



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Craighill 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 daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Eileen Henderson
Head Teacher
Craighill 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 93.1%	Average Class Size 21.3	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 213	Teacher Numbers 13	Pupil Teacher Ratio 16.1
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N3 XX%	N4 XX%	P1 16%	P2 9.4%	P3 14.6%	P4 12.2%	P5 14.1%	P6 16.9%	P7 16.9%
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SIMD Q1¹ 0-10%	SIMD Q2 40-50%	SIMD Q3 30-40%	SIMD Q4 10-20%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 40-50%	No ASN 50-60%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 0-10%	No EAL 90+%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Most

Gaelic Medium 2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (C1, P4, P7 combined):

Gaelic reading	Gaelic writing	Gaelic listening and talking
Most	Most	Most

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

Vision (developed with pupils and parents May 2018, reviewed with parents 2023)

Be the Best You Can Be

School Aims/Amasan Na Sgoile

Craighill Primary, working together with our parents, carers and community to inspire learning and achievements

By:

- Creating an ethos of equality and inclusion where our children are happy and secure and where they feel valued as individuals.
- Encouraging in pupils an awareness of their potential and strive to be all that they can be.
- Promoting a sense of social justice and personal and collective responsibility through, for example, involvement in Citizenship Groups. Through this to develop an understanding of their ability to affect change.
- Developing in pupils an awareness of the skills they are developing which will support them in life, learning and work.
- Developing an innovative and stimulating curriculum for our children.
- Nurturing creativity.
- Regularly reviewing and evaluating our practices and routines with pupils, parents, staff and other stakeholders as appropriate.



Aig Bun-sgoil Chnoc na Creige bidh sinn ag obair còmhla ri pàrantan, luchd-cùraim agus a’ choimhearsnachd gus ionnsachadh is coileanadh a bhrosnachadh.

Le bhith

- A’ cruthachadh àrainneachd a tha a’ cur meas air co-ionannachd agus com-pàirteachadh, far am bi a’ chlann toilichte is tèarainte agus far a bheil iad a’ faireachdainn gu bheil luach orra mar dhaoine fa leth.
- A’ brosnachadh na cloinne a bhith mothachail air na comasan aca agus a’ feuchainn ri dèanamh cho math’s as urrainn dhaibh.

- A' cur air adhart faireachdainn de cheartas sòisealta agus dleastanas pearsanta's buidhne le bhith a' gabhail pàirt ann am buidhnean saoranachd mar eisimpleir, gus am bi tuigse aig a' chlann gun urrainn dhaibh cuisean atharrachadh.
- A' toirt eòlas dhan chloinn air na sgilean a tha iad a' leasachadh a bhios gan cuideachadh ann am beatha, ionnsachadh agus obair.
- A' leasachadh curraicealam dhan chloinn a tha innleachdach agus togarrach.
- Ag brosnachadh cruthachalas.
- A' toirt sùil agus a' measadh ar dòighean-obrach agus ar cleachdaidhean gu tric còmhla ri sgoilearan, pàrantan agus daoine eile a tha an sàs leis an sgoil agus foghlam.

(reviewed by Parent Council November 2016)

Craighill Values (developed with pupils and parents April 2018, reviewed with parents 2023)

Honesty Respect Kindness Good Manners Fairness
Fìreantachd Urram Modh Coibhneas Cothromachd

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:

Highland Progressions

Purpose:

To develop consistency in learning, teaching and assessment, across the three schools.

Progress:

Impact:

Content:

All teaching staff worked with a stage partner to refresh their HNP training.

- Observations through learning visits show greater consistency in the effective teaching of numeracy.
- Pupils able to confidently talk about the strategies they have used and explain their thinking.
- Evidenced through our trackers, most children have made progress.

Staff familiarised themselves with HC literacy Progressions and discussed ways these could be used to support planning

- Listening to discussions, staff have more confidence in using the progressions
- Observations and attainment meetings, staff have more confidence in making end of level judgements.

Talk for writing was embedded across the cluster, with all classes implementing it with their classes. Arranged sessions, planning model texts, discussing next steps and sharing trackers.

- Staff now confidently share resources and moderate writing with stage partners
- Almost all pupils show improvement in writing.
- Writing trackers now linked to class trackers showing termly progress

Next steps:

- Continue to use HNP strategies to support the teaching of numeracy and use the HNP baseline assessments in line with our assessment calendar.
- Arrange peer visits to support with talk for writing and numeracy strategies
- Use the new trackers alongside class trackers during attainment meetings to record pupil progress.
- Arrange a refresh of Talk for Writing approach for newer staff

Purpose:

To develop moderation and assessment calendar and systems across both schools in preparation for the new Campus.

Progress:

Content:

Knockbreck, Craighill and Inver staff reviewed the moderation cycle and carried out an evaluation using the Moderation Cycle Audit Tool.

Working with stage partners (Early, First, Second) they carried out moderation of High-Quality Assessment Tasks and Profiling.

All staff undertook HC Listening and Talking Training, carried out ASG moderation on the In-service day and moderated planning, tracking and assessment documents available.

Next steps:

- Update and embed the Moderation and Assessment Calendar
- Continue to work with stage partners to plan, carry out and moderate HQA's
- Evaluate feedback from moderation activity and agree specific documents for tracking of Listening and Talking. Teachers own choice for documents to support planning.

Impact:

- A greater understanding of the standards and the expectations.
- Moderation and assessment calendar agreed and is being used by all staff.
- An agreed format for HQA was reached.
- HQA tasks were planned, carried out and moderated together.
- Increase in staff confidence making a judgement was noticeable from the termly discussions and notes taken.
- Increased confidence making a judgement towards achievement of a level.
- Evidenced through our trackers, most children have made progress in Listening and Talking.
- Increased knowledge of HC documents available for L & T to support planning, tracking and assessment.

Purpose:

For staff and pupils to build relationships and work collegiately

Progress:

Content:

All staff have successfully worked together on this year's SIP to develop an agreed HQA format and an agreed profile format.

PSA's have undergone training together, working on numeracy strategies in line with teachers training, as well as words up training to link in with Listening and Talking developments.

All classes have now visited each other twice or arranged a joint event.

Impact:

- Staff developed relationships with stage partners, meeting regularly to undertake HNP training and plan/moderate HQA
- Staff more relaxed mixing at moderation activities arranged on In-Service days as well as stage partner meetings

- PSA's more comfortable with each other
- DHT/ASN teachers comfortable leading training with all three schools combined.

- Pupil positive comments after visits
- Successful joint events

Next steps:

- Continue to work on relationships between all staff and pupils
- Begin to look at resources in both schools, what is available, what is required and what we can dispose of
- Work towards new uniform, badge, joint vision values and aims, bringing both school communities, including parents, together.

Next steps:

- Update and embed the Moderation and Assessment Calendar
- Continue to work with stage partners to plan, carry out and moderate HQA's
- Evaluate feedback from moderation activity and agree specific documents for tracking of Listening and Talking. Teachers own choice for documents to support planning.

Purpose:

Improve attainment

Ensure that planning evidences a balance of child led and adult led learning

Improve parental engagement

Progress:

Content:

- Lunch routines now smoother
- Planning documents in place and working well
- Highland Numeracy and Literacy training not yet available for EYPs
- Numeracy and Health and Wellbeing tracking documents in place. Literacy not yet introduced.
- Google classroom used regularly for information on learning, photos, areas of interest
- Stay Play and Learn sessions available for all
- Formal parent contact meetings
- Staff available for parents informally at start and end of sessions
- Learning conversations between nursery staff and DHT are planned throughout the year

Impact:

- Positive and safe environment for lunches allowing staff time to sit with the children
- Staffing ratio changes will mean routines will have to change again in session 24/25
- Planning documents reference experiences and outcomes and self-evaluation framework
- Being used by all EYPs
- Help to reflect and to plan next steps in learning
- Tracking documents evidence pupil progress and support staff in identifying next steps
- Parents and carers have a variety of methods to keep in touch with their child's learning and get information from and to nursery staff
- Most parents make good use of these methods and interact well with nursery
- These have been useful and have resulted in setting next steps for pupils and staff and have contributed to planned experiences for pupils as a way of extending learning

Next steps:

- Consider changes that need to be made to routines and to both individual and group staff meetings in light of new staffing ratios
- Gaelic language – overview of introduction and acquisition to continue to be built. What would be useful information for Primary 1 teacher?
- Tracking of language and literacy to be considered
- Focus on numeracy and maths vocabulary in both English and Gaelic
- Words Up! Refresh or training as appropriate
- Prepare for and carry out move to new setting including resources. Records, policies, procedures, risk assessments and other Care Inspectorate and Highland Council requirements

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Writing

49 / 52 pupils made progress – 94%

36 / 52 pupils now achieving at appropriate level – 69%

Reading

36/37 pupils made progress – 97%

Average increase in decoding of 12.5 months

Spelling

24/29 pupils made progress – 83%

Average progress of 10.4 months

Wider achievements

Coileanaidhean nas fharsainghe

- Pupils have had opportunities to engage in activities beyond the school, for example: intergenerational activities with local care home, sporting competitions, Tain ASG Dance Competition, Rotary Quiz, Tain ASG basketball and football festivals
- A team from Primary 7 won the Easter Ross Rotary Quiz and were runners up in the Area Final. They will go forward to represent the school in the District Final in Aberdeen in June
- A pupil in P7, was the girls' champion in the Active Schools Running Series and came 9th on Scottish Cross Country Championships
- Craighill Choir won the Kingsmills Trophy at the Inverness Music Festival, they also performed for the school community at our Christmas Fair and for the Summer Extravaganza
- Craighill team won the trophy for their use of Gaelic in the Gaelic shinty competition, Cupa na h-Oige
- A pupil in P6, was the winner of Tain ASG Creative Writing award, a pupil in Primary 6 won one of the sections
- A number of children were successful in the Inverness MOD
- Primary 5 took part in Bikeability level 1
- A number of pupils took part on the Ross Shire Strings Tour

Comments from learners, families, stakeholders and staff

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

Pupils

- In school I have enjoyed knowing how lucky I am to be in this school. I have heard people say that their schools suck and that it's hard and I feel so happy to be a part of such an amazing place. I have friends that will pick me up whenever I fall and lovely teachers who care seriously for the students. I just prefer to speak to my friends if I am unhappy but I know I can speak to adults in the school too.
- It is a nice school and very relaxing to help me learn.
- My teacher and the PSA's and **** support me to do well.
- What I enjoy about being a pupil in Craighill is the opportunities you get in this school
- I enjoy being with all my friends and doing all the fun things a P7 gets to do. Teachers and PSAs and my friends support me to do well at Craighill.
- I like being a pupil at Craighill because people are kind and caring.

Craighill - Honesty, Respect, Good Manners, Kindness, Fairness

- I like how the Teachers are nice and can easily be talked to.
- The PSAs in my school and my teacher do the best to help me to have a better day or they talk to me if I need to talk.

Parents and Carers

- It is a great school. The headteacher, teachers, and PSAs do a great job. Every child is treated as an individual and given the support they need.
- I have no concerns about my children being in this school. ***** and her staff are amazing.
- My daughter loves school so I'm very happy.

Partners

- Craighill is a friendly, welcoming school to all. It has the wellbeing of both staff and pupils at its core.
- I can honestly say that **all** staff at Craighill are exceptionally welcoming and helpful. I visit 34 schools in Highland and your school stands out as a positive place with enthusiastic and professional staff. I feel confident when working with your staff and know they will alert me to any pupils with additional needs in the class. My music classes are successful in Craighill because everyone works together to provide the best possible learning experience for the pupils.
- Always feel warmly welcomed by all members of staff when in touch with school either over telephone or in person.
- Feel that we work well together for both nursery and school aged children who are attending and are able to offer support to families by working together to address their needs. This works well as it means that we are all aware of what each service is providing in way of support for these pupils and are also able to share information regarding what other services may be available within the community.

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	Very good	Very 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

Highland Progressions
Assessment, Tracking and Moderation
Transition to new 3-18 campus

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://sites.google.com/tainroyalacademy.net/knockbreck/home>

or by contacting the school office.