



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2024-2025**

## Crown Primary School



## Introduction: Local and National Context

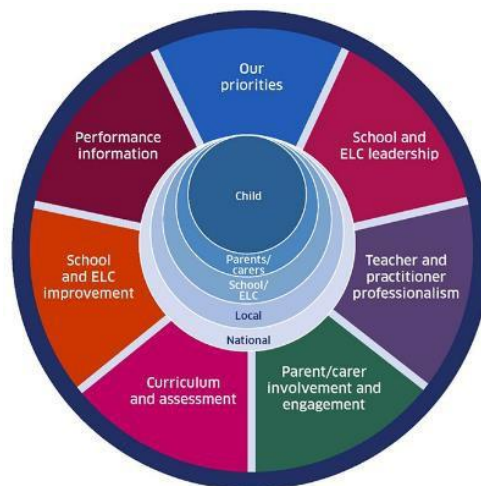
### Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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?*<sup>4</sup> 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%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. 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

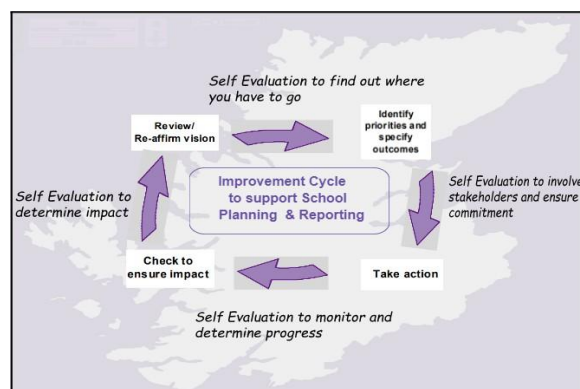
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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-àigridh daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Miriam MacDonald  
Headteacher  
Crown Primary School

## School Profile

### Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). 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.

<b>Attendance</b> 93.9%	<b>Average Class Size</b> 26.3	<b>Meeting PE Target</b> Target Met
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<b>Pupil Numbers (inc nursery)</b> 253 (+48 nursery)	<b>Teacher Numbers</b> 10	<b>Pupil Teacher Ratio</b> 23.7
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<b>N3</b> 5%	<b>N4</b> 13%	<b>P1</b> 9%	<b>P2</b> 12%	<b>P3</b> 12%	<b>P4</b> 9%	<b>P5</b> 14%	<b>P6</b> 11%	<b>P7</b> 15%
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<b>SIMD Q1<sup>1</sup></b> 0-10%	<b>SIMD Q2</b> 0-10%	<b>SIMD Q3</b> 20-30%	<b>SIMD Q4</b> 40-50%	<b>SIMD Q5</b> 10-20%	<b>Unknown</b> 0-10%
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<b>ASN<sup>2</sup></b> 30-40%	<b>No ASN</b> 60-70%	<b>FSM<sup>3</sup></b> 6%	<b>No FSM</b> 94%	<b>EAL<sup>4</sup></b> 10-20%	<b>No EAL</b> 80-90%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b> Most	<b>Writing</b> Most	<b>Listening and talking</b> Almost all	<b>Numeracy</b> Most
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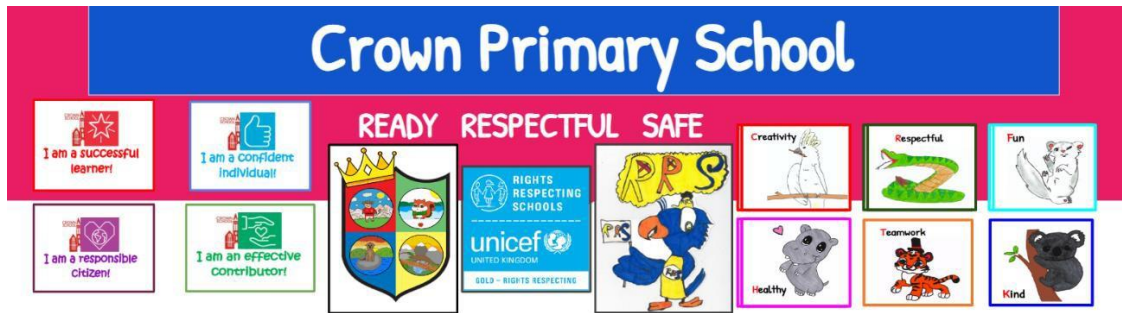
We have had no exclusions this year.

<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language



Our **Learning Community** is a vibrant, motivating, diverse, inclusive and supportive place to come together and learn.

We set ourselves 4 consistent expectations that everyone in our learning community strives to meet i.e. that everyone in our community feels **Ready, Respectful, Resilient** and **Safe** in our learning and in our relationships with each other.

We continue to build a **Community of Leaders** who lead with love, joy, creativity and perseverance. Crown is a place where everyone's opinions, unique skills and attributes are recognised and celebrated. We believe that **what you can do is worth the same as what I can do** and we call on each other to bring our skills together to make change and improvement happen for the better wherever we can.

We learn together as a community every term, with our **Changemakers** leading our school improvement through the **How Good Is OUR School framework**. We are aspirational for our children as future citizens giving them the tools they need to meet and change their current and future world with confidence. We learn about learning and have choice in deciding how we learn best. We speak the **Language of Learning** fluently.

When things don't go right, we work together to make them better through listening to each other.

We work together as a whole school community with the aim of empowering everyone to build the 4 Capacities of becoming **successful, confident, responsible** and **effective** in their learning and their lives.

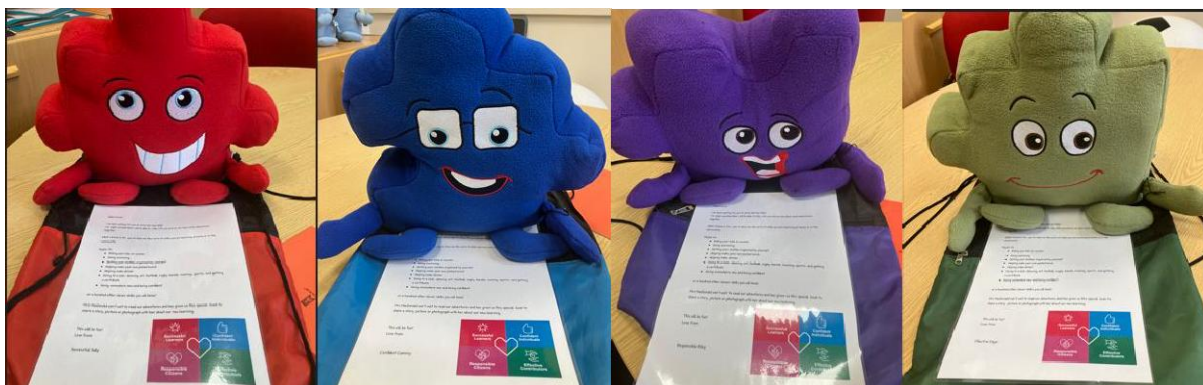
Our Capacities Characters below help us recognise these Capacities of Scotland's Curriculum in ourselves.

**Successful Sully**

**Confident Cammy**

**Responsible Riley**

**Effective Edgar**



Our school values underpin our aspirational vision for the experiences our pupils will have by learning through:

- Creativity
- Fun
- Health
- Kindness
- Respect
- Teamwork

Health, Creativity, Respect, Fun, Kindness, Teamwork

## Review of progress for session 2024-25

### 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:** Using the 4 Capacities to develop positive citizens of the future through resilience, respect, advocacy and understanding of self and others.

#### **Purpose:**

*As a school we identified a need to support learners to build skills in resilience and in showing respect to others and themselves. Lockdown had taken its toll and the legacy impact seemed to be on learning how to build and sustain successful relationships. Many pupils were struggling to relate consistently well to each other and to staff in respectful ways. When things went wrong, we needed to build pupil skills in reflecting, recovering and repairing relationships. We wanted the outcome to be motivated, respectful learners who know themselves as learners and leaders, strive for improvement and set themselves challenges.*

#### **Progress:**

- ✓ Weekly assembly messages across our P1-P7 learning community have been clear around resilience, relationships and respect. These messages are shared weekly on the school blog so that families know what has been discussed and can support messaging at home.
- ✓ Sharing explicit social skills, learning behaviours and leadership attributes allows learners to articulate their progress in these areas.
- ✓ Teaching staff share termly planning Learning Overviews on Google Classrooms so families can see the learning that will be taking place and can support at home.
- ✓ ELC staff share at least 2 Google classroom posts a week to share the learning taking place and demonstrate the children's current areas of interest so parents can build on this at home.
- ✓ Learner input to assemblies shows the language of learning, improvement and target setting is embedded across our learning community.
- ✓ Learner input to assemblies shows that the language of resilience, relationships and respect is embedded from P1-P7 and is emerging in ELC.
- ✓ With a clear focus on naming and embracing leadership skills, we have built a cohort of leaders across the learning community. Changemakers have used How Good is OUR School framework to self-evaluate across 4 of the themes. They have shared the evidence gathered with school and on the blog with the wider community.

#### **Impact:**

- ✓ 100% of parents agreed they knew the vision and aims of the school
- ✓ 80% of parents felt our school was part of the community
- ✓ 80% of parents feel the school has consistently high expectations for learners
- ✓ 70% of parents feel the school is inclusive
- ✓ All pupils in P1-P7 have weekly profiling opportunities where they reflect on their skills and successes.
- ✓ Families have termly opportunities to engage with their child and their profile.
- ✓ Respectful behaviour is experienced across the school (80%)
- ✓ Motivation to learn is experienced across the school (80%)
- ✓ Pupils are aware of the need to be better equipped to successfully navigate the ups and downs of everyday life- more resilient. (100%)
- ✓ Visitors regularly remark on the positive ethos and sense of inclusion and respect throughout our learning community.
- ✓ Almost all our learners know that it is important to be an advocate and identify incidents of bullying or racism so that change can happen.
- ✓ The language of consent and being appropriately assertive is embedded across the learning community. Almost all learners understand how to advocate for someone if they need it and how to assert their own needs.
- ✓ Buddies regularly share their leadership skills with P1 and ELC pupils, creating lasting friendships and a sense of safety for our littlest learners.

- ✓ In ELC learners share their areas of interest and help lead the next area of interest. They are starting to do this through Floorbooks and evidence of their ideas being taken forward their ideas are visible in the setting.
- ✓ Diversity Day every month focuses on diversity in our school and celebrates every individual as unique. We connect UNCRC Articles and Global Goals to these events so that awareness of inclusion, diversity, equalities and Learning for Sustainability is embedded across the year.
- ✓ Some pupils did not feel their learning had the same status as others. Digital Developers worked to establish our school as a Dyslexia-Friendly School. They have collaborated with a librarian to identify dyslexia-friendly novels and have created 5 crates of age/stage appropriate books for all pupils to use. With support from a parent and ASN teacher, they have achieved Dyslexia Scotland Changemaker status for our school on a national level.
- ✓ Maths Masters have established themselves as learning mentors for younger learners who find maths challenging to help build their learning status. They have created a positive attitude towards challenge through their positive and supportive relationships.
- ✓ Parents tell us our messages around anti-bullying and equality will help pupils keep themselves safe in the future.

Very good progress was made in this area.

#### Next steps:

- All pupils can name at least 4 attributes that are assets for both learning and wellbeing.
- Ensure robust target setting/evaluation is an embedded part of the profiling process so everyone can see what has been achieved in incremental steps.
- Create opportunities for every learner to be part of a leadership project within their class/community, contributing to the life and ethos of the whole community.
- Create ways to introduce the Core Competencies of Scotland's Curriculum (***literacy, numeracy, health and wellbeing, creativity, digital literacy, careers education, financial education, learning for sustainability, social justice, entrepreneurship and political literacy***) into Crown's Curriculum Rationale.

## School Priority:

Working in partnership with our wider community to build secure understanding and progress in numeracy and maths

### Purpose:

*As a school, we did not have a consistent, shared understanding of each child's strengths and challenges in numeracy. After a number of years of inconsistent staffing, we did not have a secure, shared rationale and sense of purpose around numeracy learning, teaching and progress. We had a number of children who expressed levels of low confidence in approaching numeracy tasks. There were some practices we were following where the positive outcomes/impact were not clear to us.*

### Progress:

- ✓ We discussed how to embed numeracy in play sessions in ELC with Care Inspector, Numeracy Development Officer and Early Years Education Support Officer.
- ✓ We engaged pupil Changemaker group to help self-evaluate approaches to teaching and learning in numeracy.
- ✓ We identified learners with low numeracy confidence, sometimes described as "maths anxiety".
- ✓ We invited parents to help us understand what current understanding of our approaches were and any current barriers to success.
- ✓ We recorded staff confidence baselines in the consistency of teaching and learning in numeracy.
- ✓ We recorded staff confidence baselines in assessment and moderation of teaching and learning in numeracy.
- ✓ We established teacher-peer support and improvement pairs.
- ✓ We planned a cycle of improvement using Simon Breakspear's "Teaching Sprints" impact methodology.
- ✓ We engaged the support of Highland Council's Numeracy Development Officer (NDO).
- ✓ We strategically planned for NDO to deliver professional learning, share impactful resources for staff to trial and to model engaging teaching strategies in classrooms.
- ✓ We created a whole-school strategic approach to tracking the impact of "Impactful Interventions" and trained Pupil Support Assistants to support these whenever capacity allowed.
- ✓ We supported learners to identify their numeracy learning progress and next steps every week in profiling activities.
- ✓ We engaged with ASG HTs to plan consistent approaches to timing of national assessments.
- ✓ We identified termly skills through introduction of whole-school IDL experiences and pupils reflected on how each of these skills supported

### Impact:

- ✓ Staff in ELC have had training in Floorbooks to further develop the promotion of the language of numeracy and related skills across the setting.
- ✓ Changemakers created self-evaluation questionnaires for learners to complete around their experiences in teaching and learning. Outcomes were shared with learners and with our wider community on the blog.
- ✓ Maths Masters group were created for pupils with maths anxiety. Additional Support for Learning teacher supported this group to improve their own understanding of numeracy strategies. They went on to identify and support Mini Masters- younger learners who also find numeracy challenging. This built learning esteem and status for all.
- ✓ Parents were able to share challenges in numeracy shared by our learners at home. This helped us implement change.
- ✓ All staff recorded significant impact from the professional learning experiences in numeracy this year.
- ✓ All peer improvement activity was based around practices in numeracy learning and all staff noted impact from these reflective observations.
- ✓ All teaching staff think that the "Teaching Sprints" approach has a significant impact on confidence to try emerging practices in numeracy teaching.
- ✓ Numeracy Development Officer spent professional learning sessions with class teachers and a separate one with Pupil Support Assistants. All noted increased understanding of practices in numeracy teaching and engaging and engaging resources.
- ✓ Teachers and Pupil Support Assistants work together to identify pupils with gaps in

them to be more resilient when faced with challenges.

numeracy and plan “Impactful Interventions” to raise attainment in numeracy.

- ✓ “Impactful Intervention” resource trays for numeracy have been created for every class following the model we established for literacy interventions last year. Staff are confident these will have similar positive impact, to the literacy trays, on attainment outcomes.
- ✓ A teacher from Morrison’s Academy came to visit to discuss our approaches to curriculum and skills. Staff identified shared areas of numeracy which cause difficulty. They also moderated standards in attainment and many similarities were found.
- ✓ All teachers agree that our recently launched “Relentless Routines in Numeracy” strategy puts us in “a really good place” for a coherent and consistent approach to raising attainment in numeracy across the school.
- ✓ All teachers use the resources

Very good progress was made in this area.

#### **Next steps:**

- Further develop use of Floorbooks in ELC to embed opportunities to develop the language of numeracy through play experiences.
- Continue to embed baseline assessment practices across the year so progress can be tracked.
- Consistently involve pupils in evaluating progress against their numeracy targets set.
- Inform parents about plans for intervention focus for their child and how they can support at home.
- Continue to embed the emerging practices in Goal Free assessment approaches to ensure assessment is accessible to all pupils.
- Invite parents to Family Learning session around numeracy so they can ask questions and discuss approaches to help with support at home.
- Continue Maths Masters leadership approach to building numeracy confidence in pupils.
- Invite Maths Masters to share their skills with parents at Family Learning sessions.
- Further develop valid, varied and creative approaches to learning and assessing in numeracy and maths.

**School Priority:**

Working in partnership with our wider community, including ASG colleagues, to build technical skills, develop sustained effort and writer's craft in writing.

**Purpose:**

Teaching staff were not confident when assessing achievement of a level in writing and tended to "under-mark". We needed a focus on embedding a consistent approach to this. ASG staff had met during session 23/24 and were keen to build on this to further develop confidence.

**Progress:**

- ✓ Opportunity to enhance understanding of the moderation process for all teaching staff
- ✓ Built termly opportunities for culture of moderation practices to develop across the ASG
- ✓ Regular opportunities for professional dialogue to share understanding of levels within writing
- ✓ Professional dialogue around how we moderate accurately the "degree" of success within a level
- ✓ Increased confidence in teachers' assessment of writing
- ✓ Positive impact on achievement within writing levels
- ✓ Individualised pathways and interventions are available through Intentional Impact strategy
- ✓ Clarity around expected progress in phonics, spelling, grammar and technical skills
- ✓ Crown's "Relentless Routines in Literacy" has established really positive pace and challenge across the school and staff feedback is that "we are in a really good place" with regards to re-starting in August

**Impact:**

- ✓ Crown teaching staff have a clear understanding of procedures for moderation at Crown and the expectations of attainment of a level.
- ✓ Crown staff plan writing tasks together every week and have follow-up professional dialogue to moderate progress and achievement.
- ✓ Staff valued the opportunities to share practice and develop their understanding of achievement of a level with colleagues within the ASG
- ✓ Teaching staff have started to develop professional relationships across the ASG.
- ✓ All staff across ASG reflected that the professional relationships were of benefit and would like more planned opportunity for this to develop next session.
- ✓ Staff have begun to build a deeper, shared understanding of the criteria used across ASG to award progress through a level.
- ✓ All ASG staff recognised the need to be more "generous" when awarding levels as 100% achievement of benchmarks is not possible or required.
- ✓ On reflection, Crown staff feel we have a clear focus on progression and expectation within technical skills and collaborative planning supports development in writer's craft and across genres.
- ✓ All teaching staff are confident that how we teach writing at Crown is secure, embedded and having positive impact and this is backed up by our attainment and tracking data.

Very good progress was made in this area.

**Next steps:**

- Continue weekly and termly professional dialogue around planning and assessment in writing
- Continue using Relentless Routines in Literacy to ensure pace and challenge is appropriate for all
- Support Crown staff to take on leadership role in establishing ASG GClassrooms across stages next session to continue moderation dialogue and create sustainable standards/improvements

## **Progress and impact of Pupil Equity Fund**

### **Adhartas agus buaidh Maoin Cothromas Sgoilearan**

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Intentional Interventions for pupils needing additional input in literacy (phonics, sight vocabulary, word building, sentence production, reading comprehension, handwriting) to achieve a level were strategically organised and delivered by PSAs in collaboration with class teachers. As a result we have seen progress in attainment for all identified pupils with almost all pupils closing the gap.

## Wider achievements

### Coileanaidhean nas fharsainghe



- ✓ Monthly Diversity Day invites pupils to “Come dressed as your best self” and connects to a key theme around Diversity, Equity and Inclusion. Each Diversity Day is connected to specific Global Goals and UNCRC Articles.



- ✓ Maths Competition success for P6 pupils.
- ✓ We actively seek opportunities where generations can work together. Our ELC has regular visits to local nursing homes and groups of pupils go into the community Carol Singing.
- ✓ Community Carol Singing in Victorian Market in collaboration with Millburn Strings.
- ✓ School show performed by P4-P7.

- ✓ Our infant classes connected with residents in local nursing homes over Valentine’s Day through receiving letters, returning cards and going to visit the residents they connected with.



- ✓ P7s achieve National Outdoor Learning Award during residential trip to Alltnacriche

- ✓ Inclusive, weekly Running Club has around 70 members who enjoy keeping fit and competing.
- ✓ Participation in sporting events with many trophies won/retained- McRobert Cup, Baillie Cup, Inter-school sports, Millburn Cup, Shinty Competitions, Baxter’s 5K: 82 runners from Crown Community were joined by Olympian and former Crown pupil, Megan Keith!
- ✓ Entrepreneurship – Highland Hospice Summer Stalls, Dance-A-Thon, Christmas Fayre, Sponsored Run.
- ✓ Sports Leaders training through High Life Highland for P6s to encourage more games for younger pupils at break times.



- ✓ Digital Developers have led us to being one of the first schools in Highland to be accredited with Dyslexia Scotland’s Official Changemaker status.
- ✓ Pupils are awarded recognition for volunteering their time to coach younger pupils through High Life Highland Volunteering Scheme.
- ✓ Bikeability Scheme aimed at P7 pupils to support increased skills in cycling and to encourage more to cycle to school. Lots of parental support for this.
- ✓ Whole-school participation in “Mini-Marathon 25” completing 506 miles in total.





- ✓ Member of staff and her daughter created a stunning mural during their summer break.
- ✓ John Muir Award is undertaken by P6 and/or P7 pupils to build their Learning for Sustainability profile.
- ✓ Class visits to Newton Rooms at UHI support creativity in STEM skills.
- ✓ Activity Days supported financially by Parent Council mean that everyone can be included in fun experiences.



- ✓ We support several student volunteers from Millburn Academy
- ✓ Blythwood Shoebox appeal support led by pupils at Scripture Union Lunchtime Club
- ✓ P7 Leaders launched a Christmas Appeal to support Cash for Kids



- ✓ "Crown Jewels" our Pre-Loved Uniform Boutique supports our Learning for Sustainability curriculum. It also normalises and dignifies being actively conscious of The Cost of The School Day and reducing, reusing, recycling wherever possible to keep costs down for families.



- ✓ Swiss Teaching Students- 2 teachers from Switzerland came for 3 weeks to observe our practices in approaches to Learning and Teaching.
- ✓ Bring Your Sledge to School Day was "the best day at school- ever!"



- ✓ Crown was invited to Health and Wellbeing Conference hosted by Erskine Stewarts Melville School. Crown specifically commended for our creative approaches to Leadership and Curriculum.
- ✓ Crown approached by Morrison's Academy to host a professional learning visit for one of their teachers who is developing a skills-based curriculum experience. We shared our practice around the work of Daydream Believers and our skills-based curriculum as well as our innovative approaches to collaborative planning.



- ✓ Represented at local Indian Association Burns' Ceilidh by staff and pupils.

## Comments from learners, families, stakeholders and staff

Health, Creativity, Respect, Fun, Kindness, Teamwork

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

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*I wanted to say that I felt so welcome at Crown. Everyone was so welcoming – especially your secretarial staff who really were lovely. A happy smiley face at the start of the day. All the young people were very well behaved and very engaging. A pleasure to work with and credit to your school. **Visitor***

*My learning is not too challenging that I don't know how to do it, it's perfect that it's not too easy but not too hard. It's the right amount that I can learn from it. **Pupil***

*I think with the introduction of the fortnightly Social Skills and Learning Behaviours the children have become more aware of how they should behave and take more responsibility for their own learning. Giving children praise for their own achievements also helps children's attitudes and desire to learn and progress. **Teacher***

*Our experience with the Nursery and all the amazing staff there has been so good. **ELC parent***

*School is a safe place and everyone is safe there and on technology we (as in my class) are on the right tabs and don't go to others when we are not allowed to. **Pupil***

*With the introduction of intervention slots across the school, measures are being put into place to ensure pupils are getting the help they need. All staff work well together to ensure pupils needs are being met. **Pupil Support Assistant***

*Our son's transition into Crown at the start of P6, from the lovely ladies in the office, to the Janny, dinner ladies, PSA's, teaching staff, and HT all made him feel very welcome and very quickly everyone knew him by name. Crown School has a family feel to it, they 'see' each child and involve and engage them building self-confidence and growth as a pupil in the wider school. **Parent***

*We always let parents see shows and things we do in school and things like fayres we don't just let the school come we let others too! **Pupil***

*As a family we are preparing to move overseas and the support from Crown in that transition has been outstanding. From prompt and detailed responses to all queries, including liaising with the overseas school to facilitate in-school supervision of their entrance tests. We are extremely thankful for all their support of our son. **Parent***

*When I make a mistake it does not matter I get help if I need it. I gave high scores because I feel that our school is a happy, kind, respectful & safe school. I think the school is doing a good job and I am happy going in everyday. **Feedback from pupils***

*I've never seen so many kids hold doors open in any school ever and saw lots of lovely interaction with pupils of different ages playing and learning together. It was a great introduction to being a PSA at Crown - welcoming and supportive. **Pupil Support Assistant***

*Teaching staff are very responsive to children's interests & enquiries, supported by a very experienced and supportive management team. **Parent***

*I personally feel there is lots of opportunity to be involved already. School actively seeks parental input & parental voice. Feedback and opinions are always valued when shared with the school. **Parent***

*What a lovely afternoon in the class, sharing some of the activities and learning our children have been engaging with. Great excitement as usual! Thanks for organising. **Parent***

*I really enjoyed my days in Crown, such a welcoming feel and such enthusiastic and dedicated staff. The pupils were all very polite and chatty when I bumped into them and when I met the Maths Masters too! **Development Officer***

### **Feedback from parents on what we do well:**

Health, Creativity, Respect, Fun, Kindness, Teamwork

- *Create positive relationships.*
- *Know the pupils well.*
- *There is an enthusiastic and positive approach to learning as well as making the school experience more holistic than just 'book learning'*
- *Relationships and community atmosphere.*
- *Anti bullying and helping kids be able to keep themselves safe in the future and everyone is treated equal.*
- *Having a very positive and cohesive approach to every aspect of the whole school ethos and culture.*
- *Blog communication.*
- *Staff care for the children on an individual basis.*

#### **Sample of feedback from end of year reports:**

*"E has had a very, very happy P1 and we just wish that you could be her teachers throughout school!"*

*"A is always excited for school and is so enthusiastic when she tells us what she has learned that day"*

*"We are so grateful to you all at Crown for the impeccable service you provide."*

*"Your encouragement and care have helped H to thrive, and we truly appreciate all you have done."*

*"We are very happy with R's progress and the positive environment he's experiencing at school. We especially appreciate how the teachers have helped him develop his confidence and love of reading."*

#### **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:

	<b>ELC</b>	<b>PRIMARY</b>
<b>QI 1.3</b> Leadership of change	Good	Very good
<b>QI 2.3</b> Learning, teaching and assessment	Good	Very good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Very good	Very good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good	Very good

Our overall evaluation of our capacity for continuous improvement is:

***We are confident in our capacity for continuous improvement.***

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

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- **Inclusive Learning Practices-** deepening professional knowledge and practice in inclusive approaches to learning, in reading and numeracy in particular, to support increased esteem in learning.
- **A Sustainable and Dynamic Learning Community-** an audit of our curriculum entitlement to ensure it reflects the core competencies (*literacy, numeracy, health and wellbeing, creativity, digital literacy, careers education, financial education, learning for sustainability, social justice, entrepreneurship and political literacy*) of Scotland's Curriculum for Excellence.
- **Our Learning Environments-** developing core entitlements to more creative and self-directed learning opportunities across the year, in and out of the classroom.

## Planning ahead

### A' planadh air adhart

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Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://crownprimaryblog.wordpress.com/> or by contacting the school office.