

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEETHURSDAY 20 APRIL 2023Report by Director of EducationEDUCATION SCOTLAND REPORT ON CROOKFUR PRIMARY SCHOOL AND FAMILY CENTRE**PURPOSE OF REPORT**

1. To inform Education Committee of the report by Education Scotland on Crookfur Primary School and Family Centre.

RECOMMENDATIONS

2. Education Committee is asked to:
- a) note and comment on the contents of the Education Scotland report on Crookfur Primary School and Family Centre; and,
 - b) approve the action plan to address the agreed areas for improvement.

BACKGROUND

3. Crookfur Family Centre is part of Crookfur Primary School and is situated in a separate purpose built setting one mile away. Both serve the community of Newton Mearns and are led by the one Head Teacher.

4. Crookfur Primary School and Family Centre were inspected by a team from Education Scotland in December 2022. The inspection covered key aspects of the work of the school and family centre and identified particular strengths and areas for improvement using the Education Scotland six-point scale and the self-evaluation frameworks *How Good is our Early Learning and Childcare* and *How Good is our School?*

5. Since August 2016, Education Scotland use 2 models of school inspection. The full and the short model.

6. The full model evaluates 4 quality indicators, with the short model focusing on 2. Both models include an evaluation of Learning, Teaching and Assessment and Raising Attainment and Achievement (or the equivalent securing children's progress, in early learning and childcare settings).

7. The school and family centre were inspected using the short model, with an evaluation for 2 quality indicators and a short report which details the strengths and areas for improvement. The report was published in February 2023 and is attached as Appendix 1. It has been issued to staff, parents, local elected members, the Convener for Education, Equalities, Culture and Leisure and made available to the local community.

REPORT

8. In assessing the indicators of quality in the school and family centre, Education Scotland found both aspects of the work to be very good: learning, teaching and assessment; and raising attainment and achievement / securing children's progress.

9. The particular strengths highlighted by the inspection team included:

- The nurturing ethos and positive relationships that exist across Crookfur Primary School and Crookfur Family Centre. Led ably by the headteacher and senior leaders, children and their families feel a welcomed part of a strong community.
- Practitioners, teachers and all staff work very well as a team to help children learn and achieve. This is improving learning experiences and outcomes for all children.
- The very stimulating environment in the family centre where children have freedom to explore, create and learn through high quality play.
- Across the school, children have very good opportunities to achieve success and develop a wide range of skills through a variety of clubs, committees and groups.
- The consistently high levels of children's progress, attainment and achievement across the family centre and school.

10. This is a very good report on an East Renfrewshire establishment, with the evaluations reflecting the department's evaluation of both the quality of provision and the significant disruption caused by Covid-19 pandemic.

11. The achievements and progress of the children across the family centre and school were identified by the inspection team:

- *Practitioners place very high value on recognising and celebrating children's achievements from outside the setting. As a result, children talk about their successes with pride and take on responsibilities confidently in the playroom.*
- *Across the school, children participate in a range of committees, clubs and groups which is developing successfully their skills for learning, life and work.*

12. It was particularly pleasing that the commitment and professionalism of all family centre and school staff were highlighted in the Summary of Inspection Findings.

- *The highly reflective staff team seeks ways to improve continuously.*
- *All staff feel empowered to seek out relevant professional learning to develop their practice. They are enthusiastic about improving outcomes for children and work very well as a team.*

13. The inspection team identified 2 areas for improvement:

- Continue to develop approaches to high quality learning, teaching and assessment across the school. In the family centre, involve children and parents more fully in planning next steps in learning.
- Continue to support children to articulate fully the skills for learning, life and work they are developing through their learning and achievements.

14. Appendix 2 of this paper includes the action plan to address the agreed areas for improvement. The Quality Improvement Service will work closely with the Crookfur leadership team to support its implementation.

15. The letter to parents/carers and more detailed summarised inspection findings is available on the [Education Scotland website](#).

16. Education Scotland will make no further reports in connection with the inspection of Crookfur Primary School and Family Centre.

17. Within 2 years of the date of publication, the Quality Improvement Service will revisit the school to review the impact of the improvement (action) plan in addressing the agreed areas for improvement and to provide a progress report to parents.

FINANCE AND EFFICIENCY

18. There are no financial or efficiency implications related to this report.

RECOMMENDATIONS

19. Education Committee is asked to:

- a) note and comment on the contents of the Education Scotland report on Crookfur Primary School and Family Centre; and,
- b) approve the action plan to address the agreed areas for improvement.

Mark Ratter
Director of Education
20 April 2023

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Appendices

1. [Education Scotland report on Crookfur Primary School and Family Centre](#).
2. Crookfur Primary School and Family Centre Action Plan.

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28 February 2023

Dear Parent/Carer

In December 2022, a team of inspectors from Education Scotland visited Crookfur Primary School and Crookfur Family Centre. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The nurturing ethos and positive relationships that exist across Crookfur Primary School and Crookfur Family Centre. Led ably by the headteacher and senior leaders, children and their families feel a welcomed part of a strong community.
- Practitioners, teachers and all staff work very well as a team to help children learn and achieve. This is improving learning experiences and outcomes for all children.
- The very stimulating environment in the family centre where children have freedom to explore, create and learn through high quality play.
- Across the school, children have very good opportunities to achieve success and develop a wide range of skills through a variety of clubs, committees and groups.
- The consistently high levels of children's progress, attainment and achievement across the family centre and school.

The following areas for improvement were identified and discussed with the headteacher and a representative from East Renfrewshire Council.

- Continue to develop approaches to high quality learning, teaching and assessment across the school. In the family centre, involve children and parents more fully in planning next steps in learning.
- Continue to support children to articulate fully the skills for learning, life and work they are developing through their learning and achievements.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#) Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Crookfur Primary School and Family Centre

Quality indicators for the primary school	Evaluation
Learning, teaching and assessment	very good
Raising attainment and achievement	very good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Learning, teaching and assessment	very good
Securing children's progress	very good
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page//?id=2233>

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. East Renfrewshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Helen Mulholland
HM Inspector

Summarised inspection findings

Crookfur Primary School

East Renfrewshire Council

28 February 2023

Key contextual information

Crookfur Primary School is located in East Renfrewshire Council. The current roll is 508 children across 18 classes. The school roll continues to increase each year and a new extension to the main building is planned to begin in 2023. The senior leadership team consists of the headteacher, two deputy headteachers and two principal teachers. An additional principal teacher is funded using the Pupil Equity Fund (PEF) for 0.6 full time equivalent. The headteacher is responsible for the leadership and management of the associated Crookfur Family Centre. At the time of the inspection, almost all children lived in Scottish Index of Multiple Deprivation (SIMD) data zones 8 to 10. In session 2022/2023 the school received £36,750 of PEF.

2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Across Crookfur Primary School, there is a very calm and nurturing ethos. Children are polite, friendly and interact very respectfully with their peers and staff. The headteacher and senior leaders foster a culture which reflects the school's vision and values well. Teachers create class charters with children using the United Nations Rights of the Child and promote rights-based education successfully. Children, parents and staff are proud of their school and relationships are positive. As a result, there is a strong sense of community.
- In all classes, children have useful opportunities to work independently and in groups during tasks that motivate them well. The recently introduced Crookfur Learning Powers support children to think about their learning and overcome challenges. Children choose the contexts for interdisciplinary learning. This provides them with greater ownership of their learning. A next step will be to develop this approach to provide children with further choice in planning and leading their learning.
- All staff create a positive and safe learning environment. Almost all children are confident in class and independently access resources to support their learning well. Children at the early stages, engage successfully in free play and there is a good balance of child and adult initiated learning. A few children require prompts that provide more support during play-based learning. Staff continue to use national practice guidance to develop and implement purposeful play-based approaches to develop children's curiosity and creativity.
- Overall, the quality of teaching is good with examples of very good practice. In most lessons, teachers provide learning experiences that are matched well to children's needs. Teachers should continue to ensure there is consistent use of effective differentiation across the school. This will provide more appropriate pace, support and challenge for all children, including higher achieving children. Almost all teachers provide detailed feedback in writing activities which is

helping children understand their next steps clearly. They are well placed to adopt this skilful approach to feedback across all curricular areas.

- In all lessons, teachers' explanations and instructions are clear, supporting children well to understand the purpose of tasks. All teachers use learning intentions effectively and set measures of success for children. This supports children most effectively when measures of success focus clearly on the intended learning outcomes. Across the school, all teachers should involve children more fully in creating measures of success based on learning outcomes. This will help children to have a fuller understanding of their learning and their individual next steps.
- The woodland area gives all children useful and engaging opportunities to learn outdoors regularly. Staff use outdoor spaces effectively to develop children's curiosity and encourage application of skills. Children participate successfully in the John Muir Award, Forest Schools and the Royal Society for the Protection of Birds Wild Challenge.
- In all classes, teachers use interactive whiteboards frequently. In most classes, teachers use digital technology well to extend and enhance children's learning. The school has received a Digital Schools Award. Children who are digital leaders are integral to rolling out digital technologies across the school. Children develop their skills in coding, computer-aided design and 3D printing very well. Partners support staff and children effectively to develop their digital skills. For example, children in P6 and P7 participated in a local authority coding event.
- All staff feel empowered to seek out relevant professional learning to develop their practice. They are enthusiastic about improving outcomes for children and work very well as a team. For example, during COVID-19, staff identified that children needed support with their health and wellbeing. They undertook relevant training in using nurturing approaches to support children's wellbeing successfully.
- Teachers ensure that assessment is integral to planning. They use a variety of approaches to gather evidence of children's learning in class. They provide opportunities for children to demonstrate and apply their learning in a range of contexts. Teachers also use standardised, diagnostic and summative assessments to obtain detailed information about children's strengths and next steps. As a result, teachers have a comprehensive knowledge of individual children's learning and progress.
- Teachers engage in moderation activities with colleagues in the school and across the cluster. This is supporting them well to have a shared understanding of attainment and progress within and across Curriculum for Excellence (CfE) levels, particularly within literacy and numeracy. As planned, teachers should now extend this approach to include other areas of the curriculum.
- Teachers use the local authority's planners successfully when planning children's learning in literacy and numeracy. They outline the CfE experiences and outcomes and associated key skills that children will cover, referring to the corresponding national benchmarks. In other curricular areas, teachers use an agreed combination of local authority and school formats to support effective planning. Teachers consider children's interests to ensure relevance. Teachers working at early level have recently introduced floorbooks to involve children further in planning their learning.

- Senior leaders meet with teachers termly to review planned learning. They provide helpful prompts in advance of planning meetings which support teachers well to reflect and prepare for discussions. Senior leaders and teachers consider the breadth and depth of children's learning across the curriculum. Teachers share and review the strategies they use to offer support and challenge for individuals and groups of children. Senior leaders document the outcome of these discussions which serves as a helpful record of next steps. Overall, this systematic and consistent approach to planning supports skills progression and continuity of learning for children very well.
- Senior leaders use well-planned and robust systems to track and monitor children's progress. This supports effective transitions at key points in learning including when children move into P1 and S1. Teachers record children's progress in literacy and numeracy on the local authority's tracking database. Teachers and senior leaders review a range of supporting assessment evidence about children's progress during termly tracking meetings. This is contributing to teachers' increasing confidence and accuracy when making professional judgements about children's levels of attainment. As planned, senior leaders should track children's progress in other curricular areas with the same rigour.
- Senior leaders and teachers identify clearly if children need additional support or challenge in learning. They plan universal and targeted interventions for children accordingly. They have a clear and consistent approach to this process. They maintain detailed records of children's progress and the impact of planned interventions. This is supporting children well to make progress in their learning.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement**very good**

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Children's attainment in literacy and English and numeracy and mathematics is very good. Inspection activities confirm that overall, almost all children achieve expected CfE levels of attainment in listening and talking, reading and numeracy and mathematics. Most children achieve expected CfE levels of attainment in writing. At all stages, a considerable number of children exceed expected CfE levels of attainment in literacy and English and numeracy and mathematics.
- Senior leaders and teachers use a range of assessment data well. This supports teachers to make increasingly accurate judgements about children's levels of attainment.

Attainment in literacy and English

- Overall, almost all children make very good progress in literacy and English.

Listening and talking

- Across the school, almost all children speak clearly and audibly using very well-developed vocabulary. Children have very good opportunities to apply their talking and listening skills in real-life contexts through a wide range of pupil groups, clubs and committees.
- Almost all children at early level follow instructions and answer questions related to their learning tasks. They identify and generate rhyme from a given word or sound. They share their likes and dislikes confidently. Children who have achieved first level listen to factual spoken texts to identify facts and opinions successfully. They use pace, tone, eye contact and gesture well during oral presentations. At second level, children communicate their ideas to convey information clearly and listen and respond appropriately to others in group discussions.

Reading

- Most children are highly able readers across the school. Class libraries support children to read a diverse range of books suited to their tastes.
- Children who have achieved early level read familiar texts with accuracy and use their knowledge of sounds to decode unknown words. Children who have achieved first level read a wide selection of fiction and non-fiction books with increasingly complex ideas and vocabulary. Commendably, they know the difference between primary and secondary sources of information to make accurate judgements about the reliability of their research evidence. At second level, most children answer literal, inferential and evaluative questions accurately to

demonstrate their understanding of texts. They would benefit from further opportunities to find, select and sort relevant information in personal research tasks.

Writing

- Across the school, children write enthusiastically within a range of genres.
- Children who have achieved early level write at least one sentence independently and use their knowledge of sounds to spell familiar words correctly. They communicate confidently their ideas, messages, and information in writing or in pictures. Children who have achieved first level are highly engaged in using texts they have read as a stimulus for writing. They know that newspaper reports need an eye-catching headline, subheadings and captions.
- At second level, children write extended texts using paragraphs to separate their thoughts and ideas logically. They understand and apply figurative language such as similes, metaphors and onomatopoeia to engage their audience.

Numeracy and mathematics

- Overall, almost all children make very good progress in numeracy and mathematics.

Number, money and measure

- Children who have achieved early level are confident in identifying missing numbers in a sequence and using coins. They compare and describe length, height and weight using the appropriate mathematical vocabulary. Children who have achieved first level use a range of strategies to solve addition, subtraction, multiplication and division problems. A few children need support when estimating and measuring length. Almost all children working towards the end of second level are secure in rounding and using decimal fractions to three decimal places. They apply this skill to calculate exchange rates with confidence.

Shape, position and movement

- Children who have achieved early level identify confidently a range of familiar two-dimensional shapes. Children who have achieved first level explain the properties of a right angle accurately. They recognise symmetry in two-dimensional shapes and designs. At second level, children identify acute, obtuse and straight angles and apply this knowledge to calculate missing angles. A few children calculate the volume of simple three-dimensional objects.

Information handling

- Children who have achieved early level read and interpret data accurately in a real-life context. For example, they interpret a graph showing information about playtime snack choices. Children who have achieved first level gather, collate and interpret information successfully using bar graphs and tally marks. At second level, children sort, display and interpret information from a range of graphs and charts. Children should continue to develop their skills in using a range of ways to collect and present information, including through further use of digital technology.

Attainment over time

- The school's data demonstrates sustained high CfE levels of attainment in literacy and English and numeracy and mathematics over several years. This consistent trend of high attainment over time is a strength of the school.
- Senior leaders and teachers monitor closely the progress of children with barriers to learning and implement effective interventions. As a result, children make very good progress in their learning.

Overall quality of learner's achievements

- Across the school, children participate in a range of committees, clubs and groups which is developing successfully their skills for learning, life and work.
- Children across the school have very good opportunities to share and celebrate their achievements through displays, assemblies, newsletters and online platforms. Staff encourage parents to share information about children's successes outside of school. Children enjoy receiving certificates in recognition of their achievements.
- Senior leaders monitor children's participation in clubs and school committees. As identified by senior leaders, a next step is to support children to articulate more clearly the skills they are developing.

Equity for all learners

- Senior leaders use Pupil Equity Funding (PEF) very effectively to provide additional staffing and well-planned targeted support in literacy, numeracy and health and wellbeing. Children are making successful progress towards closing their identified gaps.
- All staff know children and their families well. The cost of trips is subsidised and fund-raising events are planned to ensure that financial contributions are minimal or voluntary. This ensures that all children can participate fully in school life.
- Children are developing an increasing understanding of protected characteristics such as race and gender through planned curricular opportunities and cultural events. The Parent Diversity Group is supporting this work very effectively.

Practice worth sharing more widely

Across Crookfur Primary School, children participate enthusiastically in a range of committees and groups to develop successfully their skills for learning, life and work.

Children lead responsibly in the Rights Respecting Committee, Sports' Council, Eco Committee, Pupil Council and as House Captains and Digital Leaders. The Junior Road Safety Officers recently shared their views with parents to encourage 'Safe Roads for All'. As a result of these activities, the school has achieved a Gold Sports Award, Green Flag status and a Digital Schools Award.

Peer ambassadors in Primary 7 are trained in using a toolkit to promote talking and listening and encourage other children to have a balanced mindset. These discussions support all children during periods of transition throughout the school day. As a result, peer ambassadors are developing their sense of empathy and improving their communication skills within a meaningful context.

Reading buddies develop their leadership skills very well by supporting younger children with reading. They attend training which supports them to help younger children and fosters a reading culture.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

Summarised inspection findings

Crookfur Family Centre

East Renfrewshire Council

28 February 2023

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Key contextual information

Crookfur Family Centre is part of Crookfur Primary School and is situated in a separate purpose built centre over one mile away. The headteacher has overall responsibility for the centre. The children access one large well-resourced playroom, a multi-purpose dining room, a quiet room, an outdoor classroom and a large well-designed outdoor area. Children attend from the age of three until starting school. The setting is registered for 120 children and staffed for 88 at any one time. Currently, 143 children are accessing the centre in total. Children access 1140 hours of early learning and childcare through a range of placements which provide families with sessional, full day, term time and 52 week provision. All children have lunch within the setting. The depute head of centre has responsibility for the day-to-day running of the centre. There is a principal teacher, an early years teacher, a senior child development officer and 14 other staff who work as child development officers and playworkers.

The centre opened in December 2020 with practitioners and children coming together from Crookfur Nursery Class and different settings across the local authority.

2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- learning and engagement
- quality of interactions
- effective use of assessment
- planning, tracking and monitoring

- Warm, nurturing relationships between children, families and practitioners are a key feature of the family centre. Almost all children are highly engaged in the exciting range of experiences outdoors and in the playroom. Children are very motivated by the well-planned environment. They are curious and engage in deep learning through play. Parents value the home visits practitioners make before children start the centre and children share their joy about these visits. As a result, all children are happy, secure and able to make choices to sustain and develop their learning.
- Practitioners are highly responsive to children's needs and interests. They know children very well as individuals, value their interests and act on what they have to say. All staff have taken part in professional learning to improve their questioning skills. As a result, their interactions with children are of a consistent high quality. Practitioners use sensitively timed questioning during their interactions to respond to children and extend their learning. This approach is helping to promote children's curiosity, independence and confidence. Practitioners use supportive prompt cards to scaffold and further enhance this development. They use a variety of digital technologies very effectively to support and enrich learning experiences for children.
- The leadership team share an informative online blog and use social media very successfully with families. This provides them with regular, up-to-date information about children's learning experiences. Practitioners use children's 'special books' very effectively to highlight each child's progress and achievements. Families have regular opportunities to make valuable

contributions to the these and make comments on children's learning. Practitioners encourage children to reflect on learning evidenced in the 'special books'. As a result, almost all children show their knowledge and skilled recall of the learning that has taken place. They show true ownership of their 'special books' and talk with enthusiasm and pride about their achievements. Senior leaders should continue with plans for children to share their pride in their significant learning with families, as it happens.

- Senior leaders have embedded highly effective approaches for discussing and sharing key features of children's learning and wellbeing. Senior leaders and practitioners engage in daily meetings to share this information. As a result, their planning is highly responsive and meets the needs of all children.
- The highly reflective staff team seeks ways to improve continuously. All staff have engaged in professional learning to improve further their approaches to planning children's learning. They have successfully introduced floorbooks which focus on increasing children's voice in planning learning. Practitioners should build on this very positive practice and explore how they can involve children and parents more fully in planning next steps in learning.
- Practitioners use effectively a helpful local authority tracker to record children's progress. Senior leaders plan to extend further this approach to support planning for next steps in learning.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Securing children's progress

very good

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

- Almost all children make very good progress in numeracy and mathematics, communication, early language and health and wellbeing. Children are very independent in leading their own learning and making choices both indoors and outside, including trips to the local area. Almost all children are confident and enthusiastic in participating in new experiences and demonstrate a sense of wonder through their conversation and creativity. They take part enthusiastically in exciting physical play where they manage their own risks very well. The environment is set up to encourage children's independence during mealtimes. Almost all children are skilled in serving and clearing away their food. They are developing skills for life very well.
- Almost all children communicate very effectively with practitioners and each other, using a rich vocabulary. They demonstrate a keen interest in 'writing' for a purpose as they create signs, registers, and contribute to their learning journals and floor books. The majority of children show a high level of skill in their mark-making. Children enjoy and listen attentively to stories and can use story spoons to create their own imaginative stories. Almost all children recognise their own name and other common words.
- Almost all children develop their numeracy and mathematical skills very well. Children make very good use of digital learning to further their mathematical understanding of number, size and gradients. They demonstrate a high level of confidence in using positional and directional language while using programmable toys and participating in walks. They show a very good understanding of weighing and measuring while making porridge and taking part in baking activities. Children use their knowledge of numbers accurately during play and real-life experiences.
- Practitioners make very good use of real-life experiences to develop further children's early skills across all areas of the curriculum. This includes sewing, woodland walks and baking along with every day routines including mealtimes. As a result, children demonstrate high levels of creativity and cooperate well with each other during group tasks.
- Practitioners place very high value on recognising and celebrating children's achievements from outside the setting. As a result, children talk about their successes with pride and take on responsibilities confidently in the playroom. Children are keen to give their opinions and know their voices are valued. They discuss and make decisions about changes to their environment to meet their needs. For example, in the creation of additional quiet spaces and moving the dough table closer to the home corner. Children are becoming responsible citizens as they

learn about recycling and develop relationships with the residents from the local sheltered housing.

- Practitioners know children and families as individuals very well. They have a very good understanding of children's family backgrounds and individual challenges. Practitioners work relentlessly with other agencies to ensure children and families receive the support they need. They make good use of the available tracking data and as planned, should continue to develop this to further improve outcomes for children.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

Area for Improvement	Continue to develop approaches to high quality learning, teaching and assessment across the school. In the family centre, involve children and parents more fully in planning next steps in learning.				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Children are able to talk about what they have learned and what they are going to learn next</p> <p>Parents/carers strongly agree that they receive timely information about how their child is learning and developing and their contributions are welcomed by the family centre when making changes</p> <p>Children continue to make very good progress, building on prior learning and development</p>	<ul style="list-style-type: none"> Increased frequency of reflective conversations with a focus on skills at together time Journals shared with parents/carers more regularly, entries will include an opportunity to encourage reflection on next steps in learning Embed floorbook approach to planning through effective monitoring and evaluation Increased opportunities for parents/carers to contribute to planning and learning contexts Improve approaches to effectively gather and record information about children's wider achievements Extend use of ELC tracking tool to record progress and achievement to support planning for next steps in learning 	<p>All practitioners</p> <p>All practitioners</p> <p>Practitioners and senior leaders</p> <p>Teacher to lead</p> <p>Working group</p> <p>Practitioners and senior leaders</p>	<p>Fortnightly</p> <p>April '23 and ongoing</p> <p>April '23 and ongoing (termly) Aug 23 & termly</p> <p>April '23 and ongoing (termly) April '23 and ongoing (termly)</p>	<p>Floorbooks Learning Journals HGIOELC Questionnaires ELC tracking tool</p>	<p>Audit of Floorbooks & Learning journals (termly) Feedback from parents/carers Evidence of reflection conversations e.g. journal updates</p>

Crookfur Primary School Action Plan following Education Scotland Inspection

Area for Improvement	Continue to develop approaches to high quality learning, teaching and assessment across the school.				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>All teachers have a well-developed and shared understanding of effective learning and teaching and use this to facilitate high quality learning experiences for all children</p> <p>All teachers make effective use of assessment evidence to ensure learners experience the correct level of challenge and support, experience success and make very good progress in their learning</p> <p>Children report that they feel their work is hard enough all of the time</p> <p>Parents/carers strongly agree that their child that their child finds their learning hard enough</p>	<ul style="list-style-type: none"> • Review learning, teaching and assessment policy and guidance • Support teaching staff to reflect upon and translate policy guidance into practice • Embed collaborative quality assurance model to promote peer support and challenge • Programme of professional learning with a focus on quality learning and teaching, including play and enquiry based learning • Embed formative assessment approaches across learning. Planned programme of development around: <ul style="list-style-type: none"> ➢ Learning intentions and success criteria ➢ Providing effective feedback ➢ Approaches to effective differentiation 	<p>All teaching staff</p> <p>Senior leaders and teachers</p> <p>Senior leaders and teachers</p> <p>Senior leaders and teachers</p> <p>Senior leaders and teachers</p> <p>Senior leaders and teachers</p> <p>ERC Learning, Teaching & Assessment PT</p>	<p>By Aug '23</p> <p>Aug '23 & ongoing</p> <p>Termly</p> <p>Aug '23 & ongoing</p> <p>Aug '23 & ongoing</p>	<p>ERC Learning, Teaching & Assessment reference group and associated materials</p> <p>Realising the Ambition:Being Me</p> <p>Adventures with Alice Vol1-3</p> <p>Shirley Clark</p> <p>"Effective Formative Assessment"</p> <p>HGIOUS</p> <p>HGIOS4</p>	<p>Feedback and evaluations from teachers</p> <p>Planning documentation</p> <p>Observations</p> <p>Quality assurance processes</p> <p>Policy documentation</p> <p>Learning visits</p> <p>Professional dialogue</p> <p>Sampling pupil work</p> <p>Attainment and progress data</p>

Crookfur Primary School Action Plan following Education Scotland Inspection

Area for Improvement	Continue to support children to articulate fully the skills for learning, life and work they are developing through their learning and achievements.				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Learners' experiences are enriched by opportunities to develop creativity, curiosity and enquiry</p> <p>Children have increased opportunities to take responsibility for their own learning, successes and achievements, supporting their development of the 4 capacities.</p> <p>Skills are recorded, tracked and celebrated across the BGE.</p>	<ul style="list-style-type: none"> Look outwards to identify best practice in opportunities for children to have choice in planning and leading learning Embed and extend approaches to floorbook planning promoting children's voice in planning and evaluating learning Review approaches to curriculum planning and tracking of interdisciplinary learning with a focus on skill progression. Develop systematic approach to assessment and moderation in other curricular areas (IDL) Embed programme of learning conversations with children which focus on developing the language of learning, incorporating meta skills and Crookfur Learning Powers 	<p>Senior leaders and ERC education dept./ West Partnership</p> <p>DHT to lead</p> <p>Short life working group (senior leaders and teachers) Pupil leadership team</p> <p>Short life working group (senior leaders and teachers)</p> <p>DYW lead and all teaching staff</p>	<p>By Dec '23</p> <p>Aug '23 and ongoing</p> <p>By March '24</p> <p>By March '24</p> <p>Aug '23 and ongoing (termly)</p>	<p>West Partnership Local authority Education Scotland guidance documentation and CLPL ERC Curriculum Reference Group documentation and materials</p>	<p>Professional dialogue Evaluated floorbooks and planning IDL planning frameworks Feedback from children Tracking data Evidence of learning Moderation documentation</p>

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