

Summarised inspection findings

Craigie Primary School

Perth and Kinross Council

12 September 2023

Key contextual information

Craigie Primary School and Nursery Class is located in the city of Perth. The headteacher has been in post for seven years. She is supported by a deputy headteacher who has been in post since August 2022. At the time of the inspection, the school roll was 195 children, arranged across eight primary classes. More than 80% of children who attend the school live in Scottish Index of Multiple Deprivation (SIMD) data zones eight to 10. The school's allocation of Pupil Equity Funding (PEF) is below the median allocation to all primary schools in the local authority. The school reported that 27% of children have additional support needs and 11% have English as an additional language. Attendance is in line with national averages. There have been no exclusions in recent years.

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 experience a positive learning environment in the school which is underpinned by children's rights. Almost all children demonstrate a strong understanding of children's rights and what this means for themselves and others. Relationships between staff and children are warm and encouraging. Children are proud of their school. They can articulate 'The Craigie Code' and how it contributes to the school values of CARE: challenge, adapt, respect and encourage.
- Teachers provide a range of motivating and engaging learning experiences which children enjoy, both in the classroom and outdoors. As a result, most children are engaged and motivated by their learning. In most classes, children know how to access resources to support them. They are skilled at using their previous knowledge, asking a partner or checking learning walls before seeking adult support. In a few lessons, learning is overly teacher-led. This results in a minority of children being too passive in their learning, particularly when activities lack sufficient pace and challenge. Teachers should provide further opportunities for all children to be more independent and actively involved in their learning.
- Across the school, most children use digital technology confidently to enhance and support their learning. For example, children use digital technology and online applications, such as digital matrix codes, to enhance their learning and help them to access resources independently. Most teachers use digital technology successfully as a tool for learning and teaching. Staff have engaged in professional learning to support their use of technologies. As a result of the work undertaken, the school is working towards national accreditation for digital learning.
- In almost all lessons, teachers provide clear instructions and explanations for learning activities. In all lessons, staff share with children the purpose of learning and how to be successful. In a few classes, teachers involve children in this process. Children across the

school should now be more involved in co-creating their own individual success criteria that links to the skills they are learning.

- Staff are at the early stages of developing their approaches to learning through play at P1. Staff would benefit from working with nursery practitioners to extend their knowledge of planning high-quality play opportunities. This should help them to make effective use of spaces, interactions and experiences.
- In a few classes, teachers match learning activities, resources and tasks very well to the needs of individuals and groups. Where this is most effective, staff provide support and challenge in an inclusive and sensitive way that is closely matched to individual children's learning styles. Staff should build on this effective practice, and work collegiately, to ensure a shared understanding and consistency of approach across the school. They should set a range of levels of tasks and activities to ensure learning is always well-matched to the needs of all learners.
- In most classes, teachers use questioning effectively to check for children's understanding. In a few classes, teachers extend children's thinking through skilled questioning. Children thrive on the challenge this provides. Teachers should continue to share practice to ensure that children use higher order thinking skills more consistently across the school. This should extend children's learning and provide increased challenge for all learners.
- Most children are confident in using a range of strategies to peer and self-assess their work. In most classes, teachers carry out ongoing assessment of children's understanding. This includes the use of regular review points, sharing thinking and describing ways to help children move forward in their learning. Children speak confidently about learning from mistakes. Teachers embed the importance of perseverance and a growth mindset across the school. In most lessons, teachers use plenary sessions to support children well to reflect on their learning. In all classes, children receive helpful verbal feedback. Children talk positively about how this helps them to improve.
- Children set termly targets in literacy, numeracy and health and wellbeing which are recorded and displayed on walls. The school should review the effectiveness of target-setting approaches to ensure children reflect on the progress they have made and what they need to do next.
- Teachers use a range of assessments well to determine children's progress and attainment in literacy and numeracy. They work together to discuss their judgements of the progress children are making. Increasingly, staff are planning assessment activities linked to the National Benchmarks, which provide children with opportunities to demonstrate their progress. This has been particularly successful in writing. The headteacher has rightly identified the need to implement high-quality assessment approaches across other curriculum areas.
- Teachers work together to moderate children's progress and attainment in learning. This is helping teachers to make increasingly accurate professional judgements. As planned, staff should now work with colleagues from other schools to develop further their shared understanding of national standards. This should help them to determine better how well children are learning and progressing across the curriculum.
- Teachers plan over different timescales across all curricular areas. They use progression pathways, linked to the Curriculum for Excellence (CfE) Experiences and Outcomes, to inform their planning for a few curriculum areas. This supports children to make progress in their learning in literacy, numeracy and health and wellbeing. Staff use their knowledge of individual

learners' progress well to inform planning. They should review their planning formats to ensure that Experiences and Outcomes are clearly identified for all curricular areas.

- Staff use a whole-school tracking system to effectively monitor children's progress and attainment in literacy and numeracy. They use this data well to support their termly discussions about progress of all children. This includes identifying strategies for children who require additional support in their learning. Senior leaders use tracking data to measure the impact of interventions, as well as to inform whole-school improvement priorities. For example, staff have recently focussed on improving writing as part of plans to improve literacy because of data analysis. Staff should continue with plans to assess and track the progress of learners across all curriculum areas.

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. At the time of the inspection, there were no identified areas for development.

3.2 Raising attainment and achievement

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

- In session 2021/22, most children across P1, P4 and P7 achieved expected Curriculum for Excellence (CfE) levels in literacy and numeracy.
- Attainment data provided by the school indicates that, for session 2022-2023, most children across the school are on track to achieve expected CfE levels in literacy and numeracy. There are a few children who are exceeding expected levels of attainment.
- Most children who have identified additional learning needs are making good progress in their individual learning targets in both literacy and numeracy.

Attainment in literacy and English

- Attainment in literacy and English is good. Across the school, most children are making good progress from prior levels of attainment in reading and listening and talking. The majority of children are making good progress in writing.

Listening and talking

- At early level, most children listen to others, take turns during discussions and follow simple instructions. A few children require support to ensure their focus is maintained during listening activities. At first level, most children listen attentively to staff and peers and follow instructions well. During small group tasks, they share their thoughts and listen to the contributions of others. A few children need more individual support to ensure they focus on tasks. At second level, almost all children show respect for the views of others and give feedback to their peers. They speak with confidence and clarity when sharing relevant ideas and information and ask and answer questions appropriately. A few require further opportunities to build on the opinions and ideas of others.

Reading

- At early level, most children recognise, say and write taught sounds. They blend sounds to make words and use this knowledge to read familiar and tricky words in context. They would benefit from more frequent opportunities to find information from texts. At first level, children read familiar and unfamiliar texts with fluency and expression. They can describe the key features of fiction and non-fiction. They use a range of word recognition strategies independently. Children should have further opportunities to use context clues to read and understand unfamiliar texts. At second level, almost all children read independently. They apply a range of reading skills and strategies to understand texts including skimming, scanning, predicting and summarising. Children should continue to have opportunities to answer inferential and evaluative questions.

Writing

- The majority of children are making good progress in writing. The school has identified that this is an area for improvement. Children are benefitting from new approaches to teaching writing. This is beginning to have a positive impact on attainment.
- Children at all stages write for a variety of purposes in imaginary and real-life contexts. At early level, most children form lower case letters legibly. They invent their own characters and write simple, imaginative stories. They can say how sentences should be structured but this is not yet evident in their written work. They need more frequent opportunities to write. At first level, most children write independently, punctuating most sentences accurately, most of the time. They plan and organise their ideas in a logical order. At second level, most children use relevant and interesting vocabulary for specific purposes and are mainly accurate in their use of punctuation and grammar. They should be given more independence to generate their own ideas for writing.

Numeracy and mathematics

- At all stages, most children are making good progress from prior levels of attainment in numeracy and mathematics.

Number, money and measure

- At early level, almost all children can order numbers, forwards and backwards within 30. They are able to match amounts to numbers and pictures with increasing confidence. They name the months of the year and the days of the week in sequence. They know the difference between odd and even numbers and complete simple addition calculations to 20. At first level, most children add and subtract with three digits using a range of strategies. They can record 12-hour times and recognise 24-hour times. Children are confident identifying notes and coins up to £20 to make a total and identify change, within a real-life context. A few children would benefit from further practice to use the correct notation for common fractions. At second level, most children round decimal fractions to the nearest whole number and to one decimal place. They understand and can order numbers including negative numbers. They have a good knowledge of place value and can order numbers to 999,999. They should develop further their ability to calculate fractions of a quantity and express fractions in their simplest form.

Shape, position and movement

- At early level, children recognise and describe a range of two-dimensional shapes and three-dimensional objects using language such as straight, round and curved. They require further opportunities to develop their understanding of positional language. Children at first level use positional language associated with direction and turning and know the four main compass points. They would benefit from further opportunities to develop their understanding of two-dimensional shapes and three-dimensional objects and describe their properties using appropriate mathematical language. At second level, children can classify correctly and draw a range of angles using appropriate terminology. They are able to describe the relationship between nets and three-dimensional objects. They are less confident using specific vocabulary relating to the properties of three-dimensional objects.

Information handling

- At early level, children sort objects based on set criteria, such as size and colour. They can interpret information from simple graphs and charts. Children at first and second level can gather, collate and interpret information using bar and line graphs, tally marks and pie 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. At second level, children have developed an understanding of the ideas of uncertainty and chance and can use this to make reasoned predictions.

Attainment over time

- Data provided by the school demonstrates that they have maintained good standards of attainment for most children over the last three years in reading and numeracy. With the exception of writing, attainment in literacy and numeracy has returned to, and in a few instances exceeded, pre-pandemic levels.

Overall quality of learners' achievements

- Children have opportunities to share and celebrate personal achievements within and outwith school at assemblies, through the 'Book of Anything' and use online platforms. Across the school, children apply their communication and teamworking skills through their involvement in learner participation groups. For example, children worked with a local business and a community group to establish a foodbank.
- As part of their children's rights accreditation, all classes are paired with a 'buddy class' through the 'Fun 31' initiative. This is developing children's leadership, collaboration and communication skills well. Children are building their citizenship skills effectively through themed weeks and their involvement in charity and community initiatives. For example, children were involved in the 'Lend with Care' initiative in partnership with and funded by the local Rotary Club. They also enjoyed recent success in participating in a local radio station's fundraising challenge.
- Children have opportunities to participate in school and out-of-school clubs and events, such as, county sports, football festivals, and 'Perform in Perth'. Senior leaders and staff should now develop further opportunities for pupil participation for younger learners. A next step is to ensure that there is a system in place to monitor the levels of children's participation and achievements, to ensure no child misses out. In addition, teachers should support children to articulate more clearly the skills they are developing through their school and wider experiences.

Equity for all learners

- The headteacher and staff have a clear knowledge of the social and economic contexts of their children and families. They have used this to effectively identify poverty-related and other attainment gaps.
- The headteacher has used Pupil Equity Funding to provide effective interventions for children and to deploy additional staff to deliver this support. Using a local authority toolkit, the headteacher and staff review and regularly monitor the impact of additional support and interventions on raising attainment and closing identified gaps. Children benefit from this carefully planned support. Staff are making good progress towards closing these gaps.

Other relevant evidence

- 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. Areas for development have been agreed with the school and the school meals provider.
- All classes receive two hours of quality physical education (PE) each week including planned blocks with the PE specialist. Teachers make effective use of indoor and outdoor spaces to deliver a programme of PE.
- Across the school, children receive their entitlement to 1+2 Languages. Children learn French and Spanish as part of the modern languages programme. Children's learning is progressive, taking account of prior learning.
- Children in all classes receive regular religious education and staff fulfil the requirements of religious observance through links with local churches and assemblies. This provides opportunities for children to share and reflect as a school community on what they value.
- Children have access to books from the school library and their class libraries. Staff work with the local library to organise visits to promote children's reading for enjoyment through a range of activities, such as working with authors. Older children run a twice-weekly library club for their younger peers. These activities further support the development of children's literacy skills.

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.