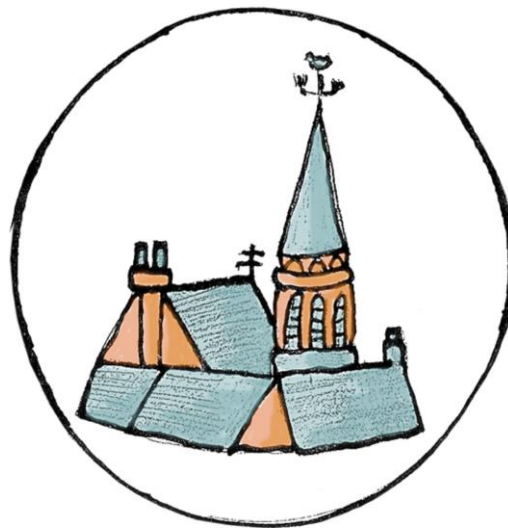


Standards and Quality Report

2021/22



CROMARTY
PRIMARY SCHOOL

Cromarty Primary School

HIGHLAND COUNCIL | BRAEHEAD, CROMARTY, IV118XR

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

Cromarty Primary is a non-denominational school set in the beautiful town of Cromarty situated at the tip of the Black Isle. It is one of seven primary schools that feed into Fortrose Academy. The school is very much at the heart of the community and is warmly supported by parents alongside strong partnerships with other professionals and local business that supports projects and curricular themes. We are located just a few minutes from the shoreline and the pupils and staff regularly use this environment to enhance their learning experiences.

This session we had 50 pupils split over three classes: P1/2, P3/4/5 and P5/6/7. Pupils across the school continue to benefit from smaller class sizes which has helped to support our continued recovery from the Covid 19 pandemic. Most of our children live within our mixed catchment area. We have 12% of our pupils who take up free school meals and 12% of our pupils have English as an additional language. There are several children who have additional support for learning and they are well supported within class and through effective use of PSA time and a coherent child planning process.

This session there has been a continued focus on recovery of learning with continued restrictions in relation to covid impacting on what schools could and couldn't do.

The Health and Wellbeing focus has been to continue to build resilience and flexibility in response to our pupils and families in their recovery journeys. We have maintained progress in building staff confidence in using data to identify areas of focus to support and challenge pupils in each class.

The school has continued to regularly engage in improvement activity with support from the Quality Improvement Manager. In November 2021, we had an in-person visit from an HMIE inspector who engaged with staff, pupils and parents as well as visiting classrooms to discuss the school's improvement in response to action points from the full inspection in May 2019. This was an extremely positive experience for all and culminated in the school, successfully meeting the recommendations from the original inspection and requiring no further visits.

Highlights picked out from the visit included, *'Under the very effective leadership of the headteacher, Cromarty Primary School has continued to improve and grow, despite the challenges of the pandemic'* and *'Taken together, the steps that staff have achieved to improve learning, teaching and assessment are leading to better outcomes for children. Commendably, despite the challenges of the pandemic, attainment in literacy and numeracy has improved since 2018/19'*

Our School Vision, Values and Aims

Our Values



Our Vision

A happy, safe, fun, friendly and hard-working community by the sea where we love to learn and are motivated to be the best we can be.

Our Mission

For our team to be kind, inclusive and fair, to impress and to know each other well and TRY EVERYTHING to progress.

Cromarty Primary -
Dream, Believe, Achieve

Aims of our Curriculum Rationale

- *to provide a responsive and stimulating curriculum*
- *to bring learning to life, equipping everyone with skills for now and in the future*
- *to ensure we are part of a happy, safe and inclusive community*
- *to create opportunities for personal achievement and success*

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

SHANARRI Pupil Survey- May 2022

- ✓ You agreed with all the statements about SAFE, saying that good relationships with staff make you feel safe and things staff do make you feel safe.
- ✓ 98% of you scored a 3 or above making SAFE the second highest indicator
- ✓ 100% of you scored at a 3 or above for Healthy, making it the highest scoring of the SHANARRI Indicators.
- ✓ You mostly agreed that the school provides you with opportunities to engage with healthy exercise, it encourages or supports you to have positive mental health and well-being and that there are healthy options for eating

- ✓ You think that effort and hard work are valued at Cromarty and that staff are good at providing you with support, encouragement and feedback for your learning.
- ✓ 96% of you were happy that there is always someone you can talk to at Cromarty Primary, if you need to. You feel cared for by staff at Cromarty and all of you acknowledged that you are kept safe and protected by the staff at your school.
- ✓ Nurtured was your number 3 indicator, with 95.8% of you scaling at a 3 or above.
- ✓ 93.8% of you scaled Active at a 3 or above making this indicator number 4
- ✓ Respected came 5th of the 8 indicators with 91.7% of you scaling at 3 or above.
- ✓ Included- The majority of you feel a sense of belonging to Cromarty Primary and most of you feel engaged in what happens in the school. You also feel like opportunity and choice are available to everyone.

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.

SHANARRI Pupil Survey- May 2022

- ✓ You would like some more opportunities to develop new non-academic skills
- ✓ 91.6% of you scaled achieving at a 3 or above making it one of the lower scoring indicators.
- ✓ You weren't sure that you were given enough active breaks in between academic tasks, with 10.5% of you disagreeing and 25% remaining neutral
- ✓ You had some concerns about whether pupils were respectful to one another but thought that staff and pupil relationships were respectful.
- ✓ Responsible came out as one of the lowest indicators, with 89.6% of you scaling it at a 3 or above.
- ✓ You agreed or felt neutral about all of the statements in Responsible apart from whether you were given responsibilities and leadership opportunities, with a small number of you disagreeing.
- ✓ Included was joint lowest indicator coming in at 89.6% scaled at 3 or above.
- ✓ 8.4% of you didn't feel like you had a sense of belonging to your peer group. This ties in with not feeling that relationships with pupils are always respectful.

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: Recovery from Covid-19 impact: Health and wellbeing

Primary focus: School and ELC improvement

Year of Project: 2

Purpose: Continued focus on Health and wellbeing post-Covid-19 of staff, pupils, parents and partners. We will be confident in identifying and supporting health and wellbeing and prioritising this within the curriculum.

Progress and impact: We have made very good progress in this area.

There is a very Positive Ethos in school between staff and pupils as commented on in pupil surveys and during the HMIE visit in November 2021.

There is a monthly focus in all classes on each of the Wellbeing indicators and these are being tracked termly by staff and pupils. This gives regular focus on the importance of wellbeing across the school and also allows staff to regularly check in with children and implement actions for those who show or identify low in any of the areas. A google survey has now been introduced twice yearly to make sure pupil voice is heard and actioned. This has had a direct impact on driving the areas of school improvement and PEF focus.

Staff have increased confidence in being able to support children with mental health issues and the use of the surveys allow them to analyse their own class and co-create targets for increasing areas that score lower in the wellbeing indicators. Professionally staff engaged with Children and Young People's Mental Health and Wellbeing Professional Learning Resource to support a whole school approach to identifying and supporting mental health and wellbeing. This was used as part of Inset and Collegiate sessions and will continue to be utilised in the coming years to support good practice.

There continues to be an Increased use of Outdoor learning spaces including a monthly session where the whole school enjoy applying their learning in our unique coastal environment. Pupils and staff learn many skills which go beyond the curriculum including how to work together and celebrating what we share and what makes us diverse. Spaces within the school have also been created to build this ethos such as our 'Chillax' Shed, where pupils can hang out as well as play games, our Buddy Bench to support those struggling to interact and our pupil designed 'I'm Bored box' containing activities that pupils can choose to play with when they just want some alone time or creative time. We have also created a small kitchen space where pupils can engage in shared activities learning about food health and preparation. This cosy space has also been used to engage with children who need time out for various reasons and will be a key focus on the PEF plan to support those requiring continued HWB input as well as those with ASL needs going forward.

Next steps:

- Continue to survey pupils regularly and identify pupils needing additional input as part of PEF planning
- Whole school RAG tracking as part of wider tracking document
- Seemis Pastoral notes training for all class teachers to ensure chronology is recorded accurately.

- Use of a structured approach to learning about the wellbeing indicators- Ways to Wellbeing with training from Lou Kinnear

Improvement Project 2: Recovery from Covid-19 impact: Recovery of learning, teaching and assessment

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose: Recovery of learning, teaching and assessment (including new opportunities with digital learning revealed by the Covid-19 situation/remote learning)- a clearly defined curriculum rationale based on refreshed curriculum narrative that streamlines approaches to teaching and learning and evidence-based pedagogy.

Progress and impact: We have made good progress in this area.

Staff have engaged with the Refreshed Curriculum Narrative and we have been using this to make the purpose of learning clearer with our pupils. As part of our Talking about Learning conversations, there is a weekly focus on the 4 capacities and children are awarded Brag Tags to wear if they have demonstrated one of these. This information is recorded on the pupils' digital profiles so they can gather evidence of how they are becoming Successful Learners, Effective Contributors, Confident Individuals and Responsible Citizens. Once published, parents can see this on their child's profile and also on their Google Classrooms. Parents also receive a termly overview of what is being focused on under the 4 contexts of learning.

Following the successful implementation and continued use of Reflective Reading from P2-7 to support the teaching of key comprehension strategies, all staff received a day's training in January 2022 in 'Story Kitchen' writing to try and ensure consistency in how we teach writing across the school and strengthen the reading into writing connection. We used a 'Teaching Sprint' approach to implement parts of the training for the remainder of the year and this will continue into next session. We have linked our weekly/fortnightly planning to ensure a reading into writing connection – our 'short read/Kitchen prep' sessions support pupils to examine genres in greater detail and prepare their own writing to include feature 'ingredients'. This has helped pupils become more aware of the success criteria to improve their writing. We have also introduced a whole school marking code that pupils and staff use to ensure pupils are learning to improve and edit their work as they go along. The 'Spaghetti Yeti' character has been used to increase motivation for the pupils and make writing a special and fun time. The Spaghetti acronym bookmarks are helping to ensure pupils are focussed on the tools for writing as well as content, and the Spaghetti Chef certificates are awarded to pupils who include as much of the feature ingredients in their piece. We have also ensured that we are having a greater focus on the overarching purposes of writing to include, Narrative, Descriptive, Expository and Persuasive by using a yearly planner that ensures consistency and balance.

Staff have started to use cold assessment tasks to identify where pupils are at and what they need to work on over the block with a final assessed piece that can be used to moderate standards as part of our collegiate tracking and monitoring calendar.

Next steps:

- Continue to embed approach to writing and introduce assessed writing pieces that can be shared with parents and pupils.
- As part of revisiting our literacy curriculum, staff now need to look at our approaches to Listening and Talking and how this is explicitly planned,

taught and assessed to ensure there is progression through and between the levels.

- Ensure our Interdisciplinary Learning approach is broad and identify curricular areas that require discrete input particularly in Science and Technology

Improvement Project 3: Recovery from Covid-19 impact: Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

Primary focus: Performance Information

Year of Project: 2

Purpose: Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation) A sound formative and summative assessment approach that supports confidence in teacher judgement backed by a whole school approach to moderation linking to school, ASG and School Improvement Families and National picture. Pupils will use Google Sites as a platform to share learning journey and develop profiling tool to promote Parental engagement. Pupils will develop capacity to identify themselves as 'Me as a Learner' based on evidence of strengths and next steps.

Progress and impact: We have made very good progress in this area.

There is now a confident, whole school approach in place as to how we use our data to inform our planning, teaching, learning and next steps as part of the moderation cycle. Staff plan together using the Experiences and Outcomes and use Benchmarks to support assessment approaches and have moderation conversations with each other as part of the collegiate working time. The very good use of a wide variety of assessments, including SNSA and SOFA assessment data, informs our tracking and monitoring across the whole school and has helped teachers feel confident in their judgement. Each teacher can confidently talk about where their pupils are at and the progress they are making. This was highlighted by HMIE as being, '*an effective strategy for raising attainment.*' Time is planned each term for staff to get together and interrogate the data we have collected so there is a direct focus on what needs to happen next to support and challenge our pupils. This information is recorded on both an individual tracker for each child, a year group data tracker that supports pupils and staff at transitions, as well as a whole-school overview tracker which helps to support reporting to parents and pupils as well as directing our next steps for continuous improvement. Staff and pupils have continued to develop the use of digital profiles with each child now having their own Google Site with an 'All About Me' section, Learning Highlights- showing work they are proud of in literacy and numeracy and pupil tracking documents that showcase their achievements and skills. These continue to evolve and will be built upon in the next session to include Quality Assessment tasks.

Next steps:

- Create quality assessment and monitoring calendar- HT
- Increase use of Quality Assessment tasks as part whole school and ASG Moderation approaches
- Develop digital profiles to include Quality Assessment tasks that demonstrate learning across the curriculum and 4 contexts.
- Re-introduce 'Star Jotters' for pupils to record and evaluate short term targets.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
Leadership of Change	1.3 Good
Learning, teaching and assessment	2.3 Good
Ensuring wellbeing, equality and inclusion	3.1 Good
Raising attainment and achievement	3.2 Good

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

Theme 1 Our relationships	Good
Theme 2 Our learning and teaching	Good
Theme 3 Our school and community	Very good
Theme 4 Our health and wellbeing	Very good
Theme 5 Our successes and achievements	Good

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

We are confident in our capacity for continuous improvement.

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://cromartyprimary.wordpress.com> or by contacting the school office.