are developing an increasing understanding of protected characteristics such as race and gender through planned curricular opportunities and cultural events. The Parent Diversity Group is supporting this work very effectively.

Practice worth sharing more widely

Across Crookfur Primary School, children participate enthusiastically in a range of committees and groups to develop successfully their skills for learning, life and work.

Children lead responsibly in the Rights Respecting Committee, Sports' Council, Eco Committee, Pupil Council and as House Captains and Digital Leaders. The Junior Road Safety Officers recently shared their views with parents to encourage 'Safe Roads for All'. As a result of these activities, the school has achieved a Gold Sports Award, Green Flag status and a Digital Schools Award.

Peer ambassadors in Primary 7 are trained in using a toolkit to promote talking and listening and encourage other children to have a balanced mindset. These discussions support all children during periods of transition throughout the school day. As a result, peer ambassadors are developing their sense of empathy and improving their communication skills within a meaningful context.

Reading buddies develop their leadership skills very well by supporting younger children with reading. They attend training which supports them to help younger children and fosters a reading culture.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.