

Summarised inspection findings

Crossford Primary School

Fife Council

28 November 2023

Key contextual information

Crossford Primary School and Nursery Class is situated in Dunfermline, Fife.

The school roll at the time of the inspection was 190. The school has eight classes. The leadership team consists of the headteacher and a part-time depute headteacher. The depute headteacher is the principal teacher for the other half of the week. The headteacher has been in post for approximately four and a half years. She also leads Carnock Primary School. The school has a nursery class, located within a separate building. The headteacher is the designated manager of the nursery class. Currently, 31 children are in this class.

There has been a high turnover of staff over the last few years.

In September 2021, 0.5% of the school roll lived within the Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2. The school attendance in 2022/23 was 95.72%. The attendance from 2023 to date this term is 97.52%.

1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The school vision, values and aims have been in place for a number of years. The values of ambition, commitment, respect and responsibility are displayed throughout the school and are evident on school documentation. Senior leaders, staff, children and parents are in the process of refreshing the vision, values and aims. This will help to ensure these become more embedded in the life of the school and reflect the ever-changing context of the school.
- Teachers and children across the school have been involved in negotiating meaningful classroom charters. These help children to have ownership of agreed expectations in individual classes. They also help them to work well together to ensure these expectations are met on a daily basis.
- The headteacher is a reflective and calm leader who demonstrates care and kindness for all children and staff. She knows the school's strengths and areas for improvement very well. She leads school improvement processes with clear direction. The pace of change should now be increased to improve practice, outcomes for children, and staff's collective capacity and sense of team.
- Senior leaders work well together. They know children and their families well. The headteacher has ensured that effective systems are in place to track and monitor children's progress, as well as attendance and latecoming. This is leading to staff having a better understanding of children's progress over time, more appropriate and timely interventions, and the improved attendance of a few children.

- The school improvement plan (SIP) is appropriate, well-targeted and detailed. The 'strategic actions' take good account of feedback from staff and parents on how well the school has met its 'strategic actions' from previous SIPs. Similarly, it takes good account of their views on potential actions moving forwards.
- The Parent Council works well in partnership with the headteacher and senior leaders to support the work of the school. The Parent Council has not been involved yet in determining how the Pupil Equity Fund (PEF) is distributed. Moving forwards, staff should include parents, and children, in all planning linked to the PEF.
- Senior leaders are building a strong culture of self-evaluation. They engage actively with staff in a range of activities to support and challenge practice across the school. This includes regular discussion of school data at tracking meetings and support for learning meetings. Senior leaders monitor the quality of children's work, facilitating focus groups with children to discuss their learning and teaching, and leading class visits to observe practice.
- Staff are involved regularly in a variety of professional learning with colleagues in and outwith the school. Almost all teachers have taken part in lunchtime reading groups, in which they have discussed educational literature and research linked to improving learning and teaching. Positively, a few teachers have changed aspects of their practice linked to this reading. A next step for teachers will be to link their professional reading more closely to strategic whole-school changes to practice.
- The headteacher has indicated that pupil committees for children from P4 to P7 are due to recommence in the coming weeks. Teachers from P4 to P7 will be leading these. A next step for senior leaders will be to involve all teachers more in leading strategic improvements across the school. This will help to build leadership capacity. It will also help to ensure that all teachers can develop important leadership skills as highlighted in the General Teaching Council for Scotland (GTCS) Professional Standards.
- All children at P7 support younger children by adopting leadership roles as door monitors, lunch monitors and playground helpers. These children show responsibility and care for younger children in how they carry out these roles. Almost all children at P6 also support children at P1 as part of their transition to the school from nursery. A minority of children have leadership roles in other school events, such as school fayres, charity work and sports events. This helps them to develop confidence as well as skills in being responsible citizens. Staff should now broaden these leadership opportunities to enable children to lead key aspects of school improvement. They should also provide opportunities for children from P1 to P3 to lead.

2.3 Learning, teaching and assessment

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

- Children benefit from a positive and caring learning environment. Almost all relationships between staff and children are supportive and nurturing, with the majority of children saying that other children treat them fairly and with respect.
- Most children are motivated and engage well in lessons. They learn very well and enjoy developing a broad range of skills, including skills gained from high quality physical education (PE) lessons. Most children speak enthusiastically about planned learning for the school's fiftieth-anniversary celebrations.
- Most children, at times, take responsibility for aspects of their learning, including as team leaders and when reviewing their work. A next step for them will be to become more involved in making choices and decisions about their own learning. At a few stages, children use weekly class meetings to discuss and record school matters that are important to them. They enjoy this interaction with one another and with their teachers.
- Most children are supported well by staff. Most children enjoy learning at an appropriate pace, although a few children would benefit from more demanding work. While children enjoy learning in the outdoor classroom, staff recognise the need to develop this work further across all curricular areas. Children are involved in a few, enjoyable activities where they learn and are developing important skills through real-life contexts linked to life and work, for example citizenship.
- In most lessons, teachers use various, helpful resources to further children's learning. Most teachers encourage children to be curious, independent and engaged. Most children respond well to information and instructions from teachers and staff. In a few lessons, teachers involve children appropriately in demonstrating practice to others. Where practice is most effective, teachers regularly check children's understanding and further their learning through relevant questioning. Across the school, teachers are developing and increasing approaches in using digital technologies as part of their teaching and for children's learning. Staff's focus on improving approaches to teaching reading and writing is helping to improve children's progress. As planned, staff should continue approaches to helping all children progress their mental agility in numeracy.
- All children can access books through class libraries. However, children need access to a greater range of materials to support their reading in class and at home. A few children, who are Reading Ambassadors, contribute well to promoting a positive reading culture. As a result of their work, children across the school are more enthusiastic about reading for pleasure.

- Teachers at the early stages are introducing more play experiences and activities into children's daily routines. National guidance contained in *Realising the Ambition: Being Me* (2020) provides clear and helpful information to support teachers with this. Staff at the early stages now need to make more use of this document to help them build on the effective practice evident in the nursery class.
- Teachers use a variety of formative and summative approaches appropriately to assess and report on children's progress in literacy and numeracy. Increasingly, across the school, teachers plan opportunities for children to apply their skills in unfamiliar contexts. In a few classes, children engage well and routinely in peer and self-assessment activities. As a result, they identify what they have done well and what they need to do to improve. Teachers need to continue developing their approaches to using assessment data well to inform planning and to identify appropriate next steps for children's learning and progress. They also need to assess children's progress in other curricular areas.
- Staff engage in regular, helpful collaborative planning discussions. Teachers use local authority progression pathways effectively to aid planning. They are at the early stages of using new planning arrangements to help improve their evaluations and to ensure a good pace of learning for all children. Most children have some influence in planning learning which links different subject areas.
- Senior leaders and staff engage in termly meetings which monitor how well children are progressing in their learning. Teachers take good account of children's individual circumstances and use relevant information well about children's progress in literacy, numeracy, and achievement. For children not making expected progress, staff agree appropriate actions to help children improve their learning and achievement.
- Across the school, teachers are beginning to resume their focus on moderation, particularly in relation to writing. They now need to continue moderating across all aspects of children's work, including across the cluster, to aid their understanding of national standards.

2.2 Curriculum: Learning pathways

- Teachers use local authority progressive curriculum pathways and school planning to help ensure they build on children's prior learning. Currently, teachers combine and deliver several curriculum areas using a cross-curricular approach. They link these areas effectively to school themes which provide increased flexibility for local, national and world events. They do not yet have a framework for developing and recognising children's skills. Teachers should now ensure that skills progression becomes integral to children's experiences across all areas of the curriculum. They should also review their arrangements for delivering listening and talking to ensure consistently progressive pathways.
- Children receive two hours of very engaging, high-quality PE on a weekly basis. All PE lessons are planned effectively using progressive planners link to the National Benchmarks. As a result, children have a clear understanding of health and fitness. Staff also offer a range of sporting extra -curricular activities within the school and cluster.
- Children learn French as part of their languages programme. However, not all children currently receive their entitlement to 1+2 languages provision.
- Across the school, children experience regular learning outdoors. Teachers and children are proud of the school outdoor classroom. The headteacher has recognised the need to increase further its use and provide more opportunities for learning outdoors with cross-curricular topics.

2.7 Partnerships: Impact on learners – parental engagement

- The majority of parents appreciate senior leaders and staff support for their child's education. They appreciate the school's caring and welcoming ethos.
- Teachers communicate information and classroom updates to parents effectively through weekly digital communication. Teachers use a digital platform to share class specific information with parents. Parents appreciate regular open-day sessions, such as "meet the teacher" and "family finish". These enable them to have regular face to face communication with staff.
- The majority of parents say they receive advice on how to support their child's learning at home. Most parents agree that they receive helpful, regular feedback about how their child's learning and development, for example through informal feedback, reports and learning profiles. Teachers share a termly learning journal with parents. This provides well-presented examples of children's work as well as key learning targets. A few parents would like to have a better understanding of the terms used in the journal, including the meaning of outlined levels and standards.
- A few parents note they would like to receive additional support for their children, especially linked to neurodiversity and dyslexia.

2.1 Safeguarding

- 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 that need to be addressed as a matter for urgency.

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Most children feel safe when they are at school and say that staff help them to feel safe. Most children agree that they have someone to speak to if they are upset or worried about something. Most children agree that staff listen to their views, with the majority of children saying that staff take their views into account. Staff should now take greater account of children's views in influencing more widely the work of the school. They should embed this work in relation to the UNCRC. Staff should also help children understand how their views are acted on.
- Senior leaders and staff discuss the wellbeing indicators with children through the health and wellbeing curriculum and at regular assemblies. At times, individual classes focus on developing their understanding of individual indicators. Staff should raise the profile of all the indicators further, by using them more consistently to evaluate children's wellbeing and to support ongoing planning for individual children.
- Staff provide children at all stages with progressive learning experiences in health and wellbeing. However, the health and wellbeing curriculum should place increased focus on helping children to understand and embrace diversity more easily. Children would benefit from learning how to challenge discrimination more effectively. A next step for staff will be to track and monitor children's progress in health and wellbeing. They should also track and monitor more effectively other matters linked to health and wellbeing, such as significant incidents. This will help to ensure that all children's wellbeing is supported as optimally as possible.
- Children's wellbeing and fitness is supported well by motivating PE experiences. This includes all children engaging in high-quality PE lessons each week as well as a minority of children engaging in a wide range of sports activities outwith the classroom. These include netball, rugby, football and basketball. Children enjoy participating in these activities and develop important skills in doing so, for example team working. Children at P7 also engage in fitness and health and wellbeing activities prior to their transition to secondary school. These activities are used well to help children develop supportive relationships with staff and their new peers.
- Children's wellbeing is supported well by Pupil Equity Fund (PEF) interventions. Children take part in a range of interventions led by Pupil Support Assistants (PSAs), which help them to share feelings, express joys and frustrations, and relax.
- A few members of staff are proactive in working with partners to secure additional benefits for groups of children, such as free entry to sporting events. As a result, these children enjoy new experiences and opportunities. They also feel valued and develop increased confidence through their participation.

- Staff are aware of their statutory responsibilities around children. This includes them complying with national guidance and implementing appropriate universal and targeted supports.
- Clear processes are in place to support parents in reporting children's absence. Staff record and track children's attendance effectively. This is resulting in improved attendance for a few children. Clear processes are also in place to record children's late coming. Staff follow up any concerns in relation to late coming, helping children and their families to understand the importance of being on time for school.
- Senior leaders and staff engage in termly meetings to review how children are progressing in their learning. They discuss and outline interventions to support the learning of children who are not achieving as well as expected. A few children who require additional support with their learning have detailed plans to support them. This includes multi-agency plans. A next step for senior leaders and staff will be to consider how more children may benefit from increased planning to support their learning. This planning should include parents and children's views more consistently. Staff should review regularly all plans linked to supporting children's learning to effectively determine the impact of all interventions.
- Children who are care-experienced are supported appropriately, with staff engaging in relevant planning to ensure their needs are met. Senior leaders should consider whether children who are care-experienced require a Coordinated Support Plan to support their needs fully.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. A few areas for improvement have been agreed with the school and the school meals provider.
- Senior leaders and staff engage well with a range of partners to support children's wellbeing, inclusion, and equality. Partners include healthcare professionals, staff from Active Schools Scotland and other sports groups, and representatives from social work. Work with specialist partners helps to ensure that children's needs are met as well as possible.
- Recently, a group of staff and P7 children worked successfully with partners at Ardroy Outdoor Education Centre. They engaged in a range of activities to improve their fitness, for example canoeing, abseiling, and climbing. They also developed important life skills in communication, teamwork, problem solving, self-awareness and decision making.

3.2 Raising attainment and achievement

satisfactory

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

- Overall, children's attainment in literacy and numeracy is satisfactory. At early, first and second levels, most children attain expected national standards in listening and talking. In reading, the majority of children attain expected national standards at early and first levels and most at second level. In writing, the majority of children attain expected national standards at early and second levels and most attain expected national standards at first level. The majority of children at early and first levels and most children at second level attain national standards in numeracy. A few children are working beyond nationally expected levels in numeracy. Overall, children across the school are capable of further progress. Most children who have English as an additional language and those who require additional support with their learning make good progress in achieving their personal targets.

Attainment in literacy and English

- Overall, the majority of children are making satisfactory progress in literacy and English from prior levels of attainment.

Listening and talking

- Most children contribute well to discussions. The majority listen well to others' views. At first and second levels, and at times at early level, a few children talk over their peers. By P7, children are developing their skills well through class discussions and when presenting work to others. At times, a few children lack confidence when speaking aloud in front of the class and do not always put forward views.

Reading

- At all levels, most children enjoy reading, including for their own pleasure. At early level, most are developing appropriate skills in reading. The majority use sounds effectively to help them with reading. At first and second levels, most children know strategies which help them read unfamiliar texts. They also know about different genres. They select different texts for enjoyment or a specific purpose and can explain their preferences for particular authors. At second level, most children make good links between topics covered in texts and other coursework, in different curricular areas. When reading aloud, at second level, a few children read very well with expression to captivate the audience. At all levels, most children now need to apply their skills in reading across other areas, including research using various sources.

Writing

- At all levels, the majority of children write at length and for various purposes. At all levels, the majority of children use grammar and punctuation correctly to make their writing more interesting. By second level, the majority of children use a range of punctuation and structure their work well. At times, the majority of children at first and second levels need to remember to

use grammar, punctuation and structure consistently when writing. At all levels, the majority of children apply their writing skills well in different curricular areas. A few children need to continue to improve their skills in presentation. The majority of children take notes to help them organise their thoughts and ideas to write new text. Most children at all levels can make better progress.

Numeracy and mathematics

- Overall, the majority of children are making satisfactory progress in numeracy and mathematics from prior levels of attainment.

Number, money and measure

- At early level, the majority of children order numbers correctly within the range 0-20. They can add and subtract to 10 with accuracy. At first level, the majority of children round numbers to the nearest 10 and 100. They identify the value of zero in three-digit and four-digit numbers. At first level, the majority of children need to improve their skills in mental agility. At second level, the majority of children add and subtract multiples of 10, 100 and 1000 to and from whole numbers. They need to develop their skills in working with multi-step word problems. They need to improve further their skills in measuring units of weight and volume across different curricular areas. At all levels, children are not yet able to apply number, money and measure skills in a range of real-life contexts.

Shape, position and movement

- At early level, the majority of children can identify correctly common two-dimensional shapes and three-dimensional objects. They can use positional language effectively. At first level, most children use a line of symmetry to create symmetrical pictures with accuracy. At second level, the majority of children can accurately name types of angles. At all levels, children need to continue to improve their skills in shape, position and movement.

Information handling

- At early level, most children use knowledge of colour, shape and size correctly to match and sort items. At first level, the majority of children extract information from bar charts. At second level, a majority of children can interpret information and draw accurate conclusions from graphs with accuracy. Across all stages, children need to develop their skills in gathering, sorting and displaying information, including through digital technology.

Attainment over time

- In recent years, children's attainment has been below expected national standards. Over the past year, children's attainment in literacy and English and in numeracy and mathematics has improved. However, too many children are still not attaining expected national standards in reading, writing, numeracy and mathematics.
- Senior leaders and staff track children's progress and have an accurate overview of attainment over time in literacy and numeracy. As planned, senior leaders and staff should now develop approaches to track children's progress across all curriculum areas.

Overall quality of learners' achievements

- The majority of children are developing important life skills through sports activities in and out of school, as team members and leaders. At P7, all children are developing awareness of important life skills, including resilience. They are supported to do this through residential trips as well as in work to improve the outdoor area. A few children are developing confidence and new skills when playing instruments. Most children are not aware of the skills they gain or how they can apply these skills in different contexts as successful members of their school community.

- Senior leaders are starting to record children's wider achievements. Together with staff, they need to use existing systems to identify and take prompt action for those children at risk of missing out on experiences to achieve. Most children feel proud when their achievements are celebrated, including at assemblies, on displays and through learning journals.

Equity for all learners

- Staff know comprehensively the social and economic contexts of children and families, including financial pressures. Children who need additional support with their learning due to the impact of the pandemic, are improving their attainment, particularly in listening, talking and writing. They are also accelerating their progress as a result of targeted literacy and numeracy interventions.

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.