

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



Craighill Primary

HIGHLAND COUNCIL CRAIGHILL TERRACE, TAIN , IV19 1EU

Introduction: Local and National Context

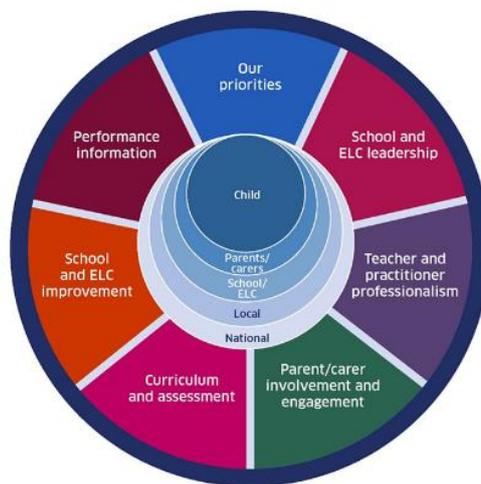
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

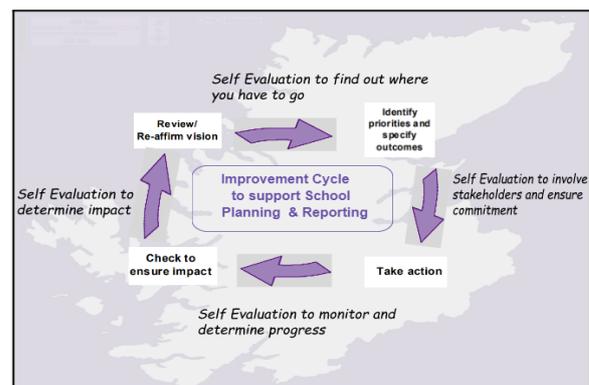
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Eileen Henderson

Head Teacher

Craighill Primary School

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). 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 94.5%	Average Class Size 20.4	Meeting PE Target Target Met
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Pupil Numbers 204	Teacher Numbers 13	Pupil Teacher Ratio 15.9
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N3 XX%	N4 XX%	P1 9.3%	P2 16.2%	P3 12.7%	P4 14.2%	P5 17.2%	P6 17.2%	P7 13.2%
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SIMD Q1¹ 0-10%	SIMD Q2 40-50%	SIMD Q3 30-40%	SIMD Q4 10-20%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 40-50%	No ASN 50-60%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 0-10%	No EAL 90+%
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Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Majority

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

Gaelic reading	Gaelic writing	Gaelic listening and talking
Most	Most	Most

We have had 1 exclusion this year.

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

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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

Be the Best You Can Be

School Aims/Amasan Na Sgoile

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

By:

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



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

Le bhith

- A' cruthachadh àrainneachd a tha a' cur meas air co-ionannachd agus com-pàirteachadh, far am bi a' chlann toilichte is tèarainte agus far a bheil iad a' faireachdainn gu bheil luach orra mar dhaoine fa leth.

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

(reviewed by Parent Council November 2016)

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

Honesty **Respect** **Kindness** **Good Manners** **Fairness**

Fìreantachd **Urram** **Modh** **Coibhneas** **Cothromachd**

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

Assessment and Moderation

Purpose To further develop robust assessment and moderation which leads to better outcomes for children and increased confidence in teacher judgement

To raise attainment for all pupils and reduce the attainment gap

Progress:

Impact:

Content:

Full implementation of assessment and moderation calendar

Assessment and moderation calendar updated and followed by all
SOFA assessments implemented in term 4 following Highland Council
Bank of assessment results used to inform teacher judgement

Build moderation into the planning, teaching and assessment cycle

Teaching staff valued the opportunity to moderate the planning of High Quality Assessment Tasks and moderate again when looking at evidence
This improve the quality of the tasks and ensured a shared standard of achievement

Use of information gathered through assessment and classroom observation to identify gaps in learning and use to plan learning and support.

Attainment discussions were based on assessment evidence, classroom observation and focussed on interventions to improve outcomes.

Further development of attainment discussions and use of these to track progress and to inform interventions

Most children made good progress in their learning

Attainment discussions in ELC will inform next steps for children within key groups

ELC staff – focusing on high quality observations and using these to track progress of individual learners

Targeted intervention results showed that most children made good progress

Targeted intervention for identified pupils through PEF

Development of staff understanding of the moderation cycle and engagement with this

Staff have an improved understanding of the Moderation Cycle and can see the value of not just focussing on the end result

Next steps:

- Consider how the use of SOFAs will contribute to assessment for learning
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- Further develop moderation of High Quality Assessment Tasks along with Knockbreck Primary as we move towards becoming one school

School Priority:

Literacy

Purpose:

To raise attainment in writing, spelling and reading

Progress:

Impact:

Content:

- Clear progressions in place for reading, writing and spelling informing next steps
- Confidence in use of assessment and tracking to inform next steps through training and moderation
- Improved ability and confidence in teaching of reading, writing and spelling
- Greater consistency of experience in teaching of reading, writing and spelling as they move through the school
- Improved attainment in writing, spelling and reading

Progressions in place and being used by all

Assessments being used as identified within assessment and moderation calendar with the addition of SOFAs in the final term

Attainment discussions show an increasing confidence in teacher judgement

More consistent learning and teaching evident through forward plans and classroom observations

New staff accessed training and / or researched school approaches
Staff CPD on EPIC 8 comprehension strategies took place through the year

Improvements in attainment for both reading and writing evident

- Development of Gaelic Wraparound resources
- Implementation of Gaelic Wraparound Spelling
- Embed Gaelic Oral Language and Gaelic Topic Planner plan

- Teaching staff to attend “Literacy for All in a World of Diversity” training

Gaelic Wraparound implemented and resources continue to be developed

Oral language plan in place – test of change to use Storlann Seo Sibh fraemwork plan taken place – to be implemented across primary stages next session

Gaelic topic planner helping for introduction of vocabulary

All staff attended training and are beginning to identify pupils for this approach to dyslexia diagnosis

Next steps:

Final EPIC comprehension strategy to compete with staff

New staff for session 23 / 24 to access training

Staff to familiarise themselves with Highland Literacy Framework documents

Highland Council listening and talking training

Implementation of Storlann Seo Sibh framework as oral language progression

Identification of pupils with literacy difficulties, planning and recording of interventions in a consistent manner to support diagnosis of dyslexia where appropriate

School Priority:

ASG Numeracy

Purpose:

To develop consistency in resource and learning, teaching and assessment, across the ASG, including between Primary and Secondary.

Progress:

Content:

ASG Numeracy Group discussed and moderated current numeracy practice in Tain schools.

Impact:

It was agreed that HNP will be used by Tain ASG and revised training will be on the SIP for all Tain schools next session.

Across the ASG it was agreed that the Aberdeen Progression would be adopted as an additional planning tool for maths. This can be highlighted to show coverage and then there will be consistency amongst the ASG. These colours will be as follows:

- Term 1 - Blue
- Term 2 - Pink
- Term 3 - Green
- Term 4 – Yellow

Schools have lots of different tools and resources and these should be used and dipped into to help support teaching and planning.

Other Possible Online Resources were agreed:

Free:

Dr Frost (recommended by TRA)

MathsBot

Transum Maths

Paid:

MathsBox

Rigour Maths

They carried out HNP assessments with a targeted group in each school and moderated across the ASG.

As a group, the diagnostic assessment training was revisited to provide consistency carrying out the assessments for next session

Agreed assessment timescale for ASG of August and January using the digital assessments, for the majority of pupils (once staff have completed the digital assessment training) Agreed timescale will allow consistency in moderation

1:1 diagnostic assessments to be used for targeted pupils.

Next steps:

HNP training for all teaching staff in the Tain ASG as part of the working time agreement
HNP digital assessment training for all teaching staff in the Tain ASG, as part of the working time agreement
Planned assessments built into the Tain ASG assessment calendar

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Breakfast for All – all pupils benefited from this during session 23/24. Almost all pupils would like this to continue. PEF funding will not allow this for session 23/24 so funding from elsewhere will be explored

Literacy interventions were hampered by staff absence and staff having to be used to support children with ASN. However some good progress was made despite this
Emergent Literacy Phonological Awareness screening – in P1 67% achieved 11/12 by end of P1, In P2-4 100% of targeted children achieved 12/12
Writing tracking – 70% of targeted pupils increased writing scores by 3 points or more. 2 children with ASN did not increase their score but their independence increased.
Blackwell spelling assessment showed an increase for 86% of targeted pupils with an average increase of 10 months.
BURT reading assessment showed that 95% of targeted children increased their decoding skills with an average increase of 13 months

Numeracy Interventions

The focus was changed towards literacy resulting in less pupils being targeted for numeracy than originally planned

100% of targeted pupils improved their accuracy and confidence in working with numbers to 20
100% of targeted pupils made good progress in place value with decimal point and addition and subtraction within this – all felt more confident in tackling problems within 1st level
100% of targeted pupils made good progress in tackling word problems with money and felt more confident in this area within 2nd level

Wider achievements

Coileanaidhean nas fharsainghe

- Pupils have had opportunities to engage in activities beyond the school, for example: intergenerational activities with local care home, sporting competitions, Tain ASG Dance Competition, Rotary Quiz, Euroquiz, Maths Challenge
- A pupil in P5, was the girls' champion in the Active Schools Running Series
- Craighill Choir won the Kingsmills Trophy at the Inverness Music Festival, they also performed for the school community at our Christmas Fair and for the Summer Extravaganza
- Craighill won the Gaelic football competition, Cuach no Cloinne
- Craighill won the Gaelic shinty competition, Cupa na h-Oige
- Our boys football team were runners up in the Ross Shire Boys Football Festival
- A pupil in P7, was the winner of Tain ASG Creative Writing award
- Gaelic and English Nurseries performed at the MOD, both scoring well for both music and Gaelic language
- A number of children were successful in the Inverness MOD
- Primary 5 took part in Bikeability level 1 and Primary 7 in Bikeability level 2 on road training

Comments from learners, families, stakeholders and staff

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

“Overall, we are delighted at how happy and settled ***** is at Nursery. Every morning he is greeted with a smile and welcomed into the environment by all staff. He loves his days at 'big boy Nursery' as he calls it and speaks very fondly of his time with you. We love that he got to attend the local Care Home

last week and he is really looking forward to upcoming Christmas events. ***** was only attending from 9.00-1.00 as I wanted to make the most of my time off and spend the afternoons with him, however, for the last 2 weeks he has asked to stay until 3 o'clock which I think speaks volumes about his time with you”

“Since moving to this school my child has been very well supported by all members of staff and this has led to him settling very well. I feel the staff understand his needs and take any concerns I have seriously.”

“Very happy with Craighill school have and will continue to recommend to friends and family”

“I feel the school deserves/needs more funding to help with the children’s additional support needs. There are quite a few children in the school who need more help, my daughter included, and I don’t feel they are getting enough support. This is in no way through fault of the teachers, they are thinly spread and can’t give each child the one to one they sometimes need. We need more learning support funding”

“Our daughter looks forward to going to school; she gets on well with staff and her peers. She makes the most of her school day, teachers encourage and challenge her with her learning and she loves this. In addition, this has been a difficult year for Craighill with the sudden passing of Baba, Eileen and her team have been amazing in the way they have managed things. The school came together and I think is a closer unit as a result.”

“I visit many nurseries in the course of my work and your nursery stands out as a place of genuine caring and warmth where the children can relax in a happy and safe environment....such a great start! Of all the nurseries I am in and out of, I would definitely choose this yours to send a child of mine to.

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	SECONDARY
QI 1.3 Leadership of change	Good	Good	Choose an item
QI 2.3 Learning, teaching and assessment	Good	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children’s progress	Good	Good	Choose an item.

Our overall evaluation of our capacity for continuous improvement is:
We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Highland Progressions – numeracy and Literacy
Moderation and Tracking
Ethos – working towards new 3-18 campus

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 by contacting the school office