



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Crown Primary School



Creativity Fun Healthy Kind Respectful Teamwork

Introduction: Local and National Context

Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Miriam MacDonald

Head Teacher

Crown Primary School and ELC

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.parentzone.scot.nhs.uk/). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance 94%	Average Class Size 25.2	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 252 (+55 nursery)	Teacher Numbers 10	Pupil Teacher Ratio 25.2
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N3 5%	N4 13%	P1 9%	P2 12%	P3 12%	P4 9%	P5 14%	P6 11%	P7 15%
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SIMD Q1¹ 2%	SIMD Q2 6%	SIMD Q3 1%	SIMD Q4 1%	SIMD Q5 3%	Unknown 1%
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ASN² 35%	No ASN 65%	FSM³ 6%	No FSM 94%	EAL⁴ 25%	No EAL 75%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Almost all	Most

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our school is a vibrant, motivating and supportive place to be. We work together as a whole school community with the aim of empowering everyone to be successful learners, confident individuals, responsible citizens and effective contributors. Our priorities are Enhancing Teaching and Learning Across the Curriculum, Developing Confident Individuals and Developing Successful Learners and these are underpinned by our school values:

- Creativity
- Fun
- Healthy
- Kind
- Respectful
- Teamwork

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

Enhancing Learning and Teaching Across the Curriculum

Purpose:

Following a key question posed by Bruce Robertson during his seminar at the HT Leadership Summit, "What is learning and how does it happen?", we need to focus on creating a culture of constant and never-ending improvement in teaching and learning; a focus which will lead to a strong professional learning culture across our school/ASG and improved outcomes for all learners.

Progress:

Content:

- ✓ Teaching Sprints (a methodology for sustainable improvement in practice) has been embedded this session.
- ✓ All teachers have a professional friend to share and reflect on their own practice for improvement.
- ✓ Staff library for professional reading established.

Impact:

- ✓ All staff have a deeper understanding of implementation impact
- ✓ Termly space for reflection and self-evaluation between teachers has positively impacted learning and teaching in all classes
- ✓ The professional reading library has supported colleagues in sourcing, from research sources, fresh approaches at times and validating current approaches at other times.
- ✓ Good progress has been made in the area with consistency to be embedded.

**Next steps:**

- ✓ Teaching Sprint approach embedded in Working Time Agreement (WTA)
- ✓ Use Teaching Sprint approach in line with GTCS standards throughout the year to improve outcomes for pupils and inform PRD next steps
- ✓ Using Teaching Sprints approach in moderation activities and collaboration with ASG colleagues

School Priority:

Developing Confident Individuals**Purpose:**

We have identified a significant number of pupils who are beginning to struggle with their emotions and who are displaying increased anxiety. Our current health and well-being programme does not offer enough depth in building resilience and developing strategies to face challenges.

Progress:

Content:

- ✓ Building Resilience resource has been adopted as part of the Health and Well-Being programme.
- ✓ Pupil Voice groups/Change Makers established to build confidence in learning.
- ✓ Glasgow Motivation and Wellbeing Profile used for a sample of pupils across the school.

Impact:

- ✓ The Building Resilience resource is consistently used across the school as a core resource for planning improvements pupil wellbeing
- ✓ Learners are more confident in identifying areas for improvement and putting plans in place as leaders to improve the support pupils receive
- ✓ All planned progress targets were met this year. Very good progress was made with implementation.

School Priority:

Developing Successful Learners**Purpose:**

We have recognised the need for a progression in listening and talking so that we have consistent standards and expectations of learners' progress across the school. There is also an authority wide directive to provide consistent measures to ensure continued progress in literacy in order to raise attainment.

Progress:

Content:

- ✓ Digital profiles set up for P1-7 pupils.
- ✓ P5-7 pupils supported P1-3 pupils with weekly big learning updates on individual profiles.
- ✓ Teaching staff engaged with Literacy for All resources and training.
- ✓ TMR used to record progress in learning.
- ✓ TMR formed the basis of achievement of a level discussion between SLT and CTs.
- ✓ Use of TMR data to inform interventions in literacy.

Impact:

- ✓ Digital profiling has provided a positive platform for weekly intentional learning dialogue/learning conversations. Pupil engagement with progress, target setting and achievement has increased considerably across the school.
- ✓ Digital literacy skills have increased across the school- in new learning for younger pupils and in applied learning for older pupils.
- ✓ Staff have a consistent understanding of the range evidence for evaluating progress in listening and talking and, therefore, teacher judgement in this area is strong.

- ✓ Open afternoons with different curricular focuses throughout the session.
- ✓ Listening and Talking progression developed.
- ✓ A wider range of activities are being used including more persuasive talking/debate opportunities
- ✓ Good progress has been made in the area with consistency to be embedded through listening and talking progression

Next steps:

- ✓ Relentless Routines and Impactful Interventions will ensure improvements are deeply embedded and impactful for learners
- ✓ Continued use of TMR to support learner achievement and success. It is expected that this will further strengthen teacher judgement of pupil progress.
- ✓ Profiling – change of format to meet the needs of learners and to work in close partnership with parents. In collaboration with pupils and staff, we are moving from Google Sites to Google Slides as the children are very familiar with the platform and this gives regular, purposeful opportunities for applied learning of digital literacy skills.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Targeted intervention for pupils needing additional input in literacy (phonics, sight vocabulary, word building, sentence production, reading comprehension, handwriting) to achieve a level were organised and we have seen progress in attainment for all pupils with almost all pupils closing the gap.

Wider achievements

Coileanaidhean nas fharsainghe

- ✓ Participation in sporting events – McRobert Cup, Baillie Cup, Inter-school sports, Millburn Cup, Shinty, Baxters 5K,
- ✓ Carol singing – Nursing Home
- ✓ Competitions – pupils enjoyed entering and some experienced success
- ✓ High Life Highland Volunteering scheme – playground leaders, library helpers
- ✓ Fundraising – Highland Hospice, Sponsored walk
- ✓ John Muir Award (P6-7)
- ✓ Shows and performances
- ✓ Class visits – UHI Newton Rooms, Loch Eil, Pizza Express, Swimming lessons, Botanic Gardens
- ✓ Visitors to school – Millburn Academy staff, Chinese Highland and Moray Association, Exotic Animals, Drumming Workshops, Swiss Teaching Students

Wider achievements are recorded and shared in a variety of ways, such as: in pupil profiles (digital), in Google Classrooms, through classroom displays, at assemblies and in blog posts.

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

After a period of 3 years in a seconded role, in August 2023 the returning HT wanted to capture data around the “feel” of the school:

- 80% of parents said they know what the vision and aims of the school are.

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- 76.9% of parents feel that the school is inclusive and focuses on improvements for all learners.
- 64.6% of parents think that the school has strong leadership which leads to developments and improvements.
- “Since joining Crown Primary we have been impressed by the overall inclusiveness, how the children are known by teachers, support staff and the leadership teams, how visible and accessible the leadership team is and how varied the teaching on offer is.” Parental feedback comment.

Feedback from end of year report pupil reports:

- “She has been very lucky to be in Crown school all these years surrounded by amazing teachers and classmates.” (P7 parent)
- “Really delighted with the progress she has made but also the leadership and Changemaker activity, thanks for those opportunities.” (P6 parent)
- “The teacher fully understands and knows the children well, allowing each child to reach their full potential.” (P5 parent)
- “As always, we are eternally grateful to Crown Primary for giving our child such happy memories of school and continuing to elevate her learning across the widest range of subjects.” (P4 parent)
- “The classroom has been a happy environment where he has felt valued and supported.” (P3 parent)
- “He has made outstanding progress. Having migrated to a foreign land I am amazed at the way he has settled. Thank you for teaching him to read.” (P2 parent)
- “She has been happy ever since she joined the school, her learning abilities have also improved.” (P1 parent)

Feedback from staff and other colleagues

- “This school is really special, I’ve never worked anywhere so warm and welcoming. I’ve never seen children so young be so motivated to improve.” (class teacher)
- “Crown feels like home, it’s where I want to be.” (class teacher)
- “This is the first time I’ve been here and I can instantly feel the values of the school, it’s clear what the vision is. It’s great to have such deep professional leadership dialogue, there is great integrity and truth in what you see for your children.” (Visiting officer)

Capacity for continuous improvement Comas airson leasachadh leantainneach

Using indicators from ‘How Good is our School 4’ together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children’s progress	Good	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Using the 4 Capacities as the measure of success, develop positive citizens of the future through resilience, respect, advocacy and understanding for self and others.
- Working in partnership with our wider community to build secure understanding and progress in numeracy and maths.
- Working in partnership with our wider community to build technical skills, develop sustained effort and writer's craft in writing.

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://crownprimaryblog.wordpress.com/how-good-is-our-school/> or by contacting the school office.