

Attendance, Attainment and Achievement

Nursery milestones

- All pre school children transitioning to Primary one next session have achieved all of the outcomes within all preschool milestones and are making good progress within the progression to Early Level outcomes.
 - Renfrew vocabulary assessments show that most (83%) pre school children are starting P1 with a vocabulary age that is at least 11 months beyond their chronological age, with the majority (67%) demonstrating a vocabulary age in excess of 2 years older than their chronological age.
- Focussed numeracy work this session has resulted in preschool children achieving almost all (95%) of the numeracy progression to Early Level outcomes, an increase of 8%.

School attainment

Whole school attainment shows similar results to last session with an increase in writing attainment. Our attainment is broadly the same as our comparator schools with our reading attainment sitting higher. Most children have achieved expected outcomes at early, first and second level.

Curriculum Area	2022/2023	2023/2024	2024/2025
Listening and talking	86%	89.9%	88%
Reading	87%	88.8%	86%
Writing	71%	77.2%	77%
Numeracy	77%	89.4%	83%

Below is a breakdown of our 2024/2025 attainment at each level

Curriculum Areas	P1 (Early)	P4 (First)	P7 (Second)
Listening and talking	80%	89%	100%
Reading	80%	82%	100%
Writing	72%	77%	87%
Numeracy	76%	80%	96.6%

Attendance – Attendance in school for almost all pupils is very good and records continue to be higher than comparator schools group percentages, PKC and national stretch aims.

2022/2023	2023/2024	2024/2025
94.6%	95.1%	95.45%

Craigie Primary School

Standards and Quality Report

2024/2025

Our Vision, Values and Aims



Improvement priorities for this session

- Writing** – To improve attainment in writing using a blended approach of Explicitly Teaching Text Types and the National Improving Writing Programme.
- Nurture** – Strong focus on nurturing practices within the school playground which will include reframing language, peer mediation and restorative practices.

Continuing next session

- Consultation** with all members of the school community for accurate self evaluation.
- Numeracy** – supporting parents to feel confident in supporting their child at home
- Profiling** - Improve approaches to profiling learners progress and achievements through the platform 'Learning Journals'

*This report has been produced in consultation with staff, pupils and parents through a range of quality assurance activities.

Hazel Freeland

Learning

Craigie Primary School has a strong set of school values '@ Craigie we C.A.R.E' (Challenge, Adapt, Respect and Encourage) which are embedded in the school. 'The Craigie Code' of behaviour is referenced to and reflected upon in the classroom and playground. Our ethos is also underpinned by children's rights which is led by a teacher in school and a focus group representing children's views. They have led assembly inputs and rights challenges to ensure we maintain our gold accreditation.

All pupils in school have made progress in their learning this year. Quality assurance activities across the school show strengths in: careful planning and organisation of learning linked to Curriculum for Excellence outcomes; praise being used consistently by all to encourage learners during lessons and celebrate success; ICT used to support and challenge learners and almost all children are engaged and motivated by their learning experiences.

Almost all children involved in pupil voice groups said that they enjoyed writing lessons and in particular writing imaginatively. Most children were able to identify their strengths and areas for development in both literacy and numeracy. Almost all pupils were able to discuss what assessment opportunities they have been a part of and evidence this across all subject areas. i.e. self and peer assessment

Improvement priorities this session have focussed on the quality of teaching and learning in numeracy, using the profiling tool Learning Journals and the Nurturing Schools Programme. Improvement work has resulted in;

*The creation of a progressive glossary of numeracy vocabulary from early to second level.

* Parent and children's voices supporting the creation of numeracy workshops and leaflets to be launched early next session.

*A refreshed relationships strategy

*Teachers termly plans shared on learning journals and some examples of learning experiences published as supporting evidence for profiles.

* Pupil Equity Fund money has been used affectively to support those children who are on free school meals and close the attainment gap. Almost all children targeted for either numeracy or literacy support achieved the intended outcomes with most surpassing expectations.

Leadership

Pupil leadership

- Pupil voice is prominent in school with various children representing their class voice in groups such as Literacy, Numeracy, Health and Wellbeing, Rota Kids, Pupil Council and our Rights Respecting Schools Group. All of these groups support and directly contribute towards the school improvement plan and work to embed our school vision, values and aims.
- We also have P6 playground leaders running games at breaks and lunches for any pupil to access and P7 lunch time club leaders running a variety of clubs such as art, reading, drama and basketball. Children who attend these clubs value the contribution of their older peers and enjoy attending them.

Staff leadership

- All teachers have contributed towards our school improvement planning this session with a few taking on lead roles. This has resulted in the creation of a new relationship policy and a numeracy glossary and progression for the whole school.
- Through engagement in LA training and action-based research, Nursery staff have an increased understanding of the improvement process, the importance of pre and post intervention data and are able to set achievable improvement goals. They are now embedding this work in their daily practice through work within numeracy, digital and listening and talking.

Parent views

- 45 parents completed the school Parental Questionnaire in May 2025 with 94% of parents reporting that their child is making good progress at school, 95% believe the school is well led and managed and almost all said they would recommend the school to other parents.

Quality Indicators and evaluation

Setting	1.1 Self evaluation for self improvement	1.3 Leadership of change	2.3 Learning, teaching and assessment	3.1 Ensuring wellbeing, equity and inclusion	3.2 raising attainment and achievement
School	Good	Good	Good	Good	Good
Nursery	Very good	Very good	Very good	Very good	Very good