



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Crossroads Primary School Sallywags ELC



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.

L Swanson
Acting Head Teacher
Crossroads Primary School

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance
88%

Average Class Size
6

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
6 (12 nursery)

Teacher Numbers
1.0

Pupil Teacher Ratio
6:1

Crossroads Primary School and Scallywags Early Learning Centre is located in a rural, coastal setting serving the local community of Barrock and Scarferry. It is the most northerly school on the British mainland in a fantastic location with views over Dunnet Head and the surrounding fields.

There are 6 children attending the school and 12 children in nursery, ranging from N2 - P7. P1 - 7 are taught together in a single multi-stage class and there is a separate nursery for 2- 5 year olds.

The headteacher has overall leadership responsibility for Crossroads Primary School and Scallywags, and also teaches for part of the week.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. The majority of children achieve appropriate CfE levels in literacy and numeracy. Almost all children who face barriers to learning are making very good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

Listening and talking

Very good progress

Numeracy

Good progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Vision

The pupils are:

Ready to learn

Respecting their right to learn and that of their peers

Safe – respecting their right and that of their peers to be safe

Kind

Our Values

All of the children, parents and staff worked together to create our vision statement, which we have linked to the UNCRC Rights of the Child and logo.

Learning is the heartbeat of our school where

EVERYONE-

Everyone (Article 2)

Values

Each other and shows

Respect to them and their views (Articles 12 and 13)

You will always be welcomed to (Article 22)

Our school, where our children learn about

New things through active, fun interesting and outdoor learning

Educational experiences. (Articles 28 and 29)

School Aims

Crossroads Primary School has a happy atmosphere and we endeavour to provide a secure, nurturing, yet stimulating environment, in which children can learn in an active and cross-curricular way and where parents feel very welcome and part of our school family.

At Crossroads Primary, we aim to -

1. Provide learning activities and experiences that motivate our children and equip them with the knowledge and skills to meet future challenges.
2. Encourage our children to take an active interest in their own learning.
3. Monitor children's' progress and maximise levels of achievement and attainment by ensuring that tasks are relevant and appropriate to each of them, enabling their smooth progression through levels detailed in Curriculum guidelines.
4. Encourage them to treat others with patience, respect and thoughtfulness and become active and enterprising citizens.
5. Recognise and celebrate the success of each child on their individual merits within and out-with school through using praise, certificates and awards

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 planning, assessment and moderation of literacy

Purpose:

This was a continuation of the work last year on moderation and assessment of literacy. Highland Council produced a new literacy progression in March 2023 and the Thurso ASG are going to work on the implementation of this together throughout the session.

Progress:

- ✓ HT completed QAMSO training during the 23/24 academic year
- ✓ HT set up links with the other ASG QAMSO and planned an ASG approach for moderation in 2024/25
- ✓ Staff reviewed the planning documents in Term 1. Opted to focus on reading initially to allow quality.
- ✓ Staff took part in moderation training led by collaborate lead, alongside another school
- ✓ Staff evaluated all pupils progress in reading, using the literacy progression documents, and from this identified areas for pupils to work on
- ✓ Staff undertook Jenny Wilson training on reading and following this set next steps to create a culture of reading in school
- ✓ Reading wall, and, reading challenge in place as a result of staff training.
- ✓ Assessment documents used by CT to assess pupils' literacy skills
- ✓ Staff used moderation materials to RAG school's approach to moderation and assessment. This resulted in CPD session analysing how we place learners at the heart of every area of the moderation cycle. From this pupil floor books were created and implemented.
- ✓ HQA model was altered to reflect that promoted through the QAMSO network.
- ✓ HT attends QAMSO network meetings.
- ✓ Continued use of Teejay literacy assessments
- ✓ Assessment days took place in T3 and T4 when both CT's used a variety of assessment tools to assess pupil's learning

Impact:

- A developing consistency in approaches to planning in literacy
- Teacher judgements relating to assessment and achievement are more robust and secure
- A clear and consistent approach to assessment and moderation
- Improved relationships with other schools in the ASG and with the wider Highland Council network of schools
- Teachers were able to focus on identified areas for learning
- More robust evidence of pupils involved in planning and shaping their learning
- All staff have a clearer understanding of the expectations for assessment and moderation across the academic year

- ✓ Teaching staff reviewed and created a new annual assessment and moderation calendar for the school

Next steps:

- Embed a consistent approach to planning across a wider range of subjects
- Fully engage with Thurso ASG moderation plan across a range of subjects
- Class Teacher to undertake moderation training with local authority moderation collaborative

School Priority:

Develop the sharing of the children's learning with families via the new profiling system (primary school)

Purpose:

The school had been using Seesaw for individual pupil profiling up until December 2022. It was necessary to stop using Seesaw at this point and the school decided to move to Google sites for the new session. As this decision was not made until the middle of the school year there was no time allocated in the Working time agreement for the implementation, and so development and usage will take place during the 2023-24 session.

Progress:

- ✓ Survey of parents at Term 1 open event indicated that no parents were engaging with digital profiling.
- ✓ All children have had opportunities to upload images and comments onto their own profiles
- ✓ Pupils set their own termly target for literacy, numeracy and HWB
- ✓ All children are aware of their level withing Literacy, Numeracy and Health & Wellbeing
- ✓ Damage to ICT and the loss of a device hampered progress – only resolved in Term 3
- ✓ Open event in Term 3 allowed pupils to share online profiles with parents, limited engagement was observed.
- ✓ Newsletter encourages parents to look at profiles.
- ✓ Staff reviewed current online profile and how pupils were engaging with it, it was concluded that they are currently too complex for the ability of the children currently using it.
- ✓ HT completed training on digital profiling

Impact:

- ✓ Most children are able to talk about their learning, discuss the level they work at and can set their own targets, with some guidance from class teachers.
- ✓ Staff have increased their understanding of Google Sites, some feel confident supporting children to add information to their online profiles.
- ✓ Some staff members feel confident in building Google Sites to support digital profiling
- ✓ Very few parents engaged with digital profiling.
- ✓ Most children have increased their digital skills and can add images and comments onto Google Profiles.
- ✓ Some progress was made in this area.
- ✓ Most children were able to add simple descriptions of the task, whilst a small number were able to describe the learning.

Next steps:

A decision is to be made on whether to modify and continue using digital profiling through Google, or, to invest in a different platform to try and activate the engagement of our parents. For example, Class Dojo.

Our school improvement plan for next year will look more closely at the digital skills that our children have and how we can support them in developing their digital literacy, within this we will continue to increase the use of digital platforms to share learning with parents.

School Priority:

Embed a rights based ethos to provide a consistency for learning across the school day.

Purpose:

This is a continuation of last session's target. The school is a Silver Rights Respecting School and hopes to achieve Gold status during the session.

Progress:

- ✓ Pupil class charter for school created and designed by pupils
- ✓ Many pupils who were present when the school received their Bronze and Silver status no longer attend the school, therefore the current cohort of children were at the beginning of the process.
- ✓ Fortnightly assemblies with direct links and focus on UNCRC Articles in place for school and ELC pupils
- ✓ P7 Leader – appointed as UNCRC Ambassador, set own remit and supports the planning of lessons on UNCRC
- ✓ UNCRC Ambassador pupil updates the adult duty bearers posters
- ✓ Primary pupils audited the UNCRC standards for Gold
- ✓ HT working with most school across ASG to create a pupil's rights video – will complete in 24/25
- ✓ Rights focused open afternoons to allow parents to engage in learning with pupils
- ✓ ELC create UNCRC floor book sheets when discussing rights.
- ✓ HQA template adapted by HT/CT to incorporate UNCRC and Global Goals.
- ✓ Pupil planning floor book used by pupils to plan their learning in some subjects and make direct links to UNCRC and Global Goals.
- ✓ Charter in place
- ✓ Children have started to learn to sing and sign the UNCRC rights song.
- ✓ Classroom display of work linked to rights evident in classroom.

Impact:

- ✓ Good progress was made in this area but overall, not enough progress to gain a Gold status.
- ✓ The acting HT had no experience of Rights Respecting Awards when taking on the SIP in August, working with the children she had to navigate this programme from the beginning, this slowed down progress.
- ✓ All children have increased their understanding of their rights. Most can make links between some lessons and the UNCRC/Global Goals.
- ✓ Many children, in both the ELC and school can contribute to discussions on the UNCRC during school assemblies.
- ✓ Posters in the school support children in knowing the adult's in school who are their duty bearers.
- ✓ Some staff feel more confident in linking the UNCRC articles to their planning and teaching.
- ✓ Most parents have engaged in work on the UNCRC as part of school open events
- ✓ Most ELC children actively engage in the creation of floor book pages that link to the UNCRC and will share and reason their thought on the theme.
- ✓ Throughout the school, displays and crafts highlight work that the children have completed as part of their UNCRC learning.

Next steps:

We will continue to embed a Rights Respecting approach across our school and ELC. This will include working with our UNCRC Pupil Ambassador to set up termly programmes of learning, particularly linked to our school Assemblies. The ELC will continue to work on their RRS floor book. The children will continue to link the UNCRC to their planning. Staff will make explicit links to the UNCRC through planning and teaching. As part of our HQA, explicit links to the UNCRC and Global Goals will be evident. The HT will complete the UNCRC promotion video and collection of lessons, that she is leading across 2 ASGs. Due to the delay in progress with the implementation of the new HT and the loss of many pupils who were familiar with the ASG, we will not achieve our Gold award this academic year, but overall we are happy in our capacity to embed children's rights throughout our school.

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

Targeted work, as a result of assessment, has led to most children making good curricular progress this year. All pupils have shown progress and achievement in Number, Writing and Reading and mostly all are working within their age and stage bands, as per SOFA and SNSA testing results in November and May. Some children have demonstrated an improvement in their basic literacy skills in class. This year, all children have continued to use Nesy spelling and most are showing good progress. Each pupil has increased their level of achievement in mathematics, as identified and recorded, through the Highland Diagnostic tests. Children have been able to share concerns with adults and as a result actions have been put in place. Data indicates that overall children are happy in school.

Wider achievements **Coileanaidhean nas fharsainghe**

The children hosted a MacMillan fundraising coffee afternoon to raise funds for the charity, this event was well supported by families and members of the wider community. This children participated in the centenary events for the Duncansby Lighthouse – they worked with local theatre artists to records a poem (written by local writer) that was shared with the Caithness Community as part of the audio performance during the celebrations. During this event, all pupils worked with a local artist and created artwork to exhibit during the event. Two pupils collected awards for their artwork, at a presentation ceremony in a local village, during the event. All pupils have worked with a local storyteller, prior to creating art pieces that will exhibit in the Caithness Industrial Art summer show. Pupils took part in a Christmas play. Due to ongoing adverse weather this community event was shared online with parents and families. P3-7 pupils took part in World Book Day celebrations alongside two other local primary schools. Our P7 pupil worked with HLH on the Young Leader's Programme. Some pupils, took part in weekly lawn bowling sessions, at a local bowling club. All pupils experienced theatre trips to Lyth Art Centre. ELC and Primary Pupils created artwork and craft to enter into a local community summer fair.

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

https://drive.google.com/drive/folders/1vWUPL-u_KORHNbp3tofF_PjwAlvJVOjX?usp=drive_link

Capacity for continuous improvement

EVERYONE-Everyone (Article 2). Values. Each other and shows. Respect to them and their views (Articles 12 and 13). You will always be welcomed to (Article 22). Our school, where our children learn about. New things through active, fun interesting and outdoor learning. Educational experiences. (Articles 28 and 29) - Due to be updated Aug 24

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: good

We are confident in our capacity for continuous improvement.

2023/24 has seen changes in the Senior Management of our team and we are confident that our newly formed team will continue to build on our school improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Assessment and Moderation – Moderation Collaborative

To enhance Learning & Teaching opportunities- reflecting the context of our school location

To increase the use of digital skills and resources.

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/thursohigh.org.uk/crossroads-primary?usp=sharing>

by contacting the school office.