

Standards and Quality Report

2023/2024



School Context

Craigbank Primary serves the village of Sauchie alongside one other primary school and a stand-alone nursery. We are part of the Lornshill Learning Community.

Our school roll is 268 in P1-P7, as well as 45 in the ELC. This was divided into 11 classes. 35.4% of our children live within quintile 1, which is indicative of the level of Pupil Equity Funding given to the school to reduce the poverty related attainment gap. Attendance was 92.24% which is lower than Clackmannanshire average of 95%

In session 2023-24, Craigbank Primary and Fishcross Primary came under shared headship. Consequently the leadership team was enhanced by an additional Deputy Headteacher. The leadership team now consists of Headteacher, 2 Deputy Headteachers, 2 Principal Teachers, as well as a Senior Early Learning and Childcare (SELC) Educator within our Early Learning and Childcare class (ELC class) who work closely together in order to ensure a consistent approach of high-quality teaching and learning across the establishment, from Early to Second Level. During academic session 23/24 we had a Support for Learning Teacher two days per week. Our learning assistants were designated to work with learners with identified additional support needs. We worked very hard to be an inclusive school promoting equality of opportunity, integration and diversity.

We have excellent relationships and partnership working with agencies such as health, Educational Psychology, Wellbeing Scotland, Clacks Courage, Women's Aid, Kooth, and the active school sports coordinator to ensure the best outcomes for our children. This is all overseen by one of the Deputy Headteachers.

Our PE teacher worked with our sports committee who have encouraged the participation of a wide range of activities and games as well as competitive events to achieve our Gold Award. Craigbank Primary School has achieved Gold from the SportScotland School Sport Award which lasts from 2024-2026. The Gold School Sport Award is recognition of the school's achievements in putting sport at the heart of your school's planning, practice and ethos. The Gold Award also highlights that the school has shown excellent practice across the core areas of the Award and demonstrated an on-going commitment to increase young people's opportunities and engagement in physical education, school sport and leadership and provide clear pathways to life-long participation in sport.

We also achieved the Gold School Award from the Clackmannanshire Sport & Leisure team as Craigbank PS attended every event in the school year.

With the support of the sports committee, we ran our first ever Active girls week which offered 4 clubs per day for all female pupils within the school, increasing opportunities and engagement. All P5 pupils were involved in a 5-week water safety swimming programme at the PEAK which all pupils attended and participated in. Additionally, 2 pupils from Craigbank PS were finalists (Primary Young Leader of the Year) at the Clackmannanshire Council Sports Awards for running a badminton club every break time across the year.

We have a very active and supportive Parent Council, led by a recently appointed new chairperson. The Parent Council have organised school discos, bingo tea and a coffee morning. We have worked closely together throughout the school year. Parents have been hugely supportive of our Sports Day, open days and Sharing the Learning events.

Staff also achieved success; another class teacher achieved her master’s degree. This demonstrates the commitment of school staff to their own professional learning which has a positive impact on the experiences provided to our learners.

We provide lunchtime clubs and after school clubs led by our own staff and active schools’ staff which supports the wider achievements for our learners.

All stakeholders, parents, staff, children, and external agencies make excellent contributions which enhance the provision of education here in Craigbank Primary School and ELC.

PEF funding supported the employment of a Wellbeing Worker to support attendance and late coming to school. Although we can only demonstrate a small increase in our attendance, our late coming has improved particularly in the older classes.

Our PEF funded Learning Assistants have supported the raising of attainment in numeracy by 17.6 percentage points which supported the lowering of the poverty related attainment gap between our quintile 1 pupils and national average quintile 5 by 5.4 percentage points.

PEF also allowed us to fund resources to provide further enhance support for our learners including new numeracy and literacy resources. This includes Hairy Readers and White Rose maths.

We were also able to tackle poverty of experiences for our learners this session. Our learners experiences were enhanced with opportunities to visit both Edinburgh Zoo and the theatre.

Review of Progress	
<p>NIF Priority 1: Improvement in children and young people’s health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>School Improvement Priority/Priorities: By 2025, interdisciplinary learning will focus on developing skills for learning, life and work progressively across the curriculum for all children from P1 - P7, to raise attainment and engagement.</p>
<p>NIF Driver: Teacher Professionalism</p> <p>School Leadership</p> <p>School Improvement</p>	<p>HGIOS4 QIs: 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equity and inclusion 3.2 Raising attainment and achievement</p>

Performance Information	
<p>Progress and Impact</p> <p>Newly formed working parties used self-evaluation data to inform priorities for change to ensure effective improvements in learning and outcomes for our children.</p> <p>They worked collaboratively to create a progressive skills framework for interdisciplinary learning, from early to second level. This framework ensures appropriate approaches will lead to greater equity for all learners. Additionally, this framework provides different contexts for learning which will equip learners with the associated skills they will need for the changing challenges of life, learning and work in the modern world.</p> <p>Following attendance at the Courageous Curriculum event, the Principal Teacher implemented a small test of change, using a skills focused innovative approach to learning and teaching within his classroom. As a result children are more engaged in their learning and almost all pupils in P7 responded enthusiastically during learner conversations about Solar Punk Island. Staff benefited from a sharing practice session in February 2024, where this approach was presented and allowed for opportunities for professional dialogue about the potentials of this approach to any context for learning.</p> <p>Next steps:</p> <ul style="list-style-type: none"> ★ All staff will implement the skills progression framework through session 24/25 ★ Regular self-evaluation provide opportunity to adapt and modify the framework appropriately 	
<p>NIF Priority 2:</p> <p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>School Improvement Priority/Priorities:</p> <p>By 2025, children will be supported by a curriculum that supports all children from ELC to P7 to have a greater understanding of the need for equality and an appreciation of diversity in their community.</p>
<p>NIF Driver:</p> <p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>School Improvement</p> <p>Performance Information</p>	<p>HGIOS4 QIs:</p> <p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement</p>

Progress and Impact

Members of the equalities and equities working party, worked collaboratively with stakeholders, to create progressive opportunities to explore diversity and multi-faith issues and to challenge racism and religious intolerance. Our stakeholders engaged and supported a multi-faith focus week to raise awareness and celebrate the diverse nature of our school community.

Feedback from staff highlighted that almost all are confident in delivering Religious and Moral Education that reflects culture, ethnicity, and faith, through questionnaires and professional dialogue during collegiate sessions.

A recent collegiate session with Nuzhat Uthmani, Education in Scotland, antiracist educator and advisor, has further invigorated staff to ensure we hold an anti racist lens upon our curriculum as a whole.

Collaboration with stakeholders to create Craigbank's vision and aims that accurately reflects the diversity within our community was led by the Principal Teacher. Inclusion emerged as a shared theme.

The newly refreshed vision and aims were shared with most families at an open event in May 2024, and will be available to all through regular school communications to Launch of vision and aims - May 2024

Next steps:

- ★ During Session 24/25, all staff and the school community as a whole will implement and demonstrate commitment to our vision and aims
- ★ Refresh curriculum rationale to reflect the vision and aims
- ★ Continue to ensure that a reviewed Religious and Moral education programme takes account of diversity within the school community
- ★ Begin to examine the curriculum with an ant-racist lens.

Section B4 - Evaluation of Quality Indicators		
Quality Indicator	School Self-Evaluation	Inspection Evaluation Date: May 2018
1.3 Leadership of change	Good	Satisfactory

2.3 Learning, teaching and assessment	Good	Satisfactory
3.1 Ensuring wellbeing, equity and inclusion	Good	Satisfactory
3.2 Raising attainment and achievement	Satisfactory (only as not all year groups exceed national average)	Satisfactory