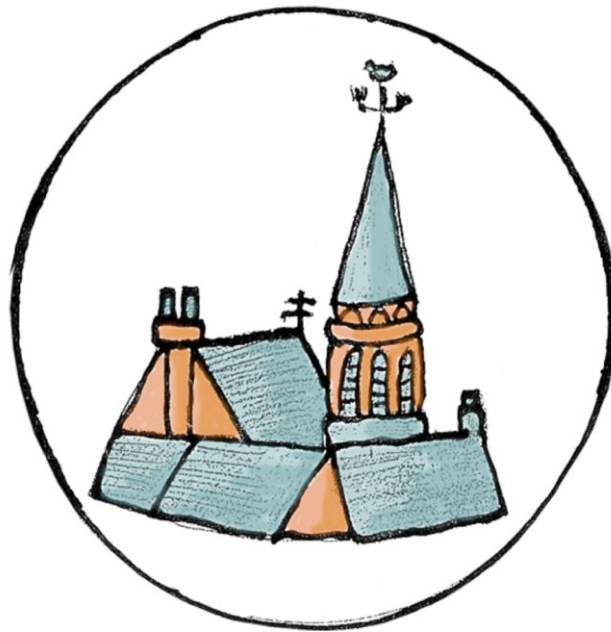


# Standards and Quality Report

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2022/23



**CROMARTY**  
**PRIMARY SCHOOL**

**CROMARTY PRIMARY SCHOOL**  
HIGHLAND COUNCIL | BRAEHEAD, CROMARTY, IV118XR

# 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.

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.

<b>Attendance</b> 93.92%	<b>Average Class Size</b> 19	<b>Meeting PE Target</b> Target Met
<b>Pupil Numbers</b> 57	<b>Teacher Numbers</b> 3	<b>Pupil Teacher Ratio</b> 19:1

% of each Stage making up School Roll 2022-23

<b>P1</b> 14%	<b>P2</b> 12%	<b>P3</b> 14%	<b>P4</b> 12%	<b>P5</b> 16%	<b>P6</b> 19%	<b>P7</b> 12%
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Attendance by Stage 2022-2023

<b>P1</b> 93%	<b>P2</b> 95%	<b>P3</b> 93%	<b>P4</b> 93%	<b>P5</b> 94%	<b>P6</b> 95%	<b>P7</b> 94%
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<b>SIMD Q1<sup>1</sup></b> 0%	<b>SIMD Q2</b> 0%	<b>SIMD Q3</b> 86%	<b>SIMD Q4</b> 14%	<b>Unknown</b> 0%
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<b>ASN<sup>2</sup></b> 35%	<b>No ASN</b> 65%	<b>FSM<sup>3</sup></b> 26%	<b>No FSM</b> 74%	<b>EAL<sup>4</sup></b> 3%	<b>No EAL</b> 97%
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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.

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

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
All	Almost all	All	Almost all

We have had no exclusions this year.

<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

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

## 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

### 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:

#### IDL Approaches at Cromarty linked to Curriculum Rationale

##### Purpose:

This project aimed to build and strengthen personalised responses to the curriculum at Cromarty ensuring breadth and progress across the curricular areas of Social Subjects, Science, Technology, Expressive Arts and HWB

##### Progress:

- ✓ In evaluation of our curriculum and assessment, most staff have greater confidence in the use of benchmarks in other areas and have created IDL topic planners which will identify key learning to be assessed when planning.
- ✓ Staff have audited and mapped where E's and O's are planned for across the curriculum. This has resulted in the creation of several discrete topics that children will experience and progress over a three year cycle of learning with a level.
- ✓ Our unique curriculum rationale has been refreshed and will be a key feature of all planning of learning, teaching and assessment moving into the next session.

##### Impact:

- ✓ As a result of a more consistent and confident approach to planning and assessment, pupils will experience a fuller curriculum offer.
- ✓ Planning shows more breadth in the knowledge and skills developed in the pupils in the curriculum areas identified above.
- ✓ Pupils will have experience of applying their learning in wider contexts, Crest Science Awards, Primary Engineers Awards and Rights Respecting Schools Awards
- ✓ Through the development and promotion of our Cromarty and curriculum we are ensuring consistency for current and future staff.
- ✓ We have made **good progress** in this area.

##### Next steps:

There is an ongoing need to develop the use of Quality assessment tasks that are shared with pupil, family and teacher voice particularly in IDL contexts. This will be a key part of next year's school improvement plan.

School Priority:

#### Assessment and Moderation Approaches across school and ASG

##### Purpose:

This project was developed alongside the Highland Council Authority in response to dips in attainment in both Literacy and Numeracy across Highland. Whilst our evaluations show our own moderation approaches are becoming stronger and staff are more confident within our own school, we needed to take wider account of our ASG partners to develop our shared understanding of standards.

##### Progress:

- ✓ Education Scotland Moderation and ASG moderation sessions have strengthened the staff's understanding of the moderation

##### Impact:

- ✓ There is now a clear calendar of assessment where staff can analyse performance information together, track pupil progress

cycle enhancing our own practice in this area.

- ✓ Staff are clearer on the use of agreeing shared standards and supporting teacher judgement in Achievement of a Level and progress between levels.
- ✓ A clear assessment calendar and analysis sessions have been built into the yearly calendar and ensure high quality diagnostic discussion about children's progress and their next steps, whilst also targeting interventions when required.

regularly and identify interventions and next steps.

- ✓ The approach the school has used to standardised assessment in P2,3,5 & 6, has now been adopted Council wide to track performance and ensure progress is monitored.
- ✓ There are clear individual, year group and whole school tracking records across the school used by all class teachers to monitor and review progress and impact on the planning of teaching and learning
- ✓ The Working Time Agreement includes quality time for whole school moderation discussions of attainment.
- ✓ We have made **very good progress** in this area.

#### **Next steps:**

Develop the use of quality assessment tasks as part of moderating processes and sharing standards with pupils, families and staff.

Ensure children and their families are clear on the schools' approach to learning, teaching and assessment through profiling and reporting.

School Priority:

## **Whole School Listening and Talking Approaches**

#### **Purpose:**

Anecdotal evidence, including direct classroom monitoring and observations within the session 21-22, indicated that Listening and Talking Skills of pupils across the whole school needed to improve to facilitate other areas of learning. This project was created to directly teach skills in Accountable Talk and ensure that pupils were transferring these skills into other areas of the curriculum.

#### **Progress:**

- ✓ All staff attended 4x Literacy for All training sessions and specifically Talking and Listening training over 3 sessions
- ✓ Staff are beginning to identify specific talking and listening focussed e's and o's within planning for teaching and learning across the curriculum
- ✓ Observations of weekly Talking about Learning sessions between peer to peer and peer to teacher is focussing on more reflective questioning and discussion.

#### **Impact:**

- ✓ Staff are becoming more confident in knowing how to assess talking and literacy in their respective classes
- ✓ Pupils are regularly taking about their progress in learning and their identified next steps. These discussions are beginning to be recorded and reviewed in some classes leading to more specific, child friendly target setting.
- ✓ We have made satisfactory progress in this area and will further develop whole school skills in listening and talking in the coming year.

**Next steps:** The specific teaching of Accountable Talk strategies needs further development and training. A direct focus on Learning Conversations as part of the overall Profiling and reporting process needs more specific time and actions to move it forward to be an innate art of every child's experience

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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The specific focus for PEF this year was two-fold;

- Targeted support for talking and listening skills for identified pupils.

Unfortunately, the PSA/Clerical identified to support the Targeted T&L work went off long-term sick between November and March. This meant that HT had to take on greater admin tasks and cover was not sourced until late February. Talk Boost for specific children was not able to happen and PSA hours identified to support the programme were absorbed in supporting children with classes with Literacy and Numeracy meaning little progress was made in this targeted intervention. The focus of Talking and Listening will remain a key priority in all classes next session, specifically through the teaching of Accountable Skills to all pupils and the promotion of talking and listening skills in the context of reading for enjoyment to boost purposeful and motivational contexts.

- Responsive nurture approaches to children's health and wellbeing.

Weekly sessions have allowed support for HWB groups to be flexible to respond to needs of children as and when they arise, and we are making good progress in continuing to meet the needs of our PEF pupils as well as many others in our small school. This started by identifying those who had scored particularly low in their Wellbeing indicator survey but as they were anonymous, this was not always easy to identify. Staff then used the children's HWB termly trackers to identify those with an area to focus on. Specifically, we have had 16 new children join us over the session and several of these have issues of change, loss and bereavement. These groups have provided a strong weekly focus to respond to the emotional and social needs of our growing school community. Our recent HWB surveys indicate similarly high levels of wellbeing across our 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.

## Wider achievements

### Coileanaidhean nas fharsainghe

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This year we have had several opportunities to widen the experiences and wider learning of our children whilst also promoting our parent and community partnerships. Some examples of our work this year include our MacMillan Coffee morning where all children were involved in creating a recipe, decorating the school and hosting a treasure hunt for their parents. Pupils in P6/7 were responsible for learning about the MacMillan charity and sharing this with the visitors during the coffee morning.

Over the Winter months we ran a 'Morning Munch' with support from Tesco and the Grumpy Chef, enabling us to provide a light breakfast for any child in the school who wished to have it regardless of home circumstances. This was a real success and is something we hope to run each year over the Winter months.

During our second term we created and held our own 80's Christmas Countdown linked to the children's IDL that term. This involved them helping to write parts, create dance routines and choose their outfits and costumes. Following the success of the two performances held for parents and friends of the school, we inspired the Parent Team to host an 80's fundraiser in term 4, where the children's love and enthusiasm for the era shone through. The children across the school also experienced an enterprise project of making and selling Festive Afternoon Teas. This involved taking orders, creating recipes, budgeting skills and communication skills to ensure deliveries were sent on time to a high standard. Many parents and local business commented on the success of this event.

We continue to have a strong partnership with the local cinema and this year pupils in P4-7 have enjoyed wider opportunities to expand their digital literacy in the world of film. We held animation manga workshops with a well-known artist in term 1 and in term 4, we have been lucky to work with a documentary maker and sound recordist as part of a film-making club. All children across the school have experience of viewing



films on the big screen every year, made even more special when it is their own work. Our most recent work has been featured in 'Good News' stories within Highland Council committee meetings and the partnership featured in a recent publication by Film Hub Scotland.

Several pupils in P5/6/7 have competed against other schools in the local area as part of the Primary Schools Maths Challenge in Dingwall Academy, the Cross County event at the Black Isle showground and the Culbokie Shield football and running event.

We were also lucky enough to secure funding from the Middleton trust to support various outdoor experiences for our P5, P6 and P7 pupils. Money secured from the trust has enabled pupils with Free School Meal entitlement to experience these for free. We have also purchased 'Big Play' equipment for our playground to promote social play in the form of giant games and activities lead by our P6 & P7 playground leaders. All our pupils have loved the ride-on toys we have purchased using this money from the trust.

## Comments from learners, families, stakeholders and staff

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

Cromarty pupil HWB Survey May 2023- 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.

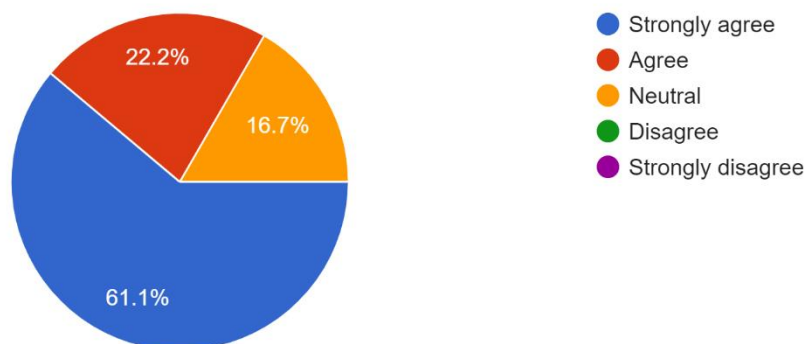
For each of the areas we have added the pupils scoring 4 or 5 to give our percentages of P1-7 pupils. Safe= 84%, Healthy= 84%, Achieving= 72%, Nurtured 83%, Active 86%, Respected 78%, Responsible= 72% and Included= 81%.

Analysis of this data between this year and last year highlights our top 3 scoring areas as that of being Active, Safe and Healthy. Our 3 least scoring areas are in Achieving, Responsible and Respected. Interestingly, these are the same 3 in each category when comparing both sets of data. This highlights our need to ensure profiling and reporting fully involves pupils, parents, staff and partners on the learner's journey.

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

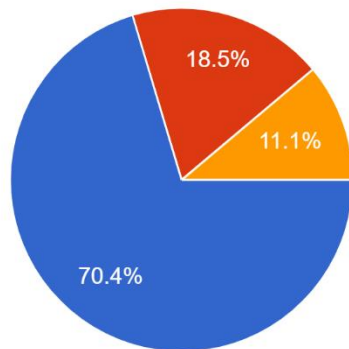
Effort and hard work are valued in my school

54 responses



There are staff in the school who care about me

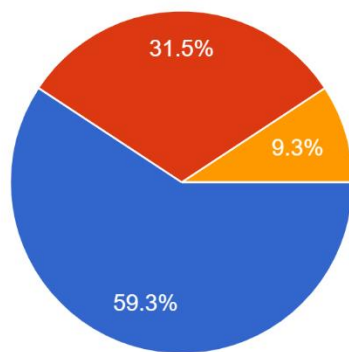
54 responses



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly disagree

The school provides me with regular opportunities for outdoor play and learning

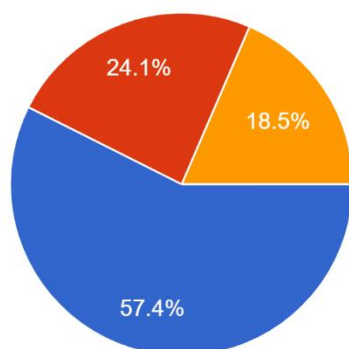
54 responses



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

I have a sense of belonging to my school

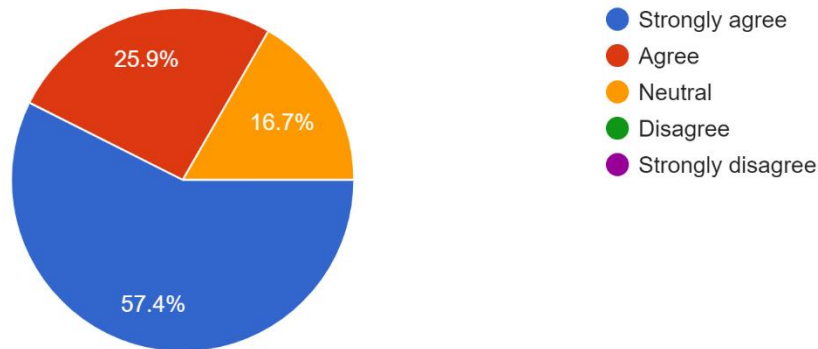
54 responses



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

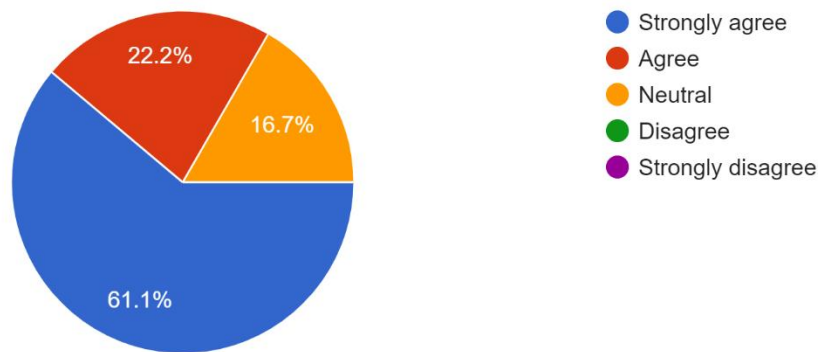
I am able to receive support if I need it

54 responses



Effort and hard work are valued in my school

54 responses



An online parent survey in May 2023 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.

**Communication:**

- All respondents strongly agreed that they felt comfortable approaching the school about anything and would know who to seek help from with a problem
- All respondents strongly agreed they were informed about events and activities happening within the school

“Brilliant, we feel very informed, and my child’s best interests are seen to.”

“Communication is good & frequent, just like talking with friends.”

**Learning & Teaching:**

- All respondents strongly agreed with the statement, ‘My child understands what the teacher expects of them in relation to work, effort, behaviour and learning’
- All respondents strongly agreed that their child is encouraged to work to the best of their ability
- All respondents strongly agreed that their child has a good relationship with their teacher and can confidently ask for help if required
- All respondents strongly agreed that they were satisfied with the quality of teaching in the school

“Excellent at fishing out children’s interests”

“Very happy with the structure & support given”

**Ethos: This was the highest rated area of strength for the school**  
**100% of respondents strongly agreed with the following statements;**

- The school is well led and managed.
- The school is attractive and has a happy and welcoming atmosphere.
- The school has a good name within the community.
- Teachers, pupils and parents feel a sense of identity and pride in the school.
- School staff are helpful and approachable.
- School staff have formed good relationships with pupils, parents and the community.
- Discipline is good and the children are generally well behaved
- Everyone is included in our school.
- Equality and fairness are important in our school
- My child is safe in school
- I would recommend Cromarty Primary School to other parents.

“The school's ethos is what I love most about Cromarty Primary. The children are being provided a foundation that will carry them well past their schooling years; with the school's focus on mental health and community (esp. in these post-covid times) the children are developing in real-life ways that academics on its own would and could never achieve.

“The school is more than just a school, it’s a support network for the children & parents, great care & dedication is given, it’s evident,”

“The school is brilliant. I have zero complaints as my child is kept safe and looked after. the staff have fully supported my family and child.”

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

1. Improving Digital Profiling, Reporting and Assessment Process
2. Improving approaches to Learning, Teaching and Assessment- Becoming a Reading School- Core Status

*Other priorities covered in the school Working Time Agreement via Collegiate Activity Time but not separate plans;*

- *Develop use of Accountable talk strategies to develop children's listening and talking skills*
- *Develop the use of Highland Numeracy Maths diagnostic assessments to support children's progress in numeracy*

## **Planning ahead**

### **A' planadh air adhart**

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