



Standards and Quality Report 2025

Context of our School

Craighead Primary is a non-denominational school situated in the village of Milton of Campsie, East Dunbartonshire Council. Located at the foot of the Campsie Hills, the village has a population of 3,829, with many families residing in the village and surrounding rural areas. The school was originally built in 1968, with a nursery class opening in 1997. The school building contains two large open-plan areas and four further classrooms situated over two levels. There is a large playground, a field, and an astro pitch area within the school grounds which support outdoor learning and play.

The current school roll comprises 238 pupils, organised into 11 classes. The staffing complement includes 13.6 full-time teachers, including a Head Teacher, a Depute Head Teacher, and a Principal Teacher. The senior leadership team has been in post for a number of years and provides a strong vision and ethos for the school, built on nurturing and respectful relationships. Our support staff team consists of 3.5 Support for Learning assistants, 2 Classroom Assistants,

an Administration Assistant, a Clerical Assistant, and a Building Manager. Children enter Primary 1 from a variety of nurseries, including the school's own Early Years Centre and the Craighead Childcare Centre, which is situated near the primary school.

The school has a strong Parent Council and Fundraising Committee that supports the school very well. There are strong links with the local community, including many local business partners.

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 that 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 various 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 raise 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, providing regular opportunities for pupils and parents to take an active role in the life of the school.

We carefully allocate Pupil Equity Funding to support pupils effectively, using data to identify those in need. SIMD data shows fairly low levels of deprivation within our school population. We use a suite of data from standardised and teacher-based assessments, which allows us to identify all children who require support to achieve their expected level and beyond. Due to the rising costs of the school day, we use a range of funding sources and discrete strategies to support any families in need.

Attendance is rigorously monitored, and any issues are addressed promptly to best support our families. Our average attendance rate for this school year was 94.6% with no exclusions.

We value high-quality teaching, learning, and assessment in our school, which is crucial for improving standards and raising attainment for all. Our Improvement Plan aligns with local and National Improvement Framework (NIF) priorities. A well-structured staff calendar promotes regular professional development, discussions, planning, and moderation activities. We actively share school initiatives with stakeholders to gather feedback for continuous improvement and collaborative working.



Our shared Vision, Values and Aims

At Craighead Primary School, we believe in creating a welcoming and inclusive environment guided by our core values of **Respect**, **Equality**, and **Integrity**, supporting our journey to become a Gold Rights Respecting School. These values shape our everyday interactions and the learning experiences we offer, ensuring that everyone in our community is treated with fairness and included.

Our vision is centred on helping each child to grow and flourish, providing them with the skills, knowledge, and attributes necessary for life, learning, and work. We aim to nurture Success Learners, Confident Individuals, Effective Contributors, and Responsible Citizens.

To achieve this vision, our aims include:

We strive to achieve the best for each child through strong partnerships that involve learners, staff, parents, and the broader community. Promoting equality and inclusion is key to our mission, as we are committed to ensuring that every child feels valued and supported (*Article 2 of the UNCRC*).

We also focus on delivering tailored programmes that meet the diverse needs of all learners. Open communication is essential; therefore, we encourage positive relationships between all stakeholders, creating an atmosphere where everyone's voices are heard (*Article 12 of the UNCRC*).

Celebrating both achievement and attainment is important to us, whether in school or in the wider community, as it reinforces our commitment to success.

Finally, we are dedicated to continually monitoring and evaluating the quality of our educational services. This reflection helps us refine our practices to ensure that we meet the needs of our learners effectively (*Article 28 of the UNCRC*).

At Craighead Primary School, our overarching aim and vision for the school is to be: ***Nurturing, supporting and challenging our children as they grow as learners.***



Progress in our School Improvement Plan

Priority 1

Improvement of Wellbeing and Equity through the implementation of the CIRCLE (Child Inclusion Research into Curriculum Learning and Education) Framework & Keeping the Promise.

*UNCRC Articles: **12 & 14** The right to share your opinion (feedback from all stakeholders); Article **19** The right to be safe; Article **24** The Right to be healthy; Articles **28 & 29** The Right to learn and be the best you can be; Article **31** - The right to play*

Progress and Impact

The school has made good progress with this improvement priority and is well placed to continue with year 2 of the Circle framework next session. In February, the school was awarded with the 'We Promise' Award, a professional learning recognition for schools who have completed training focused on The Promise, which aims to improve the lives of care-experienced children and young people. This demonstrates our commitment to understanding and supporting young people, ensuring they are cared for, safe, respected, and encouraged to reach their full potential.

Implementation of the CIRCLE Framework has enhanced the wellbeing and equity of learners, demonstrating our commitment to inclusive education. All staff have shown commitment to professional development and inclusivity, through their participation in the CIRCLE Framework training and successful implementation of interventions. Staff have collectively engaged in professional reading and discussions to critically analyse classroom environments fostering personal growth and development in teaching practices. Collaborative peer visits and feedback have led to improved classroom environments, significantly contributing to the quality of educational experiences provided to pupils across the school. Pre and post assessments from teaching staff highlight an increased understanding of behaviours and attitudes towards inclusion and additional support needs.

Pupil consultations indicate that targeted groups of learners have an increased awareness of available strategies and supports, promoting positive behaviour and self-regulation. The

introduction of zones of regulation and calm/quiet corners in almost all classrooms has significantly improved pupils' ability to manage their emotions and behaviours. Across the school, almost all classes utilise daily task boards and visual timetables, rights respecting school visuals including article of the month reminders to support inclusive practice.

Next Steps

- Further enhance classroom environments based on feedback received during peer visits and CICS analysis.
- Continue to evolve and assess the CIRCLE Framework to ensure it meets the diverse needs of all learners.
- Explore further opportunities for staff leadership roles in implementing and adapting the CIRCLE Framework, ensuring a broad base of ownership and responsibility.
- Ensure The Promise professional learning is mandatory for all new staff joining the school next session.



Priority 2

Continue to raise attainment and address gaps through the implementation of high quality learning and teaching of numeracy across all stages.

*UNCRC Articles: **28** - The have the right to education; Article **29** - The right to learn and be the best you can be.*

The school has made good progress in the second year of this priority. The school is now well placed to continue providing supportive learning environments for numeracy and continue using a variety of approaches, including active learning, problem-solving, and connecting concepts to real-world contexts.

Our numeracy champion has remained actively engaged in training sessions throughout the year, bringing back valuable insights to share with colleagues during our collegiate sessions. This approach has fostered a supportive environment where teachers can learn from each other, sharing best practices that enhance numeracy teaching across the school.

Almost all staff members took the opportunity to attend numeracy Continuous Professional Learning (CLPL) sessions offered by East Dunbartonshire Council. A majority also participated in the West Partnership Maths Conference, which this year focused on 'Meeting the Needs of All Learners'. These experiences have enriched our teaching practices, better equipping us to address the diverse needs of our learners.

Our focus on celebrating maths was demonstrated through participation in Maths Week Scotland and Numeracy Day, where all classes got involved. Such events created enthusiasm for numeracy, making it exciting and engaging for our learners. Almost every class incorporated the online platform Sumdog into their lessons this session, which not only enhanced engagement but also allowed us to provide tailored support based on individual learning needs.

All learning support staff are well-equipped to implement five-minute intervention boxes and maths recovery approaches, effectively identifying and supporting learners who need extra help. Collaboration between teachers and support staff has allowed us to deliver intensive, personalised instruction to low-attaining learners, which has been instrumental in boosting their confidence and attainment. Almost all learners who received additional support this session, have shown an increase in their attainment results.

Almost all Primary 1 learners achieved early level numeracy by June 2025, reflecting an increase of 4.6% from the previous year. This increase confirms that our targeted initiatives and support systems are closing the attainment gap. We also sent targeted numeracy homework home with selected learners throughout the session, reinforcing skills and encouraging parents to be involved in their children's learning. Learners in P2, 3, 5 and 6 completed PUMA assessments at the start and at the end of the session providing us with rich data to identify gaps in learning and plan meaningful next steps.

For the second session in a row, we ran a number of family numeracy workshops for both early and second Level. These were delivered by East Dunbartonshire's 'Count me In' team. Both programmes were incredibly successful with a high level of family engagement and lots of positive feedback given in both the pre and post evaluations.

New mental maths planners were trialled across all classes, which have proven to be effective in fostering daily practice and consistency in developing essential numeracy skills. These planners have provided both learners and teachers with a structured approach to mastering the key concepts. In post evaluation surveys, almost all teachers plan to use the planners next session.

Next Steps

Ensure strategies continue to meet the evolving needs of our learners and striving for excellence in numeracy for all.

Continue to create regular opportunities for teaching staff to be engaged in moderation activities to ensure consistency and high quality learning and teaching across all stages.



COUNT ME IN

Do you want to:

- + support your child with their numeracy development?
- + learn how schools now teach numeracy?
- + increase your own confidence with numbers?
- + further develop your own maths skills for learning, life and work?

Our friendly team of experienced teachers are offering a range of relaxed and informal learning sessions to suit you and your family.
All fully funded by the UK Government and free to families across East Dunbartonshire!

For more information, please contact:
countmein@eastdunbarton.gov.uk

 **East Dunbartonshire Council**
www.eastdunbarton.gov.uk

 **Funded by UK Government**

MULTIPLY

COUNT ME IN





Priority 3

Ensure consistent planning and implementation of Health and Wellbeing approaches across the school in line with working to achieve silver Rights Respecting School award.

UNCRC Articles: 42 All adults and children should know about the convention; Article 29 You have the right to

The school has made excellent progress in the second year of this priority and all work planned has been implemented and embedded throughout the school. We are currently awaiting a visit to confirm our Silver Rights Respecting Award. The visit is scheduled for 25th August 2025.

Throughout the session, we have linked the United Nations Convention on the Rights of the Child (UNCRC) articles to various significant school events. These included observances such as 'Remembrance', 'Anti-bullying Week', 'Children's Mental Health Day', and 'Fairtrade'. Through these connections, we have helped our learners understand and appreciate the importance of these themes as they relate to their rights.

Our P7 pupil representatives have taken part in training related to key initiatives like 'My Voice, My Say' and 'The Cost of the School Day'. They have also been involved with the Whole Family Wellbeing initiative from our local authority, gaining valuable insights that enhance our support for the wider community. Class assemblies have focused on global goals such as 'Zero Hunger' (P5), 'Clean Water and Sanitation' (P4) and 'Life on Land' (P2), allowing our learners to see the bigger picture and their role within it.

This year, Primary 5 made a commendable effort by collecting 200kg of food for the foodbank, working closely with the local community food club to support families in need. This initiative highlights the importance of community involvement while aligning perfectly with the rights we promote in our educational approach.

A key part of our efforts was the development of a playground charter by our Rights Respecting committee of pupils, which has effectively raised awareness of children's rights during our rights assemblies. We also introduced a 'Right of the Month' initiative to keep discussions about rights ongoing. Encouraging every child to have a voice, we invited participation in committees of their choice, fostering an inclusive atmosphere throughout the school.

The wellbeing committee played an essential role in organising the 'Cuppa and a Catch Up' event for families, creating a friendly environment for socialising and conversation. During this event, the committee showcased various health and wellbeing strategies used in the school, including breathing and relaxation techniques, mindfulness activities, yoga exercises and resources used in class, all designed to help learners focus and relax in the classroom. These collaborative efforts have led to a shared understanding of wellbeing that extends beyond school hours.

This session, Health Week was purposefully centred around children's rights. Each class took part in a wide range of activities aimed at supporting emotional, physical, and mental well-being, featuring contributions from visiting specialists, family volunteers, and our teaching staff.

Activities included yoga, line dancing, cooking healthy food, meditation, art, sports, and games culminating in an incredibly successful week that emphasised the importance of health and wellbeing.

Our school's commitment continues to drive meaningful advances, promoting children's rights and nurturing a culture of respect while engaging with significant community and global issues. We look forward with excitement to the upcoming visit that will validate our progress to date.

Next Steps

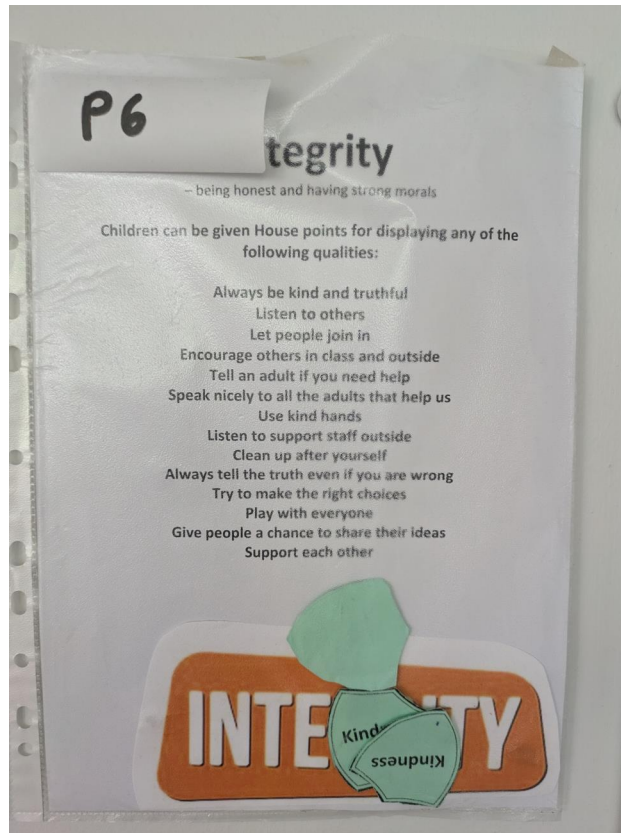
The committee members and teacher champion will continue for a further session in 25/26 to ensure continuity.

Collaboration with all stakeholders will continue to gather evidence and pursue Gold Level accreditation for the Rights Respecting Schools Award.

The UNCRC Rights of the Child will be fully integrated into school policies, practices and culture.







Progress in National Improvement Framework (NIF) priorities

Improvement in children and young people's health and wellbeing

The continuation of our bespoke nurture model, the 'Thrive Hive', alongside the programmes run by our nurture teacher, ensures that we are delivering appropriate, proportionate, and timely support to all children and young people as they need it. This session, Health and Wellbeing tracking surveys were completed midway through the term, which were used to identify children who would benefit from small group nurture experiences, enhanced transition visits, the Seasons for Growth programme sessions, and emotional wellbeing sessions. Almost all children reported feeling safe at school.

All Primary 6 and Primary 7 children participated in the SHINE survey this session. The results indicated that the general health of the children is very good, with Primary 7 children and Primary 6 girls performing above the national average.

Our Seasons for Growth programme helps strengthen personal resilience, coping skills, and social abilities, while increasing children's sense of belonging. This session, 12% of our school roll benefited from attending this group. Next session, we hope to have our nurture staff

member trained in the LIAM programme (Let's Introduce Anxiety Management) to support identified pupils.

This session we identified specific pupils for after school clubs designed to bolster mental and emotional resilience. These clubs offer a safe space for children to engage in social interactions while developing their wellbeing for example outdoor learning, reading cafe, golf, netball, football, chess, HWB and inclusive dance sessions. 80% of our pupils attended an after school club this session and a further 23% attended lunch time clubs. Almost all pupils identified with an additional support need, attended an after school club.

Closing the attainment gap between the most and least disadvantaged children and young people

We have made good progress this session in addressing the poverty-related attainment gap, implementing a range of evidence based interventions aimed at supporting our most vulnerable pupils and their families such as Reading Recovery, Count Me In numeracy project, IDL spelling and STEM family learning workshops. We have also continued to offer discrete financial support for families, ensuring that all pupils have equal opportunities to participate in essential experiences such as class trips, residential outings, Christmas experiences and the participation in after school activities. This has created a sense of inclusiveness within the school community. This session, the PTA organised a free disco event and provided resources to all pupils ensuring equity and inclusion.

Improvement in attainment, particularly in literacy and numeracy

We have proactively identified children and families to take part in the Count Me In Numeracy project, which has been instrumental in promoting mathematical confidence and proficiency. By focusing on early identification and intervention, we have provided bespoke targeted support where it is most needed. This session, in consultation with our parent body, we have replaced standard homework with bespoke home learning which is tailored to meet individual needs and allows for targeted support which can be measured and tracked.

Our referral process for the reading recovery intervention programme has enabled us to identify pupils requiring tailored literacy support. This initiative has proven to be effective in improving reading outcomes, fostering a love for reading, and enhancing self-esteem among learners. Currently in its second year, all support staff are now fully trained in using the programme. 51 pupils are currently on the programme with 100% showing an increase in attainment over the 10 week period. The strategic measures undertaken by our school reflect a determined effort to narrow the poverty related attainment gap.

Impact of Interventions for Equity and Pupil Equity Funding (PEF)

Pupil Equity Fund (PEF) was based on accurate analysis of a wide range of data. Plans for PEF interventions are shared and agreed with all staff and the Parent Council. The majority of PEF this session was focused on targeted intervention supports for identified groups of children who were not meeting expected targets. We have strong evidence of the positive impact these interventions are having on children's progress. PEF spend this year provided the following supports:

Staffing to support raising attainment in literacy and numeracy for identified groups of pupils - reading recovery model.

Nurture resources to support children's health and wellbeing.

Resources and training to raise attainment in Numeracy across the school.

Support and intervention resources to raise attainment in other areas of literacy and numeracy.

The school has continued to promote actions to mitigate the impact of poverty, including approaches to reducing the Cost of the School Day and discrete financial support to families facing crisis.

Attainment and Achievement Data

Curriculum for Excellence Levels at the end of June 2025				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	almost all	almost all	almost all	almost all
First level by end of P4	most	most	almost all	most
Second level by end of P7	almost all	almost all	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	not applicable
3.1 Ensuring wellbeing, equity and inclusion	Good	not applicable
3.2 Raising attainment and achievement	Good	not applicable

Summary of School Improvement priorities for Session 2024/25

- Raise attainment and address gaps through the implementation of high quality learning and teaching of Literacy (Reading) across all stages. Year 1
- Improvement of Wellbeing and Equity through Year 2 implementation of the CIRCLE framework. Year 2
- Begin journey towards Gold Rights Respecting Schools and Reading Schools accreditation (*both minor priorities*) Year 3

What is our capacity for continuous improvement?

Our entire school community is dedicated to enhancing, implementing, and maintaining highly effective teaching and learning practices for all. We are committed to fostering a collaborative working environment that promotes reflection, inquiry, problem-solving, and continuous improvement to achieve equitable outcomes for all our pupils. The senior leadership team has been in place for several years, and in the upcoming session, we plan to revise remits to facilitate the sharing of expertise across the school.

In this upcoming session, our aim is to further develop the expertise, knowledge, and skills of our teaching staff who hold leadership positions across the school, with a specific focus on reading and supporting the needs of learners. We are confident that the positive relationships among staff, pupils, and families, coupled with the commitment of staff and the enthusiasm of pupils to learn at Craighead, will drive continued progress in our improvement planning priorities for the next session.