

Evaluations for the following ‘How Good Is Our School 4’ Quality Indicators are:

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equity and inclusion	Good
3.2 Raising attainment and achievement	Good
The overall capacity for continuous improvement in Craigie Primary	Good

Improvement Priorities for 2020-2021

Following prolonged school closures due to the COVID 19 pandemic:

- **Our first priority is ensuring the wellbeing of our learners, and welcoming them back to school through supportive transition**
- **Our next priority is to implement our recovery plan, which incorporates the blended approach to learning (in-school learning and home learning)**

Key developments that will continue to feature next session are:

- Relationship Strategy implementation
- Nurturing principles
- Working towards Silver Rights Respecting Schools Award
- Quality feedback
- Educational visits- in and out of school

This report has been produced in consultation with staff, pupils and our Parent Council.

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Headteacher
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CRAIGIE PRIMARY SCHOOL & ELCC STANDARDS AND QUALITY REPORT 2019 – 2020

Our Vision, Values and Aims



Created February 2020

Attendance (NIF: Performance Information)

The overall attendance rate for our pupils in session 2019-2020 was 94.38%, this is just below the PKC average.

Attainment and Achievement (NIF: Assessment of Children's progress)

Across the school, pupils are progressing well with their learning. The following tables illustrate learners' progress, as of March 2020.

2019-20	On track to achieve level					
	P1		P4		P7	
Reading	Majority	67%	Most	76%	Most	80%
Writing	Majority	67%	Majority	62%	Majority	72%
Numeracy	Majority	63%	Majority	68%	Most	76%

80% of children in the ELC have achieved almost all their Developmental Milestones and are making very good progress within Early Level.

Learning (NIF: School Improvement, Teacher Professionalism, Parental Engagement)

Our school improvement priorities this year have focused on:

1. All practitioners are skilled in embedding a Literacy curriculum that meets the needs of all learners and improves their attainment.

We implemented our new Literacy Pathway this year. Staff used the pathway to plan progressive learning and track and assess Literacy attainment. This had a positive impact on learning across all stages, as it ensured consistency of learning, progression of skills and helped identify gaps in learning knowledge. We continued to use Active Literacy this year but found that this was not having the impact on raising attainment that we hoped, so we have been brave and have abandoned the full programme, utilising only the effective strategies. Reading attainment has improved in P4-7 since the introduction of Big Cat reading books and new reading strategies. We will continue to build on this for P4-7 and identify other strategies to support improvement in P1-3. To further improve attainment in Literacy, we re-evaluated our whole approach to teaching Literacy and have designed a creative, new programme of learning and teaching, with an alternating focus on reading one week and writing the next. This will be put into action next session.

We introduced IDL- spelling and reading support software for identified learners. The impact of this intervention is still to be evaluated. Next steps will be for class teachers to take on implementation within own classes.

The equity gap was reduced for most targeted learners in Literacy. 48% made good to very good progress, 32% made some progress. Learners show more confidence in writing and spelling common words and understanding sentence structure. This supports their learning across the wider curriculum. In Numeracy, all targeted learners have increased attainment and the equity gap has reduced. 50% made good to very good progress and 50% made some progress. Learners show more understanding of number processes and their application

2. All stakeholders work in partnership to further develop a positive and enabling environment to ensure engagement and readiness to learn for all learners.

We achieved our Rights Respecting Bronze Rights Committed Award in December 2019. We now have a comprehensive action plan for achieving Silver and are currently working towards achieving this in December 2020.

To support readiness for learning, we have initiated nurturing principles through developing a nurture room and trialling a programme called Emotion Works/Chimp Paradox with one class. This will continue to be rolled out next year.

We used research, texts, articles and Educational Psychologist training to identify effective strategies to support strong relationships, self-regulation and behaviour management approaches. Through consultation with all staff, pupils and parents, we created a new Relationship Strategy. This will be implemented in August 2020. In completing this process, we also re-evaluated our Vision Values and Aims (VVA) and again in consultation with all stakeholders created new VVA which now reflects our school ethos.

3. Staff and pupils will develop skills in understanding different levels of feedback in order to build a culture in the school where feedback is welcomed and valued. (LMG focus)

All teaching staff undertook training involving specialist speakers, General Teaching Council Scotland (GTCS) and Dundee University, to explore how to improve learning through improving feedback. Staff shared their knowledge with colleagues from our Local Management Group. Although this project was not fully completed due to school closures, staff reported increased progress in learning due to the improved quality of feedback. Learners understood how to improve their work and were more engaged in assessing themselves and others. Staff also reported that learner conversations were more productive and effective in supporting learners to identify next steps in learning.

Following school closures in March 2020, staff utilised the online platform Seesaw to continue supporting learning at home. Almost all learners engaged well with remote learning.

Leadership (NIF: School Leadership)

Staff and learners have had many opportunities this year to develop their leadership skills.

- Every child has had the opportunity to present at whole school Assembly
- P7 House Captains independently led whole school assemblies and organised school events- dodgeball tournament, Craigie's Got Talent
- All children are part of our Learner Groups- giving all learners an opportunity to be involved in small decision-making opportunities
- Craigie Crew and Play Rangers- continue to support play at lunchtimes.
- P3/4 are now trained Growth Mindset Ambassadors
- A few lunchtime clubs were run by entrepreneurial learners
- Staff leads were identified to take forward aspects of School Improvement Plan
- Almost all staff led an extra-curricular club this year