

# Standards and Quality Report

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2021/22

**Croy Primary School and ELC**  
HIGHLAND COUNCIL | DARLCROY ROAD, CROY IV2 5PG

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

*Croy is a growing village and the school continues to attract more and more pupils. Our building and staff numbers are expanding quickly, bringing an ever-changing dynamic for us to manage. Maintaining an informal and approachable feel is important to us as we go forward. There are a diverse range of families in our school, a variety of children living in differing conditions, homes etc. Some have a wide range of opportunities whereas others do not.*

*We welcomed lots of new staff this session which is exciting and offers us new ideas and skills but maintaining momentum on school improvement strands is then more difficult. Staff are keen to drive forward writing and moderate teaching and judgements.*

*Our ELC is full and staff in ELC are using responsive planning to support our youngest learners.*

### Our School Vision, Values and Aims

**Our school vision: To create a safe, ambitious and inclusive learning community where everyone is valued, interests are nurtured and achievements are celebrated.**

**Our school values Learning, Happiness, respect and Pride**

**Our school aims:**

**\*provide a broad education to all of our children and ensure they reach their potential**

**\*equip our children with skills and qualities for a positive future**

**\*create a culture within our school that promotes respect for self, others and the environment**



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

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



### 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.



## 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

**Primary focus:** School and ELC improvement

**Year of Project:** 1

**Purpose:** *Improvement of staff, pupil and parent mental health through use of strategies to support wellbeing*

**Progress and impact:** Wellbeing Audit data

We asked pupils to assess their own wellbeing in Sept and April. Most reported a higher score in each SHANARRI indicator and for those who didn't, class teachers made these areas a priority in their approaches. We are developing a way to do this in ELC through more formal recording of emotional check in.

We reviewed parental engagement post Covid in order to plan opportunities for parents to become more involved in learning and school life. Feedback from parents who responded reported a positive impact from newsletters, parent afternoons and social media polls. Parents felt more comfortable in visiting the building post Covid and this impacted children and staff positively.

**Next steps:** Introduce Mental health Ambassadors

Revisit Work/ Life balance

Revisit meaningful home learning

Satisfactory progress has been made in this area.

### Improvement Project 2: recovery of Learning, teaching and Assessment

**Primary focus:** Curriculum and assessment

**Year of Project:** 2

**Purpose:** *To ensure pupil and staff wellbeing post Covid. Recovery of learning.*

**Progress and impact:** Reintroduced moderation cycle at appropriate pace e.g. class obs. Consistent approach across school, policies created to guide new staff in learning and teaching best practice.

Collegiate planning on Social Studies gave staff more confidence in planning using IDL planner and pedagogy. Most children reported feeling more engaged with social studies and felt they had more input into the planning and assessment. Focussed on play based learning at early Level with view to rolling out further up the school. Staff at Early level more confident in principles of planning from children's interests in a more responsive manner. Teachers were more confident using observations to inform planning for next steps.

**Next steps:** Continue to engage with the moderation cycle due to new staff being in post. Continue to develop play based approaches in classes P3-7.

Good Progress has been made in this area.

### Improvement Project 3: Attainment in session 2021

**Primary focus:** Performance Information

**Year of Project:** 2

**Purpose** Raising attainment and identifying gaps in learning

**Progress and impact:** Gathered literacy and numeracy data to inform planning and interventions. Children have been identified and planned interventions are taking place. PEF spend has been used to resource and support Numeracy and HWB interventions.

**Next steps: Continue to gather data and allocate more time to analysing the data and sharing it with school staff. ASG recovery teacher is no longer in post, however data was gathered and groupings were identified. Most children in these groups made appropriate progress.**

### **Improvement Project: 4**

**Primary focus:** Curriculum and assessment

**Year of Project:** 1

**Purpose:** *develop a consistent approach across the school*

**Progress and impact:** Introduced Active Maths resource to encourage play based learning across the school. All classes engaged with concrete and online materials and planning is now consistent. Continue to track children and levels achieved, identifying those below age and stage.

**Next steps:** Continue to track and monitor children and numeracy data using HNP diagnostics and active Maths assessment.

Use PEF spend to resource new approaches and training.

Good Progress has been made in this area.

### **Evaluation of Progress**

We believe we have made the following progress this session:

| <b>Quality Indicator</b>                          | <b>School self-evaluation</b> |
|---------------------------------------------------|-------------------------------|
| <b>Leadership of Change</b>                       | <b>1.3</b> Good               |
| <b>Learning, teaching and assessment</b>          | <b>2.3</b> Good               |
| <b>Ensuring wellbeing, equality and inclusion</b> | <b>3.1</b> 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:

|                                                    |           |
|----------------------------------------------------|-----------|
| <b>Theme 1</b><br><b>Our relationships</b>         | Very good |
| <b>Theme 2</b><br><b>Our learning and teaching</b> | Good      |
| <b>Theme 3</b><br><b>Our school and community</b>  | Good      |
| <b>Theme 4</b>                                     | Good      |

## **Our health and wellbeing**

**Theme 5** Satisfactory  
**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.**

## **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 or by contacting the school office.