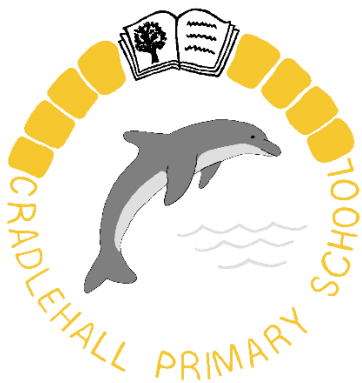




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Cradlehall 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?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%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. 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.

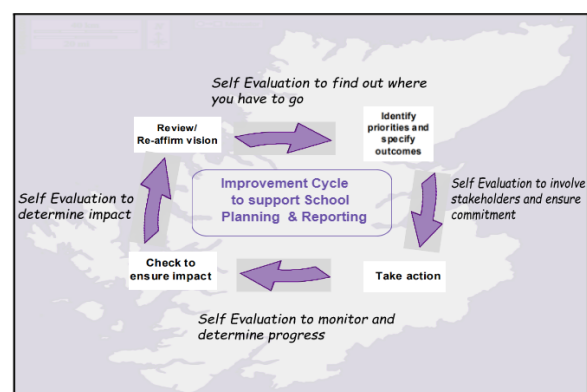
When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.

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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

*Vivienne Goodall
Head Teacher
Cradlehall Primary School*



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 93.3%	Average Class Size 25.9	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 259 (+31 nursery)	Teacher Numbers 10 Class Teachers (5 classes have staff sharing via flexible working arrangements) 2 CCR Teachers & 1 parttime ASL teacher	Pupil Teacher Ratio 20.2

N3 42%	N4 58%	P1 11.6%	P2 14.3%	P3 15.8%	P4 9.7%	P5 17.4%	P6 15.4%	P7 15.8%
SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q2 10-20%	SIMD Q3 60-70%	SIMD Q5 20-30%	Unknown 0-10%			
ASN² 20-30%	No ASN 70-80%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 0-10%	No EAL 90+%			

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Majority	Most	Most

We have had no exclusions this year.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Good progress	Good progress	Good progress	Good progress

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 Values & Vision Statement

At Cradlehall Primary everyone is included and respected as a valued member of the school community. All views are listened to and people are made to feel welcome, creating a sense of belonging. We foster a strong collective identity within the school while also recognising and celebrating diversity within and out with our community.

We learn in ways which develop both our independence and our ability to co-operate with others. Our knowledge, skills and attitudes are enhanced through a wide range of learning experiences which are relevant, challenging and fun.

Through our learning, we enhance and deepen our understanding of our individual and collective roles, together with our rights, as expressed in the UN Convention on the Rights of the Child, and our respect for the rights of others within our school, community, country and the wider world.

Our individual and collective achievements are celebrated within the whole school community and beyond.

We are committed to continually looking at our practice objectively and comprehensively with an eye to improving what we do.

We believe that the totality of our learning at Cradlehall Primary School should impact positively, not only on the *here and now*, but throughout our lives.

The Community of Cradlehall Primary School aims to:

- have a school in which children, parents/ carers, staff and the wider community can take pride.
- have a school where children are happy to attend and one where they feel included and valued as individuals.
- promote children's rights as set out in the UN Convention on the Rights of the Child
- build, through our positive and nurturing ethos, each child's self-confidence and self-esteem.
- help the children demonstrate respect, compassion and understanding towards others within the school, its community and the wider world.
- promote equity where each child is supported to achieve and attain their full potential, regardless of social or ethnic background, religious or other beliefs, gender or any additional support needs.
- help each child achieve their full potential by providing a full and enriched curriculum where each individual's progress is tracked and with every effort made to raise the attainment and achievement of all across the curriculum.
- work in partnership with parents, carers and other partners across the wider community in an open, friendly and positive way.
- provide effective, two-way communication between home and school.
- promote the importance and value of health and wellbeing for all across the curriculum.
- be proactive in developing global citizenship and learning for sustainability in all we do at school and in the wider community.
- promote learning and reflection among all members of staff in order to ensure we are able to provide the highest standards of learning experience for all within the school community.

February 2022

Next Review date August 2024

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:

Improving Learning and Teaching in Literacy

Purpose:

From our October 2022 Inspection and our ongoing self evaluation we had identified aspects of Literacy which required to be addressed. By developing our literacy pedagogy we will become more consistent in our judgements of a level, analysis of data, pace and challenge of learning and teaching literacy across the curriculum.

Progress:

Learning, Teaching & Assessment in writing has been further enhanced by all teaching staff reviewing and enhancing the writing process.

The moderation of writing continues and has been further enhanced by working as an ASG almost all staff participating in this in-service opportunity.

All levels of reading materials have had updated texts purchased to motivate reading across the school.

As a school continue to develop a shared language for assessment.

Improvement in handwriting across the school

Greater use of our outdoor environment to support learning and teaching

Impact:

All Teaching staff have continued to widen their knowledge of the writing process and all have piloted a variety of techniques to further engage and develop writing skills. Almost all children surveyed talked with enthusiasm and knowledge about where they were in writing and what they need to do improve. Almost all children in the focus groups were displaying progress either at or beyond their age and stage.

All classes now moderate writing on a termly basis and have had the opportunity to moderate with stage partners from across the ASG. This has ensured that all teaching staff have a shared understanding of the CfE benchmarks and the necessary skills and application required for children to attain a level.

Very good progress has been made in identifying texts to engage readers across the school. Focus groups of children have been involved in the selection of texts to ensure high interest and almost all children surveyed have found the new texts suitably challenging and engaging. Interventions such as *Hop On* and *Fresh Start* have had a significant impact on the attainment of targeted children who were not attaining at their age and stage. We have become a Reading School and all classes continue to promote a culture of reading for pleasure.

Good progress has been made with children and staff beginning to use evaluative language with understanding and results.

Very good progress has been made with improving handwriting. The sampling of work has shown that the majority of children have improved the written presentation of their work.

All classes ELC – P7 are engaging more with the outdoor environment to support learning. The

majority of classes have timetabled outdoor learning sessions.

Next steps:

- Use our knowledge and understanding of writing process to develop a progressive approach to the learning and teaching of writing within the school.
- Continue to develop our moderation skills across other curricular areas.
- Continue to invest in reading materials that support learning and teaching and reading for pleasure.
- Become accredited as a Reading School.
- Work with families to share and discuss the use of evaluative language to support learning.
- Continue to develop the use of the outdoor environment to support the teaching and learning of literacy.

School Priority:

Improving Learning and Teaching in Numeracy

Purpose:

From our October 2022 Inspection and our ongoing self evaluation we have identified aspects of numeracy which require to be addressed. Through the development of our numeracy and maths pedagogy we will become more consistent in our approaches to delivering numeracy and maths and the strategies and resources we use to deliver this curricular area.

Progress:

All staff have enhanced their teaching skills in numeracy and maths.

Almost all children have had more opportunities to apply their numeracy skills to real-life contexts.

All children have developed their digital skills in gathering, organising and displaying information, for example, through their use of databases at an age and stage appropriate level.

Most classes have made greater use of our outdoor environment to support learning and teaching.

Impact:

All classes are engaging with the Highland Numeracy teaching model of using materials, imaging materials and working only with numbers. All classes are also using the learning cycle, where knowledge provides the foundation for developing strategies, and use of strategies develops new knowledge. A number of staff of undertaken CPD opportunities to enhance their learning and teaching of numeracy.

Creating real life scenarios for the application of maths has become a more regular feature in all classes. This has impacted significantly on children's understanding and their ability to apply maths strategies in a variety of situations.

All classes have had a greater focus on the use of digital technologies to support information handling. This has resulted in the majority of children being more skilled in the use of ICT to gather, display and interpret information.

Most classes ELC – P7 are engaging more with the outdoor environment to support learning. The majority of classes have timetabled outdoor learning sessions.

Next steps:

- Continue to engage with new developments and support offered via the Highland Numeracy Support Officer.
- Continue to explore the use of digital technology to support the learning and teaching of Numeracy.
- Embed the use of new resources to support the learning and teaching of numeracy.
- Continue to develop the use of the outdoor environment to support the teaching and learning of numeracy.

Progress and impact of Pupil Equity Fund **Adhartas agus buaidh Maoin Cothromas Sgoilearan**

Intervention	Data summary against targets	Impact / progress summary	Intervention Resource allocation
<p>Nurture Provision to support learning via outdoor activities & learning projects.</p> <p>There will be an adaptable approach based on the needs of the children.</p> <ul style="list-style-type: none"> • Large group Activities (approx. 9 children)– at least once a week • Small group activities (See improving literacy and numeracy below) • Individual support (for those targeted) daily 	<p>8 children showed improved Boxall Profile Scores. 3 of these children were in P7, putting them in a better position for starting Secondary School.</p> <p>8 children were supported by combining Nurture with literacy support (Spelling/Fresh Start). See below.</p> <p>1 child was supported through CAMHS interventions. 1 child was supported through CSW and other agencies.</p>	<p>9 children were assessed using the Boxall Profile in November 2023 and again in June 2024. Of the 9 children, 5 showed a significant improvement in both their developmental and diagnostic profiles, 2 children showed a significant improvement in their developmental profile, which is the first area we work on, and one showed a significant improvement in the diagnostic profile (the developmental profile was already improved). This shows that all 8 children benefitted from Nurture support and made progress this session.</p> <p>One child did not make progress but has been diagnosed with ADHD and ASD and has been supported by the Child Health and Disability team. CHDT support has now ended for this child and we will be looking at ways to support through PEF next session.</p>	<p>Nurture Teacher 0.2 & PSA hours 21.25 p/w</p>
<p>Provision of (by invitation) breakfast club</p>	<p>3 children attended regularly and have improved attendance.</p>	<p>Breakfast club was attended regularly by 4 children. All 4 children now have attendance of over 90%. 2 invited children did not attend and their attendance remains a concern but there have been family circumstances which have contributed to this. We have discussed ways to support in 2024/25 at a Solution Focused Meeting.</p>	<p>Part of Nurture PSA hours (45 mins per day Mon-Fri)</p>
<p>Literacy Support P2/P3 Hop On – 4 x 30 mins weekly. P4/P5 Code X – 4 x 30 mins weekly P6/P7 Fresh Start – 3 x 45 mins weekly</p>	<p>6 PEF eligible children supported through P2-P5 Spelling groups.</p> <p>2 PEF eligible children supported through P6/7 Fresh Start Groups. 1 child progressed from 1*** to 2* 1 child progressed from 1*** to 2**</p>	<p>Due to limited PSA time instead of Hop On and Codex, we ran spelling/phonics support groups 3 times a week from P2 to P5. Class teachers reported that children are more able to 'have a go' at spelling and been more engaged. Impact will also be measured through the annual SWST administered at the start of the next school year with a view to modifying or continuing the support. The Literacy4All approach is also being used to track pupils. 8 children in P6 and P7 were supported through Fresh Start. All children made good progress with the P6 children all now working at 2* and 2 P7 children working at 2* and 2 P7</p>	<p>Part of Nurture PSA hours (10.5 hours)</p> <p>P2-P5 Groups 30 minutes 3x per week.</p> <p>P6 and P7 Groups 30 minutes 3x per week.</p>

		children working at 2**. Parents have contacted the school to say how much they feel their children have benefitted from this support.	
Targeted interventions for groups to support numeracy development. Early Level – 4 x 20 mins weekly First Level – 3 x 30 mins weekly Second Level – 3 x 30 mins weekly		A number of the children eligible for PEF support, experienced adverse experiences at home this session which affected their ability to regulate their behaviour in school. As a result, PSA support was directed to supporting these children and we did not have capacity to provide numeracy support.	
Support with school uniform subsidies for excursions to allow participation in the wider curriculum	2 x P1 2 x P2 2 x P3 2 x P4 3 x P6 6 x P7	All families who were in receipt of clothing grant or care experienced were offered the opportunity to have financial support with school events, cost of school trips including residential excursion in P6 & P7	15 families indicated that they would like to accept the offer of financial support throughout the year with 17 children benefitting from this

Wider achievements

Coileanaidhean nas fharsainghe



Once again it has been a busy year here at Cradlehall. The children have benefitted from visitors to their classes and visits out of school to enhance their learning these have included Fort George to support work on WW2, UHI to develop scientific knowledge, Abriachan to further investigate outdoor learning, Farm Ness to learn more about agriculture to name but a few! We have also had members of the Armed Forces, RNLI, Red Cross and NHS who have brought learning and the World of Work to life via their classroom inputs.

Our Pupil Council worked hard to support our School Improvement Plan in interviewing pupils about their views on reading, writing and numeracy. They worked with groups to find reading books to motivate, challenge and extend their learning. They also reviewed numeracy materials and agreed upon resources that would support their learning in this area.

Our work with reading for pleasure was further developed by our Reading Ambassadors who organised two book fairs, Scottish Book Week, World Poetry Day, World Book Day and a visit from Gary Erskine which all supports our work in being accredited as a reading school.

Our Eco Team have continued to recycle, recycle, recycle and the message is definitely getting out there with even more crisp packets, pens and sweetie wrappers being recycled not just by the school but the local community and beyond. They also used their first *made in school* compost to plant up some Autumn bulbs!



Rights Respecting Schools Ambassadors have continued to develop their and the school's understanding of the Rights of the Child and continue to make links with the Sustainable Development Goals.

Enterprise skills have been developed throughout the school in the sharing of learning by each class in our assemblies which included SHANARRI, Rainforests, Recycling and the Human Body. Enterprising skills were further expanded by P6 to P7 who fundraised for their residential excursion by taking on the

responsibility to organise Parents Night Raffles and a Christmas Fair. This was followed by the whole school organising a very successful Community Fete.



Our handmade Christmas cards and gifts were very well received by the lucky local residents while once again our ELC-P3 Nativity Bethlehem Bake Off was a standing room only event. To end the Christmas activities our P5-P7 Christmas Choir performed beautifully at Smithton Church.

Term 3 saw our P6/7 and P7 classes working with our drama teacher to create and perform the premier of a new play Burn's Returns with both performance and behind the scenes skills being enhanced. P3/4-P6 were not to be left out as they all participated in this year's

Inverness Music Festival. Judge's comments were all very positive with P6 awarded first prize in the verse speaking section with their rendition of *Yertel the Turtle*.

P2/3, P3 and P3/4 eagerly participated in Kodaly sessions while P4/5 and P5/6 were actively involved in working with Feis Rois to develop their musical talents.

Both our Euro and Rotary Quiz Teams represented the school very well at the respective competitions while two members of P6 came first and this in this year's Neil Gunn Writing Competition resulting in the school receiving *The Lydia Michael Trust Prize*. We also saw a P7 pupil invited to Aberdeen University to receive a silver award in this year's Scottish Mathematical Challenge.

Our athletics club had a bumper year of participants and members represented the school in cross country events and the Inter-School Sports. Our P1-P4 athletes came away from the Baillie Cup with the trophy for their section – the first time the school has been awarded this. We were also fortunate to work with our Active School's Co-ordinator who supported Young Leaders for our P7 pupils and organised a number of afterschool sporting events including dance and multi sports.



Our active Parent Council organised two discos, after school art club and a piano tutor to support the wider curriculum.



The majority of P6 participated in a two-night residential to Edinburgh enjoying and learning from a diverse range of activities including a forces workshop at the Museum of Flight and a visit to the International Climbing Arena. It was a first visit to Dalguise Outdoor Education Centre for our P7s and one that was met with great enthusiasm and for many stepping out of their comfort zone.

We look forward to 2024-2025 school year being just as action packed bringing learning to life.

Comments from learners, families, stakeholders and staff

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

This year in Nursery my child has really taken an interest in print. There are lots of signs that they are reading and they regularly surprise us with recognising letters when we read at home.

Early Level Pupil

My child has really become a reader. They love to read each evening whether it be their class reading book, school library book and they've even introduced the family to online reading materials!

Early Level Pupil

We are really enjoying the new reading books. The non-fiction is really interesting and we've learnt loads. The graphic novels are cool. I think we should have more of them.

First Level Pupil

I really enjoy writing. I know that I have to use different openers and more punctuation and I am trying hard to do this because these are my targets for this term. My teacher makes writing really fun and I feel more confident.

Second Level Pupil

I'm using the read&write app. I'm dyslexic and it helps me with my writing.

Second Level Pupil

I see a huge difference in my child's writing. Their spelling and handwriting have both improved. As a family we've really enjoyed and laughed at their story writing. Their self-assessment and the class teacher's assessment have really shown progress over the school year.

First Level Pupil

We love it when we go outside to learn. We go out every week and the weather doesn't stop us!
Second Level Focus Group

I feel much more confident using ICT to display and interpret information. The google classroom resources have made it easy and it's good when you get to work with a partner or in a small group.

Second Level Pupil

I've been using ICT games, songs and a multiplication square to help me become better with my times tables and division, I use these things and I know I am quicker at multiplying and dividing.

First Level Pupil

We have lots and lots of things to help us add and takeaway in our classroom. We know where they are and we can get them anytime we want.

Early Level Numeracy Focus Group

It's been interesting when our children show us all the different strategies to help them calculate. It's very different than when I was in school and in many ways, they are teaching me!

Parent

I think I've just about recovered from yesterday – but still keep getting teary-eyed thinking about the INCREDIBLE performance by the Cradlehall Team! My word, it was just absolutely amazing, not only all the incredible performances and speedy runs, but the team morale and cheering was through the roof! The relays in particular were I think on another level – amazing baton passes and flying colours at the finish by all six teams... I'm now teary again just writing about it haha!!

Parent commenting on our Baillie Cup Success

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.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

From our ongoing self evaluation we have identified aspects of Literacy and Numeracy which require to be embedded from the work carried out as part of our last year's Improvement Plan. By continuing to develop our pedagogy in these curricular areas we will continue to become more consistent in our judgements of a level, analysis of data, pace and challenge of learning and teaching, the strategies and resources we use to support pupil learning and raise attainment. Through our observations and self-evaluation we have also highlighted the need to revisit our Health and Wellbeing Curriculum and in particular Emotional Health to support pupils across all stages, their families and our staff.

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://cradlehallps.wordpress.com/> or by contacting the school office on 01463 791195.