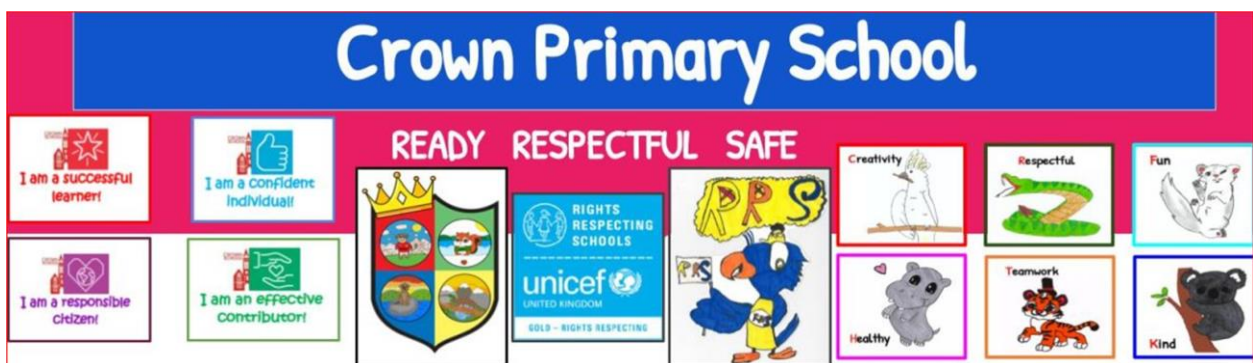


STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



Crown Primary and ELC
HIGHLAND COUNCIL | KINGSMILLS ROAD, INVERNESS, IV2 3JT

Creativity, Fun, Healthy, Kind, Respectful, Teamwork

Introduction: Local and National Context

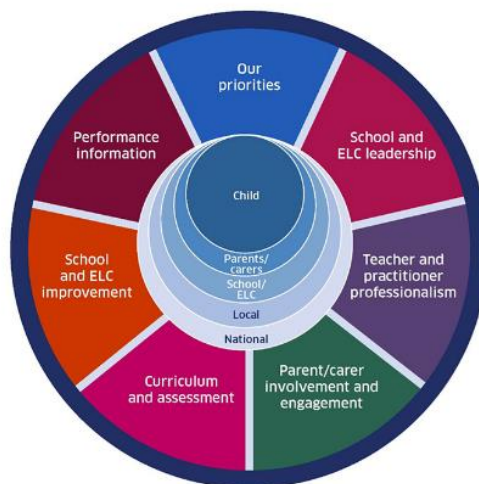
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. 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

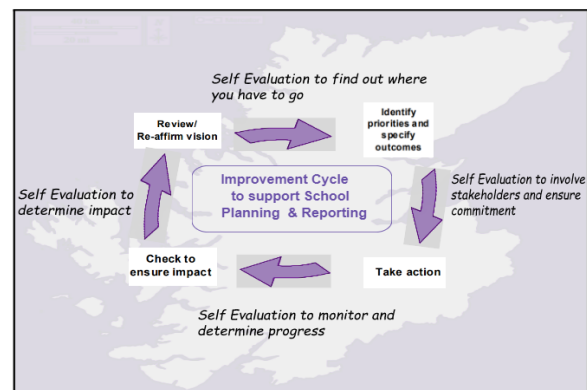
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Suzanne Dunbar
Head Teacher
Crown Primary 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 96%	Average Class Size 25.7 and 55 in ELC	Meeting PE Target Target Met
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Pupil Numbers 312	Teacher Numbers 12	Pupil Teacher Ratio 26:1
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N3 7%	N4 11%	P1 11%	P2 12%	P3 8%	P4 14%	P5 10%	P6 13%	P7 14%
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SIMD Q1¹ 2%	SIMD Q2 4%	SIMD Q3 1%	SIMD Q4 1%	SIMD Q5 5%	Unknown 1%
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ASN² 18%	No ASN 82%	FSM³ 4%	No FSM 96%	EAL⁴ 25%	No EAL 75%
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2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Majority

We have had no exclusions this year.

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 Achievement, Sustainability and Community 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:

Building on Achievement – analysis of tracking data to inform assessment and moderation of achievement across Millburn ASG

Purpose:

This project has been developed to achieve better consistency across Millburn ASG Primaries in terms of assessment, tracking and moderation of literacy, numeracy and health & wellbeing. Using a common tracking platform for gathering data and dashboard for analysis, teachers will identify areas of good practice and areas for development, moderate planning and assessment within year groups/ stages across the ASG and measure impact of changes.

Progress:

Content:

- ✓ A consistent TMR (Tracking, Moderation and Reporting) platform has been created across the ASG (Associated School Group).
- ✓ Teaching staff received training on how to navigate the new TMR, how to input data, and how to analyse the data.
- ✓ Class Teachers input current assessment data at the same point as ASG colleagues.
- ✓ The SMT (Senior Management Team) have termly meetings with Class Teachers to discuss the TMR.
- ✓ ELC staff and teaching staff have met together (Stage planning meetings, CAT sessions and Inset days) to look at the data – at their stage level, across the school and across the ASG.
- ✓ Standardised Assessments have been used to support teacher judgements – NSA at P1, P4 and P7; GL at P2, P3, P5, P6.

Impact:

- ✓ All teaching staff have been trained on how to use the TMR so that we have a consistent approach to collecting and recording data on progress and attainment for all pupils in the school throughout their school life.
- ✓ All teaching staff were trained on how to interpret the data and now have an increased understanding of how to use this data to support learners in their class.
- ✓ All teaching staff input the data at the same points in the session across the ASG to allow for meaningful and equitable dialogue across schools on areas of strength and areas for further improvement. These areas then formed the focus of future meetings and improvements, e.g. gaps in mathematical knowledge at early level were addressed with a more specific assessment tool which allowed tracking of concepts in more detail.

- ✓ SMT and all teaching staff have met formally on a termly basis, using the TMR as a focus for conversations on progress and attainment of all pupils. Interventions have been put in place for all pupils not making progress aligned to their age and stage and this has been monitored across the session.
- ✓ Class Teachers use the TMR during stage planning meetings to meet the needs of individuals within the class, working collegiately to plan and assess and to engage in professional dialogue to moderate and track learning effectively and consistently.
- ✓ When meeting with parents and carers, teaching staff can use the TMR to illustrate more clearly the progress made across the year.
- ✓ Very good progress has been made in this area.

Next steps:

- The ASG will continue to track pupil progress and attainment in this way, with consistent tracking and assessment points across the session to allow for more collegiate working across the ASG.
- Information to be shared with parents about the totality of the curriculum and how we assess.

Building on Sustainability – sustainability across the curriculum – rights, pedagogy and learner voice

Purpose:

During 2021/22 our school community focussed on building certain elements of the curriculum back into the annual entitlements for each year group. This year we will continue to embed these elements into our curriculum offer and build in additional elements to reflect the need to embed learning about and through the UNCRC as well as learning for sustainability. We will review our school Vision, Values and Aims ensuring that all stakeholders have been consulted and that our next steps as a school are truly pupil led.

Progress:

Content:

- ✓ All stakeholders were consulted on our school values.
- ✓ Rights and Skills are embedded across the school. These are visible in learning across the school, learning displays and are a prominent part of whole school assemblies.
- ✓ Pupil voice groups have been established.
- ✓ Leadership and empowerment opportunities have been developed.
- ✓ Teaching Sprints (a methodology for sustainable improvement in practice) have been trialled with teaching staff.

Impact:

- ✓ We have new school values as agreed by our stakeholders to reflect what they feel is most important for Crown Primary and ELC. These are prominent across the school.
- ✓ The Right of the Month (linked to the Global Goals) and Skill of the Month focus across the school has led to the embedding of these aspects and most pupils can talk about these in relation to their learning.
- ✓ Pupil voice groups have been established in P6 and P7 and these pupils lead on ECO, Digital, Rights, School Council and JRSO, sharing information at assemblies and leading improvements across the school.
- ✓ Pupils have been empowered and a selection of P5 pupils now volunteer to support P1 and P2 pupils coming into school in the morning, which has ensured that our younger learners feel safe and happy going into the school and are more ready for learning. P6 and P7 pupils volunteered to support a parent to reinstate the school library to benefit all classes. Both groups of pupils are now part of the High Life Highland Leadership Programme.
- ✓ P7/P1 take part in a yearlong programme of transition buddying events which started in P6/ELC. These sessions have developed leadership skills in most senior pupils and supported learning for both year groups, building confidence, pupil well-being and a sense of community.
- ✓ In addition to transition buddying, pupils in other class groups volunteer to support our younger learners in literacy (reading and spelling) which has seen an improvement in confidence and attainment.
- ✓ All teaching staff have used the Teaching Sprint methodology to focus on improvement in practice, working with a colleague to prepare, sprint and review an aspect of learning and teaching. This has given a whole school focus

and improvements in using questioning, pupil understanding of how to be successful and use of spaces for learning. Class Teachers have been empowered to identify areas for personal improvement which impact most learners.

- ✓ Good progress has been made in this area.

Next steps:

- To extend pupil voice groups across the school so that all ages/stages are fairly represented.
- Continue the buddying system for pupils and staff to lead to further improvements.
- Review the school vision and aims.

School Priority:

Building on Community – enhancing our community – parent/family partnerships, DYW and local business partnerships, community partnerships

Purpose:

This project has been developed to embed a 3 year strategy for increasing parental and family engagement, develop an understanding of how parental engagement can positively impact pupil attainment and build sustainable relationships with the parent community and beyond. We will rebuild our skills/ DYW, business and community partnerships to pre-Covid levels and involve our stakeholders in developing these partnerships further.

Progress:

Content:

- ✓ Parents have been consulted through online surveys.
- ✓ A calendar of events is shared through the newsletter.
- ✓ Family Learning sessions have taken place.
- ✓ Partnerships with local charities have continued and partnerships with care homes has been re-established.

Impact:

- ✓ Parents have been asked for their thoughts and opinions and these have been used to inform parent support throughout the session and to plan for next session.
- ✓ Open afternoons (Primary) and Stay, Play and Learn sessions (ELC) have been very well attended across the school and allowed pupils to share their learning with their families. Parents have a better awareness of the learning in school, with the majority of parents stating that they receive regular and helpful feedback about their child's learning and most families stating that the school organises opportunities for families to learn together. We need further input to support parents in understanding the totality of the curriculum, with less than half of parents commenting that they do not understand how learning is assessed.
- ✓ Parent helpers have resumed, with parents supporting learning in classes, developing spaces and running after school clubs. This has allowed increased opportunities for pupils to develop their skills and knowledge and for parents to be part of the learning process.
- ✓ Parents have supported the learning of skills through developing the young workforce lessons at the second level where parents and local companies shared their own jobs and engaged pupils in conversations about life beyond school.
- ✓ Partnerships with local care homes have been re-established but this requires more planned learning to embed.

Next steps:

- Parent session on the totality of the curriculum to support families in understanding the curriculum and how it is assessed.
- Continue to develop partnerships with local community groups and businesses.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Identified pupils in Primary 6 and 7 attended a six-week block with Clarity Walks to help improve self-esteem, confidence, physical health and mental health. The sessions were well attended and for most pupils, the teacher could see the impact of these sessions with teachers reporting that pupils were more willing to give things a go, were more open in sharing their ideas and feelings and applied themselves to their learning more consistently.

Where staffing has allowed, targeted intervention groups for pupils needing additional input in literacy and numeracy have been organised. Where this has been consistent, we have seen progress in attainment for almost all pupils in literacy and most in numeracy, with the majority of pupils making considerable progress and reducing the gap.

Wider achievements

Coileanaidhean nas fharsainghe

- ✓ Participation in sporting events – McRobert Cup, Baillie Cup, Inter-school sports, Millburn Cup, Shinty, Netball, Baxters 5K,
- ✓ Carol singing – Eastgate Centre, Victorian Market, Nursing Home
- ✓ Competitions - National Book Token design, Royal Highland Show sheep design, Highland Hospice daffodil colouring, Spirit of the Highlands Time Capsule
- ✓ High Life Highland Volunteering scheme – playground leaders, library helpers
- ✓ Fundraising – Highland Hospice, Maggies Highland, Mikey's Line, Sponsored walk
- ✓ John Muir Award (P6-7)
- ✓ Shows and performances – Bamboozled (P6-7), Alice in Wonderland (P4-5)
- ✓ Class visits – UHI Newton Rooms, Aulltnaskiach Dell, Loch Eil, Pizza Express, Eden Court, Inverness Museum and Art Gallery, swimming lessons (P5-7),
- ✓ Visitors to school – Nicola Benedetti Foundation, Millburn Academy staff, Chinese Highland and Moray Association, Bank (MyBnk),

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 newsletters/blog posts.

Comments from learners, families, stakeholders and staff

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

- 97.4% of parents and 97.1% of pupils feel that staff treat their child/them fairly and with respect.
- 97.4% of parents and 88.2% of pupils feel that staff help their child/them to become more confident.
- 89.5% of parents feel that staff know their child as an individual and 89.1% of pupils feel that they have someone in school they can talk to when they are upset or worried.
- 97.4% of parents feel that their child has received the help they need to do well and 96.1% of pupils feel that staff help them to understand how they are progressing in their schoolwork. 94.1% of pupils feel that staff encourage them to be the best they can be.
- 71% of parents feel that they receive helpful, regular feedback about how their child is learning and developing and 73.7% of parents feel that they understand how their child's progress is assessed. 86.9% of parents feel the school gives them advice on how to support their child's learning at home.

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	SECONDARY
QI 1.3 Leadership of change	Good	Good	Choose an item.
QI 2.3 Learning, teaching and assessment	Satisfactory	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Satisfactory	Good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Very good	Choose an item.

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

With a full management team and continuity of teaching staff, we are confident that we can make continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- The ASG will continue to track pupil progress and attainment in this way, with consistent tracking and assessment points across the session to allow for more collegiate working across the ASG.
- Information to be shared with parents about the totality of the curriculum and how we assess.
- To extend pupil voice groups across the school so that all ages/stages are fairly represented.
- Continue the buddying system for pupils and staff to lead to further improvements.
- Review the school vision and aims.
- Parent session on the totality of the curriculum to support families in understanding the curriculum and how it is assessed.
- Continue to develop partnerships with local community groups and businesses.
- Developing a listening and talking progression across the school
- Building resilience in our learners so that they have effective support strategies to deal with challenges

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 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.