

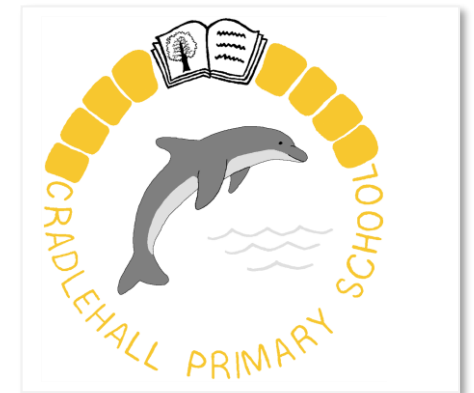


STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Cradlehall Primary

PRIMARY/ELC



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%

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 93.6%			Average Class Size 25.7			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 231 (+42 ELC)			Teacher Numbers 12			Pupil Teacher Ratio 19.7		
N3 12.1%	N4 XX%	P1 12.1%	P2 13.4%	P3 12.1%	P4 15.6%	P5 15.6%	P6 11.7%	P7 19.5%
SIMD Q1 ¹ 0-10%		SIMD Q2 0-10%	SIMD Q3 0-10%		SIMD Q4 60-70%	SIMD Q5 20-30%		Unknown 0-10%
ASN ² 10-20%		No ASN 80-90%	FSM ³ 10-20%		No FSM 80-90%	EAL ⁴ 0-10%		No EAL 90-100%

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

Reading	Writing	Listening and talking	Numeracy
Almost all	Most	Most	Almost all

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

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

Listening and talking

Very good progress

Numeracy

Good progress

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 2026, roll is 278 children, inclusive of 48 in the Nursery. There are 9 primary classes.

20% of our school population have enrolled as a placing request from areas out with the delineated catchment area. We currently have 10% of children with Free School Meal/Clothing Grant entitlement while 20% of our primary aged pupils have at least one identified Additional Support Need. More than ten different languages are spoken by the current cohort of pupils, 18% of whom are bilingual.

Attendance rates are high during the current session there was one exclusion.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

VALUES

We are Cradlehall Stars with our Values of **SAFE, TEAMWORK, ACHIEVING, RESPECTING**

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.

Safe Teamwork Achieving Respecting

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 1:	
School Improvement Plan Priority	
Sustainable Designs for Living and Learning – Year 1	
Summary of progress	Next steps
• All classes, ELC – P7 have engaged in interdisciplinary collaboration between researchers, artists, staff, LfS stakeholders and learners. • All classes are beginning to embed multilingualism into Learning for Sustainability.	• To ensure that these collaborations have longevity and align more succinctly with the seasons and our enhanced IDL activities. • Continue to embed multilingualism and ensure our practice aligns with planned activities.

• Most Teaching Staff have completed Permaculture training modules and employ the principles taught during this training to enhance their teaching and the pupils learning. • All parents, families and the wider community have been made aware of our project and invited to participate. • An area of school grounds has been identified to be developed to outdoor learning practices	• Train new and returning teaching staff via permaculture modules. Ensure staff who have flexible working arrangements have ring fenced time to complete modules. Find innovative ways to share our learning with PSA and ELC Team • Find wider communication methods to share our learning with parents, families and broader community to encourage greater engagement • Work together to develop the agreed space throughout 2026-2027 school year • Ensure that outdoor learning across the curriculum is part of all classes weekly timetable
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School Priority 2:

Using Music as a tool to enhance learning and teaching in literacy, numeracy and health and wellbeing

School Improvement Plan Priority 2

Summary of progress

- All members of our teaching staff who have participated in this project have honed their music skills and their confidence. Their classes have all fully engaged in the activities and have had a wider knowledge and understanding of the experiences and outcome which support music.
- Undertaking the project has enabled all participating teaching staff to work collaboratively with artists and in so doing learn together.
- All classes involved have recognised the effect music can have on emotional regulation
- All teaching staff and their classes have made links between music supporting attainment in literacy and numeracy.
- Almost all participating children when asked would say they can recognise the role traditional music and cultural identity

Next steps

- To cascade learning throughout the school, building confidence in others to ensure Music becomes a more regular feature of learning and teaching
- To ensure we have a music progression from ELC onwards.
- To engage with Curriculum Improvement Cycle.

Impact

- All participating staff recognise that Music is not an isolated subject. As a result, music is a more regularly classroom feature used to support and enhance learning and teaching along with consolidating experiences and outcomes in music.
- All participating teaching staff understand that you do not need to be proficient in music to teach music effectively and see music as an equally important area of the curriculum as others.
- The participating teaching staff are using music effectively to help support behavioural regulation and have observed the positive effective music can have on the majority of their classes.
- All contributing teaching staff and the majority of participating children have expressed an understanding of cultural identity through music.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Data summary against targets	Impact / progress summary (max 100 words per intervention)
Emotional Literacy – Lunch time club Continuing to embed Emotion Works across the curriculum.	7 children were invited to attend and all 7 attended regularly in terms 1 and 2. By Term 4 the P7 pupils were more able to regulate in the playground and attended less. The P5 and P6 children invited continued to rely heavily on this intervention. All classes are now using Emotion Works across the curriculum.	The PSA who ran the lunchtime club used the language from Emotion Works to model ways to resolve conflict and respond to triggers. The group also played cooperative activities and worked on building relationships. 4 children in P5 and one child in P6 who attend lunch club, continue to find conflict very difficult to navigate and need continued support to build relationships, regulate and reflect on situations. As a result, we have alternated the times when they are in lunch club. This had a positive impact on playground and lunch club behaviour as they are in smaller groups and not all in the playground or lunch club at the same time. They also have more intensive adult support in lunch club. It has also reduced the number of incidents that were unresolved after lunch break allowing the children targeted to return from lunch ready to learn. Staff are continuing to use a consistent, shared language when discussing emotions and emotional literacy is embedded across the curriculum. Staff are using this language when discussing conflict and behaviour. However, there are a small group of children who continue to struggle to regulate .
Breakfast Club	7 children were invited to breakfast club. Only one child regularly attended so breakfast club was stopped. 6 of the children now have attendance over 84%. One child is a continued attendance concern and we are working with our multi agency partners to try to improve this.	Of the 7 children who were invited, only one child was attending regularly, and this child was not an attendance concern. Therefore, we evaluated that this intervention was not having the desired impact. We now offer breakfast to some children, who arrive in school hungry, after 9 o'clock. The PSA time allocated to breakfast club has been redistributed to support the lunch club.

Literacy Support P2-P5 Spelling/phonetic groups	P2 – 4 out of 6 children improved. P3 – 4 out of 6 children improved P4 – 4 out of 5 children improved P5 – 3 out of 6 improved	Although not all children had improved scores in spelling tests, they did show increased phonological awareness and when analysing results, it was clear that they were applying these skills to attempt words that they were previously unable to try. Their attempts were resembling the sounds in the words.
Literacy Support – Fresh Start Groups	P6 – 6 – all improved P7 – 3 – increased confidence and independence in using technology to support literacy.	All the children supported using Fresh Start were assessed in August 2025. They were reassessed in May 2026. All 6 children showed a marked improvement in both their fluency and accuracy when reading. They also demonstrated increased confidence in written tasks in class. The P7 group all have significant additional needs. They struggled to engage with Fresh Start so we adapted this support and focused on supporting their literacy through Read and Write tools on the Chromebook. Initially they found it difficult to navigate the keyboard but they are now able to log on and access the Read and Write tools independently. This will help their transition to S1.

Wider achievements

Coileanaidhean nas fharsainghe



Once again, this year the children have benefitted from a number of excursions and visitors to support their learning. From STEM activities at UHI, Farming workshops, Kessock Lifeboat Station, Brodie Castle, theatre, and cinema visits have all enhanced learning and teaching. While visits from organisations including the Fire Service, Police Scotland, NHS, Tesco, Nisa and RHET have all brought learning to life. There have also been two successful residentials to Edinburgh for P6 and Dalguise Outdoor Centre for P7.

Our curriculum has been further enhanced and supported with music from Kodaly in P2/3 and P3/4, Feis Rois in P5 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 with the addition, this year, of an organ donated by *Organs in Schools*. P3/4, P4, and P5 all participated in this year's Inverness Music Festival. Two out the three classes receiving commended evaluations and our P5 winning the event with distinction. The Christianity element of our RMPS programme has been supported with visits from and visits to Smithton Church, with our choir performing in the Church over the Christmas period.

Our Active School's Co-ordinator has organised well attended Multi-Sports and Basketball Clubs throughout the year. While also delivering young Leaders to P6/7 and P7 resulting in a few children developing clubs around the school. Our popular P4-P7 athletics club has enthusiastically been run by Parent

Safe Teamwork Achieving Respecting

Volunteers, and our Parent Council have successfully employed OJ Sports to run an afterschool club one day a week. Teams have shown sportsmanship and skill in competing in events including the McRobert Cup, Inter-school Sports and the Baillie Cup. Our parent run football club continues to attract lots of players at their Saturday training sessions.



Our Eco Committee continue to manage our recycling of crisp packets and composting of fruit. The quiet zone in our playground which was established last year continues to be enjoyed by many children as a space where they can relax with a book, undertake creative writing or sketch. This has also supported our work as a Reading School with our Reading Ambassadors running two successful book fairs, working alongside our local librarian, Meg Davidson, and author Alan Dapre as an ASG project *Reading for Everyone* which has developed the Ambassadors skills in encouraging reading for pleasure throughout the school.

Our Film Club were successful in applying for funding from INTO Film to create moving image techniques which the Club have expertly shared with others. While our Digital Leaders continue to promote online safety via assemblies and supporting the younger children in class activities.

The team of 5 P7 pupils were very competitive in this year's Rotary Quiz while our P6 Euro Quiz Team demonstrating their knowledge and understanding of an array of European information winning this year's Highland heat and continuing to show their incredible knowledge at the finals held in Edinburgh.

Over the Christmas period ELC-P3 performed *The Big Little Nativity* to sellout crowds raising £500 for War Child. P5/6-P7 put the entrepreneurial skills to good use as they held a Christmas Fair to fundraise for their residential excursions. P2/3-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.

Our P6/7 and P7 then in February premiered a new play *A Wartime Secret* demonstrating both drama skills on stage and technical knowhow behind the scenes.

Enterprise skills were further enhanced with the sale of raffle tickets during parents' nights by P7. While the whole school once again held our now annual Community Fete. Two pupils were successful in this Highland School's Menu Competition, enjoying a slap at meal at the Glenmore Hotel for their dishes *A Scots Lot* and *Tomato and Thistle Soup*.



And finally, our beyond supportive Parent Council fundraised to buy a new sound system for the school, which is more portable and clearer through Discos and a Bettle Drive

All in all, a busy year with the pupils, staff, families, partners, and the wider community working together. Roll on 2026-2027

Comments from learners, families, stakeholders and staff

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

SIP Project 1 - Sustainable Designs for Living and Learning – Year 1

We don't speak in English at home I was a little bit shy to share my language but I am becoming more confident and I would hope that when I visit from secondary school more people will be using the language they use at home.

P7 Pupil

The people that are visiting are very talented. I think the area we have chosen to develop will be great to use for learning and during breaktimes too. I've been using what we have been learning in French and Polish.

P6 Pupil

I've enjoyed finding out more about plants and how we can Our SDLL project is good for the environment, it will hopefully calm people because there will be a relaxing space.

P5 Pupil

I think it's important for us to recognise different languages and celebrate our own. We have a farm; it's a vegetable farm with lots growing. We are using French and other languages to talk about our farm. It's great! We went to the Black Isle showground to learn even more about farms and had visitors we are experts!

P4 Pupil

I've enjoyed speaking in Polish and teaching the rest of my class more words.

P3 Pupil

We've been going outside to learn lots more even when it's raining. I've got my jacket every day!

P2 Pupil

It's been good to meet with all the different members of the SDLL team. Some work in the university and some are artists and some know lots about different languages and loads about plants. We've been able to share what we already know and do, and we know lots, and use this to become even better. I am really looking forward to developing the area for the whole school.

ECO Committee Member

I've seen first-hand how being outdoors helps children to regulate this project is encouraging to go outdoors more to the benefit of many.

PSA

t's been really interesting working alongside other agencies. They are able to take a different slant, looking at what we do with fresh eyes. We've always prided ourselves as a school with our ECO credentials but this is helping us uplevel what we already do. I am certainly attempting to take learning outdoors more and ensuring to all parts of the curriculum are covered. I am also trying to include multilingualism into this although I do feel this has been an area where I am finding it most challenging. Many of our bi/multilingual children are increasingly confident in sharing their knowledge.

Teacher

It has been challenging for us as EYPs to participate in all the permaculture modules but we are very familiar with the principles of Earth Care, People Care and Fair Share and include these as we continue to develop our ELC garden.

EYP

It has been wonderful to work with the children and staff from ELC - P7. Their enthusiasm and willingness to give things ago has been fantastic. The feedback is always supportive and honest celebrating success and looking at how we develop our collaborative approach.

Visiting Artist

It has been really interesting to hear about these updates in the newsletter, via my children and at Parent Council Meetings. It is an innovative project that I feel is important for the younger generation to be involved in. I look forward to seeing the space develop and hear the different languages spoken.

Parent

SIP Project 2 - Using Music as a tool to enhance learning and teaching in literacy, numeracy and health and wellbeing

We have benefited from working alongside a music specialist to plan and deliver music lessons, enhancing knowledge, skills, and confidence in teaching music. Music has become more than a standalone subject within our classes; it has been included within mathematics, literacy, and wider learning contexts. The music Inset day was particularly beneficial, providing staff with a range of practical activities and approaches that could be implemented across the school. It also offered opportunities to learn from the experiences and effective practices of colleagues in other schools, further strengthening confidence.

We have also used significant events throughout the year, such as Halloween, St Andrew's Day, and New Year celebrations, to raise the profile of music within the classroom and provide relevant learning experiences.

Strategies introduced through training have been used to support positive behaviour, with music-based brain breaks incorporating beat, rhythm, and active listening. These activities have helped to promote concentration, cooperation, and effective communication among pupils.

Participating Class Teachers

I love when Louise comes to visit it is always fun and it makes me want to listen to different styles of music. We are using what we learn with Louise in lots of different ways throughout the week. I don't play a musical instrument but I think I would like to.

P7 Pupil

I play quite a few instruments and I have been able to share these with the class. Music is used much more often in our class and it's good to see the adults learning with us too.

P7 Pupil

Every single bit was good; I loved learning Katie Bairdie with all the instruments. It was fun!

P1 Pupil

I liked doing the Jack and the Beanstalk story with music

P1 Pupil

I liked doing music with the stretchy band. It was excellent doing it with the music I want to do more music with Louise next year. We enjoyed it when she played her fiddle too!

P2 Pupil

Comments for the School Year

Nursery is GREAT! I love playing outside. I am going to have a buddy soon and I'll be in Primary 1 and not in nursery anymore.

ELC Pupil

I love being in Primary 1. My favourite thing in school is maths and writing. I can add and takeaway and use capital letters at the start of the sentence and for my name. I use a full stop at the end. I really liked singing on the stage at the nativity. My Granny thought I was AMAZING.

P1 Pupil

I know all my sounds and can read lots of words. We have new books in P2 they're not like my sisters she had Biff and Chip. I like our new books. I think they help me even better at my reading. I like to go outside to do my learning. I was a really fast runner at sports day.

P2 Pupil

I know lots about our emotions and what triggers them. I like doing hard sums as that makes my brain work hard. I am good at reading and like all our library books.

P3 Pupil

Kodaly has been really good – the games and songs help us to learn about rhythm and beat. This year I am really proud of my writing because I am following all the success criteria and I am writing lots more and using great vocabulary. I am trying hard to remember to read over my work to be on the lookout for mistakes.

P4 Pupil

We had to work as a team to recite our Choral Verse at the Music Festival -we were very proud to win the shield. This year I have become much more confident in my maths and numeracy. I have learnt lots of different strategies and some of them help me more than other. I've also been working on my emotions and not giving up when something is hard. I use the power of yet.

P5 Pupil

P6 has been amazing we have our duties to do and we are going to have our buddies for P1 next year soon. I feel that I have more responsibility and although I was nervous about going to Edinburgh for 2 nights it was lots of fun and we learned things too! I can't wait to be in P7 I know I'll need to work hard and I think I will stand for House Captain.

P6 Pupil

Now that I am in P7 I can reflect on my whole school experience. Cradlehall has been excellent. The staff and fair (even when I don't always make the right choices). We have learned loads and had really exciting opportunities. I know where I am in my learning and I know what I need to do to get better. I am ready for secondary and really looking forward to it but I will miss everyone at Cradlehall

P7 Pupil

My children love coming to school. They have lots of different experiences and these are backed up by visits and visitors. I'm so glad the homework has changed for the older kids - it was a bit of a headache when it was weekly! Everyone is very approachable and if there is a query they are always quick to respond and the advice is always helpful.

Member of the Parent Forum

I've worked with Cradlehall for a number of years and have always been impressed with their nurture approach which can be very challenging at times. They see our partnership as very much a two-way process and pupils and staff are always happy to get involved and set realistic goals and targets.

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

Safe Teamwork Achieving Respecting

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
Other QIs reviewed		
2.1 Safeguarding & Child Protection	2.1 Through our self-evaluation we have rated this QI as Very Good	2.6 Through our self-evaluation we have rated this QI as Very Good
2.6 Transitions		

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

- Through our ongoing self-evaluation and in discussion with the whole school community we continue to recognise a need to support children in self-regulation. We have observed the impact of our emotional literacy as part of our nurturing ethos and the Emotion Works Programme but would benefit from embedding this pedagogy in with our Health and Wellbeing Programme.
- *In the second year of this three-year project. We will continue to look for innovative ways to develop our curriculum. The opportunity to engage in this interdisciplinary collaboration between the school community, researchers, local artists and learning for sustainability stakeholders in the second year of the project will enable us to continue to develop our Multilingualism into Learning for Sustainability and Arts Based practices.*
- As an ASG we have acknowledged a need to review our inclusive practice. In consultation with our partners and direction from Highland Council we have identified *The CIRCLE Framework* to empower staff to support all pupils, to promote inclusive practice and to encourage effective collaboration between school staff, parents/carers, the ASG, partner services and other agencies.

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 on our website by clicking [HERE](#) or by contacting the school office.