



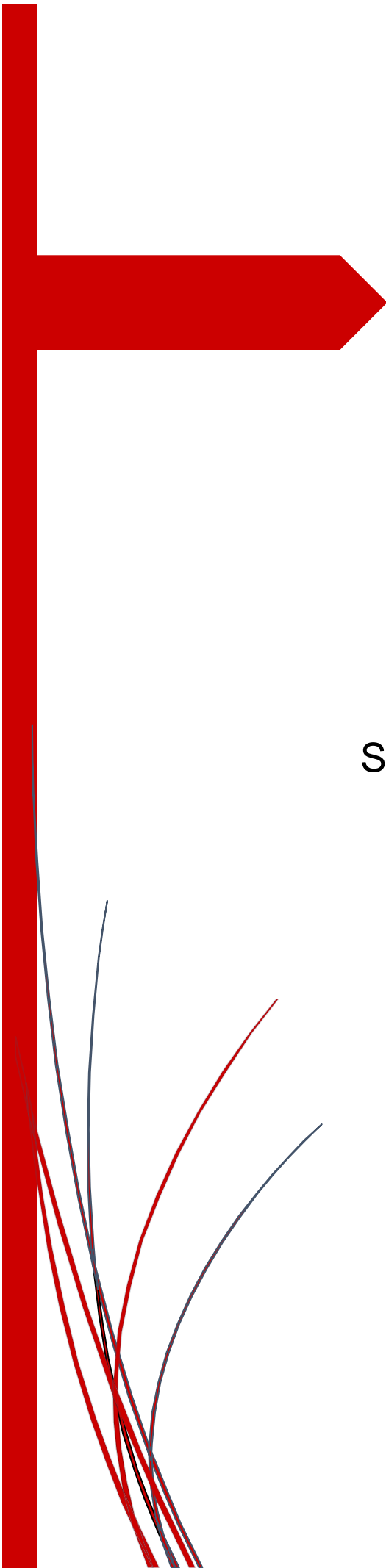
sustainable thriving achieving

East Dunbartonshire Council

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Craighead Primary School
Standards and Quality Report
2021/22



Context of the School

Craighead Primary is a non-denominational school in the village of Milton of Campsie. The school was built in 1968 with a nursery class opening in 1997.

Our current roll is 254 pupils plus 34 nursery children. The staffing complement is 13.81 including the Head Teacher, 1 Depute Head Teacher, a Principal Teacher and 11 Early Years Workers. We have 7 support staff members including Classroom Assistants and Support for Learning Assistants. An Administration Assistant and Clerical Assistant work in our school office. Children enter our Primary 1 from a variety of nurseries however most of our P1 pupils attend Craighead Early Years Centre and our P7 pupils transition to various secondary schools including our linked school, Kirkintilloch High School. We also have a growing group of talented musicians, who benefit from weekly lessons from our local authority instrumental music tutors.

We are proud of the strong partnerships we have built across our community to support children and families and we have very strong links with the community including many business partners. Our dedicated Parent Council and Parent Teacher Association (PTA) continue to meet online and provide a high level of support to the school. Our outdoor learning space has seen major improvements through the hard work of our Outdoor Learning working group, funded partially by a community grant. All of our classes have continued to provide tasks and activities via Microsoft Teams to support family learning and the further development of our digital skills.

At Craighead supporting and challenging our children as they grow as learners is our central aim. We understand the importance of providing a safe and inclusive environment and we are aware of the different barriers to learning; we strive to put in place support and challenge which is targeted to meet the individual needs of each child. The school offers a safe place, where pupils are nurtured in order to develop their confidence, self-esteem and emotional resilience. We work together with all key stakeholders to ensure all of our children develop to their full potential. We provide a wide variety of opportunities to allow our children to participate in our wider community.

Through our Improvement Plan we take account of local priorities alongside those in the National Improvement Framework (NIF). We are constantly striving to further enhance attainment and consistently improve standards and quality in all school activities. A carefully planned collegiate calendar ensures that staff have opportunities to meet regularly to engage in professional dialogue, plan and moderate activities. We actively cultivate respectful, supportive relationships between pupils, teachers and parents and provide regular opportunities for pupils and parents to take an active role in the life of the school.

Our catchment area consists of a mixture of local authority, privately rented and owner occupied housing. Data from the Scottish Index of Multiple Deprivation shows that most of our pupils live in areas of low deprivation though many children identified for PEF either live in private lets or are children who live outwith the village so true levels of deprivation are not immediately apparent. We received £28.00 from the pupil equity fund to reduce the poverty related attainment gap. The school identified children and young people who were adversely impacted by the pandemic and targeted resources to support. Following consultation with stakeholders, it was agreed that Pupil Equity Funding would be used to employ additional staff to support our most vulnerable pupils through planned, targeted interventions in aspects Literacy, Numeracy and Health & Wellbeing. These interventions focused on narrowing attainment gaps that emerged in Reading, Writing and Numeracy between our most and least disadvantaged pupils during the pandemic. Attendance is rigorously monitored and any issues are addressed promptly in order to best support our families. Our average attendance rate for this school year was 93.52% with no exclusions.

Our Standards and Quality report has been created in consultation with children and young people, staff, parents/carers and community stakeholders. It tells the story of our school's performance, successes and achievements in Session 2021/22 and summarises our priorities for next year.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Raising attainment and achievement in Literacy - Reading	
<p>NIF Priority</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap <p>NIF Driver</p> <ul style="list-style-type: none"> • Teacher Professionalism • School Improvement • Parental Engagement • Assessment of children's progress 	<p>HGIOS?4 QIs</p> <p>QI 3.2 Raising attainment and achievement</p> <p>QI 2.3 Learning, Teaching & Assessment</p>
<p>Progress and Impact:</p> <p>The school has made good progress with this improvement priority and is well placed to continue to improve attainment in Reading next year. A reading working group and reading committee was established and a lead identified. Following a review and audit of learning and teaching skills across all stages, an action plan was created by the reading working group who then went on to apply for the core accreditation Reading Schools Award. The Literacy champion created and shared presentations for staff via Microsoft Teams and Reading Ambassadors collated data, created opportunities to engage in reading for pleasure and presented awards. The Literacy Champion also engaged regularly with another school where <i>Reading Schools</i> is very well established.</p> <p>Monitoring visits ensured high levels of teaching and learning in reading across all stages and good practice was observed and shared. Through assessment and regular teaching and learning meetings, gaps in learning were identified and support and interventions put in place. Identified gaps were targeted in an intervention programme run by an EST teacher.</p> <p>Engaging pupils and families in reading was key and a workshop for Primary 1 families to support with reading at home successfully took place in January 2022.</p> <p>Improvements in attainment are particularly evident in Primary 7. Pupils requiring additional support in reading are benefitting from a host of targeted interventions which closely monitor and track progress. Additional PEF funded staff have effectively targeted individuals and good progress has been made in closing identified gaps in attainment.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Using data effectively, targeting support to narrow the poverty-related attainment gap • Moderate Reading at all stages and levels to develop a shared understanding of standards and expectations and to support professional judgments when reporting on CfE levels • Implement approaches to engage and involve parents/carers in Reading • Continue Reading Schools approach and receive accreditation during the academic session 2022/2023 	

School priority 2: Achieving equity - Ensuring Wellbeing, Equality and Inclusion**NIF Priority**

- Improvement in children and young people's health and wellbeing
- Closing the attainment gap

NIF Driver

- assessment of children's progress
- parental engagement

HGIOS4 QIs

QI 3.1 Wellbeing, equality & inclusion

QI 2.4 Personalised Support

Progress and Impact:

The school has made very good progress with this improvement priority and is well placed to continue to improve attainment in Nurture and Health and Wellbeing next year.

The whole school staff attended a CLPL session on Trauma Informed Approaches delivered by the CAMHs Specialised Team. All staff reported that this session had a profound effect on their understanding of trauma and feedback given was that this was one of the most impactful CLPL sessions ever attended. Strategies, resources and approaches to support children with trauma experience were shared and continue to be implemented throughout the school.

Health and Wellbeing tracking surveys were completed early in the session and were used to identify children who would benefit from a small group nurture experience. This led to improvement in children's mental health and wellbeing. Following consultation with pupils and families, we identified pupils who would benefit from Seasons for Growth input. 25 children from a range of stages across the school attended small group Seasons for Growth sessions. These were incredibly successful with children and families reporting that the programme had restored self-confidence and self-esteem. The children were able to identify strategies for the future to use when faced with change, grief and loss.

Following a meeting with the parent council, the school parent body had the opportunity to read and comment on the new RHSPE programme and all resources and learning experiences were shared. A successful Inset day for staff led to planning across all stages to ensure continuity and progression and the programme was rolled out in each class this session.

Next Steps:

- Begin to use HWB assessment tools to identify children for nurture intervention (Glasgow Wellbeing Scale, Stirling Assessment and Boxall Profiling).
- Consult with Nurture Network to ensure that the designated nurture space is properly resourced and set up.
- Raise awareness of the principles of nurture across the whole school, ensure that the principles are visible and referred to in each class and linked to the class charter. The whole school ethos should match the principles of nurture.

School priority 3: Curriculum Design – Outdoor Learning & Play Pedagogy**NIF Priority**

- Closing the attainment gap
- Improvement in attainment, particularly in literacy and numeracy

NIF Driver

- school improvement
- teacher professionalism

HGIOS?4 QIs

QI 2.2 Curriculum

QI 1.1 Self evaluation for self improvement

Progress and Impact:

The school has made very good progress with this improvement priority and is well placed to continue to improve attainment in Outdoor Learning & Play Pedagogy next session.

An Outdoor Learning Lead was successfully identified and followed a staff working group and pupil committees were formed. A review and audit were completed by the working group and a subsequent action plan was created. Staff training opportunities were provided by the Lead and more formally on a whole day inset session by Learning Through Landscapes. This led to an increase in staff understanding and knowledge of the benefits of Outdoor Learning across the school and also increased confidence in how to plan and create relevant and challenging learning experiences.

Resources were identified by all staff which, going forward, will allow for rich learning opportunities. Parental engagement and partnership working allowed us to rely on the experience in our community and to enhance and development our outdoor spaces.

Feedback from staff and pupils was that Outdoor Learning experiences provided this session has led to enhanced personal and social communication skills and developed collaborative working.

The outdoor space has been improved for use as an interdisciplinary learning resource and plans are in place for continual improvement.

Through organic development of play and pupil enquiry based learning upper stage classes have increased pupil involvement in their own learning.

Next Steps:

- Extend learning through play into P2 – P4, building on the attainment and progress made in P1.
- Forrest School Approaches developed across P4-7

Progress in National Improvement Framework (NIF) priorities

We now have some comparator data to track cohorts of learners across Curriculum for Excellence levels, over time. However, this has been impacted by the hold on data collection in 2019/20, as a result of the Covid-19 pandemic. Since 2015/16, data for achievement of curriculum for excellence levels in Numeracy, Reading, Writing and Listening and Talking has remained above national averages. In 2018/19 there was a slight decrease in Writing, with the most notable decrease at P4 (-3%). In Session 20/21, there was also a slight decrease in attainment across Reading, most markedly in P1 (-2.3%), but this was less than the national decrease in attainment for the same period of time.

Attainment and Achievement Data

The Senior Leadership Team worked with class teachers in regular teaching and learning meetings to review assessment evidence and analyse data, identifying existing or emerging gaps in attainment and achievement between our most and least disadvantaged children and young people, and those most adversely impacted by the pandemic. Pupil Equity Funding was used to support our most vulnerable pupils through planned, targeted interventions in aspects of Literacy, Numeracy and Health & Wellbeing. These interventions focused on narrowing attainment gaps that emerged in Reading, Writing and Numeracy between our most and least disadvantaged pupils during the pandemic.

Improvement in children and young people's health and wellbeing

It is widely recognised that the pandemic and school closures had an impact on the physical and mental health of children. For that reason, we have focused on supporting children's health and wellbeing through trauma informed training for all staff and revisiting nurturing approaches and the delivery of a regular Seasons for Growth programme. The Senior Leadership Team met regularly with class teachers to track pupil wellbeing, ensuring that targeted supports were identified and put in place to support vulnerable children and families. Looking ahead to next session, mental health will continue to be a priority for school improvement, with a focus on: raising awareness of the EDC Mental Health Strategy; an overview of mental health & wellbeing; factors influencing mental health & wellbeing; applying prevention based approaches; nurturing approaches and staff mental health & wellbeing.

Curriculum for Excellent Levels at the end of June 2022				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	most	most	almost all	most
First level by end of P4	majority	majority	most	most
Second level by end of P7	most	most	almost all	most

Self-evaluations of How Good Is Our School? (4th edition)

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Good	not applicable
2.3 Learning, teaching and assessment	Good	Satisfactory
3.1 Ensuring wellbeing, equity and inclusion	Very good	not applicable
3.2 Raising attainment and achievement	Good	Satisfactory

Summary of School Improvement priorities for Session 2022/23

- 1.
- 2.
- 3.

What is our capacity for continuous improvement?

Our school community has shown great resilience this year, managing the competing demands and challenges created by the Covid-19 pandemic. Children, staff and parents/carers have continued to work with fewer mitigations, being responsive to changing needs and ensuring that our children have been safe, happy and learning.

The school continued to work through priorities in the school improvement plan, but the pace of improvement was impacted by the pandemic. The school was responsive to this, prioritising and adapting on an on-going basis; and recognising that some aspects that were planned for this year will continue in next year's School Improvement Plan.

We have welcomed recent changes to Covid-19 guidance that have allowed us to begin to reintroduce extra-curricular experiences and we look forward to working closely with parents/carers to re-establish mechanisms for parental engagement and involvement.

The school has a clear vision for improvement over the next 3 years and is very well placed to achieve this, through collaboration with children and young people, staff. Parents/carers, partners and community stakeholders.