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Supporting Improvement: **Standards and Quality Report**



Crookston Castle Primary School

September 2024

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.

Crookston Castle Primary- Our Context

Crookston Castle Primary School

Crookston Castle Primary School is a non-denominational, co-educational school which is part of Rosshall learning community.

Our school is situated in the Pollok area of Glasgow and was opened in 2007 as part of the Crookston Castle Campus.

Our premises consist of 20 class teaching areas, two Nurture classrooms, a library area, social street and an DYW Suite (Developing the Young Workforce). We have a large dining area which is also used for assemblies and PE. We also have a separate gym hall. We have two newly refurbished huts that are used as teaching spaces and as a family learning hub. We have extensive grounds and play areas for the children. Our school backs onto Crookston Castle which is uniquely the only castle in Glasgow.

Our school roll is currently 488 pupils.

Approximately 42% of pupils are registered for Free School Meals.

65% of our pupils are from SIMD 1 and 2, and 17% are EAL (English as a second language)

25% of our children have an additional support need.

Attendance Rates are 87%.

The Staff

This session the staffing entitlement is 25 FTE. We have 2 Principal Teachers, 2 Depute Head Teachers and a Headteacher. We have a 0.6 EAL teacher and a 2.8 PEF (Pupil Equity Fund) teachers. We currently have 2 probationer teachers.

Our Leadership Team is as follows:

Headteacher = Mr. Cundy

Depute Head (Infants) = Ms. Boyle

Depute Head (Seniors) = Ms. Mcharg

Principal Teacher (Infants) = Ms. Christie

Principal Teachers (Seniors -shared role) = Mrs. G Johnston, Mrs. L Johnston.

The non-teaching staff consists of 3 part time clerical assistants and 14 Support for Learning Workers.

We have 2 Neighbourhood Janitors in addition to catering and cleaning staff.

Partnership

There is a very supportive and active Parent Council who help organise activities throughout the year. There are a number of opportunities for parents to assist and become involved in the learning and education of their children. Partnership between the home and the school is regarded as an important part of the education of our children.

Links with our local nurseries, primaries and Rosshall Academy Secondary School are very good.

We have developed strong partnerships with outside agencies. We work closely and successfully with them in order to support our children.

We have a very active and busy “after school club” calendar and a wonderful choir who entertain in the local community.

Our School Aims

At Crookston Castle Primary School, we aim to provide all our children with high quality learning and teaching within a secure, inclusive and nurturing environment’

Our values are shared with all of our children, families and school, creating a culture and ethos of KINDNESS.

Our achievements and improvements in the year 2023-2024

We would like to highlight the following improvements/achievements:

What we have achieved:

1.3 Leadership of Change

All children and staff are aware of the newly updated school values which are continuing to be embedded on a weekly basis. New signage displaying the school’s “Values Voyagers” characters and “Curriculum Rationale” have been put on display around the school.

An increasing number of pupils have the opportunity to engage in leadership opportunities such as the Pupil Council, Rights Respecting Ambassadors, House Captains, Health and Wellbeing Ambassadors, Digital Leaders, Library Monitors, Outdoor Otters, Fast Fashion Fixers and so on.

Our House Captains were selected through a vote of their peers at the start of this session. They have led their houses through the year and have counted house points every week. The move back to physical house points was evaluated and deemed a better method than the 100 squares used previously. Vice House Captains were also nominated and interviewed by their peers. The Vice Captains will be the House Captains for next session.

P5, P6 and P7 participated in a World of Work Day in which local businesses and parents came in to discuss their jobs. The children really enjoyed this week and were able to ask a lot of skill related questions. Staff feedback through planning was that they were unsure of how to implement DYW effectively. As a result of this feedback, DYW has been put onto the improvement plan for next session.

2.3 Learning, Teaching and Assessment

All teaching staff now have access to a revised online planning format that has reduced bureaucracy and has ensured a more consistent approach to planning.

In most lessons learning intentions and success criteria are shared with pupils. Most teachers have a consistent pedagogical approach to learning and teaching and this is something we will continue to improve upon.

The school is noted for its calm atmosphere, and almost all pupils are engaged in their learning.

A programme of inhouse training has ensured teaching staff are continually updating their pedagogical approaches especially in literacy, numeracy, digital and nurture.

8 Teachers took part in an authority led training programme on a variety of pedagogical approaches.

All teachers undergo regular "Continuing Professional Development" opportunities.

We continue to use a range of formative and summative assessment tools in order to predict next steps for children.

We continue to make effective use of data and have updated our systems for tracking and quality assurance.

3.1 Ensuring Wellbeing, Equality and Inclusion

All staff have been trained in Nurturing Principles to ensure that Nurture continues to be embedded in the school.

Most children attend school on a regular basis. However, there needs to be improvement in this area as there has been a downward trend in attendance. (93% in 2018, 88% in 2023, 87% in 2024)

All staff are committed to ensuring the wellbeing, safety and inclusion of all pupils. The school has a well-established programme of supporting children with a wide variety of needs which is led by our two depute heads.

We have a pupil group called "Health and Wellbeing Ambassadors". Their roles this year consisted of giving house points for children who have fruit or vegetables for their snacks. The winning class received a trip to the park.

We have worked closely with the "Active Schools Co-ordinator" to offer more after school clubs this session. This included more lunchtime clubs. One class teacher also ran a football team and they participated in termly learning community tournaments. We also participated in a range of competitions including cross country, "Super 7s" and "Gymfest".

A Mental Health and Wellbeing Policy has been devised in consultation with staff and NHS. This was launched in May 2023 and will be revised in 3 years.

This year we completed another successful residential trip to Lockerbie Manor. Children completed a range of activities from archery to abseiling. This included 61 children. The children who chose not to attend had a week of activities at the school, including a cinema trip. We are on currently on track for over 40 children to be included next session, and in line with the "Cost of the School Day", we have secured funding to reduce the cost for parents as much as possible by using the funding to cover the cost of the bus. We also book to go away in the cheapest week of the year to keep the cost as low as possible.

This year we had a focus on the Cost of the School Day. A pupil group, the "Fast Fashion Fixers", were created. They ran the "Crookie Closet" which allowed parents to send in pre-loved uniform, and it would be offered to parents at parents' night or other events for free. During the first parents' night, the uptake was not as high as we would have liked, however this increased during the second parents' night. We also built a partnership with M&S through this, and they donated uniforms to the school for parents to access when needed.

During Health Week this year, children participated in a Sports Day event which was organised by the working party. Each class also focussed on an Olympic Country and created a large poster to display their knowledge. All children took part in the "Path to Paris" competition, where they had to log all physical activity that they did during the week to see if they could collate enough miles to make it to Paris.

3.2 Raising Attainment in Literacy and Numeracy

Over the last 2 years attainment in literacy has improved to 50.7% in 2023 and 53% in 2024. We continue to aim to improve attainment in literacy with a specific focus on writing.

There has been a significant improvement in numeracy to 70.3% in 2023 and 70% in 2024. A more streamlined and consistent planning format should impact attainment further in 2025. We are also going to be part of a Glasgow Pilot in using a city wide standardised assessment.

The school is making good progress in demonstrating progress over time. Children with additional support needs benefit from a wide variety of support and almost all children are demonstrating progress on previous levels.

Almost all children have been given opportunities to engage in and celebrate wider achievements.

Children receive a weekly Star of the Week certificate at assemblies. These link to the 4 capacities. School values certificates are given at our monthly values assembly. "Sumdog" certificates are also awarded fortnightly at upper school assemblies. Wider achievements are also celebrated at assemblies with a certificate. Parents send in pictures to the class teacher if necessary and these are shared at assembly. Teachers then track these achievements on the Health and Wellbeing tracker. This information will be used to offer more opportunities to children next session. Each teacher also selects a "Red Letter Day" winner for the term who consistently displays the school values. This child is rewarded with a red letter and certificate which is sent directly to their home as a surprise.

Dyslexia - we have been focussing on the referrals for the P7 and P6 children in particular, however we have also managed to get a number of identifications for P5 children. We have a waiting list of approx. 20 children currently, and these will be taken to review meetings next session.

Modern Languages -We created progressive planners for P1-7. Teachers have been using these throughout the year within the forward plans and to inform their planning.

2. 5 Family Learning

The "Crookston Parent Council" have been active this year. With partnership with the school, they have hosted three discos which have been very well attended. They have trialled new ways of fundraising such as Smartie tubes/Christmas cards. We have had regularly meetings with the Parent Council and they have supported at our P1 transition.

Glasgow Clyde College have been running a parent/carer workshop every Wednesday for 10 weeks for a qualification in "nails and makeup". There are around 6-8 parents attending this each week.

In March and April 2024, we hosted several family learning events such as "Read, Write, Count" to all P2 and P3 families. This was held at the end of the school day and parents/carers were invited in for drinks/biscuits whilst going through the contents of the bag. An event for P1 was also organised for the "Book Bug Launch".

Priorities for development

What we plan to do this year:

2.3 Learning, Teaching and Assessment

To raise attainment in writing:

Embed updated planning and assessment guidance of “Routes Through Writing”.

Create further opportunities for staff to moderate in writing across the year.

Continue Termly “stretch aim” tracking meetings.

Model effective pedagogical approaches to the teaching of writing.

Introduce “Effective Feedback” pedagogical approach to all teachers and linked to writing.

Create a whole school spotlight on writing.

3.1 Ensuring Wellbeing, Equality and Inclusion

Develop a whole School Approach to PE

Celebrate staff and pupil PE achievements.

Develop a consistent, progressive approach to the planning of PE.

Continue journey towards silver Sports Scotland Award.

Continue to develop a whole school nurture approach

Continue to develop a whole school, evidenced based, nurturing approach.

Continue to develop opportunities to raise awareness of and celebrate diversity.

Achieve Silver Award in Rights Respecting School.

3.2 Raising Attainment and Achievement

Digital Learning

Work towards achieving Digital Schools Award/Apple Distinguished Schools.

Update Digital Strategy and create an asset management policy.

Promote innovation in digital teaching and learning.

Developing the Young Workforce

Develop whole school understanding of Meta Skills 4.0 and Career Education Standards.

Identify local partners who can support development of DYW in classes.

Development of a “Skills Hub” to enhance high quality skills based learning experiences related to DYW.

Introduce staff led “Academies” for pupils.

How can you find out more information about our school?

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