



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Crown PRIMARY/ELC



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 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

Creativity, Teamwork, Kindness, Perseverance, Diversity

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.

Attendance 94.2%			Average Class Size 25			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 145 (+48 nursery)			Teacher Numbers 12			Pupil Teacher Ratio 20.5		
N3 22	N4 26	P1 12.4%	P2 12.8%	P3 11.6%	P4 16%	P5 16.8%	P6 11.6%	P7 18.1%
SIMD Q1 ¹ 0-10%		SIMD Q2 0-10%	SIMD Q2 30-40%		SIMD Q3 40-50%	SIMD Q5 10-20%		Unknown 0-10%
ASN ² 20-30%		No ASN 70-80%	FSM ³ 10-20%		No FSM 80-90%	EAL ⁴ 20-30%		No EAL 70-80%

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

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

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Reading	Writing	Listening and talking	Numeracy
Most	Most	Almost all	Most

We have had no exclusions this year.

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision

Our school is a diverse, creative, vibrant, motivating, inclusive and supportive place to learn. We value the skills we need for learning, life and work. We embrace the digital world we live in. We recognise each child as an individual with their own unique skills. We believe in equity and that “what you can do is worth the same as what I can do” and we celebrate everyone’s successes. We work together as a whole school community where our values and curriculum empower everyone to be successful learners, confident individuals, responsible citizens and effective contributors. We identify our strengths and look for ways to improve, supported by all members of our community.

Values

- Creativity – we use our imagination and think of new ideas
- Teamwork- we work together and help each other succeed
- Kindness – we care for others and treat everyone with respect
- Perseverance- we keep trying even when things are difficult
- Diversity- we celebrate our differences and make everyone feel welcome

Aims

- We strive for a learning community where everyone can be themselves and feel included.
- We support everybody to be ready, respectful and safe.
- We make best use of spaces, indoor and out, to enhance learners’ experiences.
- We are supported to take risks in our learning, developing resilience and expressing our thoughts and ideas.

Creativity, Teamwork, Kindness, Perseverance, Diversity



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 1: Inclusive Learning Practices- deepening professional knowledge and practice in inclusive approaches to learning.		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
- We are making good progress in this area, with all staff developing confidence in supporting pupils and ensuring inclusive practice. - Teaching staff and EYPs have been trained on using the CIRCLE resource and are developing confidence in implementing it within their classes. Teachers have used the circle participation scale for pupils in their class to target supports and strategies effectively for the individual. - All staff have been part of the creation of the new school inclusive practice policy and understand their role in ensuring we are an inclusive school. - We have well planned spaces across the school that pupils use for focused learning, calming, organising and alerting activities which support regulation and meeting sensory needs. - Pupils have supported communication, with symbols being used consistently across the school for those that need this. - Through consultation with the ASNT and external agencies, staff feel supported to ensure positive outcomes for their pupils.	Embed the Inclusive Practice Policy. Continue to implement the CIRCLE resource in classrooms to target individual needs.	Through Child Plan and IEP meetings, parents have noted that they feel supported in achieving positive outcomes for their child. They state that the school puts support in place, and school and home work well together to achieve success. 90.9% of parents feel that staff really know their child as an individual. 81.8% say that their child receives the help that they need to do well. 88.6% state that the school supports their child's emotional wellbeing. <i>"School very responsive to issues and clearly care a lot about the wellbeing of the children."</i> <i>"there are some excellent teaching and support staff at the school who know my child well, make him feel safe and treat him fairly and with respect"</i>

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Secondary school staff have attended Child Plan meetings for P7 pupils to ensure a smooth transition for all, and parents have appreciated this link, which has reassured them.		<i>“done fantastic work supporting and helping her discover strategies that will work for her both now & in the future.”</i>
Impact		
Teaching staff regularly speak to the ASN Teacher to discuss strategies and supports for individual children. Teachers are starting to use the circle observation scale to inform next steps for supporting individuals and implementing these through Form 1s. Parents feel supported and are involved in decision making about their child. All staff are clearer about their roles and responsibilities in inclusive practice which has allowed for a more consistent approach to supporting needs as they arise. Our learning spaces are used effectively to support all learners. Pupils who need additional support have these built in and that has meant that pupils are able to develop better self-regulation skills, and those moving to secondary education are less anxious about the move.		

School Priority 2: Tracking wider achievement in the core competencies of Scotland's Curriculum.		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
- We are making good progress within this area. - Teaching staff have engaged with the core competencies of Scotland's Curriculum. - Pupils in P4-7 use My World of Work profiling platform to track their big learning and development of skills. Pupils also record any wider achievements. Pupils in ELC-P3 use paper-based profiles. - Teaching staff respond proactively when pupils progress is not as expected. Impactful interventions are happening across the school, with teaching staff planning for this and sharing with parents. School volunteers support this,	Revisit skills development so that all pupils have the language and understanding. Full engagement with the outdoor learning progression document. Increase opportunities for learning in and with the community. Increase in learning that pupils recognise as suitably challenging and enjoyable. Increase learner involvement in goal-free approaches to assessment, in planning engaging,	77.2% of parents say that they receive helpful feedback about how their child is developing. 77.3% say that, if necessary, the school gives them advice on how to support their child's learning at home. 75% of parents understand how their child's learning is assessed. 86.3% say that school organises activities where the parent and child can learn together. <i>“Although I don't understand the whole school system and how</i>

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coming in regularly to focus on literacy and numeracy learning, alongside PSAs. • Most parents know what they can do to support their child's achievement of a level. • We had a good turnout of parents and carers at our family learning assemblies, where pupils were able to articulate their big learning. Our termly profiling parent afternoons have also been extremely well attended. • A working group has built a whole school progression for outdoor learning and staff across the school have begun to engage with this. • Individual achievements are celebrated through the pupil-led school newspaper and at assemblies. Assembly slides are shared each week so that the whole community can be informed about progress and success. • Group achievements are celebrated in digital classrooms, on school blog and through local press releases.	whole class learning contexts and self-directed learning opportunities.	<i>children are being assessed, I do believe we get the interventions and updates that we as parents need."</i> 90.9% of parents are satisfied with the quality of learning and teaching. 90.9% of parents feel the school is well led and managed. 86.4% of parents are satisfied overall with the school. <i>"Leadership appears strong and there is a clear presence from senior leadership in person and in communications. The ethos of the school is good."</i>
Impact		
Parents have a clearer idea of where their child is in their learning and how they can support at home. Those who have engaged with the intervention packs are seeing more academic progress. Pupils are able to talk about their learning and share this with their families. They know what they have been learning and where their strengths lie. The majority of pupils are aware of the skills needed for life, learning and work. Almost all of P4-7 are using the new World of Work platform to record their big learning which can be shared with parents and carers.		

School Priority 3: Develop status as a Dyslexia Changemaker Reading School		
School Improvement Plan Priority 3		
Summary of progress and impact	Next steps	Stakeholder Views
• We have made good progress with this. • We have a higher engagement in reading for pleasure across the school, with many pupils in P4-7 opting to read the new dyslexia friendly texts. • We have shared the “Mirrors and Windows” book boxes with classes to support equality and inclusion. • Through school fundraising, a new reading scheme has been brought in for P1-3. This has been book banded with existing schemes and has replaced the ORT. Staff attended training on this new resource and have started to embed it within their teaching and learning. These books are phonics based rather than sight words, so pupils are having to engage their phonic knowledge to read them. • The Barrier Breakers pupil voice group meet weekly with the ASNT. They take the lead with the dyslexia friendly books and ensure the classes have a range of texts throughout the year. • From the commission made at the Scholastic Book Fair, we were able to update some P4-7 reading texts. This has	• All classes and ELC to engage with local library on a termly basis. • Embed the new reading resources into practice and track impact through learner progress. • Evaluate how our class and whole-school library reading selections on offer reflect our children’s communities and cultures. Pupils and parents to help choose new titles following the “Mirrors and Windows” model.	Parents of pupils in P1-3 have expressed how much better the new reading scheme books are, with interest level increasing at home.

helped engagement at the upper end of the school. • More pupils feel represented in the texts we have bought in and there is equity of access, with pupils facing fewer barriers to reading. • The P5/6, P6/7 and P7 classes have led on a project to update and re-establish the use of the school library space. Barbara Henderson, a local author, was invited in to officially open the space. This was shared in the media. • P5/6, P6/7 and P7 have all visited the local library.		
Impact		
All pupils in P4-7 are enjoying the red book boxes which contain dyslexia friendly texts. Pupils are choosing these books consistently as books for pleasure. All of P1-3 are enjoying the new reading scheme texts, although there has been a small impact in the changeover of schemes as pupils need different skills to read them. We expect that the new books will help increase phonic skills and contribute to higher expected levels of attainment in literacy. With pupils now seeing themselves in the books they are picking up, there is a positive attitude towards reading across the school. We are making good progress in attaining the Reading Schools status.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intentional Interventions for pupils needing additional input in literacy (sight vocabulary, reading comprehension, handwriting) and numeracy (place value, addition and subtraction, times tables) to achieve a level were strategically organised and delivered by class teachers, PSAs and volunteers. As a result, we have seen progress in attainment for almost all identified pupils.

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Wider achievements

Coileanaidhean nas fharsainghe

Headteacher invited to National Strategic Group for “Opportunities for Personal Achievement” as part of the national Curriculum Improvement Cycle.

AMMF, the Cholangiocarcinoma Charity to show support for family in the community.

Blue for Diabetes Day to raise awareness and inclusion.

Local Senior Citizens from the community and nursing homes invited to Christmas Show and Tartan Tea Party

ELC visits to local Nursing Homes to build inter-generation relationships and compassion.

Singing in Victorian Market and Eastgate at Christmas to contribute to wider community spirit.

Termly School Newspaper created by pupils with identification of dyslexia. Editor has been recognised nationally for their influence and leadership.

Daydream Believers creative approaches to learning has developed critical thinking skills which features in the World Economic Forum top skills for 2030.

P1 and P7 regularly collaborate on developing technology skills.

Newton Rooms learning experiences.

Police Station visit for learning experiences.

Bellfield park tennis opportunity.

Caley Thistle football experience.

Chosen to be part of “No Scotland No Party” pre-World Cup musical tour.



Press and Journal feature during Year of Reading
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Parent Council supported Fun Days across the school.
£100 for pet food gathered for SSPCA by P3.
HLH Play Leaders, Dance Leaders and Showcase enjoy by parents.
Collaboration with school in East Renfrewshire on developing Outdoor Learning.
Show Racism the Red Card art competition entries displayed in WASPS gallery.

Cost of School Day fundraising and raising awareness by upper school classes:



Various pupils representing school at sporting events- cross country, Baillie Cup ,Festival of Running 5k, Millburn Cup, swimming, shinty, karate, McRobert Cup.

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Comments from learners, families, stakeholders and staff

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

"It is just incredible to see how much he has come on in such a short time and how amazing the teachers are to manage to teach all the children to read and write." P1 parent

"We have noted an improvement in pupil's reading at home and appreciate the specific feedback and focus on pupil's literacy through this year." P2 parent

"Pupil is always happy and excited to go into school every morning and seems to have gained confidence in her reading and writing ability this year." P2 parent

"She started at Crown this year and I was a bit worried about how she would cope changing school, especially changing to one in a different country. She has adapted really well and I believe the school and her teachers played a huge role in that. I believe Crown School has done a lot in building her confidence." P2 pupil

"The benefits of great teaching and support in class shine through." P2 pupil

"We feel that pupil has really come into his own over the past year, which undoubtedly stems from the teaching style, methods and support. Pupil enjoys all aspects of school and it's wonderful to know that he is reaching key milestones." P3 parent

"Some group activities had a very positive impact on her confidence. Especially drama lessons and Inverness Castle school trip are the ones she enjoyed a lot. She loves reading and improved her reading, spelling, vocabulary this year." P4 parent

"Pupil is very ambitious as his teacher has noticed. He is always trying his best. He loves Crown School." P5 parent

"He continues to enjoy school a lot." P6 parent

"We read the report and learner statement with delight. Many thanks to the teachers." P6

"Pupil has made brilliant progress with his social skills, numeracy and independence throughout P7 year." P7 parent

"It has been an amazing time at Primary. He has lovely memories to take with him for the rest of his life." P7 parent

"We value the teacher's kindness and teaching skills. We also appreciate the support of the PSAs." P7 parent

"The children at this school are so kind and respectful. They are really attentive listeners too." Teacher visiting from Switzerland

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“Thanks again for yesterday, what a lovely afternoon. The children are all extremely talented - and brave! I always wished I’d been encouraged to perform like that when I was at school.” Feedback from senior citizen at Tartan Tea Party

“It was so good to meet you on Friday morning and perform for your lovely school. It’s not often a Headteacher stays in while I perform and I can see the positive impact it makes for the children and staff.” Visit from children’s author

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
QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children’s progress	Good	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

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Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Evaluation of learning and teaching
- Evaluation of ethos and life of the school
- Building awareness of the Curriculum Improvement Cycle

Planning ahead

A' planadh air adhart

Full details of the school's 2026/27 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.

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