

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

Cromarty Primary School 2023-2024

Our Values



Our Vision

A happy, safe, fun, friendly and hard-working community by the sea where we love to learn and are motivated to be the best we can be.

Our Mission

For our team to be kind, inclusive and fair, to impress and to know each other well and TRY EVERYTHING to progress.

Cromarty Primary -
Dream, Believe, Achieve

Introduction: Local and National Context

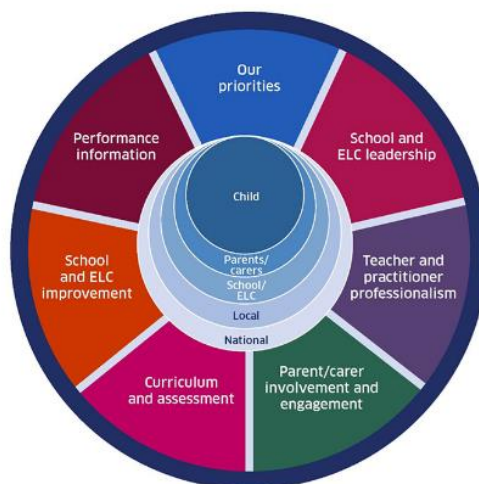
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

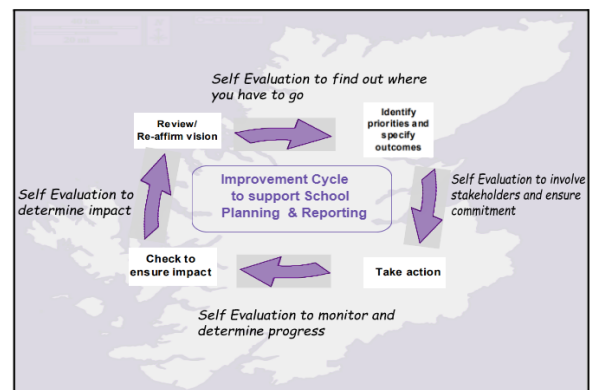
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Julie Dinwoodie
Head Teacher
Cromarty 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 94%	Average Class Size 19	Meeting PE Target Target Met
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Pupil Numbers 57	Teacher Numbers 3	Pupil Teacher Ratio 19:1
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P1 14%	P2 16%	P3 12%	P4 14%	P5 12%	P6 14%	P7 18%
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SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q2 80-90%	SIMD Q3 10-20%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 33%	No ASN 67%	FSM³ 21%	No FSM 79%	EAL⁴ 7%	No EAL 93%
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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

We have had no exclusions this year.

Cromarty Primary School is in the rural, coastal town of Cromarty serving the local community and surrounding areas at the very tip of the Black Isle. There are currently 57, P1- 7 children attending the school taught in 3 composite classes. There is a CALA (Care and Learning Alliance) managed Nursery on site catering for pupils aged 2-4 and offering provision for After School Care.

The headteacher has overall leadership responsibility for Cromarty Primary School and has a 0.7 Teaching commitment or 3.5 days per week. There are no additional management staff in the school.

Overall children are making the following progress:

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

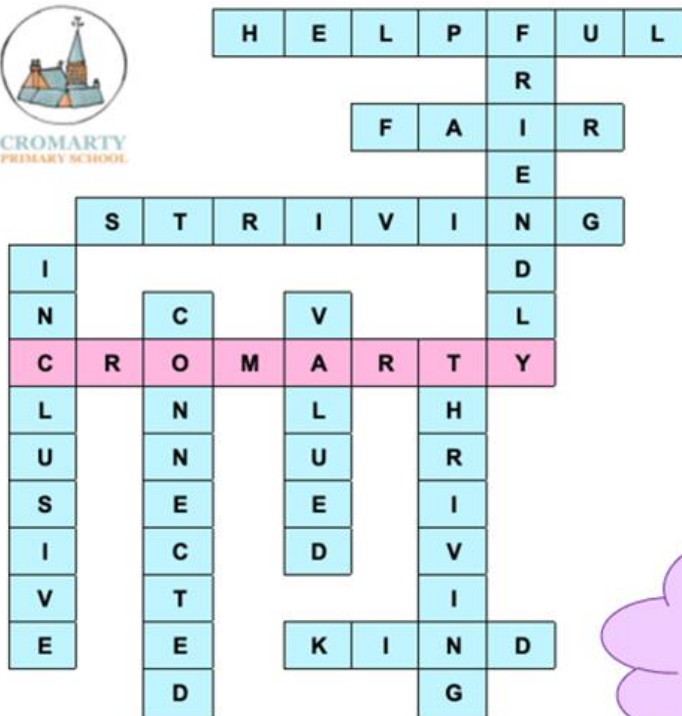
¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

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Our Aims;

- *to provide a responsive and stimulating curriculum*
- *to bring learning to life, equipping everyone with skills for now and in the future*
- *to ensure we are part of a happy, safe and included community*
- *to create opportunities for personal achievement and success*



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:

Digital Profiling, Reporting and Assessment Processes

Purpose: The school has been developing digital profiling for all pupils in P1-7 over the last 3 years, specifically since December 2020 when we were allocated a Small schools Chromebook resource of 1:1 devices for all pupils. We have evolved our use of Google Sites to ensure every pupil has a digital Profile site to capture their learning journey.

Following a staff audit of the profiling and reporting process, it was felt that while some aspects are strong, the area of 'Evidence of Achievement' and how this is shared and discussed with pupils and families, needs further specific work to strengthen our pupil's learning journeys.

Progress:

- **Development of a yearly assessment calendar that supports teacher judgement and is informative to parents regarding their child's progress.**
- **Talking about Learning is an integral part of each child's week.**

Impact:

- ✓ A parental information and sharing session was held in term 2 and attended by 43% of parents. Almost all parents felt this helped them understand more about how their child's learning was assessed and is used to inform next steps. This session also allowed the staff to share our latest curriculum rationale capturing both formative and summative processes of assessment
- ✓ Parent audit in May 2024 showed that 79% of parents strongly agreed or agreed that they were aware of their child's progress outwith parent's evenings.
- ✓ All pupils have dedicated time in their week to review their learning and record and update their digital profiles.
- ✓ Almost all pupils can talk confidently about their progress and identify next steps for progress.

Next steps:

- ✓ Whilst the structure and systems are in place to ensure learning is captured in pupil profiling throughout the year, it is felt by most teaching staff that this would be strengthened by better use of High Quality Assessment tasks that share progress and skills with parents and pupils via their profiles.
- ✓ Almost all of P1/2 pupils are using profiles to track and collect evidence of learning journeys as a regular part of talking about their learning. This drops the more independent pupils become and is not a regular enough feature in P3-7. A higher expectation needs to be in place the more independent pupils become as there is not the same adult support to facilitate updating profiles.
- ✓ A clearer focus on what makes a good profile will be focussed on in the coming session and the development of High Quality Assessment Tasks in Literacy, Numeracy and IDL will be shared termly with pupils and families as part of whole school assessment calendar.
- ✓ Clear teacher expectations policy will be created to ensure accountability and easy to follow guide as to what needs done and when across the year.

- ✓ Standardised weekly reflection in Star Jotters will continue and be moderated using evaluative statements of children's learning.

School Priority:

Becoming a Reading School- Reading for Pleasure

Purpose: Over the last 2 years the school has increased in roll, and this has resulted in spaces that were dedicated to a school library being utilised for other things. Literacy has been on the school improvement plan in terms of developing our shared approach to how reading is taught (methodology) throughout the school and improving the children's comprehension skills. Staff are increasingly aware that reading for pleasure has dropped off the priority list despite the evidenced benefits of reading for pleasure to raise attainment and in terms of the HWB benefits reading for pleasure can bring. We plan to renew and strengthen our links with the local library as partners in our reading for pleasure journey.

Progress:

Impact:

- **Reading spaces in school have been reorganised and improved to make more comfortable areas to engage with books around the school.**
 - **Learners and staff are reading role models in the school**
 - **All pupils have access to high quality books**
 - **All pupils have regular opportunities to read for pleasure.**
 - **Staff have greater awareness of how to promote reading for pleasure and are more aware of current children's literature.**
- ✓ All classes have daily reading for pleasure sessions built into the school day.
 - ✓ Every class has had an IDL project supported by a reading text and all pupils have had opportunity to meet real-life authors.
 - ✓ All pupils have registered as part of the community library and have class library cards.
 - ✓ Staff and pupils are wearing 'Ask me what I'm reading' badges / lanyards in each class to promote interest in reading choices
 - ✓ Most pupils are engaged in talking about books they've read in assembly / at whole-school occasions.
 - ✓ We have established partner links with our local library and Usborne books rep.
 - ✓ Reading materials are regularly reviewed and the children in each class regularly go through the books and select if any need replaced.
 - ✓ Pupils in every class have a daily reading for pleasure slot which is sometimes them reading their own material or listening to the class novel.
 - ✓ The inclusion of Book Nook time was a suggestion from pupils at 'Fun 31' time and shows learners that reading for pleasure is valued in the school.
 - ✓ All classes are signed up 'Get Epic' to make this reading for pleasure as inclusive and accessible to all learners.
 - ✓ All staff, including PSAs, had CLPL training to support awareness of current children's literature as well as ideas of activities to support engagement with reading for pleasure.

Next steps: All classes will continue with monthly visits to the local library and daily reading for pleasure activities in all classes will be given a continued high priority next session. The development of the outdoor reading shed will promote reading for pleasure in the children's relaxation time. At least one IDL topic will have links to a supported text to continue to promote reading for pleasure as part of wider learning. The school will begin to look at criteria for Silver status reading schools.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The PEF fund has been used to support Health and Wellbeing activities across a wide range of pupils who were either identified as those with lower self-esteem via teacher tracking of HWB and annual Wellbeing surveys, or those who experienced some adverse situations of change, loss or bereavement who benefitted from some short times away from the class setting developing connections with peers and staff. Anecdotally, staff, pupils and parents feel these sessions are a key strength of the schools' wider approach to supporting health and wellbeing, given the context of the school being at the heart of the community. Our recent HWB surveys indicate high levels of wellbeing across our school, underpinning the very good ethos experienced by staff, pupils, families and visitors to the school. The continuation of these groups will focus on individual pupils who have scored low in specific areas, or cohorts of children in specific wellbeing areas. Next session PEF funding has been reduced. The intention is to continue to facilitate the 'Wellbeing Wednesday' health and wellbeing focus for identified pupils and groups but also to extend this to have a real-life literacy and numeracy focus to give additional support to those who would benefit from an increase in the application of these skills in everyday life.

Wider achievements

Coileanaidhean nas fharsainghe

Christmas Pantomime- All pupils were involved in this year's Christmas performance, Fee Fi Fo Fum- a pantomime which involved singing, dancing and acting to a family audience over two performances. This was a huge success for our children, and they all succeeded in being able to deliver the performance to a high level of success with lots of positive feedback from the staff and families. Two pupils have gone on to seek performance roles via Eden Court in their spare time.

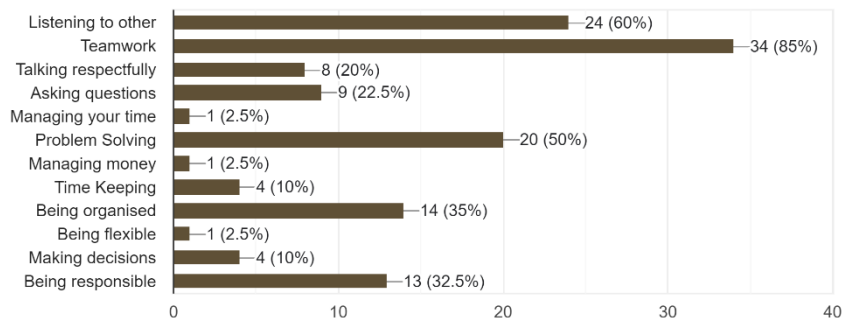
Residential/Outdoor Trips- All pupils in P5, P6 and P7 were able to take up the opportunity to engage in outdoor activity in term 4. P5 pupils experienced a day trip to Fairburn Activity Centre, P6 pupils had a two-night stay at Fairburn and our P7 pupils had a 3-night stay at Loch Insh along with other schools in the ASG. We are very grateful to the funding from the Middleton Trust, secured by the Parent Council as well as a huge funding donation from Global Energy Group enabling all Free School Meal pupils to attend for Free and a significant reduction in costs for all other families.

STEM- 'If You were an Engineer what would you do?' Leadership Competition via Primary Engineer Jan-March 2024- As part of our World of Work IDL topic, all pupils took part in this competition and met and interviewed real-life engineers about their jobs. They then created their own solution to a problem. We were delighted that we had 8 winners for our North of Scotland area who got to receive their award at a ceremony in Robert Gordon University alongside their families.

DYW- World of Work IDL Topic Term 3- This topic gave all pupils a real focus on what skills they have and can develop for the world of life, learning and work. We created CVs, looked at skills of themselves and of jobs they would like to do in the future, and invited family members in to talk about their work, as well as offering pupils the opportunity to go on work experience with their family members. 26% of our pupils were able to go to work with their parent on either one or two days following the February break. It was a hugely successful topic which engaged almost all of our pupils positively. Pupils felt that Teamwork, Listening to others and Problem Solving were the top 3 most important skills for work.

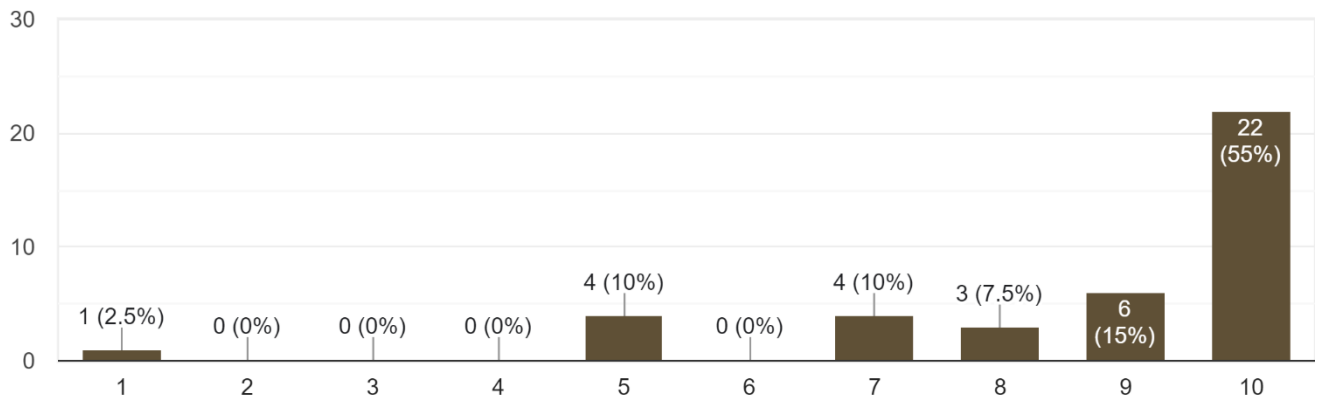
What skills and qualities do you think are most important for the World of Work? Pick your TOP 3

40 responses



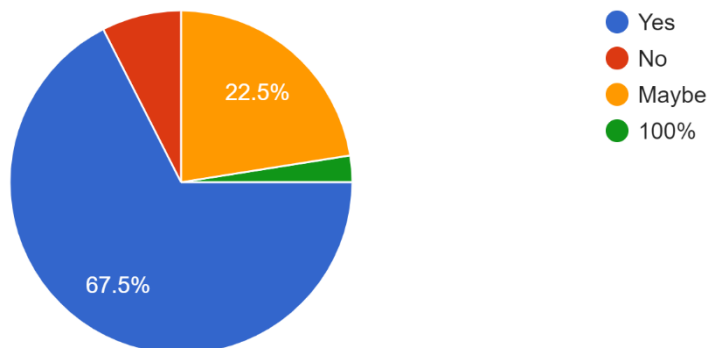
How much did you enjoy the visits from our Volunteers?

40 responses



Do you think we should do more learning about jobs for the future?

40 responses



Ross-shire Cross Country Event- March 2024



We were delighted to be able to have 10 pupils from P5-7 take part in the annual Ross-shire Cross Country event at Invergordon Academy. The girl's team did particularly well winning the trophy for the category we were entered in.

Culbokie Shield Football Tournament- June 2024- The mixed team of boys and girls from P5-7 came 3rd in this year's event and were excellent in their team spirit and resilience. We were very grateful to be coached by a former pupil, who did additional training in the school day over lunchtimes and Fun 31 time. We were also pleased to be able to offer an after-school sports club in term 4 run by Mrs Dinwoodie and Miss Henderson.

County Sports- June 2024- Pupils in P5-7 completed in javelin, long jump, 80m and 150m running and relay racing during this event.

Summer Café-Term 4 - Pupils in P6/7 continued their World of Work experience by setting up and running a Summer café for older residents in the community via Cromarty Cares Project. The Club were looking for somewhere to host their weekly lunch club and approached the school. The children planned the weekly menus, prepped and made all the food, and hosted the members engaging in chat and intergenerational games.

Comments from learners, families, stakeholders and staff Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Comments from Learners

Consultation with pupils about What Makes a Good Lesson?- September 2023

The teacher should be:

Teachers should listen to you.

The teacher should make you learn things.

The teacher should help boys and girls.

Teachers should tell us what we are learning and why we are learning it.

Teachers and other adults should be kind to the children.

The lesson should be:

Some work should be easy.

P1/2

Work should be challenging.

Learning should be fun!

The Pupils should be:

The children should be helpful.

Boys and girls should try their best.

Everybody should share.

The boys and girls should be kind.



This culminated in our revised 'What Makes a High Quality Lesson?' which is displayed in all classrooms and will be used to support self-evaluation by both staff and pupils going forward.

What makes a high quality lesson – by the pupils in P1-7

2023-24

We talked about what makes a high-quality lesson and decided there were three things that make up a lesson:

The teacher, the pupils and the type of lesson.



Learning Knows No Bounds

This is what we think a high-quality lesson looks like.

The teacher should be:

- ☺ Calm, nice, friendly, fair, fun and kind.
- ☺ Good at explaining and ready to help you.

The pupils should:

- ☺ Listen
- ☺ Help each other
- ☺ Be happy!
- ☺ Be sensible
- ☺ Try their best

The lesson should be:

- ☺ Fun and enjoyable
- ☺ Relevant
- ☺ Challenging
- ☺ Educational

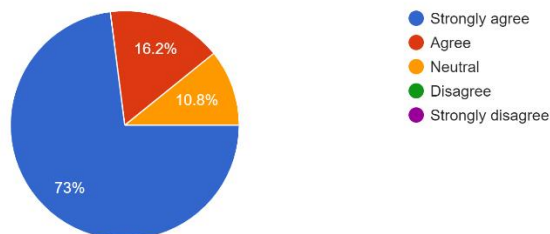
Cromarty pupil HWB Survey May 2024- pupils were asked to rate each of the wellbeing indicators from 1 being 'I don't feel...' to 5 being 'I feel very...' in response to each of the 8 indicators.

For each of the areas we have added the pupils scoring 4 or 5 to give our percentages of P1-7 pupils. Safe= 847%, Healthy= 87%, Achieving= 78%, Nurtured 84%, Active 84%, Respected 87%, Responsible 86% and Included= 81%.

Analysis of this data between this year and last year highlights our top 3 scoring areas as that of being, Safe, Healthy and Respected. Our greatest increases comparing data between last year and this are in pupils feeling 'Responsible' an increase of 14% on last year and 'Respected' an increase of 9% on last year.

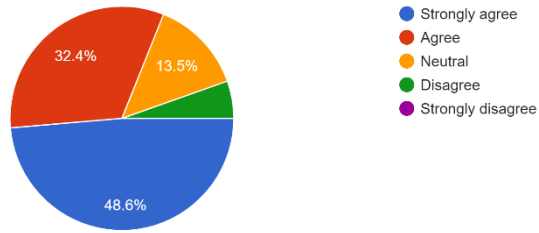
Some snapshots from our pupil and parent survey are included below;

Effort and hard work are valued in my school
37 responses



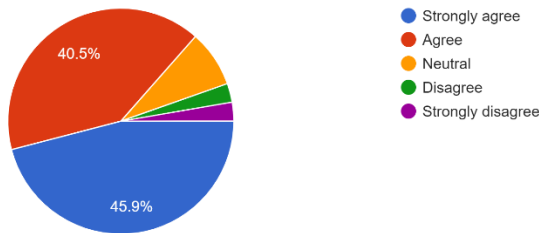
Having good relationships with specific members of staff makes me feel safe

37 responses



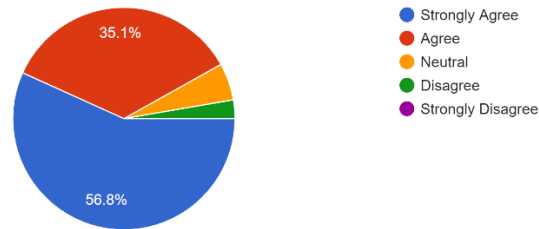
The school encourages or supports me to have positive mental health and well-being

37 responses



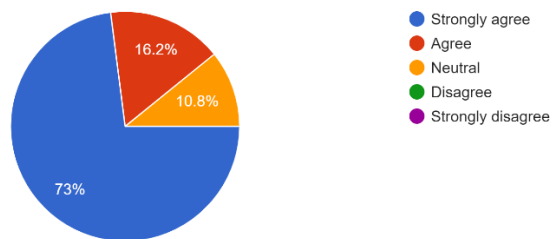
Staff are actively engaged in providing support, encouragement and feedback for my learning

37 responses



Effort and hard work are valued in my school

37 responses



An online parent survey in May 2024 captured the views of some parents around the school's communication, learning and teaching and school ethos. Key highlights from the returns are captured below and in the parent quotes. The survey was completed by 14 respondents representing 35% of the families.

Communication:

- All respondents strongly agreed that 'Parents' Evenings (telephone calls, Google Meets and Face to face) inform me of my child's progress.'
- All respondents strongly agreed that 'I am confident that concerns are dealt with promptly, sensitively and confidentially.'

"All members of staff are very approachable and easy to walk to. Myself and my daughter are listened to and reassured that appropriate action will be taken on a variety of issues."

Learning & Teaching:

- Almost all respondents strongly agreed with the statement, 'My child understands what the teacher expects of them in relation to work, effort, behaviour and learning.'
- Almost all respondents strongly agreed that 'My child's teacher(s) know his/her strengths and development needs'
- Almost all respondents strongly agreed that 'My child is encouraged to work to the best of his/her ability.'

"Satisfied that learning is being provided in a very organised manner and that my children are progressing and interacting well"

School Ethos:

- All respondents strongly agreed that the school is well led and managed.
- All respondents strongly agreed that the school is attractive and has a happy and welcoming atmosphere.
- All respondents strongly agreed that staff care about their child's health and wellbeing.
- All respondents strongly agreed that their child felt Safe in school.
- All respondents strongly agreed that they would recommend Cromarty Primary School to other parents.

"The school is very well run and organised."

"Cromarty Primary is such a unique school. The size and structure within the small community allow for the growth of relationships in children of all Primary ages. All children know one another outwith school and look out for each other and show respect and care. Cromarty Primary kids are very happy and confident individuals."

"I only have good words to say about the school as our family have had a positive experience overall."

"Really lovely school community to be part of, thank you to all of the staff for everything they do at Cromarty Primary."

"Thank you for making our first full year here pass so quickly. The children adore their teachers and the school has such a great feeling about it. The teachers and other staff are all approachable and do so much both with and for the children across the school."

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

- 1. Rights Respecting Schools Award- Bronze Status to create a more structured approach to rights based learning and recognising the work already being undertaken.*
- 2. Learning, Teaching and Assessment- Digital Profiling and Assessment*

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://cromartyprimary.wordpress.com/parent-section/> or by contacting the school office.