

EAST CRAIGS PRIMARY SCHOOL



Standards and Quality Report

Context of the School:

East Craigs Primary School is a non-denominational primary school built in 1978, which serves the area of East Craigs in northwest Edinburgh. The catchment area comprises of significant areas of owner occupied housing and local authority tenants/housing association. The current SIMD profile comprises 30% of learners in deciles 1 – 5 and 70% from 6 – 10.

The school has undergone considerable expansion over the years with a purpose-built nursery and 6 classroom extension opened in 2005. In 2016, a new Games hall was built, funded by Scottish Government FME funding and a further 3-class extension, in a separate building, funded as part of the Rising Rolls project. Classrooms are mainly open-plan and the facilities also include an ICT suite, library and gym hall, which is also used as the dining hall for school lunches. There is an extensive playground and grass field, used for play purposes and PE lessons. Some playground upgrades have taken place this session, including repairs to the two trim trails of the field, leveling of paving slabs, removal of a fence and bushes deemed unsafe and some new safety fencing.

Four school values were selected in late 2019, following a whole school consultation – they are Respect, Kindness, Safe and Inclusive. A logo was chosen from a competition for all pupils, and the winning design appears throughout the school.

A supported self-evaluation took place in October 2019, and recommendations from that remain on the school improvement agenda. Factors affecting progress this session have included, over and above the two periods of school closures, significant staff absences and COVID-related isolation periods for various classes and staff members. Restrictions within school have hindered developments in learning and teaching and the general collegiate working of staff.

The school roll for August 2021 will be 458, which includes our Nursery children. The nursery has capacity for 55 pupils, with 15 of these attending Forest Kindergarten at Cammo on any one day. This year we introduced the increase to 1140 hours for our pre-school children, with some attending nursery for 4 full days, whilst others had a blended approach with two full days at nursery and two at Forest Kindergarten. In session 2021-22, our class configuration will increase to 16 classes, with three P1 classes and every other class moving on as it stands.

The Senior Leadership Team consists of a Headteacher, a full-time Depute Head Teacher and two part-time DHTs (0.65 and 0.44 FTE). Next session, we will add a full-time Principal Teacher to the leadership team. The equivalent of one full time teacher is funded by Pupil Equity Funding and this enables us to provide further Support for Learning interventions and Nurture groups. Our part-time SFL teacher is also our Family Engagement Practitioner (PEF funded).

There are specialist teachers in school, who deliver PE, Science and 1+2 Languages. This session, some pupils have also benefited from virtual lessons from our brass instructor.

There is strong collaborative working with associated cluster schools which are: Corstorphine Primary, Fox Covert Primary, Hillwood Primary, Roseburn Primary and Craigmount High School. We also have strong links with Craigsbank Church (including their Eco Group), Drumbrae Hub and other local community organisations and businesses.

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In partnership with Oscars, the school offers a breakfast club with 40 spaces. This includes 10 protected places which the school can allocate to support families. We also have after-school care, run by Kru Klub, until 6.00pm in the school Dining Hall. Wrap-around care is also provided by Oscars, and Leaps and Bounds, which are privately run, independent from the school. We have many catchment children who join our school from private provider Nurseries, with whom we work in close partnership.

Our curriculum framework takes accordance of personalisation and choice in learning, together with response to the local context and demographic, national and global contexts. Our curriculum is reviewed annually to ensure it meets the needs of our pupils in ensuring they move on to positive destinations. The focus of our curriculum improvement work during 2019-20 was to ensure we fully embrace the Careers Education Standard 3-18, and in 2020-21, we began to develop our equality and diversity agenda.

During session 2020-2021, play-based learning was successfully introduced into Primary 1, and pupils took advantage of a re-developed internal courtyard for outdoor learning and play purposes. We continued our structured programme of monitoring and tracking pupil progress and utilised our Closing the Gap teacher, in addition to PSAs and SfL teachers, to focus on interventions to raise attainment. Our PSAs received training in SEAL, Plus 1/Power of 2 and Read. Write, Inc. However, our attainment levels have dropped this session across P1, P4 and P7 and improving these percentages will be a major focus for session 2021-22.

Name of setting: East Craigs Primary School

Standards & Quality Report (3-4 Bullet points for each)

1.3 Leadership of Change

- Developing a shared vision, values & aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

- Our four values – Respect, Kindness, Safe and Inclusive – have been fully embedded in the life and work of the school. We continue to celebrate successes at weekly school assemblies, where pupil achievement awards are linked to these values.
- Communication policies were created for both parents/carer and staff purposes, including during COVID restrictions. We continue to operate an open-door approach to our partnership working within and out with the school, and this has been enhanced by the introduction of Learning Journals from P1 – P7 and also increased use of Microsoft Teams and Forms for information sharing and gathering of views.
- Following significant changes and additions to the staff team this session, a staff induction booklet has been created which outlines the main procedures for communication, recording incidents and pupil concerns. All staff have been given the opportunity to contribute to this document.

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2.3 Learning, Teaching and Assessment

- Learning and Engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

- Our digital learning was delivered using Learning Journals for Nursery – P3 learners and Teams for P4 – 7. Following consultation with parents during the first lockdown, we aimed to provide a structured day, but with flexibility and choice built in to accommodate our many different family situation
- During the period of school closures at the start of 2021, a variety of different approaches were taken to ensure that all pupils continued to engage in their learning. almost all of our pupils from P4 – P7 engaged in digital learning on Teams. Due to the support from SLT and SfL staff, only 3% of these learners did not engage on line. The strategies employed included individual Teams for specific pupils, specific channels for SfL intervention groups, PSAs supporting on Teams, regular supportive phone calls to parents and, for our most vulnerable learners, places at the Learning Hub in school.
- Having used a proportion of our PEF money to purchase more iPads for the school, we were able to lend a device to 28 of our learners, from SIMD 1-5
- In January, we carried out surveys of our approaches to Home Learning with both parents and pupils. Most parents stated that Home Learning was going well for their child (with many who said it wasn't citing that their child would much rather be in school for their learning). When asked what was going well for their child, almost all parents chose either communication/support/feedback from teachers, check-ins/phone calls with teacher, recorded videos from teachers or organisation/structure/work plan for the day as a key strength. When asked what they thought could be improved, almost all parents requested more live/recorded lessons and check-ins. In the pupil survey, most pupils stated that Home learning was going well for them either all or most of the time. When asked what was going well, almost all pupils selected either check-ins/Teams Calls/Being able to see friends, Teacher videos/lessons or getting help online from teachers as the major strength. Similarly to parents, when asked what could be improved, almost all pupils suggested more video lessons or check-ins with teachers and friends. We took the results from these surveys and implemented the suggestions into the remainder of our period of remote learning.
- Learner progress continued to be tracked through our regular Milestones attainment meetings. Following each meeting strategies to provide support and challenge were

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implemented including, where targeted support was deemed necessary, interventions from SfL teachers, PSAs and the Closing the Gap Teacher. Where specific barriers to learning were identified, CPMs were arranged. This session, the number of pupils who were supported through the CPM process was 50, including P7 transition CPMs.

3.1 Ensuring Wellbeing, Equity and Inclusion

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

- With DHT leading, we have embarked on the Rights Respecting Schools award programme. A working party has been created and initial staff/pupil surveys carried out. We also began some professional development work as a teaching staff, looking at Learner Participation during a CAT session with our QIEO.
- All classes utilised the school grounds for outdoor learning opportunities, at least twice every week. Our PE specialist taught all lessons outside and our Science specialist also planned and implemented a programme of natural science lessons, focussing on sustainability and biodiversity. Primary 1 staff developed one of the internal courtyards for P1 free-flow outdoor play.
- At the end of the year, all pupils from P2 – P6 carried out the GL PASS assessment and the scores from these will inform both universal and targeted support next session. In May, all pupils from P3 – P7 completed the Pupil Wellbeing Questionnaire. Almost all scores had increased since the last time East Craigs pupils sat this (2016). All pupil scores sat at, or just above the same level as other schools in Edinburgh. The “Positive take-aways” from this survey are as follows:

Self-regards and Self-confidence

Almost all like playtime

Almost all are happy with who they are

The majority think they have good ideas

Promoting resilience & coping skills

Most can choose how they behave

Most can work out a way to deal with problems

Almost all keep trying if they find something hard

Almost all can learn from their mistakes

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Most can ask for help if they need it

Positive Respectful Relationships & Empathy

Most are kind to each other

Most help each other when things are hard

Most feel adults in school listen to them

Most treat each other how they wish to be treated

Safe, Caring, Supportive Learning Environment

Almost all think teachers care about them

Almost all feel safe at school

Most feel teachers notice when they do something well

Most enjoy being at school

Bullying

Most would know who to go to if they were being bullied

Most pupils think adults are good at dealing with bullying

Areas for focus will be taken forward next session, both at whole class and stage level.

- A staff health and wellbeing survey was also created and carried out just after lockdown, following on from the results of this, some staff had a 1:1 session with a member of the leadership team, and we have created a HWB board in the staffroom, signposting staff to reading, courses and other supports for their own HWB. Other suggestions from this survey will be taken forward next session
- We made progress towards embarking on a review of our Equalities and Diversity agenda. All staff completed the CECiL mandatory training and all teaching staff have completed module 1 of the GTC Equalities Hub professional learning. We celebrated diversity in our school during events such as European Day of Languages, Anti-Bullying Week, LGBT History Month, Black History Month, Diwali and Ramadan/Eid. Our school Anti-Bullying Policy was re-written in line with the council procedure. All staff read and commented on the policy. Most staff felt the policy made clear the responsibilities of staff, pupils and parents with respect to anti-bullying. The majority of staff also strongly agreed that the policy made clear the steps the school takes to prevent bullying and to support both parties following incidents of bullying behaviour. Primary 7 House Captains carried out some additional learning with the HT around equality and diversity at East Craigs and presented on this to the rest of the school at two assemblies.

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3.2 Securing Children's Progress

- Attainment in literacy and numeracy
 - Attainment over time
 - Overall quality of learners' achievement
 - Equity for all learners
- Curriculum for Excellence levels in literacy and numeracy for pupils in P1, P4 and P7 have dropped since last recorded in 2019.
 - Since coming back to school after lockdown, our Closing the Gap Teacher has been working primarily in P4 and P7. In P4, this intervention resulted in most of the targeted P4 pupils moved from "not on track" to "on track," and less than half (44%) of the targeted pupils moved from "not on track" to "on track." In Primary 7,
 - Our support for learning interventions this year included Read, Write Inc at P2 – P7. Almost all pupils who received this intervention saw an increase in their SWRT standardised scores from September 2020 to June 2021. The majority of pupil scores increased by 5 or more standardised points.
 - Our Family Engagement Practitioner and Homelink PSO targeted specific learners and families to ensure equity of opportunity for all. The attendance of nine pupils from five different families (SIMD 3 – 6) was supported and all pupils saw an increase in their attendance to above the 85% threshold. Pupils from four families were also supported with their emotional wellbeing by the PSO.
 - By lending devices to our Care Experienced pupils and learners from the lower SIMD deciles during school closure, we achieved equity of access to online learning. Twenty families were also provided with a SIM card, provided by Vodafone for internet access.

Quality Indicator Grades	School	Nursery	HMI/Care Inspectorate
Leadership of Change	5	5	
Learning, Teaching & Assessment	4	5	
Wellbeing, Equality & Inclusion	4	5	
Raising Attainment & Achievement	4	4	

Curriculum

Insert an evaluative statement for the following themes (3-4 bullet points for each theme):-

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Rationale and Design of the Curriculum

- This was reviewed during the session to incorporate the increased priority for digital skills development
- Equalities: A curricular framework, created by last sessions RACI group, and linked to specific events and themes throughout the year was trialled this session. These included LGBT History month, Black History month, Anti-Bullying week and European Day of Languages.

Development of the Curriculum

- An updated Science overview was created, to accommodate an outdoor science focus and emphasis on sustainability and biodiversity
- Opportunities for interdisciplinary learning were enhanced through an updated curricular programme

Learning Pathways

- Following trials in P6 and P7 last session, all classes used the new RSHP programme during term 4
- We completed the Building Resilience programme, including the final unit on “Expect the Unexpected”

Skills for Learning, Life and Work

- Following work carried out by a RACI group last session, an employability skills poster for every classroom was completed and will be used for learning and teaching next session.
- Primary 7 classes used My World of Work website to create profiles for transition to S1. Next year, this resource will be developed further and used by other second level classes.