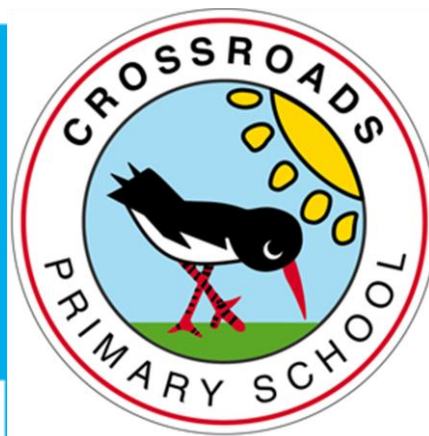


STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



Crossroads Primary School
HIGHLAND COUNCIL, DUNNET. THURSO, KW14 8XP

Introduction: Local and National Context

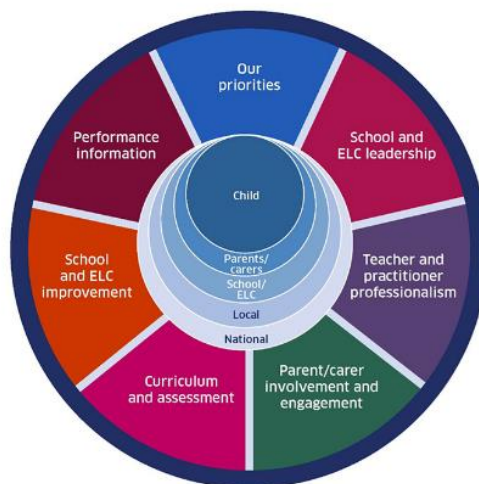
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%

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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

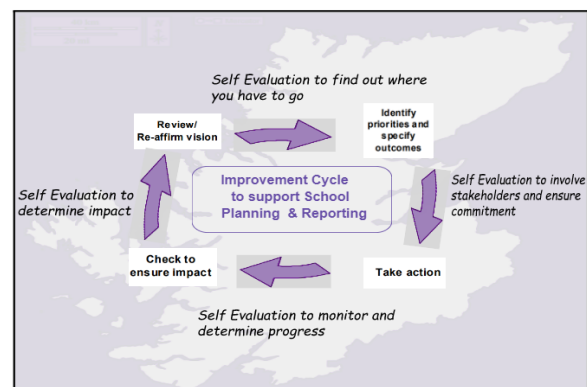
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Pauline Pearson
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
87.621%

Average Class Size
10

Meeting PE Target
Target Met

Pupil Numbers
10

Teacher Numbers
1

Pupil Teacher Ratio
10:1

Crossroads Primary School and Scallywags Early Learning Centre are located in a rural, coastal setting serving the local community of Barrock and Scarfskerry. 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 10 children attending the school and 8 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- 4 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 with a few children exceeding nationally expected levels. 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

Very good progress

Writing

Good progress

**Listening and
talking**

Very good progress

Numeracy

Very good progress

We have a good standard of behaviour and have had no exclusions this year. We aim instead to support pupils within the school setting, identifying reasons for distress behaviour and supporting both educational and mental wellbeing for all.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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)

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 attainment, particularly in literacy.

Purpose: Understanding and Improving Assessment and Moderation Strategies in Learning Teaching and Assessment-primary focus on literacy.

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Progress:

- ✓ Baseline assessment training undertaken with CLO to improve staff understanding and consistency of assessment.
- ✓ Moderation event with two other small schools
- ✓ Sharing of attainment with parents has been limited due to the unpredicted need to change the profiling system mid-session.
- ✓ Teejay literacy materials purchased to support teacher judgments.
- ✓ Pupils began to evaluate their own and other's writing against the criteria, but they need more experience of that.

Impact:

- ✓ Staff are more familiar with the assessment materials that are linked to the benchmarks. This will allow for better feedback to pupils, and for next steps to be identified in literacy.
- ✓ The school had to stop using Seesaw in December 2022. This meant temporary paper profiling and moving to Google sites for the pupils, after staff training. This is still being developed as staff and pupils gain confidence and become more familiar with it. It is hoped that this will allow more robust evidence of literacy progress as it is embedded.
- ✓ Teejay literacy assessments indicate areas where additional work is required.

Next steps: Google Sites for profiling requires to be further developed, and included in next session's School Improvement plan and Working Time Agreement. Within the ASG primary schools are prioritising the new Literacy Progression which will support teaching, learning and assessment.

School Priority:

Develop approaches to outside learning

Purpose: Improve the outside learning environment to support raising attainment (pupil led)

Progress:

- ✓ Crossroads primary school children have been learning about their environment, and making use of the extensive outside area.
- ✓ The children grew a range of vegetables and fruits, some for the honesty box, and some for use in school lunches.
- ✓ The children chose and laid the new foam flooring for the outside classroom.
- ✓ Children identified which curricular areas they could learn about outside.
- ✓ Children and adults identified resources to be purchased to improve the quality of the education on offer outside.
- ✓ Outside classroom begun to be used for some activities.

Impact:

- ✓ We have achieved our first Eco-school Green Flag this session.
- ✓ The children entered a local gardening show and won a range of prizes. This helped to value their work and motivate them to be further involved in the produce growth.
- ✓ Pupils are more comfortable in the outside classroom leading to better motivation to learn.
- ✓ The children realised that the whole curriculum can be taught using the outside area. They sometimes suggest activities can take place outside.
- ✓ The resources purchased have further supported outdoor learning.
- ✓ Making use of the outside classroom for a wider range of activities, has improved learning and/or engagement.

Next steps: Continue to develop the outside area and make further use of it to engage youngsters in their learning. Consider if completing an activity outside has added value.

School Priority:

Developing the rights based ethos of the school incorporating rights and SDGs in learning.

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

Progress:

- ✓ Pupil charter for school updated and signed by pupils in school and ELC.
- ✓ Learning about rights shared with parents through Seesaw until use was stopped.
- ✓ Open afternoon with rights based activities for families to engage in with their children.
- ✓ Some lessons are linked to rights and sustainable development goals, but this is not embedded throughout the school yet.
- ✓ Children are learning about, through and for rights.
- ✓ Beginning to update ELC charters for areas of play.

Impact:

- ✓ The children chose the core rights to focus on this session, and these are in the charter. This deepened their understanding of the different rights and secured their ownership of the learning.
- ✓ The open afternoon allowed the children to share their understanding and their learning with the adults. It also allowed the adults to find out more about the children's learning and the next steps. This improved engagement and understanding for all.
- ✓ Children's knowledge and awareness of rights has increased.
- ✓ All ELC children have the opportunity to share their views and thoughts at their level. This is the beginning of their understanding that they have rights.

Next steps:

Continue to develop staff and pupils' confidence when talking about rights and their learning, further embed across the curriculum and apply for Gold Rights Respecting School accreditation when ready.

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

Reading and spelling have improved as a result of the Nessy spelling, and individual work using Toe by Toe for two pupils. The gap between attainment and expected level has reduced considerably in reading, with some improvement in writing. All pupils are making good or very good progress in reading. In writing 70% are making good or very good progress at their level, with 30% making satisfactory progress. The PEF PSA leaving in December 2022 and not being replaced until mid February 2023 did stall progress somewhat as there was less capacity to support youngsters. The flexible seating has reduced the amount of time pupils are out of their seat. Initially pupils saw it as a novelty and seat choices were not beneficial to learning, however this has improved with time. It is hoped that next session the flexible seating will lead to greater focus on tasks.

Wider achievements Coileanaidhean nas fharsainghe

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The school received its first Eco-Schools Green Flag award this session. Pupils represented the school in the Thurso ASG Rotary school quiz. The pupils invited another country school for a joint Highland Games in May which was enjoyed by all. The children were involved in fundraising for Children in Need and a Macmillan coffee morning inviting the local community. The school received their Outright 2022-23 certificate for the session. Crossroads Christmas School Fayre involved the community and all the pupils participated in making and selling items for this.

Comments from learners, families, stakeholders and staff

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

Learners:

https://docs.google.com/document/d/1ONjbaF1GyHQ5PNb_lc4asuqvGjbi6GeTorTaU3ZQeNM/edit?usp=sharing

https://jamboard.google.com/d/1ojt9Hx-kEbKDzhyppbPc-3mkReuYHlhcfBI_mMXd9zU/edit?usp=sharing

<https://jamboard.google.com/d/17KQWoGvKurqBBzR-HTBC-myjWfXTnNUHjwA1S2a4W3Y/edit?usp=sharing>

<https://jamboard.google.com/d/1A9wTRv36C2R2o8B7CKiimY9YSxuB8xLnTVq5nBty8VY/edit?usp=sharing>

https://jamboard.google.com/d/1l5Aeep49AdJUBEy9W03nZ9iz-9FMKhbJthw6SqA_NLQ/edit?usp=sharing

https://jamboard.google.com/d/1sflwavBh2D1irAOF7AUA_d0VwrdXdYHCW8fB9hZ1LrM/edit?usp=sharing

Families: <https://drive.google.com/file/d/15FaKlvU66FO-6HCA84UFLFDtveF7Duk-/view?usp=sharing>

<https://jamboard.google.com/d/1fS0ZomaDI15q7CCTipOzo0WWx8mPqKliG8EAVho3PhA/edit?usp=sharing>

Stakeholders: <https://drive.google.com/file/d/1J-V11gzWp-3f51Nx1zsT4RQhMOJijTHV/view?usp=sharing>

Staff: <https://docs.google.com/document/d/1y-eG6X9LzEO6sl71Z88RgHnVhdKO1aHmivOLkqwbj30/edit?usp=sharing>

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	Very good	Very good	Choose an item.

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QI 2.3 Learning, teaching and assessment	Very 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	Very good	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

- Develop the new primary school profiling system so that all users are familiar with it and the children's learning can be better shared with families.
- Further develop the rights based ethos of the school.
- Embedding of the new Highland Literacy Progression in the school's teaching, learning and assessment.

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://sites.google.com/thursohigh.org.uk/crossroads-primary/crossroads-home> or by contacting the school office