

Supporting Improvement: Standards and Quality Report

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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.

Our school context:

Pupils in SIMD Decile 1 and 2	Pupils registered for free school meals	Attendance	Exclusions Incidents per 1000 pupils	Pupils who are looked after	English as an Additional Language
Your school: 26.0% Glasgow (Primary): 57.0% National (Primary): 22.6%	Your school: 33.9% Glasgow (Primary): 34.1% National: Not Available	Your school: 93.3% Glasgow (Primary): 91.0% National: Not Available	Your school: 6.8 Glasgow (Primary): 4.0 National: Not Available	Your school: 1.0% Glasgow (Primary): 1.2% National: Not Available	Your school: 27.4% Glasgow (Primary): 28.6% National (Primary): 8.9%

Our achievements and improvements this year: 2024 – 2025

Key developments (Leadership of change) Q1 1.3

In session 2024 – 2025 we made key developments in the following areas:

Meeting the Needs of All Learners

- Through self-evaluation activities, using the Circle Framework, and the discussion with staff, we identified particular barriers to learning that as a team we would like to explore. Staff engaged research and worked closely with a wide range of professionals and colleagues from the ASL sector to identify an area for professional inquiry.
- All staff spoke about the impact of their chosen area of research upon their classroom practice and how this has supported them in better meeting the needs of individuals within their class.
- Support for learning staff were provided with the opportunity to shadow colleagues with the additional support needs sector and have stated that they gained a great deal from this experience, and we will continue to explore further opportunities for this throughout this session.

Numeracy- Exploring the impact of poor working memory upon attainment in numeracy

- We analysed current trends within our numeracy data to identify potential barriers to attainment in P4 to P7. We worked in partnership with the Glasgow Dyslexia Service (GDSS) and colleagues from Educational Psychology to further develop our knowledge and understanding of Dyscalculia and the impact of poor working memory on attainment.
- Further developed the use of formative assessments in numeracy to enable us to gain accurate insight into the pupils understanding of key numeracy concepts.

How Good Is Our Play?

- Staff worked collaboratively to self-evaluate the quality of our play provision and identified key areas for development, supported by the key principles outlined in "Realising the Ambition."
- Staff explored ways in which to improve the quality of observations and how this data was being used to inform next steps. By using what we know about the child through written records, photographs, film etc we can now better interpret what the child is doing. This process involved us thinking about what we have seen and striving to make sense of it, helping us to figure out and gain insight into how and what a child is learning.
- Having regular opportunities to discuss our observations with colleagues will help us to think more deeply about the learner's journey and how we extend their learning.

We would also 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 embed a wider range of opportunities for pupil leadership. Our children are provided with a wide range of opportunities to lead improvement 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.” 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.

Learning and engagement

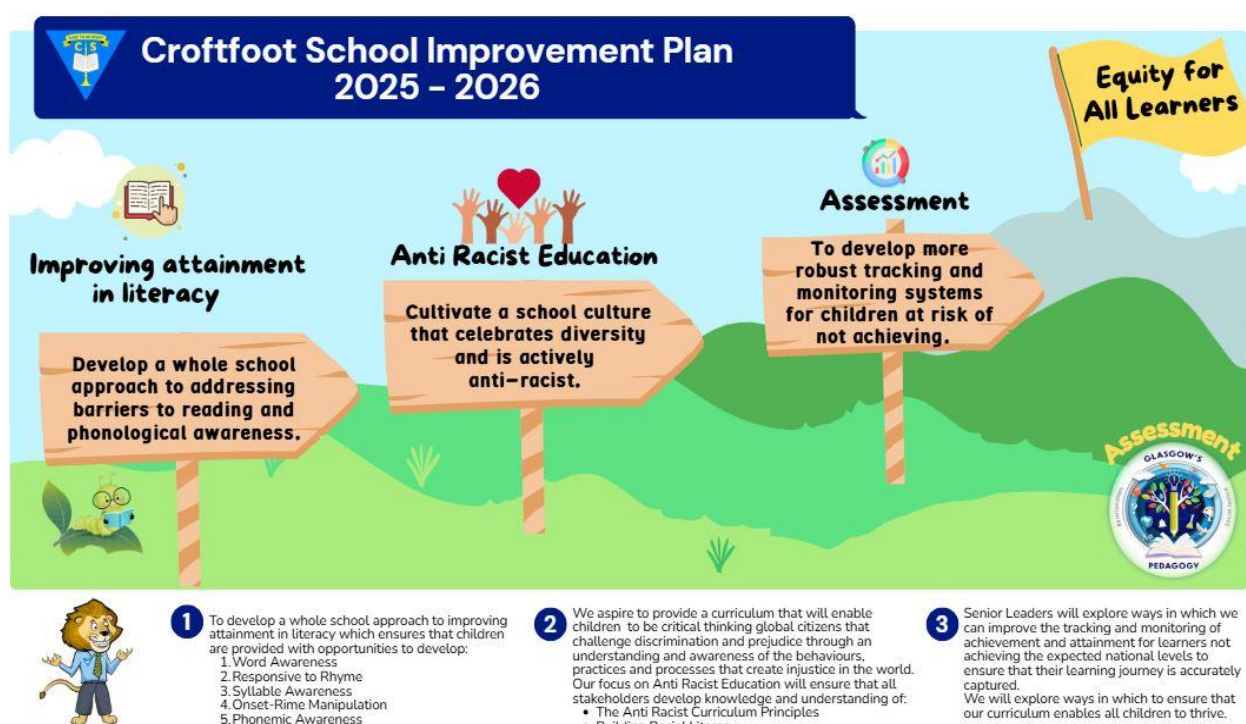
- The school has a supportive and inclusive atmosphere where all are treated with respect. Learners’ strengths and individual approaches to learning are recognised and nurtured. Most classrooms are calm, purposeful learning environments which reflect the school’s commitment to inclusion.
- We continue 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. Children are provided with a wider range of personalisation and choice, including the opportunity to participate in master classes to develop a skill of their choice. 88% of children stated that they really enjoyed participating in curriculum masterclasses. Almost all children commented on the benefit of working with children from different classes and stages.

Attendance

Procedures focused on analysing our attendance data and identifying pupils and families who would benefit from support and reminders to ensure pupils attend school and are on time. Our overall attendance increased and many families who were contacted improved attendance for the remainder of the year. This is evidenced within individual attendance records.

Year End Stats	2021- 2022	2022 – 2023	2023 – 2024	2024 – 2025
Croftfoot Primary	92.1%	91.7%	91.0%	93.3%

Here is what we plan to improve this session:



How Good Is Our School 4 Quality Indicator (QI)

Self-Evaluation: How Good Is Our School 4 Quality Indicator (QI)

Leadership of Change (QI 1.3)	Very Good
Learning Teaching and Assessment (QI 2.3)	Very Good
Ensuring Wellbeing Equality and Inclusion (QI 3.1)	Very Good
Raising Attainment and Achievement (QI 3.2)	Good

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:

<https://blogs.glowscotland.org.uk/gc/croftfootprimary/>