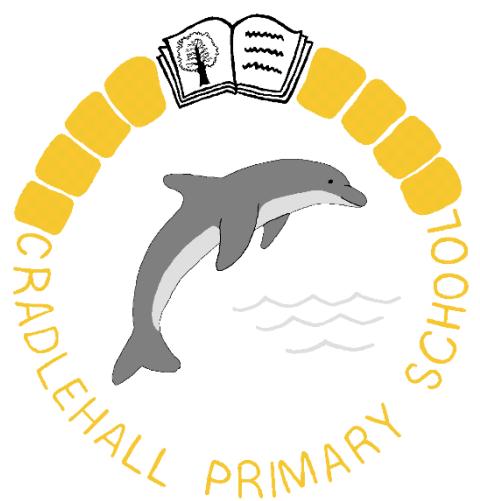




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Cradlehall Primary School



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%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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

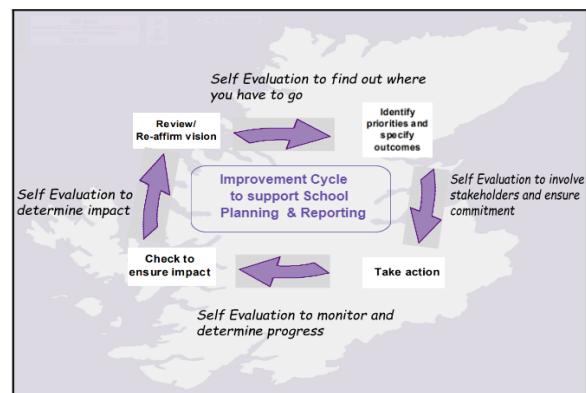
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Vivienne Goodall
Head Teacher
Cradlehall Primary School

School Profile

Pròfil 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 93.1%	Average Class Size 24.7	Meeting PE Target Target Met						
Pupil Numbers (inc nursery) 247	Teacher Numbers 13	Pupil Teacher Ratio 19.1						
<hr/>								
N4 18%	N5 24%	P1 12.3%	P2 11.5%	P3 15.2%	P4 15.2%	P5 10.7%	P6 18.9%	P7 16%
SIMD Q1¹ 0.4%	SIMD Q2 4%	SIMD Q3 1.4%	SIMD Q3 0%	SIMD Q5 0%	Unknown 0%			
ASN² 22.2%	No ASN 77.8%	FSM³ 7%	No FSM 93%	EAL⁴ 10.7%	No EAL 89.3%			

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Almost all	Most	Almost all	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 2024, roll is 285 children, inclusive of 42 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 22% of our pupils have at least one identified Additional Support Need. More than ten different languages are spoken by the current cohort of pupils, 11% of whom are bilingual.

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

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Very good progress	Good progress	Very good progress	Good progress

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.

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 and Numeracy

Purpose:

In 2023-2024 as a result of our inspection and our ongoing self-evaluation we identified aspects of Literacy & Numeracy which required to be addressed this is year two of our project where we embedd our policy and practice. In so doing our literacy & numeracy pedagoy we will become more consistenct in our judgements of a level, analysis of data, pace and challenge of learning and teaching literacy across the curriculum.

Progress:	Impact:
<ul style="list-style-type: none"> • All teaching and ELC staff have an increased knowledge & understanding of attainment aligned with the Benchmarks across all indicators of Literacy & Numeracy 	<ul style="list-style-type: none"> • Almost all staff feel more confident in evidencing learner's progressive and achievement in literacy and numeracy using CfE Benchmarks. • Almost all staff use standardised assessment data to confirm or further investigate their professional judgment. • Almost all staff use assessments to identify any gaps in learning and address this through their planning and teaching.
<ul style="list-style-type: none"> • Learning, Teaching & Assessment in writing will be formalised into school policy and practice. 	<ul style="list-style-type: none"> • All teaching staff have attended further training in the writing process which has led to professional dialogue and a draft policy which will be implemented in the 2025-26 school year to ensure continuity in teaching, learning and assessment. • Keyworkers in ELC have during moderations discussions with SMT and Peers reflected on individual children's engagement and progress with mark making/ early writing. Resulting in targeted interventions and provocations being provided inside and outside
<ul style="list-style-type: none"> • Moderation of literacy has become a regular feature of the moderation cycle 	<ul style="list-style-type: none"> • Almost all staff work collegiately across the school to discuss where learners are against the benchmarks and to ensure continuity in assessments. These are shared with pupils to ensure children know where they are in their learning and their next steps. • The ELC team have had opportunities throughout the session as part of the agreed moderation cycle to engage with peer and management moderation of

	<p>quality observations (including literacy). This has highlighted what makes a quality observation in literacy and supported nursery team in developing a shared understanding.</p>
<ul style="list-style-type: none"> Core reading materials & reading for pleasure texts will be refreshed to motivate children across the school 	<ul style="list-style-type: none"> Our Early Level core reading resources and the initial stages of First Level have all been refreshed. A decodable series of books will align with our phonics teaching and learning at this stage. This will be implemented 2025-26 school year. Our Reading Ambassadors have selected texts for our library in consultation with children across the school to further encourage reading for pleasure. All our ELC team continue to display and read a variety of genres to engage children and foster a love of literature.
<ul style="list-style-type: none"> Three members of staff (1 EYP, P1 teaching staff and DHT) participated in an enquiry-based research project with Education Scotland <i>Learning to Read in the Early Years</i>. The aim being to have 60% of focus children showing independent engagement with text during free play. 	<ul style="list-style-type: none"> Through the use of provocations observations showed that most children engaged more independently with texts, from 'reading' the lunch menu to sharing stories together to cooking up a banquet using role play café menus. Trained staff fed back and shared learning with stage partners and the ELC team. Resulting in raising the profile of reading provocations throughout P1 and Nursery settings.
<ul style="list-style-type: none"> Children will have applied real-life contexts to support their knowledge and understanding of financial education. 	<ul style="list-style-type: none"> All teaching staff have undertaken training and have implemented resources and techniques ensuring all children have a better understanding of financial education at an age and stage appropriate level. All the ELC team ensure provocations are in place for children to investigate money at an age and stage appropriate level
<ul style="list-style-type: none"> Maths resources refreshed 	<ul style="list-style-type: none"> All P1-P7 staff have undergone training in the use of our ICT resources ensuring that pupils can be assigned suitably challenging work and assessments can be used to support next steps in their learning. Maths textbooks have been selected to support learning and teaching which has resulted in greater continuity across the school There is a greater use of concrete materials to support children in their learning The majority of classes regularly timetable for maths to take place outdoors. The ELC has increased the amount of 'real life' numeracy and maths provocations throughout the setting.
<ul style="list-style-type: none"> Pupils and staff will have reviewed the use of digital technology to support teaching and learning in literacy & numeracy 	<ul style="list-style-type: none"> Pupils and staff have identified and trialled ICT resources that enhance learning and teaching. These have proven motivational and are able to identify areas of learning that need to be revisited for a few pupils.

Next steps:

- Embed our writing policy and review May 2026.
- Align writing assessment with our new policy
- Further invest in the renewal of First Level core reading texts and beyond
- Ensure outdoor learning in literacy and maths are a regular feature for all classes
- To ensure our texts across the school include diversity, particularly in our ELC
- Share our work and language of assessment with our families
- Continue to enhance our ICT with provision to engage and support learning.

School Priority:**A Collaborative Approach to Assessment and Moderation****Purpose:**

This project will enhance our Improvement Priority 1 and our work during 2023-24 to develop moderation. We continue to strive to have consistency across the school in our understanding and implementation of assessment and moderation.

Progress:	Impact:
Our PT has undergone training in assessment and moderation. This has been cascaded down to staff	<ul style="list-style-type: none">• All staff have undergone training and have a better understanding of the assessment and moderation process. Teaching staff continue to regularly review attainment within their own classrooms to offer suitable challenge and support and have a greater understanding of attainment within the whole school.• Those newly appointed to our ELC team are being supported in the use of Es & Os to support observations• The ELC have had taken part in peer moderation and moderation discussions with DHT. This has supported ELC team in recognising next steps as part of our ongoing moderation calendar.
All teaching staff update Progress and Achievement with children's progress and Achievement of Curriculum for Excellence Level data.	<ul style="list-style-type: none">• All teaching staff are becoming more familiar with the use of Progress and Achievement recording using SEEMis. This has resulted in a more user-friendly resource to track pupil learning across the years.
Attainment Meetings are more robust and evidence based.	<ul style="list-style-type: none">• Attainment meetings are increasingly evidence based with classroom assessments, HQAT and standardised assessments all informing teacher judgement correlated against the es and os and benchmarks.• In ELC all children's learning is tracked through the form of 'Key Worker Children Discussions' in November and May. Discussion is based around Highland Literacy and Numeracy Progressions and Developmental Overviews. This supports Keyworkers next steps and support needs in individual children.

Next steps:

- To continue to moderate regularly throughout the school (to include curricular areas other than literacy) and develop links with other schools in the ASG to ensure continuity in this process
- To continue to develop our learning conversations with pupils and to advance how these along with our next steps are feedback to pupils and their parents as part of the profiling process.

School Priority:**Developing an Emotional Literate School****Purpose:**

As a school community we have recognised a need to support children in self-regulation. We have observed the benefit of emotional literacy as part of our Nurture programme but would benefit from the pedagogy being in place throughout the school environment.

Progress:	Impact:
Within the school there is a shared understanding of emotional literacy in teaching and learning helping develop children's self-regulation and in so doing maximising success and achievement for all	<ul style="list-style-type: none">• Almost all staff and pupils have a greater understanding of the nomenclature, triggers, behaviours, influences and intensity around their emotions.• The majority of children are able to reference emotional literacy when discussing behaviours.• One of our Keyworker's has taken the lead role in moving Emotion Works forward in the Nursery. Facilitating team meetings re emotion works and modelling shared language, allowing team to become familiar with programme and supporting Nursery pupils' emotional literacy.
All staff and pupils have undergone training in the use of the Emotion Cogs	<ul style="list-style-type: none">• All staff and the majority of pupils are able to reference the cogs when discussing scenarios or real-life events.• The cogs are feature of displays throughout the school and are referred to by pupils and staff when regulating or discussing behaviours.• Emotion Works language displayed in ELC staff base linking to cogs and supporting shared language across ELC team
All classrooms have displays that are used to support learning and teaching	<ul style="list-style-type: none">• All classrooms have displays to support our Emotional Literacy work resulting in children being able to access key vocabulary and resources at an age and stage appropriate level.• ELC have created and Emotion Works area in the room allowing children and staff to engage with characters and language in free play.
Emotion Works Language is being increasingly used across the school	<ul style="list-style-type: none">• Observations have shown that throughout the school the language of Emotion Works is being used to support discussion and regulation in most situations.

	<ul style="list-style-type: none"> • Children in ELC are correctly using emotions works vocabulary in their play and with ELC team during story sessions.
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Next steps:

- To share our ongoing work with Emotional Literacy with the wider school community via workshops lead by pupils
- To embed our learning, ensuring new members of staff and pupils are aware of our work
- To become more skilled in using the Emotion Cogs when dealing with and supporting children in regulating their emotions.

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 15 hours a week.

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

Intervention	Data summary against targets	Impact / progress summary
Whole school approach to increase emotional literacy, resilience, and emotional wellbeing. ASNT to lead staff in implementing approach with shared language across the school. Small group support for targeted children.	<p>In the small group who were monitored using Boxall Profiles we gathered the following evidence:</p> <p>We completed Boxall Profiles for 6 pupils. In November 2024, the developmental aspect of the Profile showed that 3 children had high level needs, 2 had moderate needs and 1 had low level needs.</p> <p>In May 2025, 4 out of 5 of the children with high or moderate needs, showed an improvement.</p> <p>In November 2024, the diagnostic aspect of Boxall profiles showed that 6 children had high levels of need.</p> <p>In May 2025, the diagnostic aspect showed that 4 of the pupils, although still showing high levels of need, had made significant progress and their scores had improved.</p>	<p>Emotion Works was delivered throughout the school. Training was delivered at the September in-service day. Whole school emotional literacy activities were introduced at assemblies. Staff are now using a shared language when talking about emotions across the curriculum. This needs to be embedded next session and used as an approach when discussing conflict and behaviour.</p> <p>The behaviour and emotional regulation of pupils in the small group improved for 4 of the 6 children. Of the 2 who did not make progress, 1 child has ASD and we have decided that the Boxall Profile is not the best way measure his progress. One child has experienced significant changes in his home situation and we are seeking support from Young Carers and have introduced CSW support.</p>
Provision of (by invitation) breakfast club. Time to discuss emotions and experiences prior to school day.	<p>6 children regularly attended breakfast club. Of the 6 children:</p> <p>3 had attendance of over 95%.</p> <p>2 had attendance over 85%</p> <p>1 child had attendance of 73% overall but this had increased from 46% in October 2024 to 91% in April and 81% in May 2025.</p>	<p>All children attending breakfast club had the opportunity to talk to an adult and the small group of peers prior to starting the school day and were more regulated on arrival to class.</p> <p>Boxall Profile assessments for 4 of the children showed progress had been made.</p> <p>2 children did not have Boxall profiles as the focus was on attendance not behaviour.</p>
Literacy Support P2 to P5 groups – 3 x 30 mins weekly P6/P7 Fresh Start – 3	<p>The 4 P6 pupils all increased from 1** to 2* in reading.</p> <p>The 6 P7 pupils are now working at 2** or 2*** in reading.</p>	<p>Literacy support groups did not run for P2 to P5 but PSAs supported literacy in class. The PEF PSA hours were needed to support a pupil eligible for PEF funding who was presenting with very</p>

x 30 mins weekly		<p>aggressive and oppositional behaviour. Avenues to further support this pupil are being explored through our partner agencies. We hope to have support in place for this pupil for next session to allow us to use the PEF PSA hours to support a wider group.</p> <p>Fresh Start was delivered 3x per week as planned to P6 and P7 pupils. The P6 class teachers reported that all the targeted children were now more willing to read aloud in front of their peers and were more engaged in reading in class. The P7 pupils all made excellent progress. Their teachers reported increased accuracy and confidence in their reading.</p>
Support with subsidies for excursions to allow participation in the wider curriculum	Families benefitted from support with residential and class excursions	All families who were in receipt of clothing grant or children affected by an adverse childhood experience were offered the opportunity to have financial support with school events, cost of school trips including residential excursion in P6 & P7

Wider achievements

Coileanaidhean nas fharsainge



Once again, this year the children have benefitted from a number of visitors and excursions to support their learning. These included two successful residential to Edinburgh for P6 and Dalguise Outdoor Centre for P7. Our curriculum has been enhanced and supported with music from Kodaly in P1-P3, Feis Rois in P4/5 and P5/6 and many children taking up the opportunity to work with strings, woodwind or brass instructors from HighLife Highland. While others have chosen to undertake piano lessons organised by our Parent Council. P4, P4/5, P5/6 and P6 all participated in this year's Inverness Music Festival. Three out the four classes receiving commended evaluations and our P6 winning the event with distinction.



The Christianity element of our RMPS programme has been supported with visits from and visits to Smithton Church. While the Fire Service, Police Scotland, Culloden Battlefield, Dunrobin Castle, Tesco, Pizza Express, Dolphin Spirit, Nisa, UHI STEM and RHET have all supported learning.

Our Eco Committee were successful in an application to Learning Through Landscapes to create a quiet zone in our playground which has resulted in many children enjoying a space where they can relax with a book, undertake creative writing or sketch. This has also supported our work on being recognised as a reading school and celebrates the accomplishments of our Reading Ambassadors who also secured an author visit from Adam Murphy for World Book Day.



We were also successful in receiving a Golden Ticket from INTO FILM due to engagement by both staff and pupils in using moving image to enhance learning and teaching across the curriculum. The prize was an exclusive movie screening for P1-P6. Our team of 5 pupils were very competitive in this year's Rotary Quiz while our P6 Euro Quiz Team have shown their knowledge and understanding of an array of European knowledge scoring highly at this year's event.



Over the Christmas period ELC-P3 performed *Simply the Nativity* to sellout crowds raising £500 for SNAP and The Haven Centre. P5/6-P7 put the entrepreneurial skills to good use as they held a Christmas Fair to fundraise for their residential excursions. P4-P7 visited the local community to wish seasonal greetings and deliver handmade Christmas Cards with Nursery and P1 creating tree decorations as a surprise for some of our local residents.



Enterprise skills were further enhanced with the sale of raffle tickets during parents' nights by P7 and bag packing at Tesco Inverness. While the whole school once again held our now annual Community Fete.

The successful after School Art Club organised and run by our Parent Council has once again this year proved popular.



Our popular athletics club ran successfully throughout the year with great times being recorded at cross country events including the McRobert Cup and Inter-school Sports. Our P1-P4 Baillie Cup team were successful for the second year in a row winning the Section 2 Trophy. Our parent run football club continues to attract lots of players at their Saturday training sessions. While Highland Rugby Club hosted coaching sessions for our upper school pupils. While Multi-Sports were well attended having been organised by our Active Schools Co-ordinator.



Outdoor learning has become more of a regular feature in most classes. Our expansive grounds are used to enhance learning and teaching as an extension to classroom learning.



Our long awaited ELC expansion was completed in January and we welcomed many new families to our new space. We have expanded our ELC staffing team and they along with our more long serving children and staff have embraced the change creating a welcoming, exploratory and safe learning environment.

All in all, a busy year with the pupils, staff, families, partners and the wider community working together. Roll on 2025-2026

Comments from learners, families, stakeholders and staff

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

This year has been good because of privileges and responsibility we get as P7. The school has been preparing us well for secondary school.

P7 Pupil

The Emotion Works has been very interesting. I understand how some people find school really difficult and I am beginning to see what can be triggers and not good influences and I am trying hard to help people.

P6 Pupil

This year is good because we've done lots of different things and it's good because they've all been different from previous years. It's different every year which is good.

P5 Pupil

I love our new quiet area. Sometimes the playground can be very busy and it's good to be able to read or draw somewhere quiet.

P4 Pupil

It's been great getting outdoors to do our work. I like it outside even when it is rainy and windy!
P3 Pupil

I like doing my number and handwriting – I'm getting better all the time
P2 Pupil

P1 has been faaaaaaaaaantastic. I can read and write and count and I couldn't really do that before but now I can.

P1 Pupil

I love our new nursery. There's lots to do and new people too
ELC Pupil

X has had a great time in nursery. Their confidence has come along greatly along with their social skills. X is very excited about starting in P1 but will miss the nursery teachers who have played an important role in X's development.

Nursery Parent

The transition from nursery to P1 has been amazing, It is lovely to see your child grow and flourish
Early Level Parent

We are happy that X is enjoying their time in school and in particular their learning. We've seen interest at home in areas of learning such as story writing. X often tells us about the learning in school and the next steps. Which is great to hear.

First Level Parent

We have been fortunate as a family to have our child attend Cradlehall since Nursery. The care and support offered throughout have been second to none. Our child has grown into a young adult and is more than ready for secondary. Thank you to everyone.

Second Level – P7 Leaver Parent

I have found that our three improvement priorities have enhanced my learning and teaching. I have been actively engaged in all aspects of the plan and feel that they have supported collegiately and the classroom environment.

Class Teacher

I am definitely spending more time outdoors. I can clearly see the benefit for children in taking learning outside.

Class Teacher

The enquiry research project across the Early Level department enabled us to reflect on our current practice and identify our own area within early literacy to target and track impact and identify improvements.
Early Level Class Teacher

Emotion Works is beginning to have a shared language to support children in regulating their behaviour.
PSA

Our new indoor space has created more flexibility for the team to set up areas based on the children's interests and developmental needs.

EYP

I always enjoy working in partnership with Cradlehall Primary. They are a committed team who all work in the best interests of all children.

Partner to the school

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

To embed our three improvement priorities as outlined above while continue to develop our Expressive Arts Curriculum.

Planning ahead A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.