

# Standards and Quality Report

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2021/22



This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

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.

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 in order to shape our improvement journey.

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

### Our School

Crossroads Primary School is the most northerly school on the UK Mainland. It is a feeder primary for Thurso High School. Crossroads has a fantastic location overlooking Dunnet Head. It is surrounded by fields and is close to the charming Ham Harbour. Crossroads is a very small rural school, with a relatively high rate of ASN. The school roll is presently 11. This has dropped and is a single class school at present plus the ELC. The school population includes just over 50% of the children entitled to Free School Meals and a Clothing Grant.

I was appointed as Teaching Head in September 2020.

Until August 2018 the school had been part of a cluster for several years. The change to being a standalone school whilst so small has made it more challenging to work collaboratively with colleagues from other settings.

The pandemic has made this more challenging, however the school is moving back towards greater community involvement.

The school has had a full time PSA equivalent this session to support the pupils in their learning.

The partner centre ELC became council run for the first time in August 2020. Unfortunately, small numbers have resulted in the centre being mothballed for the 2021-22 session, although it is due to re-open in August 2022.

Crossroads Primary has a very good standard of behaviour and there have been no exclusions in the last few years. We aim instead to support pupils within the school setting, identifying reasons for distress behaviour and supporting both educational and mental wellbeing of all. Our attendance rate is generally very good, although with the effects of the pandemic it has been lower this session at 88.6%.

## Our School Vision, Values and Aims

### Our Vision

The pupils are:

Ready to learn

Respecting their right to learn and that of their peers

Safe – respecting their right and that of their peers to be safe

Kind

### Our Values

All of the children, parents and staff worked together to create our vision statement, which we have linked to the UNCRC Rights of the Child and logo.

Learning is the heartbeat of our school where **EVERYONE**-

**E**veryone (*Article 2*)

**V**alues

**E**ach other and shows

**R**espect to them and their views (*Articles 12 and 13*)

**Y**ou will always be welcomed to (*Article 22*)

**O**ur school, where our children learn about

**N**ew things through active, fun interesting and outdoor learning

**E**ducational experiences. (*Articles 28 and 29*)

### **School Aims**

Crossroads Primary School has a happy atmosphere and we endeavour to provide a secure, nurturing, yet stimulating environment, in which children can learn in an active and cross-curricular way and where parents feel very welcome and part of our school family.

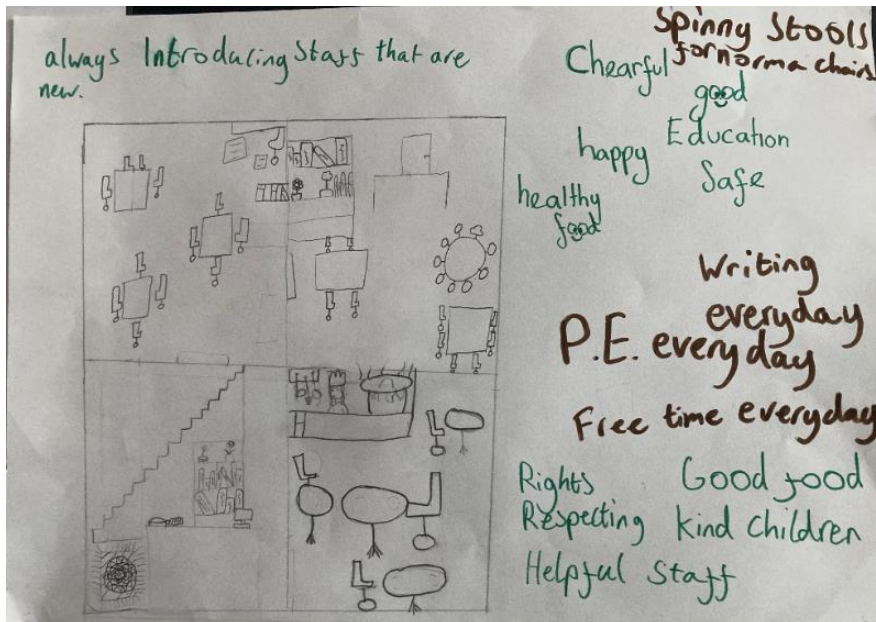
At Crossroads Primary, we aim to -

1. **Provide learning activities and experiences that motivate our children** and equip them with the knowledge and skills to meet future challenges.
2. **Encourage our children to take an active interest in their own learning.**
3. **Monitor children's' progress and maximise levels of achievement and attainment** by ensuring that tasks are relevant and appropriate to each of them, enabling their smooth progression through levels detailed in Curriculum guidelines.
4. **Encourage them to treat others with patience, respect and thoughtfulness** and become **active and enterprising citizens.**
5. **Recognise and celebrate the success of each child** on their individual merits within and out-with school through using praise, certificates and awards.

6. **Promote positive behaviour** in school and have high levels of respect for one another.
7. Continue to **build resources** to support cross-curricular learning.
8. **Continue excellent links** with our local playgroup to ensure smooth transition into P1, with other primary schools and our local community and to promote primary/secondary liaison to ensure smooth transition from our primary school to Thurso High School.
9. Keep parents informed of children's progress and to **recognise parents as active partners** who have a valuable contribution to make to their children's education and to the life of our school.
10. **Encourage all staff to engage in regular self-evaluation** and **provide appropriate opportunities for continuing their professional development.**

## Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session: (information collated from pupil Jamboards and Vision boards.)



- We grow stuff and sell it and get awards for our gardening.
- We have clubs at school.
- We learn about rights.
- Kindness spies notice when we help people.
- You get to show what you are good at.
- Kodaly and Feis to teach us music and Jay for sports club.
- It doesn't matter where you are from we will treat you like everyone else.
- Teachers help us learn and are kind to us.

- ***You said we did well helps us remember what we have done.***
- ***Colourful displays.***
- ***Chromebooks when we need them.***
- ***We help choose what we learn, especially in Themed Thursdays.***
- ***Teachers give you what you need not what you want.***

### **Pupil Voice: what changes would you like to see made?**

Our children and young people identified the following changes they would like to see and the difference these changes could make.

- ***More stuff outside***
- ***Improve the timber trail***
- ***Decorate the new outside classroom***
- ***Plant strawberries***
- ***More committee meetings***
- ***Re-paint the benches in bright colours.***
- ***The option to select tasks to complete more often.***

It is evident from the pupil questionnaires that they wish to expand on our outdoor learning approaches and to take maximum advantage from our superb location. The youngsters are already involved in growing produce and selling it to the community and they wish to expand on this.

### **Our Improvement Journey Headlines Session 2021/22**

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

#### **Improvement Project 1:**

**Primary focus:** School and ELC improvement

**Year of Project:** 2

**Purpose:** Identify areas where children are struggling with their emotions and attitude to learning and provide additional support for this, making use of PEF funding.

#### **Progress and impact:**

Playground incidents requiring adult intervention have reduced for most youngsters. Some of the younger pupils still require emotional support from adults at times.

Pupils, including those requiring additional support for learning can identify key emotions. Most can make use of taught strategies, and the resources available when experiencing negative emotions.

**Next steps:** Encourage the children to use the strategies learned to deal with incidents independently where possible.

The external area, including break out space still require to be completed. The break out space is delayed due to birds nesting in it.

The outside classroom completed in May 2022 needs to be fitted out and can then be used for mindfulness and Relax Kids activities. (In SIP for next year.)

### Improvement Project 2:

**Primary focus:** Curriculum and assessment

**Year of Project:** 2

**Purpose:** Support youngsters to fully engage with the curriculum offered to them.

**Progress and impact:**

Greater confidence from most youngsters in their use of technology to support learning.

Pupils generally willing to try out new or unfamiliar programmes e.g. Google slides with added QR codes to share their learning.

**Next steps:**

Develop further the use of peer assessment related to tasks. (In SIP for next year.)

### Improvement Project 3:

**Primary focus:** Performance Information

**Year of Project:** 2

**Purpose:** Support youngsters who have not progressed as expected in literacy and numeracy making use of our PEF funding.

**Progress and impact:**

Pupil absences have been much higher this session than usual as a result of illness and isolation to prevent illness. This has meant progress for some has not been as good as expected.

Time was given to support youngsters in school with homework when this was unable to be completed at home. This improved youngsters' performance, and also their self-esteem as they were then able to participate in the discussion related to the homework.

**Next steps:**

Continue to support youngsters to engage via homework club next session, flexible seating in class (In PEF plan for next session.)

### Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
<b>Leadership of Change</b>	<b>1.3</b> Satisfactory
<b>Learning, teaching and assessment</b>	<b>2.3</b> Good
<b>Ensuring wellbeing, equality and inclusion</b>	<b>3.1</b> Very good
<b>Raising attainment and achievement</b>	<b>3.2</b> Satisfactory



Our children and young people believe we have made the following progress this session:

**Theme 1** Very good  
**Our relationships**

**Theme 2** Very good  
**Our learning and teaching**

**Theme 3** Excellent  
**Our school and community**

**Theme 4** Excellent  
**Our health and wellbeing**

**Theme 5** Excellent  
**Our successes and achievements**

Our overall evaluation of our school's capacity for continuous improvement is:

**We are confident in our capacity for continuous improvement.** (results below from Google Form)

*Theme 1 36.4% Excellent, 45.5% V good, 9.1% Good, 9.1% Satisfactory*

*Theme 2 45.5% Excellent, 54.5% V Good*

*Theme 3 72.7% Excellent, 9.1% V Good, 18.2% Satisfactory*

*Theme 4 90.9% Excellent, 9.1% V Good*

*Theme 5 72.7% Excellent, 27.3% V Good*

### Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://sites.google.com/thursohigh.org.uk/crossroads-primary/crossroads-home> or by contacting the school office.