

Croftcroighn Primary & NC Standards & Quality Report Session 2025 – 2026

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2025 - 2026 and to share our improvement priorities for 2026 - 2027. Throughout last session we took forward our improvement priorities as detailed in our school improvement plan. Using our approaches to self-evaluation, we have detailed in this report the impact of our work and identified how we plan to continue to improve outcomes for our children and young people.

The context of the school									
	Croftcroighn is an additional support needs standalone primary & nursery provision meeting the needs of learners in the NE area of Glasgow. We currently have 66 pupils. All of our pupils have complex additional support needs: 64% have ASD, 28% have a physical impairment, 25% have a visual impairment, 3% have a hearing impairment, 33% require medications during the day, 93% have communication support needs & 58% can display distressed behaviours. 80% of our pupils are impacted by multiple additional support needs. Data shows that 42% of our pupils live within SIMD 1 & 80% of our pupils live within SIMD 1-5. 27% of our pupils live in a household where languages in addition to English are spoken. 66% of our population are identified as White Scottish, 13% African, 8% Asian, 3% Caribbean, 3% Arab, 2% Polish, 2% mixed & 5% are not known or disclosed.								
Our achievements and improvements 2025 – 2026									
During the 25-26 school year a new school vision & values statement was created which better reflects the current school community. This was developed through a series of discussions, surveys and activities which involved some parents, most partners and almost all staff. Over the past year we have continued our focus on developing the use of a range of Alternative and Augmentative Communication (AAC) strategies across classes. Our October INSET Day saw staff across the establishment modelling	 good practice in the use of core boards, objects of reference, signalong & TD Snap/high tech communication during familiar learning activities to support colleagues to use these AAC strategies to empower all our children to have ‘a voice’. In addition, we also continued working on our commitment to roll out Signalong Foundation Course training for all teachers, Grade 5 & CDO staff. In addition, our in house Signalong Tutor has also been working across classes to ensure opportunities for all learners to access musical signing sessions across the school year. A further focus across the school year was on Positive Behaviour Support Planning. Following input from The Education Psychology Service, staff completed ‘Capable Environments’ Checklist to evaluate our provision and identify next steps. Most staff have now engaged with class teams to create and update PBS plans. Most staff now review crisis events through the lenses of nurturing relationships and unmet needs.								
 We use traffic lights to help us think about stages of behaviour.  <table border="1"> <thead> <tr> <th>Green</th><th>Amber</th></tr> </thead> <tbody> <tr> <td> This is when *** is calm and relaxed. This is when we use all of the proactive strategies that help ***** manage day to day. </td><td> This is when ***** is becoming aroused, agitated, and distressed. This is when we see early warning signs that ***** is becoming more aroused or distressed. These signs are usually quite obvious. </td></tr> <tr> <th>Red</th><th>Blue</th></tr> <tr> <td> This is when ***** is presenting with distressed behaviour. This is when we use reactive strategies to manage the situation, calm things and keep everyone safe. </td><td> This is when ***** is beginning to calm down. This can some time. We must be cautious here as there is a risk of behaviour escalating again quickly. </td></tr> </tbody> </table>		Green	Amber	This is when *** is calm and relaxed. This is when we use all of the proactive strategies that help ***** manage day to day.	This is when ***** is becoming aroused, agitated, and distressed. This is when we see early warning signs that ***** is becoming more aroused or distressed. These signs are usually quite obvious.	Red	Blue	This is when ***** is presenting with distressed behaviour. This is when we use reactive strategies to manage the situation, calm things and keep everyone safe.	This is when ***** is beginning to calm down. This can some time. We must be cautious here as there is a risk of behaviour escalating again quickly.
Green	Amber								
This is when *** is calm and relaxed. This is when we use all of the proactive strategies that help ***** manage day to day.	This is when ***** is becoming aroused, agitated, and distressed. This is when we see early warning signs that ***** is becoming more aroused or distressed. These signs are usually quite obvious.								
Red	Blue								
This is when ***** is presenting with distressed behaviour. This is when we use reactive strategies to manage the situation, calm things and keep everyone safe.	This is when ***** is beginning to calm down. This can some time. We must be cautious here as there is a risk of behaviour escalating again quickly.								

During the 25-26 session we have continued to use our PEF funding to provide access for our learners to a variety of additional learning activities including Yoga, Dance and Music Therapy with support from Fiona, Maxine, Vicki & Cieran.



Attendance and Exclusion data

Our average school attendance figure was 86.85% during the 2025-26 school year. During the same period we had no pupil exclusions.

Our improvement plan priorities 2026 – 2027

Our Grand Challenges (these are the long-term strategic changes we intend to achieve)

1). Progress: Individual Progress. To implement a system which enables clear tracking of individual learners' progress over time through foundation & pre early levels into Early & beyond as appropriate

2). Wellbeing: Relationships. To build relationships with parents, campus partners & wider community to support our children's learning.

3). Inclusion: Inclusive Practice. To further enhance our use Core boards, OOR, VOCA, Signalong to support communication throughout daily teaching/learning activities.

How Good Is Our School 4 Quality Indicator (QI)

Leadership of Change (QI 1.3)

Evaluation

Good

Learning Teaching and Assessment (QI 2.3)

Good

Ensuring Wellbeing Equality and Inclusion (QI 3.1)

Good

Raising Attainment and Achievement (QI 3.2)

Good

How to find out more about our school

Contact us directly if you require further information about our school or if you wish to comment on this report.

Our contact e-mail address is: headteacher@croftcroighn-pri.glasgow.sch.uk

Our telephone number is: 0141 774 3760

Our school address is: 290 Mossvale Road, Glasgow, G33 5NY

Further information about our school is also available in our School Handbook, on Seesaw or on our website: <https://blogs.glowscotland.org.uk/gc/croftcroighnprimaryandnurserywebsite/>

CROFTCROIGHN



PRIMARY SCHOOL