

Crossford Primary School & Nursery



Standards and Quality Report *Achieving Excellence and Equity*

Context

Setting/School Roll (including ELC/ASC)	Crossford currently has 196 children in 8 classes in primary school and 37 children accessing ELC throughout the week. Our ELC operates 8:45 – 2:45 term time A few of the children at Crossford are care experienced. A few of the children at Crossford have English as an additional language
FME	6.5%
SIMD Profile for establishment	Average SIMD – 8.6
Attendance (%)	Overall 95.17 Authorised 3.71 Unauthorised 1.12
Exclusion (%)	0
Attainment Scotland Fund Allocation (PEF and SAC)	£8575
Cost of the school day statement	At Crossford Primary School we recognise the need to reduce the Cost of the School Day for all our children and particularly for our children who are already experiencing poverty. We examine the school day through the following headings; Uniform, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning.

Context

Crossford is a village in Fife approximately 1.5 miles west of Dunfermline with a population of approximately 2320. Crossford Primary School and Nursery serves Crossford with some placing requests from Dunfermline, Cairneyhill, Torryburn, Carnock and Gowkhall.

Queen Anne High School in Dunfermline is the associated secondary school with almost all children transitioning to there in S1.

Crossford Nursery Class is open from 8:45 to 2:45 term time.

Our Vision Statement:

Our aim at Crossford Primary School is “Rise to the challenge; supporting each other”.

Crossford Primary School values are:

- **Ambition:** we will strive to always achieve our best
- **Commitment:** We try our hardest on our journey to achieve our goals and targets
- **Respect:** We will value others and care for ourselves at all times
- **Responsibility:** We are responsible for everything we say and everything we do

Crossford Primary School and Nursery Class is located in the village of Crossford. It provides a broad general education for nursery and primary age children of Crossford and surrounding villages. The school currently has 8 classes and currently has 190 primary pupils.

Crossford Nursery provides early learning within the nursery for 1140 hours from 8:45 to 2:45 term time.

The senior leadership team of 1.0FTE Headteacher and 0.5FTE PEF DHT. The Nursery Team is supported by a peripatetic Nursery Teacher for 2 to 3 days every second week.

Crossford Primary and Nursery were inspected by HMIE in September 2023. Following the inspection our school improvement priorities were updated to reflect the summary of findings with a focus on meeting learners' needs.

The Headteacher was absent for 5 months and the school and nursery were supported by the leadership team of Cairneyhill Primary School.

This is reflected in our reporting on priorities for this session below.

Improvement Priority Session 2023 – 2024

Priority 1 - Raising attainment in numeracy – 80% of all primary children will be able to demonstrate immediate recall number bonds and tables facts appropriate to age and stage.

Directorate Improvement Plan (delete as necessary)

Equality & Equity
Achievement
Health & Wellbeing
Positive Destinations
Attendance & Engagement

HGIOS 4 Quality Indicators

1.1 – Self-evaluation for self-improvement
1.2 – Leadership of learning
2.3 - High Quality Learning, Teaching and Assessment
2.4 – Personalised Support
3.2 – Raising attainment and achievement

Has this priority been:
(please highlight)

Fully
Achieved

Partially
achieved

✓

Continued into next
session

Counting and number songs are regularly shared with all children in Primary 1 – 3 during weekly assemblies. As a result, children in Primary 1 – 3 are more confident in counting to 100 in 1s, 2s, 5s and 10s. This is evidenced through observations by class teachers and pupil support assistants.

Class teachers and pupil support assistants in Primary 1 – 3 classes have provided opportunities for all children to take part in Daily mental maths activities/games, counting songs and using numbers in context. As a result most children in Primary 1 – 3 scored higher in mental maths assessment than in the baseline assessment.

Class teachers in Primary 4 – 7 have provided opportunities for all children to take part in practising mental calculations at least 3 times a week through games such as noggle, timed 'beat that' challenges and daily 10 practise. As a result children are more confident and able in making quick mental arithmetic calculations and are more engaged in learning in numeracy. This evidenced by feedback from pupil focus groups, most children scoring higher in mental maths assessment than in baseline assessment and the majority of children achieving expected levels in curriculum for excellence.

Our next steps are to build on this improvement by continuing to teach mental arithmetic strategies and provide frequent and regular opportunities for children to practise these skills. We also plan to share opportunities and strategies to improve instant recall of numeracy facts with families.

Priority 2 - All children in Crossford Nursery will have opportunities to explore their emotions with support from nursery staff.

Directorate Improvement Plan (delete as necessary)

Health and wellbeing

HGIOS 4 Quality Indicators

1.1 – Self-evaluation for self-improvement
1.2 – Leadership of learning

			2.3 - High Quality Learning, Teaching and Assessment 2.4 – Personalised Support 3.2 – Raising attainment and achievement			
Has this priority been: (please highlight)	Fully Achieved	✓	Partially achieved		Continued into next session	
<p>Colour monsters were introduced to help children name emotions and were used for self-registration in the morning. The children actively participated in this and a few commented on how they were feeling eg ‘I am happy today.’ This is evidenced through observations and recording in floor book.</p> <p>Relaxation sessions were introduced to provide the children with opportunities to experience quiet, calm time in nursery and talk about how this feels with each other and adults. This gives the children tools to support regulation of emotions. The children can talk about this and photos and comments are recorded in the floor book. ‘You can lay down to relax.’ – child A</p> <p>A sensory den in quiet area of nursery was set up to give children a quiet space to relax and/or de-escalate when they feel overwhelmed. This has been observed being used by a few children and has helped them to feel calm and relaxed. An example of this can be seen in our floor book.</p> <p>We regularly introduced songs and stories to support discussion and exploration of different emotions and how to manage them. The children have enjoyed listening to the stories and taking part in the songs. When asked what makes you grumpy after reading a story called ‘My Shouty Day’, Child B said ‘when people shout.’</p> <p>We started weekly kitbag sessions with groups of children to talk about different emotions and to increase confidence in talking about their feelings. The children enjoyed these sessions and were able to share how they care for each other, what makes them feel happy. We recorded some of their comments in our floor book. ‘We take turns’ – Child C, ‘X plays with me and I sit next to her at lunchtime. She makes dens with me’ – Child D.</p> <p>Next steps</p> <ul style="list-style-type: none"> • to continue to embed exploration and discussion about emotions in our nursery environment and experiences. • To share this with families. 						
Priority 3 - (following HMIe inspection in September 2023) - Ensure appropriate planning for all children who require additional support with their learning by May 2024.						
Directorate Improvement Plan (delete as necessary) Equality & Equity Achievement Health & Wellbeing Attendance & Engagement			HGIOS 4 Quality Indicators 2.3 - High Quality Learning, Teaching and Assessment 2.4 – Personalised Support 3.2 – Raising attainment and achievement			
Has this priority been: (please highlight)	Fully Achieved		Partially achieved	✓	Continued into next session	

Summaries of support are established with the children who require additional support with their learning. As a result, the majority children with additional support needs receive the support appropriate to their needs. This is evidenced through classroom observations.

All staff have taken part in continued professional learning on the Solihull approach. This has supported understanding of how relationships affect behaviour and the importance of relationships for brain development. As a result, all children who are dysregulated are supported more effectively and are more able to participate in learning. This is reflected in time spent in class for one child, classroom observations and minutes of review meetings.

Pupil support assistants are timetabled to support children with the most significant additional support needs. This has supported those children to attend school, be included in all learning activities and wider achievements and to make progress in their learning. This is evidenced through minutes of review meetings and attainment data.

All class teachers have used inclusive classroom audit tool to improve the classroom environment to ensure that universal supports are in place for all children. Whilst the supports are available to all children they are not yet explicitly discussed or referred to as supports during learning activities. This is evidenced through classroom observations and completed inclusive classroom audits.

Next steps are

- to use the CIRCLE toolkit to support the inclusion of all children and promote a child-centred approach where children are listened to and involved in the management of their own learning.
- to establish and maintain a consistent approach to planning for all children who have additional support needs.

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	86%	75%	75%	82%
P4	100%	92%	80%	96%
P7	95%	81%	71%	86%

Overall Attainment for 2023 - 2024				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	80%	75%	87%	82%
P4		80%		96%
P7		71%		86%

Evaluative statement of attainment over time.

Most children are making good progress from their prior levels of attainment in literacy and numeracy.

By the end of P1, most children achieve early level in reading, writing, talking and listening and numeracy.

By the end of P4, almost all children achieve first level in reading, listening and talking and numeracy. Most children achieve first level in writing.

By the end of P7, almost all children achieve second level in listening and talking and most achieve second level in reading, writing and numeracy.

Overall, attainment in literacy and English is good.

Most children achieve CFE levels as expected at early level.

Almost all children achieve national expected levels of attainment at first and second levels in listening and talking.
Most children achieve expected levels in reading at first level and second level.
Most of children achieve national expected CfE levels at writing at first level and second level.

Overall attainment in numeracy is good.
Most children achieve CFE level as expected at early level.
Almost all children achieve the expected level at first level.
Most children achieve the expected level at second level.

Evidence of significant wider achievements

There has been a variety of wider achievement opportunities across the ELC and school this session. All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals. These skills are organisation, resilience, leadership, responsibility, communication and creativity.

These have been shared throughout the session through – weekly SWAY newsletters and Seesaw and celebrated through assemblies, our achievements display and in classes.

A few children in our nursery visited a local farm which gave them an opportunity to show responsibility when walking to and around the farm and develop communication skills by sharing their experience with other children.

All children in Primary 4 visited Dunfermline Abbey, library and museum using the service bus. This was an opportunity for them to practise their organisation and communication skills.

All children in Primary 3 have shown organisation and communication when they took part in two 'Voice of the World Song Collaboration' using Makaton.

All children in all classes took part in a sharing learning afternoon with family members where they were able to develop and demonstrate responsibility, communication and creativity.

A group of children from Primary 6 and Primary 7 were selected to represent Crossford at different team sports – netball, basketball, hockey, football and girls football. As well as developing their physical skills, they demonstrated teamwork, responsibility, leadership and communication.

All children had the opportunity to develop resilience and communication skills by learning a Scots language poem and performing it to their classmates.

All children had the opportunity to show their creativity by designing a front cover for Crossford Gala day brochure.

Children in Primary 6 and Primary 7 have continued to develop leadership and communication skills through roles including lunch monitors, playground leaders and door monitors.

All children in Primary 5 have shown good communication and responsibility when working with nursery children who will be starting school in August 2024.

All children in Primary 4-7 practised leadership, responsibility, organisation and communication skills as part of school committees – reading ambassadors, school sports, school leaders, our minds matter, sustainability and UNCRC.

Almost all children in Primary 6 attended overnight residential at Lendrick Muir. Here they showed skills in resilience, leadership, responsibility, organisation and communication.

Almost all children in Primary 7 attended Ardroy outdoor centre for a week where they practised and developed skills in resilience, leadership, responsibility, organisation and communication.

Feedback from External Scrutiny

Learning Partnership/Extended Learning Partnership/Subject Review/3.1 Review/DAS Review Strengths and Areas for Improvement

- Almost all lessons had learning intentions and success criteria. The majority of success criteria were co-created with the children however, not always in the children's language.
- All children had access to universal supports in the classroom however, they were not always explicitly referred to and relied on the children to remember that they were there.
- There was clear observation of differentiation to meet the children's learning needs in all classes.
- IT as a support was used in a few lessons.
- The majority of observed lessons were well planned, the learning was clear and the children were engaged in the learning.

Next steps

- learning intentions should not be contextualised eg 'we are learning how to use language to persuade the reader to agree with a point of view' rather than 'we are learning to use language to persuade the reader to agree that we should/should not have homework'.
- Universal supports should be shared and discussed with the children regularly and the relevant supports should be easily accessible if not ready to use on tables. Children should know what they can use to help them and why the supports are helpful. This includes the use of IT to support eg immersive reader, clicker 8 etc.
- Children should be able to talk about what they are learning and why they are learning this eg we are learning about telling the time so that we know when things are going to happen and we can plan activities.
- avoid language and processes that restrict progress.

Education Scotland - Strengths and Areas for Improvement

The inspection team found the following strengths in the school's work.

- The headteacher's calm and reflective leadership and sound knowledge and awareness of the strengths and areas for improvement of the school and nursery class.
- Effective staff interactions in the nursery, which support children's learning and developments well. Children are highly engaged, eager learners who explore and investigate confidently the richly resourced play contexts.
- Positive relationships across the nursery class and the school. Staff know children well and work effectively as a team to support children's learning.
- Children's involvement in enjoyable, motivating physical education and broader sports experiences.

The following areas for improvement were identified and discussed with the headteacher and a representative from Fife Council.

- Build leadership responsibilities for staff and children to enable them to influence change across the school. This should include providing children with more opportunities to achieve.
- Take increased account of children's views across the school.
- Ensure appropriate planning for all children who require additional support with their learning.
- Improve the pace and challenge of children's learning to continue to raise attainment.

Consultation with Stakeholders

- all parents/carers had the opportunity to feedback on improvement priority work through Microsoft form questionnaire and were part of a focus group during HMle inspection in September.
- Pupils on-going feedback gathered through regular pupil focus groups, pupil leadership groups and questionnaires
- Pupil wise and parent wise surveys

- Parent council discussion termly

How is SQR, IP and PEF Plan shared with stakeholders?

In September our school improvement plan and standards and quality are shared with all parents/carers through our SWAY, groupcall email and on our school website.

Display within school for all visitors.

Weekly SWAYS share with parents/carers progress throughout session

Nursery has recorded progress in a floor book which is accessible for all children and families

Parent council meeting are given a progress update at each meeting. This is then available for all parents/carers through parent council minutes.

PEF Evaluation/Impact

Targeted Interventions

- Raise attainment in reading for most children who have a standardised score of less than 90 including those children who are affected by aspects of poverty.

We used assessment data to analyse the gaps for each child and planned targeted interventions. These interventions were led by our Depute Headteacher and delivered by our pupil support assistants in collaboration with class teachers. This gave the children identified additional, focussed practise in reading on a small group or individual basis. This can be seen in our assessment data (SWRT, YARC, BASE) and PSA timetables.

Our Depute Headteacher met with pupil support assistants every 3 weeks to review progress and class teachers each term. Interventions were adjusted as and when required. This ensured that interventions were relevant and meeting the needs of the children leading to progress in decoding and comprehension skills.

As a result of this in May 2024

- In Primary 6, 5 out of 8 have a standardised score above 90 and 7 out of 8 have a higher standardised score than May 2023.
- In Primary 5, 2 out of 5 children have a standardised score above 90 and all of the children have a higher standardised score than in May 2023.
- In Primary 4, none of the children have a standardised score above 90 and 5 out of 6 children have a higher standardised score than in May 2023.
- In Primary 3, 7 out of 8 children had an increased POLAAR score for phonemic blending above 30/32 than in May 2023.
- In Primary 2, 1 out of 6 children have a standardised score above 90. The other children did not improve their score.

Overall, most children made improvements in their standardised scores. We are aware that this is an area for further development and will focus on reading as part of our school improvement plan in 2024/25.

School/Setting Name: Crossford Primary School and Nursery

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2021-2022	2022-2023	2023-2024	Inspection Evaluation <i>September 2023</i>
1.3 Leadership of change	Good	Good	Good	Good
2.3 Learning, teaching and assessment	Satisfactory	Good	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	Satisfactory
3.2 Raising attainment and achievement	Satisfactory	Good	Satisfactory	Satisfactory

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2021-2022	2022-2023	2023-2024	Inspection Evaluation <i>(since August 2023)</i>
1.3 Leadership of change	Good	Good	Good	Good
2.3 Learning, teaching and assessment	Satisfactory	Good	Very Good	Very Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Very Good	Very Good
3.2 Securing children's progress	Satisfactory	Good	Good	Good

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2022-2023	2023-2024	
How good is our care, play and learning?	Not assessed	Not assessed	
How good is our setting?	Not assessed	Not assessed	
How good is our leadership?	Not assessed	Not assessed	
How good is our staff team?	Not assessed	Not assessed	

Headteacher : Lorna Bernard