

Standards and Quality Report

2021/22

Crown Primary School and ELC

HIGHLAND COUNCIL | KINGSMILLS ROAD, INVERNESS IV2 3JT

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 progressing towards achieving these positive outcomes and changes.

Our School

Crown is a city centre school which has pupils from all deciles of SIMD and from a diverse cultural background. 29% of our pupils have English as an additional language. 5% of our pupils have applied for and receive free school meals. In session 2021-22 we had 265 pupils and 50 in nursery. We had 10 classes between P1 and P7, and 10 PSAs to support across the school. We had 5 early years practitioners and 2 support workers in our nursery which offered 1140 funded hours for the first time.

Our school improvement plan continued to focus on recovery within 3 main areas, building on the core subjects of health and wellbeing, literacy and numeracy. In addition we set out to "build back" the full curriculum entitlement for each year group through creative interdisciplinary projects which shared common themes across the nursery and school. Despite the easing of some covid restrictions throughout the year and with the spectre of any further lockdowns being removed, we required to ask all classes to learn at home and online at various points in the year due to the emergence of the Covid Omicron strain. However our work in setting up and maintaining consistency in lockdown learning during 2019-20 and 2020-21 paid dividends with all classes switching seamlessly between in-class and online learning when required.

Staffing within the nursery and school remained stable throughout the year with the acting Head Teacher continuing in post for another year and an acting Depute Head Teacher appointed in November 2021. We had two Principal Teachers in post who were instrumental in driving forward change and one of whom was funded via the Pupil Equity Fund (PEF) to ensure equity of achievement and experience for all our learners. Our ASN team were closely involved with support and interventions for individuals and groups and we benefitted from a further year's funding for ASG recovery teachers.

As the session progressed our Associated Schools Group (ASG) worked together to plan for moderation, partnership working and consistency across the primary schools for 2022-23 session and this will be reflected in one of our School Improvement Plan priorities.

With regard to attendance, we saw a marked increase in days' absence across our ELC and school, almost entirely due to Covid. Our average attendance level was 92%. No exclusions were recorded during 2021-22.

Our School Vision, Values and Aims

Crown Primary 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 school community's ethos is built on warm, mutually respectful and nurturing relationships. Our pupils' needs, rights and ambitions are at the heart of everything we do. We actively promote wellbeing, contributing to high levels of literacy and numeracy, and we offer a wide range of learning and leadership opportunities throughout the school.

Learning is shared through creative, playful and real-life contexts and reflected on through the language of learning. We promote personalisation and choice to enable learners to share their skills in different ways and follow their own interests. Our curriculum takes account of learners' entitlements, offering a wide range of exciting experiences and opportunities across early, first and second levels.

Active involvement in the school community is valued and wider achievements are celebrated and built on. We strive for our pupils to be learners for life, equipped with the skills to make a real difference in the world around them at local, national and global levels, and to be the best person they can be.

Our Values are:

Skills for life - what you can do is worth the same as what I can do

Perseverance - we are ready to try, try and try again

Empowerment - we can make a difference

Equality - we just budge up

Achievement - be your best you

Community - the heart of Crown

Pupil Voice: what is working well in our school?

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

- We learn lots of new things, we do this in a fun way and we share what we are learning with our families
- We are caring, our teachers are caring and we feel safe
- We work together as a community
- We have lots of clubs that we can attend
- We learn outdoors

This was ascertained through a comprehensive programme of whole school learning based around the "Right of the Month" and a collection of children's work on this was displayed in school throughout the year.

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:

- Making sure everyone is included and happy
- We need really good resources like glue sticks, whiteboard pens and new basketball hoops
- Use digital tools like Kahoot so we can test what we have learned each week (P7)
- More science
- Tighten up some rules to keep everyone safe, and give us more choices in other things like songs for our discos

This was ascertained through pupil-led surveys conducted by our Young Leaders of Learning and will form the basis for their leadership role in the new session.

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: Health and wellbeing post-Covid 19

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: All pupils will be supported to build strong relationships with staff and peers, build resilience and resolve issues.

All pupils will be able to talk about their rights and the rights of others, supported by regular explicit teaching and through regular review of Class Charters.

Nurturing approaches will be developed with small groups of pupils to support them when they have become dysregulated and enable them to return to learning in a safe and timeous way.

Progress and impact:

Our Right of the Month focus from January 22, including a whole class task and a home challenge enabled whole school engagement with feedback via whole school assemblies. We gathered learner voice on what works well in school, what they would envision for the school going forward and how our school fits into the local and Scottish context. This enabled us to set our school improvement priorities for 2022/23.

Our continued focus on Skills for Life in learner profiles and the explicit teaching of skills through whole class lessons enabled children to become more confident in using skills vocabulary and this is reflected in pupil profiles from P1 to P7.

We introduced a new whole school health and wellbeing resource, Jigsaw, to provide continuity in terms of themes, e.g. Celebrating Differences, Dreams and Goals, Healthy Me and we used our very successful stage-planning approach to embed this, as evidenced in the learning overviews and Big Learning posts on each class blog throughout the year.

We built on our offer of nurture groups throughout the session for a number of children, utilising our Pupil Equity Fund to do so. We offered Art Therapy to a small group of P6/ P7

children in partnership with Moray Firth Radio Cash for Kids and Wee Artists. We successfully piloted 2 different Clarity Walks sessions: one based in the community woodlands and one based in our playground, with small groups of P5/ P6 children. These small groups enabled children to mindfully focus on one activity for extended periods of time and all children reported that they felt more ready to learn when they returned to the classroom as a result.

Next steps:

We plan to use GL PASS assessments across P2 to P7 to establish a baseline for wellbeing and engagement levels and this will inform our wellbeing programme for the year. Clarity Walks sessions will continue to be run, using the community format, and will target those learners who we support through the Pupil Equity Fund in order to build confidence, resilience and social skills. Our Nurture groups offer will be expanded to run twice a week in 22/23, utilising our new community hub facility in the former nursery building.

Improvement Project 2: Recovery of learning, teaching and assessment

Primary focus: School and ELC Leadership

Year of Project: 1

Purpose: Building in wider curriculum elements including skills pathway, whole school IDL, play pedagogy, digital skills and outdoor learning contexts, developed with staff in consultation with children and families

Review our offer for family engagement and develop our approaches to family learning. Build back the Annual Entitlements for each year group wherever possible.

Continue to embed our Skills Progression across the nursery and school in a way that is sustainable and holistic.

Continue to build community and leadership at all levels in order to maintain high levels of emotional wellbeing by rebuilding roles for House Captains, Play Leaders, lunchtime club leaders.

Progress and impact: We expanded our wider curriculum offer throughout the session through a diverse range of leadership opportunities in the upper stages and an increasing number of after-school clubs for all ages. By the end of the session we had 6 clubs available to P4-7 and 2 for the infant stages.

House Captains and Vice Captains were re-established and these learners led our whole-school work on Right of the Month and ran a number of events throughout the year. All our P7 learners trained as Play Leaders with our Active Schools Co-ordinator (ASC) or as Lunchtime Club Leaders and ran a number of successful clubs including playground games for P1-3, art and dance clubs for P1-7 and coding club for P5-7.

We appointed a Young Leaders of Learning (YLoL) group with learners from P4 to P7 who began to gather learner voice in line with Education Scotland's document How Good is OUR School? They received training alongside a number of schools in Highland and we were partnered with another primary school in Inverness in order to take this empowerment work forward in 2022-23.

We worked alongside our ASC to provide a comprehensive range of after-school clubs including shinty, karate, hockey, running/ orienteering, football, netball. Some of our children in P1-4 took part in the Baillie Cups sports event at Bught Park stadium, retaining the Baillie Cup for medium size schools, and some of our P5-7 children took part in the Inter School Sports event at the same venue.

Our whole school IDL plans were embedded as the year progressed, with opportunities for sharing learning with home being built in. Our collegiate/stage approach to planning ensuring a consistent approach and coverage of the benchmarks.

All our learners in P4-7 are now using digital profiles, having had a strong focus on digital skills in term 1 to enable this. Many of our learners from ELC to P7 regularly add wider achievements into their profiles, although it has been identified that our P2 and P3 learners need more support with this. We added return slips to our Learner Profiles to enable parents and carers to give feedback and gather their views on other aspects of school life and this enabled us to plan further improvements for 2022/23.

From term 2 onwards we strengthened our family learning offer based on feedback from our Parent Engagement Survey in August 2021 and we reviewed this with a further survey in May 2022. We asked how parents and carers want to be involved in school and which aspects they were keen to be more involved in. We ran literacy, HWB and digital safety workshops for parents and created a new Parent Engagement space on the school blog. We shared a variety of leaflets and blog posts on family learning, literacy, Jigsaw, learning conversation starters, financial support, ESOL activities and optional Right of the Month Home Learning Tasks. We provided our first open afternoon for 2 years in term 4, which was attended by most families, and we ran two sets of online parent appointments, one with a wellbeing focus and one with an attainment focus following written reports in term 3. We have made very good progress in this priority area, with most parents reporting in our most recent survey that they feel well informed. Of those who attended workshops throughout the session, almost all reported gaining a deeper understanding of the subject at hand and feeling more involved in the school as a result.

Next steps:

Having reflected on the need to empower our learners to understand and campaign for change on major world and national issues such as climate change and the cost of living crisis, we will review our Vision, Values and Aims to ensure that our learners are equipped with the skills to uphold their own rights as well as the rights of others across the globe.

We will build on our very successful leadership and empowerment programme by creating new committees which will enable our learners to lead on a number of key areas: learner voice, rights in the wider context (based in UNCRC and the Global Goals), sustainability, digital skills and road safety.

We will review our Annual Entitlements and Curriculum Overviews across ELC and P1-7 to ensure equity of opportunity throughout the learner journey from Early Level onwards.

We will continue to gather information on wider achievements, identifying learners who have fewer opportunities and identify ways in which we can plug these gaps.

We will develop a 3 year strategy to enhance parent engagement and family learning, with a view to creating more opportunities for parents to be directly involved in the life of the school.

We will continue to develop our Skills pathway to ensure that we maintain explicit teaching of the language of skills and enable our learners to make links across the curriculum. We will continue to re-establish links within the local community, including local businesses, charities and re-establishing our intergenerational work with local care homes and hospices where possible. We will map the partnerships we establish/ re-establish and we will make explicit links to our Developing the Young Workforce in order to inform our next steps with this pathway.

Improvement Project 3: Attainment in session 21/22

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: CfE data from 2020-21 demonstrated that as a school, writing and numeracy were the main core academic areas for improvement, with an additional requirement to address attainment in reading at early level.

Progress and impact:

Literacy: Our analysis of tracking data from term 2 onwards, including from teacher professional judgements and P4 SNSA data, indicated a need to focus on grammar (technical) skills across the middle and upper stages, and a need for more sustained writing in the upper stages. All staff in P1-P7 undertook training in Talk for Writing and worked on a revised progression for grammar, and all teaching staff reported an increase in learners' confidence in planning for and completing writing activities, measured through formative and summative assessment.

Our recovery teachers worked with small, targeted groups across the school on reading and writing in collaboration with class teachers. Our PEF funded PSA time was used to support small groups in all classes except P4, P6, P6/7 and progress tracked by teachers. Almost all our learners in these groups made progress and a few received alternative support through nurture provision and life skills.

In June 2022 we reported an increase in reading attainment across P1, P4 and P7 of 9% on the previous year. We saw an increase of 2% in writing attainment across the same span but with significant increases in P1-3 (22%). We expect that our grammar progression and increased continuity in the teaching and assessment of writing will see further increases in writing attainment in 2022-23.

Numeracy: Our analysis of tracking data from term 2 onwards indicated a need to focus on numeracy in CfE Early Level and at the beginning of CfE First Level. An assessment tool was created to track and monitor progress across the maths early level curriculum and this enabled us to identify that money, shape and the language of maths were areas in which targeted intervention was needed. The tool also resulted in greater confidence in identifying achievement of a level at the end of P1.

In June 2022 we reported an increase of 8% in numeracy attainment across P1, P4 and P7.

Next steps:

We have developed an ASG-wide SIP Priority for attainment in literacy and numeracy in 2022-23. We will work closely with the other ELCs and primary schools in Millburn ASG to moderate our planning, teaching and assessment of literacy and numeracy, supported by our Collaborative Lead Officer and our teacher who has received training from Education Scotland on Quality Assurance and Moderation ensuring that our teachers.

We will track and review the impact of our planned interventions on grammar and our P1 and P2 teachers will use the new numeracy assessment tool to plan effective intervention activities and track progress in numeracy. Our P1 teachers will work in collaboration with the ELC team to support the maths early level curriculum and to identify play based learning opportunities to support areas which require the greatest consolidation.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator

School self-evaluation

Leadership of Change **1.3** Good

2.3 Good
Learning, teaching and assessment

3.1 Very good
Ensuring wellbeing, equality and inclusion

3.2 Good
Raising attainment and achievement

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

Theme 3 Good
Our school and community

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