

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

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

**Improvement Priorities for 2023-2024**

- To refresh curriculum knowledge and understanding of Numeracy & Mathematics, raise attainment and ensure consistency in learning and teaching approaches.
- To promote ownership of learning and increase every learners' voice, positively impacting on learning and teaching approaches and learner outcomes.
- To ensure we have consistency across the LMG where reliable and valid attainment data is used and understood to support sound professional judgement.

Continuing next session.....

- Working towards Gold Rights Respecting Schools Award
- Digital skills to further enhance learning
- Outdoor learning
- Leadership opportunities
- Quality feedback
- Educational visits- in and out of school

*This report has been produced in consultation with staff, learners and Craigie Parents in Partnership.*

*Lesley Gibson*  
Headteacher  
June 2023

# CRAIGIE PRIMARY SCHOOL & NURSERY STANDARDS AND QUALITY REPORT 2022 – 2023

## Our Vision, Values and Aims



(August 2020)

### Attendance (NIF: Performance Information)

The overall attendance rate for our pupils in session 2022-2023 was 95%, which is just below the PKC expectation of 96%.

### Attainment and Achievement (NIF: Assessment of Learners' progress)

Across the school, learners are progressing well with their learning. The following tables illustrate learners' progress, as of May 2023.

2022-2023	On track to achieve level					
	P1		P4		P7	
<b>Reading</b>	85%	Most	77%	Most	97%	Almost all
<b>Writing</b>	75%	Majority	69%	Majority	68%	Majority
<b>Numeracy</b>	80%	Most	81%	Most	74%	Majority

Most pre-school children in ELC are making good progress within Early Level. 82% of children have achieved all of their Developmental Milestones.

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

#### **1. All practitioners (ELC-P7) will develop the skills and confidence in the effective use of digital technology to support learning and teaching.**

Across the school, an increased use of digital technology embedded into learning and teaching, has provided learners with a range of opportunities to use IT in a creative and meaningful ways. For example, using Seesaw as profiling tool, using assistive technology to access texts, Micro:bits and Scratch to develop programming and coding skills. Staff planned IT activities following the Digital Pathway, which has ensured continuity and progression of learning this year. Staff created a Seesaw policy that outlines how it will be used as a learning journal. Our Digital Leaders Learner Group agreed Acceptable User Policies for each CfE Level, which all learners in P1-P7 have signed. Staff completed training from Education Scotland and Crick Software, promoting greater knowledge of planning for IT and use of applications. Craigie PS are also successfully working towards achieving our Digital Schools Award. In Nursery, specific planning for digital learning has resulted in a greater digital presence within the playroom, with increased staff confidence in using technologies with children. We will continue to develop our IT curriculum and explore more IT applications next year.

#### **2. All stakeholders will work in partnership to enhance learner participation across all four arenas (learning, teaching & assessment; Personal Achievement; Decision Making groups; Wider Community)**

There has been a greater emphasis this year on increasing learner participation across the school. Learners decided a focus for personal learning in their creativity projects; across subjects they co-created success criteria which helped them to assess their learning; The Book of ANYTHING

celebrated personal achievement; Learner Groups - Learner Voice, Global Citizens, Digital Leaders and Community Champions have each followed action plans to take forward supporting peers with digital skills, creating 'Kindness in Craigie' give and take box. Representatives from each class formed a playground focus group and they made the decisions about how our playground would be redeveloped using money generated by fundraising. LendwithCare scheme has been introduced- all children, in all classes, are involved in decision making regarding awarding funding to entrepreneurs in developing countries to support their businesses. This supports learners to build knowledge of entrepreneurial skills and global citizenship. Learner participation will be further developed next year to enable more learner voice, more ownership of learning and more involvement in decision making.

#### **3. All practitioners are skilled in delivering a Literacy curriculum that meets the needs of all learners and improves their attainment.**

Through embedding our 'Being Brave' literacy approach (incl. reading one week, writing the next), following our Craigie Literacy Pathway, assessing writing holistically, promoting the use of assistive technology in Literacy and attending CLPL training sessions by Stephen Graham, all staff are delivering an improved Literacy curriculum resulting in almost all learners being well supported and their needs being met in Literacy.

Through Pupil Equity Funding (PEF), a teacher was employed for a half day per week and a PSA for 2-3 days to support 14 identified learners who required additional support with literacy and numeracy. 11 of the 13 (85%) identified learners requiring PEF Literacy support, have achieved their target set in PEF plan on QIP 22-23. 5 of the 6 (83%) identified learners requiring PEF Numeracy support, have achieved their target set in PEF plan on QIP 22-23.

### Leadership (NIF: School Leadership)

Leadership this year was developed through:

- Each member of nursery staff is a 'champion' and has responsibility for an aspect of Nursery improvements- planning, environment, communication.
- Staff curriculum leadership roles have supported development of the school curriculum and opportunities for learners. Our Digital Leader led working towards achieving Digital Schools Award and our HWB co-ordinator involved with national development programme.
- P7 House & Vice Captains led school assemblies, gathered information for the Book of ANYTHING, organised Craigie's Got Talent, Fun at the Field
- P6 learners initiated a weekly 'Fun Club' for children in P4-6.
- Class representatives from P1 to P7 collaborated with ScotPlay and Active Schools to develop our school playground.
- P6 and P5 learners were trained by Play Development Officer as Play Champions, promoting playground games and play with younger learners.