

Standards and Quality Report

2025/2026



School Context

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

Our school roll is 262 in P1-P7, as well as 44 in the ELC. This was divided into 11 classes. 31.3% 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 93.33% which is lower than Clackmannanshire average of 94.3%

Following Craigbank Primary and Fishcross Primary coming under shared headship, in session 2023-2024 the leadership team now consists of Headteacher, 2 Depute Headteachers, 3 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 24/25 we had a Support for Learning Teacher two days per week, which was increased to 3 days per week from October due to staff changes. 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 the Depute Headteachers.

We have a very active and supportive Parent Council known as the Craigbank Champions. They have organised school discos, bingo tea and a coffee afternoon. They have strong links to the school through regular meetings and in consultation with the mini champions, a group of pupils from each year group. We have worked closely together throughout the school year. Parents and carers have been hugely supportive of our Sports Day, open days and Sharing the Learning events.

We have achieved the Gold School Award from Clackmannanshire Sport & Leisure team as we attended every event in the school year. These events include touch rugby festival, fun 4s, cross country, badminton quaich & netball championships.

At the recent Athletics Championships, Craigbank placed 2nd out of all primary schools in Clackmannanshire Council and received the runners up trophy. 3 of our pupils represented Craigbank PS as our ASN Boccia team and won gold at the Boccia Championships at Alloa Academy. We ran our very first Santa Dash with pupils across the ELC and Craigbank PS all coming together to complete the daily mile with their peers.

There are a range of after school clubs across the year with opportunities for pupils of all ages to attend. For example: GymFest P6 & P7 and Multi-Sports for P2 & P3.

We have worked with external partnerships within our local community - Sauchie Juniors. Sauchie Juniors worked with a group of pupils within our school to deliver Disney playmaker football sessions. We have worked closely with Active Schools to allow P6 pupils to gain their young leader qualification which involved them planning, organising and delivering a session to P3 pupils.

With the help of the sports committee, we ran our second Active girls week which offered 4 clubs per day for all female pupils within the school, increasing opportunities and engagement. This involved staff members, external partners and the support of sports development who volunteered their time to offer a club.

We offer a sports week/sports day where we link with clubs within the local community ensuring that all classes receive 2 taster sessions from local community clubs.

All P5 pupils were involved in a 5-week water safety swimming programme at the PEAK in partnership with sports development which allows pupils access to swimming within the curriculum.

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.

Pupil Equity Funding Evaluation

The focus for pupil equity funding was to reduce the poverty related attainment gap between our quintile 1 children and national average for quintile 5 for literacy by 10 percentage points. We have managed to achieve this through the deployment of Learning Assistants delivering small group interventions that offer targeted children support to increase their support in writing. We have also purchased additional resources to further supplement learning with the purchase of more up to date resources within literacy and numeracy. Writing has been enhanced through the provision of a range of excursions allowing children to experience theatre trips and museums, farm parks and the community.

Through the promotion of our Acting Principal Teacher, we offer a broad range of skills based activities that lead to a range of achievements. All primary 7 pupils have a record of personalised achievement that will move with them into secondary school.

Review of Progress

NIF Priority 1:

Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children

School Improvement Priority/Priorities:

By June 2026, all children at first and second level will experience a consistent approach to teaching and learning in writing and overall combined attainment in literacy will increase by 10 percentage points.

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| <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>NIF Driver:</p> <p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</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> |
| <p>Progress and Impact</p> <ul style="list-style-type: none"> • Overall combined attainment in literacy has increased by 8.55 percentage points in session 24/25 • Five additional members of the teaching staff have been trained in the National Writing programme • Increased collegiate working across Craigbank and Fishcross staffs have developed a bank of resources to further support and develop the writing programme into next session • Cluster moderation of writing has been highly successful in ensuring shared standards <p>Impact</p> <ul style="list-style-type: none"> • Almost all learners at first and second level are more engaged in writing activities • Teacher confidence has increased in teaching and assessing writing <p>Next steps:</p> <ul style="list-style-type: none"> • Continue to embed the writing programme into literacy planning at first and second level • Review emerging literacy skills at early level to ensure that the foundations are secure | |

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| <p>NIF Priority 2: 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:</p> <p>By June 2026, all children at early and first level will benefit from a high quality approach to learning and teaching through play pedagogy.</p> |
| <p>NIF Driver: School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</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> |
| <p>Progress and Impact</p> <ul style="list-style-type: none"> • The implementation of our new Play Strategy at Craigbank Primary School has brought a clarity of expectations regarding play for almost all staff members. By aligning with our school vision and embedding key aspects of play, the strategy provides a clear framework to guide their practice and ensure consistent, high-quality play experiences for our children. • There is a greater awareness among staff regarding the structure of Realising the Ambition, specifically the frameworks of Experiences, Spaces, and Interactions. Through a self-evaluation process, all teachers at Craigbank Primary School have actively engaged with the 'Spaces' section of How good is our Play, deepening their understanding of the learning environment's crucial role in play. Encouragingly, almost all staff have reported a noticeable increase in the quality and effectiveness of our play spaces across the school by using the "How good is our play" evaluative tool. • To further enhance their understanding and implementation of our Play Strategy, almost all staff have actively accessed targeted professional learning opportunities focusing on play through the Clacks Academy platform. • Demonstrating their commitment to continuous improvement, almost all teaching staff have collaboratively planned and implemented a practitioner enquiry specifically focused on enhancing our play spaces, directly aligning with the 'Spaces' aspect of How good is our Play. | |

- A significant positive outcome of our focus on play has been the substantial increase in uninterrupted play time for our Primary 1 pupils. There has been an increase from 45 minutes to 1 hour and 30 minutes distributed across the school day, allowing for more flexible and sustained engagement and exploration.
- Attainment has steadily climbed throughout the session culminating in a rise of 9.5 percentage points in literacy and 11.4 percentage points in numeracy.

Next Steps

- Continue to support staff with the implementation of a play-based environment.
- Revisit the self evaluation tool and complete the areas for “interactions” and “experiences”.

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| <p>NIF Priority 3: 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:</p> <p>By 2025, Interdisciplinary Learning will focus on developing skills for learning, life and work progressively across the curriculum for all children from Primary 1 – Primary 7 to raise attainment and engagement.</p> |
| <p>NIF Driver: School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</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> |

Progress

- All pupils in the school are following an IDL matrix which covers a range of engaging themes which works on a 3 year cycle. Each theme in this matrix is underpinned with relevant, transferable life skills. As a result, almost all learners have a better understanding of how their learning can be used beyond school and in later life.
- Teachers are able to identify and assess the key skills, resulting in appropriately planned tasks which meet the individual needs of their pupils.

Impact

- All pupils are learning about contexts and skills that are more relevant to them and the world that they live in. Almost all pupils can confidently discuss skills required in various occupations. As a result, pupils are more engaged as they can see the relevance of their learning.
- Learning through the progress, coherent, IDL matrix, provides almost all pupils with breadth, depth and application of skills. As a result, pupils are more engaged with the range of relevant contexts for learning.

Next Steps

- Incorporate Digital Skills into the IDL Matrix.

NIF Priority 4:

Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children

Improvement in attainment, particularly in literacy and numeracy

Improvement in employability skills and sustained, positive school-leaver destinations for all young people

School Improvement Priority/Priorities:

By 2025, children will be supported by a curriculum that supports all children, from ELC – Primary 7, to have a greater understanding of the need for equality and an appreciation of diversity in their community.

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| <p>NIF Driver:</p> <p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children’s Progress</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> |
| <p>Progress and Impact</p> <p>Almost all teachers have used the anti-racist lens multiple times throughout the year, considering and addressing issues of race and racism in all subject areas, aiming to challenge biases, promote understanding, and ensure all students feel seen, valued, and empowered in their learning. Planning across the curriculum with an anti-racist lens signifies a proactive approach to fostering an inclusive and equitable learning environment which celebrates diversity.</p> <p>Almost all teaching staff have engaged in regular professional discussion around the “Anti-Racist Lens”, planning appropriate contexts for learning that have encouraged teachers to analyse traditional approaches to teaching and learning. By consistently applying an anti-racist lens across all subject areas, teachers are ensuring that anti-racist principles and perspectives are not isolated topics but rather integral threads woven throughout the entire curriculum, fostering a learning environment where equity and justice are foundational to all educational experiences.</p> <p>Teaching staff are familiar with and some are using the “Anti-racist Education” resource as a tool, specifically designed for an anti-racist education which underscores a commitment to providing high-quality, inclusive teaching and learning experiences. By focusing on equipping learners with the skills to be anti-racist, teachers are not only addressing issues of equity but also empowering students to become active agents of change and critical thinkers in a diverse society.</p> <p>Teachers are using the Education Scotland document "Numeracy in Religious and Moral Education" as a guiding framework to intentionally integrate numeracy skills and concepts within the Religious and Moral Education curriculum. This demonstrates a commitment to cross-curricular learning and ensures that numeracy is a relevant and applied skill within the RME context, enriching students' understanding in both areas.</p> <p>A “Craigbank Diversity Champions” pupil group has been established as a safe and supportive platform for students to articulate their lived realities. Through this we have gained invaluable insights into the specific ways in which racism impacts its pupils. Through sharing at assemblies other learners in school are becoming increasingly aware of the impact that this can have and are aware of the difference between being “non-racist” and “anti-racist”.</p> <p>Next Steps</p> <ul style="list-style-type: none"> ● Teaching staff to continue to use the Anti-Racist Lens to plan inclusive contexts for learning. ● All staff to use the resources from “Anti-Racist Education” and “Numeracy in Religious and Moral Education”. ● The “Craigbank Diversity Champions” pupil group to continue into the next school year. | |

| Section B4 - Evaluation of Quality Indicators | | |
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| Quality Indicator | School Self-Evaluation | Inspection Evaluation Date: May 2018 |
| 1.3 Leadership of change | Good | Satisfactory |
| 2.3 Learning, teaching and assessment | Satisfactory | Satisfactory |
| 3.1 Ensuring wellbeing, equity and inclusion | Good | Satisfactory |
| 3.2 Raising attainment and achievement | Satisfactory | Satisfactory |

