

2022/23



**CROY PRIMARY SCHOOL**  
HIGHLAND COUNCIL | DALCROY ROAD, CROY, IV25PG

# Introduction: Local and National Context

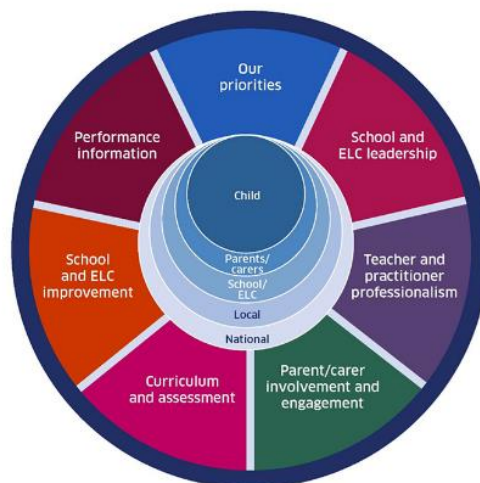
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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**

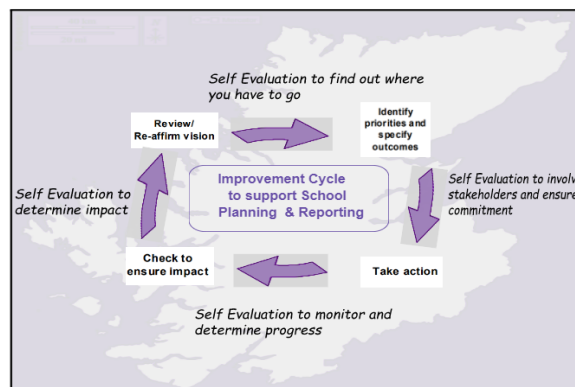
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **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.**

*Martine Kelly*  
Head Teacher  
Croy Primary School

## Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

<b>Attendance</b> 95.7%	<b>Average Class Size</b> 19.6	<b>Meeting PE Target</b> Target Met
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<b>Pupil Numbers</b> 98	<b>Teacher Numbers</b> 7	<b>Pupil Teacher Ratio</b> 14.4
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<b>N3</b> %	<b>N4</b> XX%	<b>P1</b> 21.4%	<b>P2</b> 17.3%	<b>P3</b> 10.2%	<b>P4</b> 12.2%	<b>P5</b> 15.3%	<b>P6</b> 9.2%	<b>P7</b> 14.3%
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<b>SIMD Q1<sup>1</sup></b> 0-10%	<b>SIMD Q2</b> 0-10%	<b>SIMD Q3</b> 90%	<b>SIMD Q4</b> 0-10%	<b>SIMD Q5</b> 0-10%	<b>Unknown</b> 0-10%
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<b>ASN<sup>2</sup></b> 30-40%	<b>No ASN</b> 60-70%	<b>FSM<sup>3</sup></b> 0-10%	<b>No FSM</b> 90%	<b>EAL<sup>4</sup></b> 0-10%	<b>No EAL</b> 90+%
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2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

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

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

Learning, Happiness, Respect and Pride

## Review of progress for session 2022/23

### 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:

**Moderation**

<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

## Purpose:

We aimed to ensure that we had a robust and rigorous moderation programme in place across the school in order to improve learners experiences and achieve consistent approaches to learning and teaching. Receiving a significant number of new teaching staff led to us having to focus on our systems and policies in order for our new team to acquaint themselves with the school and community. We are aware that the moderation cycle is our structured improvement strategy and in order to ensure that our newly formed team had ownership of this, we made this our area of focus. We also felt that since the Covid pandemic, the moderation cycle needed to be clarified with teaching staff and the practices we used should be audited for quality.

## Progress:

Moderation calendar shared with staff for session 22/23  
Jotter sampling  
Classroom observation  
Forward planning meetings  
Attainment meetings  
Data analysis – SNSA and PEF  
Collegiate approach to sharing/use of data

## Impact:

- ✓ The inclusion of moderation in our SIP allowed us to give a clear focus on the steps we are taking to raise attainment through quality learning and teaching.
- ✓ Staff used their Working Time Agreement to apportion focussed time to the recording and analysis of writing, maths and reading assessment data
- ✓ Teachers took part in planning and attainment meetings as a whole team to ensure that IDL planning was progressive and to share good practice
- ✓ The impact has been that we are now able to embed the practices of this session into next session and beyond
- ✓ Increased teacher confidence and focus on gaps in learning has made our teaching and planning for interventions more data driven, we are now more able to identify learners who are not yet at their potential but would benefit from additional support
- ✓ Creation of a Quality Assurance calendar in ELC has had the same effect, staff are clear on expectations around observation, self evaluation and the Care Inspectorate Action Plan.
- ✓ Strategies to capture parent and pupil voice have begun in the form of a newly created pupil council and school improvement now added to the parent council meeting agenda for every term. Have Your Say surveys shared and feedback recorded. Parent workshops have been successful and are planned for the session to improve parent understanding of how to support literacy and numeracy at home.
- ✓ Good progress was made in this area and we are confident in our capacity to embed this strategy and create a clear policy to improve outcomes for all of our learners.

## Next steps:

**Further embed the quality assurance and moderation practices key to improving outcomes and raising attainment**

**Use “Big Questions” with teaching staff to identify areas for focussed teaching**

**Continue to attend training on SNSA data analysis**

**Liaise with ASG colleagues on moderation cycle to find best practice**

**Continue to engage in quality self evaluation during collegiate activity**

**Gather meaningful pupil feedback on learning and teaching**

School Priority:

## Writing

### Purpose:

As a staff, we identified that we required a collective approach to the teaching of writing and the skills needed to be a successful writer. Our high number of new staff gave rise to a variety of methods, schemes and experiences and we felt it necessary to find a collective approach that would enable us to use a shared language and moderate more effectively.

### Progress:

Teaching staff attended some of the Steven Graham training sessions  
HT and peer observed lessons with feedback and next steps given to teaching staff to inform practice  
Senior pupil feedback gathered by HT on impact of their own target setting  
Collegiate data analysis and identification of pupils for intervention groups and/ or additional support  
Digital literacy planning with emphasis on supporting literacy difficulty e.g. Read Write Toolkit  
Literacy workshop for parents took place and feedback gathered was very positive and staff were asked to offer the same format with a focus numeracy next session

### Impact:

- ✓ Teaching staff now employ aspects of the SG training as well as moderating their practices under Talk4writing pedagogy
- ✓ Focussed observations have enabled us to highlight and share areas of good practice and identify areas for improvement with regard to learners experiences during the teaching of writing
- ✓ We identified the need to increase our use of resources to support children with literacy difficulties in class due to PSA support levels e.g. text to speech
- ✓ Data gathered and shared with staff, focus children identified and interventions planned and delivered
- ✓ Some parents attended our literacy workshop and feedback given. Workshop was said to be useful and very informative, helped parents to understand the expectation on children at each stage of the curriculum. Parents remarked that their confidence in teaching approaches increased due to the workshop. Parents suggested this was repeated every session in Term 2 and the same opportunity given to the numeracy curriculum.

### Next steps:

**Create writing policy to share with staff N-P7**

**Repeat Literacy workshop in session 23/24**

**Continue to gather data and engage in dialogue to identify learners who need additional support**

**Identify purposeful resources to use to support learners**

**Moderate with ASG colleagues on achievement of a level and benchmarking/ criteria**

**Identify new criterion scale for marking writing from collegiate discussion and ASG moderation**

**Gather pupil feedback through Pupil Council**

## **Progress and impact of Pupil Equity Fund**

### **Adhartas agus buaidh Maoin Cothromas Sgoilearan**

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The Pupil Equity Funding enabled us to allocate one day of teacher time to plan and assess the impact of small group, targeted interventions to improve Literacy skills in pupils from P1 to P7. We identified that there were many children in P4 who were not achieving their potential in reading and spelling. We made these children our focus, as well as those in other classes who we identified as needing extra support, and working with ASNT, we implemented strategies to address gaps in learning. Over 50% of targeted children achieved their predicted levels.

## **Wider achievements**

### **Coileanaidhean nas fharsainghe**

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We achieved the Bronze Award for Rights Respecting Schools

Our cook was awarded Highland Council Employee of the Year Award for her work with our children and commitment to quality provision

We have been successful at athletics events throughout the year such as Baillie Cup, SHSAA and McRobert Cup

Our HT worked with parents and local councillors to provide a new playpark for the community. This is now under construction and will be open by October 2023.

We took part in a local gardening competition and were awarded 3<sup>rd</sup> place for our efforts.

A child in P3 was successful in a national Kickboxing competition

ELC children took part in Safe, Strong and Free this session

One child in P6 has been highlighted for her skill in football

We have developed teams of pupils to support areas of responsibility such as playground leaders

## **Comments from learners, families, stakeholders and staff**

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

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Literacy workshop feedback

“It was good to see the learning that the children are doing in school”

“This has been very helpful in letting us see that teachers have really solid plans for the children”

“The workshops could be repeated to let parents see how to support homework”

Comments from learners

“The lunch time is better now we are in the hall”

“We would like more playground equipment”

“The pupil council is a good idea”

## **Capacity for continuous improvement**

### **Comas airson leasachadh leantainneach**

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Using indicators from ‘How Good is our School 4’ together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

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

Our key priorities for improvement planning for session 24/25 are:

Health and Wellbeing – we aim to audit our pupil and staff wellbeing and revisit our school values

Numeracy – we aim to improve attainment across the school and ELC

We intend to improve outcomes for all pupils from ELC to P7 and to support the wellbeing of all staff, pupils and families.

## 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 [Croy Primary School](#) or by contacting the school office