

Crawford Primary School

Standards and Qualities

2024-25



Crawford Primary is a small, rural school in South Lanarkshire, serving the communities of Crawford, Elvanfoot and the surrounding areas. Our modern school building, opened in 2018, provides excellent facilities including bright classrooms, a hall/dining area, and a multi-use games area within our extensive playground. This year we welcomed 10 pupils, all learning together in one multi-composite class (P1-6), supported by our dedicated staff team of teachers and support assistants. Working closely with Abington Primary and the wider Biggar Learning Community, we continue to offer a nurturing, inclusive and ambitious learning environment.

Our school vision – Caring, Conscientious, Creative: To be the Best We Can Be – and our values of Respect for Ourselves, Others and the Environment underpin all aspects of school life.

These were developed with our community and remain central to our ethos, guiding relationships built on trust and respect. This year we were delighted to receive our first jigsaw piece of the Attachment-Informed Trauma Sensitive Accreditation, recognising our commitment to pupil wellbeing. With the support of an active Parent Council, we ensure every child's voice is heard and that all pupils are supported to thrive, achieve and 'be the best they can be.'



Priority 1

Developing Digital Literacy and Skills

What we set out to do

To develop digital literacy and skills through and embed the use of digital technologies across the curriculum, with the aim of preparing pupils and the wider school community for the demands of an evolving digital landscape.

Next Steps

- Prioritise Learner Development – Continue supporting children's digital literacy and engagement.
- Strengthen Parent Collaboration – Work with parents to build their understanding of digital tools and online learning.
- Enhance Staff Skills – Provide ongoing CLPL opportunities to further develop staff digital competencies.
- Empower Digital Leaders – Invest in training and leadership opportunities to sustain a strong digital culture across the school.

Progress & Impact

Digital Skills for Pupils

Pupils have developed their digital skills through the use of digital technologies across the curriculum. This included a focus on Book Creator and Google Workspace suite for P5-7. Read&Write training was provided for all pupils in P4 –7

Wider School Community Engagement

Parents and staff participated in a parent child workshop focused on the Read&Write toolbar, which helped parents better support their children in using the tool.

Digital Leaders

The establishment of Digital Leaders , with training on a range of digital tools, helped the pupils support digital learning in their classes.

Online Safety Education

Digital literacy education included an understanding of online safety and appropriate online behaviour to create a safe and respectful digital environment.

A Google site was created to help parents navigate online safety

Priority 2

Promoting Rights, Equalities, and Wellbeing

What we set out to do

To build a school culture where everyone feels respected, included, and supported. To focus on rights, equality, anti-racism, and trauma-informed practice, while also helping children understand sustainability and inclusion.

Next Steps

- Children's rights are now part of daily school life through class charters, assemblies, and 'Right of the Month.' We'll continue to keep rights visible in classrooms, curriculum planning, and staff training.
- Staff confidence in racial literacy has grown, and resources are being updated for better diversity and representation. We'll keep reviewing materials, planning, and training to ensure this remains central to our ethos.
- Staff are trained in trauma sensitive approaches, supported by our Attachment Leads and Ambassadors. These practices are embedded across the school, with our next pledge planned for 2025-26.

Progress & Impact

Rights and Anti-Racism

We have developed a shared understanding of children's rights across the school, supported through assemblies, class charters, and rights based language. We have purchased diversity resources and books

Trauma-Informed & Attachment-Aware Practice

Staff have embedded trauma sensitive approaches throughout the school, supported by ongoing professional learning and reflective practice. We have developed a new relationship policy.

Whole-School Culture and Curriculum

Respect, responsibility, and pupil voice are now more visible across the curriculum and daily school life. Initiatives such as 'Right of the Month,' themed assemblies, and our school-wide Attachment Pledge have strengthened our culture of inclusion and wellbeing. These changes show meaningful progress towards building a positive, rights respecting school community.

Priority 3

Raising Attainment in Writing



What we set out to do

To embed PM Writing strategies across the school. Strengthen staff confidence, refining pedagogy, and using data to inform next steps in teaching and learning.



Next Steps

- Raising Attainment in Literacy – We will continue to focus on improving writing and spelling across all stages.
- Staff Training – New staff will take part in PM Writing training to ensure every child benefits.
- Spelling Focus – We will strengthen our approach to spelling through new strategies and targeted resources, to ensure all learners make progress.



Progress & Impact

Staff have taken part in professional learning to support the delivering of PM Writing. Using the strategies and principles of PM Writing has increased staff confidence in planning and teaching high-quality writing lessons.

With some staff changes, further training will be needed to make sure all teachers are fully confident in teaching PM Writing.

Support for Learners – Writing and spelling remain priority areas. Spelling has been revisited, and targeted support has already led to clear progress for some learners.

In June Crawford gained the Silver Reading School Award



Priority 4

Enhancing Learning Through Play and Inquiry-Based Approaches



What we set out to do

To provide high quality, learning experiences through playbased and Inquiry led pedagogy



Next Steps

- We will continue to refine and strengthen play based learning, making sure children's experiences remain at the heart of our approach.
- Inquiry based learning will be a key priority, helping us build a clear and progressive approach to developing important skills such as curiosity, problem solving, and teamwork.
- Staff will take part in further training to ensure confidence and consistency in how Inquiry based learning is delivered across the school.



Progress & Impact

This year we have strengthened our vision for play based learning across the early years, with classroom and open area adapted to support purposeful play in P1-P4.

Staff training in Inquiry-based learning has helped teachers design activities that spark curiosity, teamwork, and problem-solving.

At second level, one interdisciplinary topic was taught through an enquiry-based approach. Both staff and pupils reported that this led to higher engagement, more collaboration, and stronger problem-solving skills. Staff feedback has been very positive, and children have shown greater independence, creativity, and communication skills as a result.

