

Cradlehall Primary School & ELC
2022-2023 Standards & Quality Report
HIGHLAND COUNCIL | CRADLEHALL PARK, INVERNESS, IV2 5DB

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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. 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.

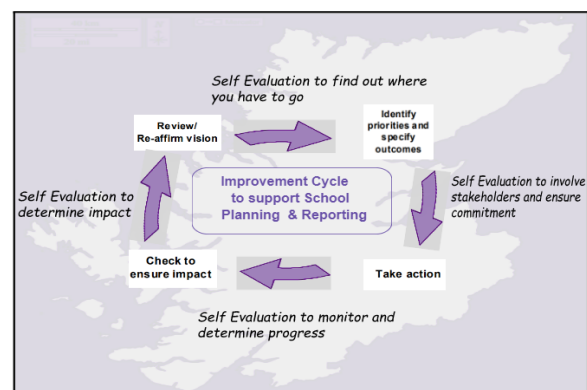
When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.

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](#). 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
93.5%

Average Class Size
27.5 pupils

Meeting PE Target
Target Met

Pupil Numbers (inc Nursery)
275 (+33 Nursery)

Teacher Numbers
10 class teachers
(4 classes with flexible working)
2 CCR Teachers

Pupil Teacher Ratio
1:27.5

N3 / N4
21

N5
12

P1
36

P2
38

P3
26

P4
44

P5
41

P6
41

P7
49

SIMD Q1¹
7.63%

SIMD Q2
0.72%

SIMD Q3
9.81%

SIMD Q4
26.90%

SIMD Q5
39.27%

Unknown
XX%

ASN²
26%

No ASN
74%

FSM³
7%

No FSM
93%

EAL⁴
10%

No EAL
90%

2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Most

Writing

Majority

Listening and talking

Most

Numeracy

Most

Cradlehall Primary School serves a diverse catchment area comprising Cradlehall, the western part of Westhill and a large, but sparsely populated, rural hinterland including the hamlet of Nairnside.

The current, June 2023, roll is 308 children, inclusive of 33 in the Nursery. There are 10 primary classes.

Almost 1 in three pupils is enrolled as a placing request from areas out with the delineated catchment area. We currently have 7% of children with Free School Meal/Clothing Grant entitlement while 26% of our pupils have at least one identified Additional Support Need. More than ten different languages are spoken by the current cohort of pupils, 10% of whom are bilingual.

Attendance rates are high During the current session there were no exclusions.

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 2023

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 & Teaching in Literacy

Purpose:

From our self evaluation over the past few years we have identified aspects of Literacy which require to be addressed.

Progress:

All teaching staff attended Stephen Graham Writing training.

Moderation of writing has become a termly feature across the school.

Children across the school have had an input into renewing core reading texts

Two of our Nursery Staff have participated in a 12-week Virtual Nature Training.

Impact:

Teaching staff have widened their knowledge of the writing process and are adapting their current practice to align with suggestions made during training. Most children are able to talk with greater understanding about the writing process and what they need to do to improve.

In most classes the moderation of writing has become a feature during the marking of writing assessments which are aligned against the Curriculum for Excellence Benchmarks. Children now experience a more consistent approach through the school and have clearer targets as to how improve their writing. All teaching staff attended QAMSO training and although not completed this enhanced the moderation process.

Good progress has been made in identifying texts to engage readers across the school. Most children are more engaged in the core texts they are reading

They have successfully shared their learning with all of the Nursery Team the result of which has been enhanced opportunities for children to develop their language skills

Listening & Talking

Progress has been made towards embedding a progression for listening & talking based on the acquisition and application of skills. The result of which is the children are more aware of their next steps in learning.

Literacy teaching is being enhanced through outdoor learning

The majority of classes are now taking literacy learning outdoors. The use of our outdoor spaces is beginning to enhance the teaching process and the children's learning.

As a school we have made good progress with this improvement priority

Next steps:

- As a school community examine the data overtime and specifically from 2022/23 to set the scene for our ongoing development work
- Survey Staff, Pupils and Parents about literacy
- Review and embed our learning from Steven Graham writing. Supplement this with best practice within and out with the school setting. Finalise writing planning and assessment - during the 2023-2024 school year
- Ensure returning and new staff are trained in the writing process
- Continue to embed the moderation in writing across the school and develop this further to include moderation within our ASG
- Continue to work with children to renew our core reading texts to increase motivation towards reading
- Review and develop our handwriting programme to improve the presentation of work
- Pilot, review and adapt our Listening & Talking progression and assessment

Improvement Project 2: Updating our IDL Contexts for Learning which better reflect a modern Curriculum

Purpose:

From the review of our IDL we need to ensure our Contexts for Learning not only support the historical and cultural heritage of Scotland and its place in the world but also to encompass and broaden our children's understanding and active engagement with Sustainably, Developing the Young Workforce and The UNCRC Rights of the Child.

Progress:

All teaching staff and the majority of pupils have reviewed and adapted our IDL contexts in order to have clear and progressive pathways in learning.

Impact:

Greater engagement and motivation to learn amongst almost all children has been articulated and is clearly evident in the classroom observations and feedback. Quality Assessment tasks enable all children to apply their learning and skills development Timetabled whole school activities and events have been diarised for 2023/24 school year to highlight learning in IDL.

All teaching and Nursery staff have engaged in ongoing professional research and dialogue.

As a result, all practitioners have an enhanced understanding of quality the components to ensure quality IDL experience for children.

Engagement has been renewed with curricular partners post-pandemic and new partnerships established.

Good progress has been made towards establishing / re-establishing partnerships to support learning and teaching. This has supported children in making clearer links between the skills required for lifelong learning.

The whole school has developed their understanding of the Sustainable Development Goals.

As a school good progress has been made in linking the Sustainable Development Goals to the UNCRC Articles. The impact of which has enabled all children to consider the UNCRC Articles in a wider context and the role that they play towards a better understanding of Climate change.

The Nursery team have all developed their knowledge, understanding and practice in the use of reflective floor books

All nursery children have a voice in the planning of quality interactions in the setting. All of the nursery team have a shared understanding of quality, planning

As a school we have made good progress with this improvement priority

Next steps:

- Over the course of 2023/24 school year continue to review and adapt our IDL learning ensuring that it is adaptive to local, national and world, events
- Establish a database of parent and community volunteers who are willing to support and enhance our learning and teaching through their skills, occupations and interests
- Continue to develop our expertise towards outdoor learning to further enhance our delivery of IDL contexts
- To invest in resources to support our learning, particularly in the area of science and ICT.

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

Pupil Equity Funding is designed to help provide opportunities to support children's learning. In particular, it is there to help the school support children who experience barriers to learning and who might be falling behind or not getting the same chances in their education because their family is experiencing poverty or other financial difficulties. This money is given to schools as part of the Scottish Government's Scottish Attainment Challenge. As a school our funding has been targeted towards Nurture. We were able to employ a Nurture teacher for 1 day a week and a PSA for 22 1/2 hours a week.

A summary of our interventions and progress can be found below.

Intervention	Data summary against targets	Impact / progress summary
Nurture Provision	8 children have made good or very good progress towards their specific Boxall Profile targets. This should start to impact on their	11 children were identified as needing Nurture input. 10 children were assessed in November 2022 using the Boxall profile to identify targets relating to behaviour in school. 1 child was targeted due to

	overall developmental and diagnostic scores.	family circumstances and to improve attendance. Of the 10 Boxall Profiles 5 showed an improvement in their developmental scores and 3 remained in the same range. 5 showed an improvement in their diagnostic scores. Each child had more specific targets identified through the Boxall Profile and 8 children were making good or very good progress with these targets when reassessed in May 2023. The child who was participating due to family circumstances has been engaged in school and has attendance over 90%.
Breakfast Club	Attendance has remained good for 8 out of the 9 identified pupils. One pupil has not attended regularly due to medical issues but will be encouraged to attend on her return to school.	Seven out of the nine children identified have regularly attended this year and have engaged well with the PSA (PEF). This has allowed for a daily smooth transition into class at the start of the school day as the children attending can discuss their concerns and be ready to start learning in their classes. Of the two pupils choosing not to come to breakfast club in discussion with one it was agreed the need was no longer there.
Literacy Support	Improvement Sep-May: Pupil 1: From Level 6 to Level 16 Pupil 2: From Level 11 to Level 31 Pupil 3: From Level 16 to Level 31 Pupil 4: From Level 6 to Level 31	All 4 pupils have shown significant progress using the Fresh Start reading recovery programme. Pupil 1 has made less progress in the formal assessment but is demonstrating better comprehension and phonics skills in lessons. Pupil 1 has diagnosed barriers to learning and will be reassessed for dyslexia due to persistent difficulties when reading passages. Motivation to read for pleasure has also increased for all 4 pupils. Literacy support also provided for a cohort in P4 pupils. All of these pupils made steady progress with phonics and blending.
Support to participate in the wider school curriculum	Families benefitted from support with residential and class excursions	Children were supported to participate in residential excursions. Funds supported the purchase of items to support learning and teaching Targeted children throughout the school had class excursions paid for via PEF

Wider achievements

Coileanaidhean nas fharsainghe

This year the children have benefitted from a number of visitors and excursions to support their learning. These included two successful residentials to Edinburgh for P6 & P7 and support from Abriachan Forest, Evanton Woods, Farm Ness, UHI STEM, RHET event, Novar Wind Farm, Loch Ness Lifeboat Station, Police and Fire Service to name but a few!

Our team of 5 pupils won the Inverness Heat of the Rotary Quiz and gained third place in the Area Final.

We were fortunate in having the Benedetti Foundation visit the school and all our strings students joined the Foundation's team for a day of learning along with other pupils from across the Highland area.

Nursery to P3 had a 'sell-out' Nativity with their production of *Baarmy Bethlehem*

P4-P7 visited the local community to wish seasonal greetings and deliver handmade Christmas Cards
Music Tutors organised an outdoor community performance as part of our Christmas performances

A successful after School Art Club organised and run by our Parent Council.

P1 to P3 classes all participated in this year's Inverness Music Festival. Three out of the four classes receiving commended evaluations and out P2 winning the event with distinction.

Dance and Basketball Clubs were well attended having been organised by our Active Schools Co-ordinator.

P6/7 and P7 undertook Young Leaders training with many of the children organising lunchtime activities for our younger pupils.

P2-P7 participated in cross country events including the McRobert Cup, a P1-4 team represented the school at the Baillie Cup and P6-P7 athletes successfully completed in this year's interschool sports.

Our Literacy Leads along with our pupil library group organised 3 authors to visit the school to promote reading and writing as part of World Book Day.

Four pupils participated in this year's Mathematical Challenge with one child receiving a Gold Award

Comments from learners, families, stakeholders and staff

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

HMIe visited the school during the first week of October the following strengths in the school's work.

- *The inclusive, nurturing ethos across the school and nursery where children feel valued, supported and happy.*
- *Staff across the school and nursery who are undertaking professional learning and leading change in order to improve what children experience and achieve.*
- *The range of leadership opportunities and enriching experiences available to children which develop their skills and confidence well.*

A Primary 7 pupil commented in their Learners Statement

My last year at Cradlehall has been amazing! This is because our topics have been so much fun! I've been doing lots this year, in and out of school. I've been doing swimming at Culloden Academy, karate at the Aquadome, tennis beside Eden Court, and I have recently moved up to Scouts! I've been an important part of Primary 7 because I've carried out my duties and been a great Buddy. In my learning I have become a lot more confident.

While a P4 pupil commented

Primary 4 has been amazing! I have made a bunch of new friends and it's been the best class so far! I love P4! I am good at Drama because I am good at acting and being dramatic! I enjoyed the Easter Egg Competition because I loved decorating the egg as it was all a mess but so much fun! PE is fun because I love climbing on the ropes and doing flips. Online Safety was interesting because I go online a lot so it's good to learn more about the internet and how to stay safe! I also liked the lesson about Personal Hygiene. As part of Maths, we had to learn about 'Routes' – I loved it; we even played a game related to routes. In numeracy, I loved pyramid sums – especially making these up with a partner and challenging each other. Reading the books are now much harder which I like; I am also really good too now at Spelling much harder words.

As a family we have always been made to feel welcome. Every member of staff has been supportive and nothing is too much trouble – even when we call about missing sweatshirts! Our children have and continue to have learning opportunities that cater for their interests and prepare them for the future.

Cradlehall Parent

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 recent Inspection and our ongoing self evaluation we have identified aspects of Literacy and Numeracy which require to be addressed. By developing our pedagogy in these curricular areas we will 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.

Planning ahead A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website

<https://cradlehallps.wordpress.com/development-plan/> or by contacting the school office