

Supporting Improvement: Standards and Quality Report



The summary report is provided for parents/carers and partners to outline our achievements this session and our priorities for next session. Throughout this session we have taken forward our priorities as detailed in our school improvement plan. Through our processes of self-evaluation, we have identified how we can improve outcomes for our children and young people.

2024-2025

Our achievements and improvements this year

We would like to highlight the following improvements/achievements:

Developing a shared vision, values and aims

- Almost all children can discuss and describe our school values and ways in which to model these in all areas of school life. We have worked in partnership with our children and young people to review our pupil leadership opportunities which has led to a class leaders system being devised. Our children are provided with a wide range of opportunities to lead a wide range of initiatives across the school including adopting the roles of playground pals, digital leaders and rights respecting schools ambassadors.
- There is a strong ethos of rights and relationships throughout the school. All classes now create their own classroom charters based upon articles from the United Nations Convention on the Rights of the Child (UNCRC). Almost all children can explain the interventions we have in place to promote positive behaviour and are able to identify ways in which we model our three guiding principles of being "Ready, Responsible and Safe". Our revised citizenship framework promotes the values of Global Citizenship and allows the children to develop as effective citizens.
- Almost all children state they feel safe at school and feel supported by both the staff and partners who work within our school. We will continue to review and revise our approaches to promoting positive behaviour to ensure that high expectations are maintained throughout the school and community. We are keen to create a culture in which bullying cannot thrive and continue to focus developing a consistent approach to wellbeing, equality and inclusion. Our revised Anti Bullying policy can be found on our Glow Blog.

Learning and engagement

- Children are becoming increasingly aware of their progress in learning and are becoming confident in talking about their own personal targets. 88% of the children stated that they talk regularly with their teacher about the strengths and next steps. They value their digital 'learning profiles' and find them helpful to show when they have been successful in their learning. We will continue to develop the use of digital "Learning Journeys" and will provide further opportunities for children to share their successes and achievements with their parents and carers.
- We continue to have an increased focus on creativity and have been exploring ways in which to allow the children to lead their own learning, encouraging us to plan more responsively to the needs and interests of the children. The embedding of free flow play in Primary 1 and 2 has been very successful and will continue to further develop this approach in P3-P7. Children across all stages, have enjoyed participating in digital learning and creativity projects. As a result of our increased focus on STEM, there
- Our attainment in numeracy remains steady and the children are able to articulate their mathematical thinking, with increased confidence. The children are provided with a wide range of experiences to apply their knowledge and understanding of concepts, within other areas of the curriculum. Children are continuing to develop greater confidence in their approach to problem solving. Teachers are confidently utilising the data gathered from assessments to plan programmes of work which challenge and extend the children's thinking.

Partnerships

Our Pupil Equity Fund has enabled us to establish partnerships with a wide range of agencies to support with both attainment and achievement:

- We have developed a strong relationship with our colleagues at Glasgow Life and have been able to offer Family Play sessions this term. Mrs McClure (DHT) and Mrs Brodie (Nurture) also successfully piloted the Families Connect programme and supported parents and carers in supporting their child's wellbeing through play.
- Over the last 24 months we have worked closely with Barnardos to develop a whole school approach to PATHS (Promoting Alternative Thinking Strategies). Most children can confidently discuss ways in which they manage their emotions using the strategies outlined within the paths programme. Analysis of results gathered from the Glasgow Wellbeing and Motivation Profile survey indicated that 85% of children feel that they have been provided with the tools and strategies to manage their own feelings
- The use of digital profiles and portfolios of work will allow parents the opportunity to view examples of their child's work and view evidence used for assessment purposes. We have a range of events planned across the school year to provide parents with the opportunity to visit their child in class and to attend "Sharing the Learning" events. We have received positive feedback regarding these events and will continue to further develop our family engagement and family learning strategies.

Here is what we plan to improve next year.

Learning Provision:

- We will continue to focus on ways in which can provide further support to meet the needs of all learners and have set this as a priority within our school improvement plan. Staff will undertake a wide range of professional learning activities to further develop our own knowledge and understanding of the impact of specific barriers upon attainment and achievement.
- We will continue to focus on raising attainment in literacy. We will continue to focus on developing reading and writing across the curriculum to ensure that the children are provided with a wide range of experiences to enable them to further develop their confidence as readers/writers. We will continue to further develop writing strategies across all classes. Mrs Wilson is currently allocated as our Challenge Leader of Learning (CLOL) and will providing supporting to pupils in P1-P3 who display significant gaps in their phonological awareness.
- This session, we will be exploring the impact of working memory upon attainment and achievement within numeracy. We will ensure that all numeracy lessons as differentiated to meet the needs of all learners in our classes and will utilise assessment data to quickly identify and address gaps in the children's number knowledge.
- We will continue to focus on developing a more creative curriculum, providing children with a wider range of opportunities to develop personalisation and choice. We will continue to further develop the use of inquiry based learning approaches to enable children to lead their own learning and we will explore ways in which we can evidence the children's voice within our planning and gathering of assessment evidence. This session we will focus on developing project-based learning.
- Continue to develop our approaches to Digital Learning to enhance learning and teaching. This will develop our children's skills for life, work and learning. We will work in partnership with parents to explore ways in which technologies can also support with learning in school and at home and hope to run parent workshops in term 2. We are keen to support parents and carers to utilise our Showbie app to gain an insight into their child's learning.

Successes and Achievements

- Last session we developed a progressive approach to improve teaching and learning of problem solving within numeracy. Staff worked collaboratively to develop a whole school approach which ensures an appropriate level of pace and challenge within this area. Most children can speak confidently about the problem-solving strategies that they are using within numeracy and across the curriculum.
- We are committed to ensuring that our children and young people have lots of opportunities to develop their own skills and talents both within the classroom and through extracurricular activities. It is important that our children feel that they have the opportunity to take part in a wide range of experience and we are extremely proud of the different activities that were on offer last session.
- Further develop play and creativity across the curriculum, beyond P1 -P2, ensuring that our children become self-motivated, confident individuals, displaying positive attitudes towards learning and an ability to think creatively. We aim to provide children with a wide range of opportunities to lead enterprise initiatives and to develop skills for life.
- We are extremely proud to be a Silver status Rights Respecting School and hope to achieve Gold status before the end of this session. Our RRSA group are committed to promoting human rights education throughout all aspects of school life. Through our "Time to Talk" sessions, children are able to share their views and opinions in relation to a wide range of school issues, including contributing to school improvement.

How can you find out more information about our school?

Please contact us directly if you require further information or if you wish to comment on the report.

The contact e-mail address is: headteacher@croftfoot-pri.glasgow.sch.uk

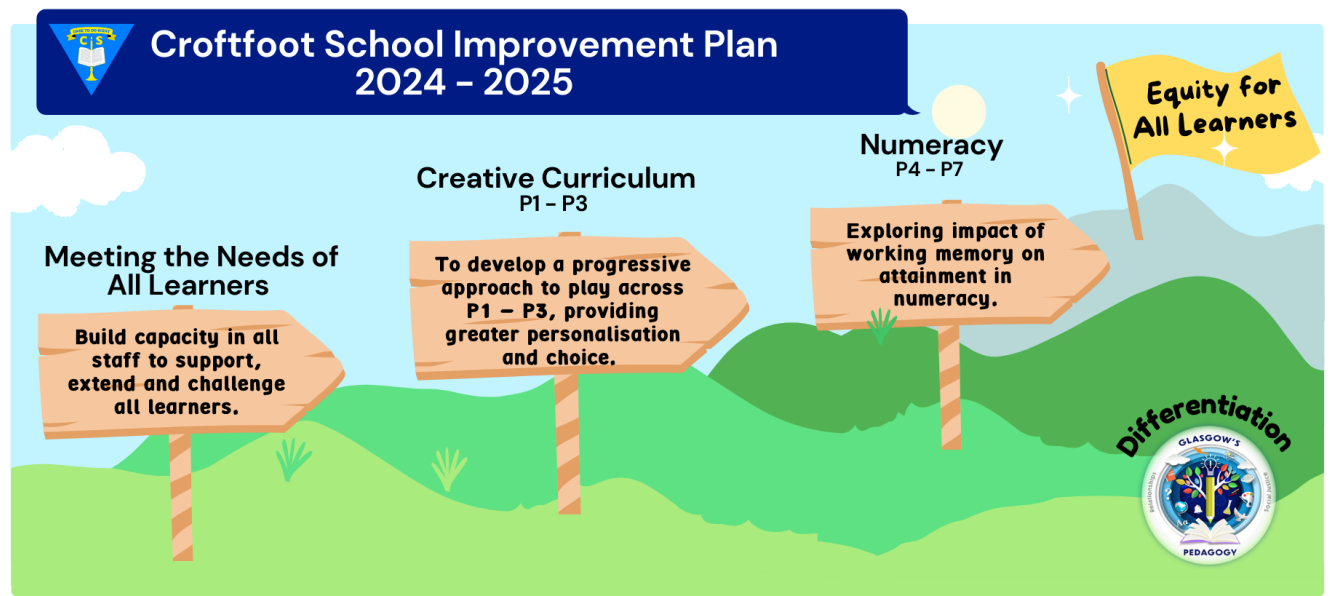
Our telephone number is: 0141 637 4007

Our school address is: 265 Croftpark Avenue, Glasgow, G44 5NT

Further information is available in: newsletters, the school website, and the school handbook



Croftfoot School Improvement Plan 2024 - 2025



1

- Further develop staff knowledge and understanding of potential barriers to learning
- Self evaluation and QA to ensure that we are appropriately challenging all learners
- Differentiation - Learners strengths and individual approaches to learning are recognised and nurtured

2

- Self evaluation of play and child led learning across P1- P3
- Shared vision - all staff can confidently discuss Froebelian principles and how these influence our practice
- Opportunities for children to play within own stage and across P1-P3. Personalisation and choice evident in all P1 - P3 classes.
- Children are provided with opportunities to consolidate learning in literacy and numeracy through play.

3

- Analyse current trends in numeracy data in P4 - P7 and identify potential barriers to attainment
- Further develop staff knowledge and understanding of dyscalculia and the impact of poor working memory upon attainment in numeracy
- Ensure assessments are varied and provide accurate insight into learner's understanding of key numeracy concepts.