



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2023-2024**

**Croy Primary School**



*Respect, Happiness, Learning and Pride*

# Introduction: Local and National Context

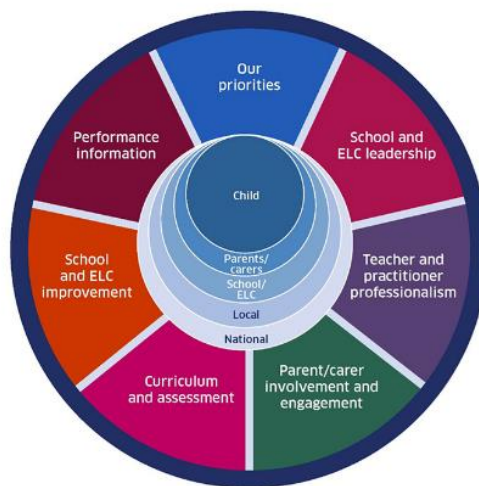
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

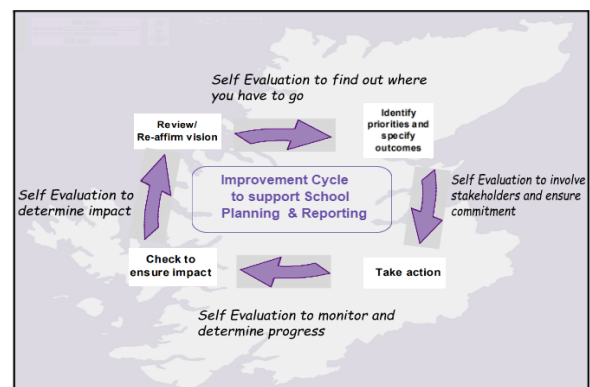
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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.

Emma Patience  
Acting Head Teacher  
Croy 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.

<b>Attendance</b> 92.4%	<b>Average Class Size</b> 20.8	<b>Meeting PE Target</b> Target Met
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<b>Pupil Numbers</b> 104	<b>Teacher Numbers</b> 8	<b>Pupil Teacher Ratio</b> 13.9
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<b>N3</b> %	<b>N4</b> %	<b>P1</b> 18.3%	<b>P2</b> 21.4%	<b>P3</b> 17.3%	<b>P4</b> 10.2%	<b>P5</b> 12.2%	<b>P6</b> 15.3%	<b>P7</b> 9.2%
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<b>SIMD Q1<sup>1</sup></b> 0-10%	<b>SIMD Q2</b> 0-10%	<b>SIMD Q2</b> 90%	<b>SIMD Q3</b> 0-10%	<b>SIMD Q5</b> 0-10%	<b>Unknown</b> 0-10%
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<b>ASN<sup>2</sup></b> 30-40%	<b>No ASN</b> 60-70%	<b>FSM<sup>3</sup></b> 80-90%	<b>No FSM</b> 10-20%	<b>EAL<sup>4</sup></b> 0-10%	<b>No EAL</b> 90%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b> Majority	<b>Writing</b> Majority	<b>Listening and talking</b> Most	<b>Numeracy</b> Majority
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We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

Learning, Happiness, Respect and Pride

## 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:

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

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

## Health & Wellbeing

### **Purpose:**

Improvement in children and young people's health and wellbeing

**We aimed to ensure there was an increased focus on healthy behaviours across the school leading to an overall improvement in the health and wellbeing of all our learners. Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.**

What issue is this addressing/rationale for change(brief statement)

### **Progress:**

**A Silver RRS Award Plan has been created during this session**

**Staff have a clearer understanding of the HWB curriculum at each stage**

**All staff have completed the Glasgow Motivational Wellbeing profile for all children**

**Partners have been involved in working with the whole school from ELC to Primary 7 for a block of learning**

**A new Promoting Positive Relationships Policy has been developed and is in draft. Further consultation with new staff, all parents and pupils will be carried out in session 24-25**

### **Impact:**

- ✓ As a result of the action plan many children and young people are familiar with a number of Articles of the Conventions of the Rights of the Child having worked towards achieving a Silver Rights Respecting Schools Award.
- ✓ Establishing a Rights Squad committee has allowed for regular updates to be shared across the school from ELC to Primary 7.
- ✓ Monthly assemblies and class discussions are held which promote children's rights on a local and a global scale.
- ✓ There has been increased teacher confidence in delivering the Health and Wellbeing curriculum.
- ✓ The Glasgow Wellbeing Wheel was completed by pupils in September and April to assess their feelings and experiences. The data gathered from this will enable staff and children to consider how they can increase their own determination, motivation, resilience and sense of wellbeing next session.
- ✓ Pupils regularly share their opinions and are involved in decisions about school life. They feel that their views are taken seriously.
- ✓ Many children say they feel in a safe environment at school and can describe how their actions and those of others contribute to this.
- ✓ When surveyed, many children speak positively of school and their learning.
- ✓ Ross County coaching took place this session, giving children an opportunity to participate in activities which developed coordination, stamina and fitness. It also gave the children greater insight into the impact of physical activity on their Health and Wellbeing.
- ✓ A finalised policy will ensure all stakeholders are aware of expectations and have ownership of how behaviour is supported in school.

**Next steps:**

Further consult all stakeholders on the Promoting Positive Relationships Policy which was developed this session.

Review the progressions which are in place for Health & Wellbeing to ensure there is a consistent approach to planning across the school.

School Priority:

## Numeracy

**Purpose:**

**Through the analysis of a range of assessment data, we identified as a staff that there were pupils who were not reaching their full potential and in some cases were below their expected level for their age and stage of development. As a result, we recognised the need to improve aspects of learning and teaching in Numeracy across the school. Focussed numeracy teaching and for some individuals, additional interventions were required to close identified gaps.**

**Progress:**

**Most teachers commented that they have an increased confidence in teacher judgements based on data analysis**  
**Staff carried out HNP diagnostics testing throughout the year across all stages from P1 – P7**  
**ELC observations informed EYPs of pupil progress throughout the session**  
**All staff took part in SNSA results / SOFA training to support planning for assessment**  
**A new maths resource was purchased last session. Staff gave feedback on resources and have requested additional materials to help support mental maths and overall attainment**

**Impact:**

- ✓ Robust assessment procedures have been used to evidence where learners are when achieving their expected Curriculum for Excellence levels.
- ✓ Data gathered and shared with staff, focus children were identified and interventions were planned and delivered.
- ✓ Increased teacher confidence and focus on gaps in learning has made teaching and planning for Numeracy interventions more data driven. Staff have greater confidence to identify learners who are not yet reaching their potential and may benefit from additional support.
- ✓ Teachers took part in planning and attainment meetings to ensure that Numeracy planning was progressive.
- ✓ Teachers identified the need to supplement resources to support children with numeracy difficulties. The Leckie Maths resource and Numicon concrete materials were purchased and shared across stages.

**Next steps:**

Embed the strategies which have been implemented to support Numeracy this session.

Review current planning documents to ensure these reflect the Curriculum for Excellence Benchmarks as a diagnostic tool for assessment.

Moderate numeracy attainment across the school.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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The Pupil Equity Funding enabled us to allocate one day of teacher time to plan and assess the impact of small group, targeted interventions to improve Numeracy skills in pupils from P1 to P7. We identified that there were children in P4, P5, P6 & P7 who were not achieving their potential. We made these children our focus, as well as those in other classes who were identified as requiring support. Purchasing a new scheme of work along with working with ASNT we implemented strategies and used a wider range of resources to address gaps in learning.

## Wider achievements

### Coileanaidhean nas fharsainghe

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We took part in fundraising for local charitable events.  
We are working towards achieving the Silver Award for Rights Respecting Schools.  
We have been successful at athletics events throughout the year.  
We took part in a local gardening competition.

## Comments from learners, families, stakeholders and staff

### Beachdan bho luchd-ionnsachaidh, teaghlaidhean, luchd-ùidhe is luchd-obrach

My child has grown more confident in himself and what he can achieve.  
It has been great to see the variety and depth of what the children have learned in class.  
Maths has always been my child's least favourite subject, but I know she is trying hard to get to grips with it.  
My child loves to learn and works really hard at school.

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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

Our overall evaluation of our capacity for continuous improvement is:

*Respect, Happiness, Learning and Pride*

We are confident in our capacity for continuous improvement.

## **Key priorities for improvement planning** **Prìomhachasan airson planadh airson leasachadh**

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Raising Attainment in Writing  
Digital Literacy & Pupil Profiling  
Tracking and monitoring

## **Planning ahead** **A' planadh air adhart**

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Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.