



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2024-2025**

## **Craighill Primary School**



*Craighill - Respect, Good Manners, Honesty, Fairness, Kindness*

# 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?*<sup>4</sup> 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.

Mrs Eileen Henderson  
Head Teacher  
Craighill 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**  
**93%**

**Average Class Size**  
**19.7**

**Meeting PE Target**  
**Target Met**

**Pupil Numbers (inc nursery)**  
**197**

**Teacher Numbers**  
**12**

**Pupil Teacher Ratio**  
**15.9**

**N3**  
**0%**

**N4**  
**0%**

**P1**  
**12.2%**

**P2**  
**17.3%**

**P3**  
**9.6%**

**P4**  
**15.7%**

**P5**  
**12.7%**

**P6**  
**15.7%**

**P7**  
**16.8%**

**SIMD Q1<sup>1</sup>**  
**0-10%**

**SIMD Q2**  
**30-40%%**

**SIMD Q3**  
**30-40%**

**SIMD Q4**  
**10-20%**

**SIMD Q5**  
**0-10%**

**Unknown**  
**0-10%**

**ASN<sup>2</sup>**  
**40-50%**

**No ASN**  
**50-60%**

**FSM<sup>3</sup>**  
**10-20%**

**No FSM**  
**80-90%**

**EAL<sup>4</sup>**  
**0-10%**

**No EAL**  
**90+%**

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

**Reading**

**Most**

**Writing**

**Most**

**Listening and talking**

**Most**

**Numeracy**

**Most**

**Gaelic Medium** 2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (C1, P4, P7 combined):

**Gaelic reading**

**Most**

**Gaelic writing**

**Most**

**Gaelic listening and talking**

**Most**

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

# School vision, values and aims

## Lèirsinn, luachan agus amasan na sgoile

Vision (developed with pupils and parents May 2018, reviewed with parents 2023)

### *Be the Best You Can Be*

#### School Aims/Amasan Na Sgoile

Craighill Primary, working together with our parents, carers and community to inspire learning and achievements

By:

- Creating an ethos of equality and inclusion where our children are happy and secure and where they feel valued as individuals.
- Encouraging in pupils an awareness of their potential and strive to be all that they can be.
- Promoting a sense of social justice and personal and collective responsibility through, for example, involvement in Citizenship Groups. Through this to develop an understanding of their ability to affect change.
- Developing in pupils an awareness of the skills they are developing which will support them in life, learning and work.
- Developing an innovative and stimulating curriculum for our children.
- Nurturing creativity.
- Regularly reviewing and evaluating our practices and routines with pupils, parents, staff and other stakeholders as appropriate.



Aig Bun-sgoil Chnoc na Creige bidh sinn ag obair còmhla ri pàrantan, luchd-cùraim agus a' choimhearsnachd gus ionnsachadh is coileanadh a bhrosnachadh.

Le bhith

- A' cruthachadh àrainneachd a tha a' cur meas air co-ionannachd agus com-pàirteachadh, far am bi a' chlann toilichte is tèarainte agus far a bheil iad a' faireachdainn gu bheil luach orra mar dhaoine fa leth.
- A' brosnachadh na cloinne a bhith mothachail air na comasan aca agus a' feuchainn ri dèanamh cho math's as urrainn dhaibh.
- A' cur air adhart faireachdainn de cheartas sòisealta agus dleastanas pearsanta's buidhne le bhith a' gabhail pàirt ann am buidhnean saoranachd mar eisimpleir, gus am bi tuigse aig a' chlann gun urrainn dhaibh cuisean atharrachadh.
- A' toirt eòlas dhan chloinn air na sgilean a tha iad a' leasachadh a bhios gan cuideachadh ann am beatha, ionnsachadh agus obair.

- A' leasachadh curraicealam dhan chloinn a tha innleachdach agus togarrach.
- Ag brosnachadh cruthachalas.
- A' toirt sùil agus a' measadh ar dòighean-obrach agus ar cleachdaidhean gu tric còmhla ri sgoilearan, pàrantan agus daoine eile a tha an sàs leis an sgoil agus foghlam.

(reviewed by Parent Council November 2016)

**Craighill Values** (developed with pupils and parents April 2018, reviewed with parents 2023)

|             |         |          |              |             |
|-------------|---------|----------|--------------|-------------|
| Honesty     | Respect | Kindness | Good Manners | Fairness    |
| Fìreantachd | Urram   | Modh     | Coibhneas    | Cothromachd |



## 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:

#### Highland Progressions

##### Purpose:

To engage with highland literacy and numeracy progressions and to develop consistency in learning, teaching, and assessment.

##### Progress:

Content:

- All teaching staff completed number sprinkle training and numeracy interventions.
- All staff to be confident in agreed approaches to learning, talk for writing, emergent literacy, wrap around and Epic 8 as appropriate.
- Listening and Talking progressions, tools and trackers were trialed and evaluated with stage partners.
- Involvement in National Improving Writing programme for P4 classes

##### Impact:

- Staff are familiar with the updated Highland Numeracy Progression and are using this to support planning and differentiation.
- All staff are aware of number sprinkles approach to planning but this has currently not been adopted across the school
- All staff are aware of the group diagnostic assessment approach but this has not been adopted as we currently have SOFA's/NSA's twice a year plus teacher's own assessments give the required information and help to track progress.
- PRD discussions supported staff to identify training needs and opportunities.
- Tracker agreed across the cluster to support listening and talking teacher judgement this is supporting discussion at attainment meetings. Agreed that a more detailed tracker / progression is required, especially at early level to support teacher judgements.
- Gaelic and English Primary 4 class teachers have implemented the full writing bundle
- Increase of children achieving first level from predictions in November (from 50% to 67% )

- Completion of Gaelic phonics approach and Wraparound Spelling
- In place and supporting progress in both phonics and spelling
- Parents able to access support for Gaelic phonics and spelling through these resources being available on google classrooms

**Next steps:**

- Continue to consistently use the agreed listening and talking resources.
- Further embed the use of HC literacy and numeracy progressions.
- Consider whether 25/26 is the right time to roll out the NIWP across the school with the move to eth new campus currently planned for October



## Assessment, Tracking and Monitoring

**Purpose:**

To engage with Progress and Achievement (P & A ) and Seemis as a tracking and monitoring tool.

**Progress:**

Content:

All staff undertook Progress and Achievement training, to enable progress and reporting to be recorded consistently using Seemis.

**Impact:**

- Across the ASG staff have a better understanding of Highland Council's Tracking, Monitoring and Reporting Policy following In-Service tasks.
  - Staff more confident to share and discuss a folio of work with colleagues evidencing pupils on track.
  - Visual timeline of a level, created to support staff's understanding of the codes.
  - Moderation of levels as a staff to further increase confidence in end of level judgements.
  - Increase in staff confidence using the new coding on Seemis to show progress through a level.
  - P & A used together during attainment meetings to consolidate end of level discussions and increase staff confidence using the Seemis reporting tool.
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- Use of data to plan learning and support teacher judgement.
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- Increased awareness and confidence in the use of data to support judgments as evident during attainment discussions.

**Next steps:**

- Continue to use Seemis to record progress and as a reporting tool in term 4.
- Continue to moderate literacy and numeracy to increase confidence making end of level judgements.

## Transition towards new campus

### Purpose:

Craighill and Knockbreck working towards becoming one Primary School.

### Progress:

#### Content:

- Staff working with stage partners across the school to develop shared approaches and standards through SIP actions.
- Cataloguing of literacy and numeracy resources.
- Children will have opportunities to build relationships across the two schools.

### Impact:

- Moderation at the planning and evidence stage of HQA's has supported a shared standard within learning, teaching and assessment.
- Progressions, trackers and specific policies agreed as a common approach to allow consistency.
- Staff are working towards building secure relationships in preparation for the move.
- All numeracy and literacy resources across both schools have been catalogued giving us an awareness of resources available. Gaps were also identified especially in practical maths.
- All pupils from Knockbreck and Craighill English department have had the opportunities to learn and play together over the year. Children in the Gaelic department have had some opportunities to join activities.
- Children in P1-5 have enjoyed shared dance sessions with Andy McKechnie

### Next steps:

Continue to plan opportunities for pupils and staff to work together

Increase opportunities for children in Gaelic classes to be part of this.

Physically move to the new school for new school.

Detailed planning for new schools, e.g Curriculum Rationale, Vision, Value and Aims, Motto, Creating of classes, resourcing.

**Purpose:**

**Prepare for move to new school**

**To clearly identify next steps in learning leading to raised attainment**

**Progress:**

Content:

- Establish necessary changes to routines and to both individual and group staff meetings once new staffing ratios are in place
- Gaelic language – Continue to implement overview of Gaelic introduction and acquisition. Discuss what would be useful with P1 teachers
- Explore options for tracking literacy with staff. Implement as appropriate
- Words Up – refresh or training as appropriate for individual staff
- Rationalisation and organisation of resources in preparation for move to new setting
- Review risk assessments within new setting
- Other requirements prior to move eg archiving of records, review of policies and procedures. Guided by Care Inspectorate and Highland Council as appropriate

**Impact:**

- Staff meetings with DHT built into termly calendar for monitoring/policy development/SE/induction purposes.
- Whole team meetings reduces due to high number of part time workers and the increase of training including trainee requirements.
- Having Gaelic speakers across the entire nursery has increased Gaelic usage and is having apposite impact on language acquisition, however lunchtimes still have English due to availability of staffing.
- Change in P1 staffing for next session again – transition conversations will take place.
- A start made within listening and talking format for each child – tracking taking place. Staff find this very time consuming however the explicitness with regards to progress through Early is useful to nursery staff
- Key messages in nursery. GN reviewed in advance of specific pupil starting to aid his individual communication needs.
- Mostly complete – ready to review resources in preparation for new ones.
- Not applicable yet
- Ongoing

**Next steps:**

Preparation for and move to new setting

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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#### Numeracy

Average gain on early level summative assessment of +16.8 points

#### Phonics and Reading

**P2** - Phonological Awareness assessment average gain of 3.4 points

SOFA assessments completed Nov and May – all scoring within the average range with 2/3 showing an increase of one band

**P4** – Blackwell spelling assessment showed an average increase of 13 months in 9 months

**P7** - BURT showed average of 5.5 months progress in 8 months

**P7** - Blackwell spelling assessment showed an average of 14.2 months progress in 9 months

#### Writing

67% of **Primary 4** have achieved first level (project started in February)

## Wider achievements

### Coileanaidhean nas fharsainghe

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- Pupils have had opportunities to engage in activities beyond the school, for example: intergenerational activities with local care home, various sporting competitions, Tain ASG Dance Competition, Rotary Quiz, Euroquiz, Tain ASG basketball and football festivals
- Craighill Choir performed for the school community at our Christmas Fair and for the Summer Extravaganza
- Craighill dance team won the ASG Dance Competition
- A pupil in P4 was the winner of one of the sections of the Tain ASG 50 word story
- A number of children were successful in the Inverness MOD
- Primary 5 took part in Bikeability level 1
- Primary 7 took part in an ASG residential trip to Loch Insh, they participated with enthusiasm, mixed well with other schools and new friendships were made
- P6 engaged well with Keir Construction to learn about careers and skills within the construction industry
- A number of pupils took part on the Ross Shire Strings Tour
- P7 group completed the Sports Leaders programme

## Comments from learners, families, stakeholders and staff

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

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Learners:

- I like that we get to do some of our work on Chromebooks and that we get to take them home
- I like how we get provided with things we need like toast for breakfast
- I like the relaxed sensation in class
- I like that some days are really fun like days when you do no work. I also like doing work but sometimes I find it tricky
- I like the choice of choir and Fun 31 activities in school

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- The teachers are amazing at their job and every teacher is kind. The work is always the right level
- I am happy that we take rights seriously
- I really enjoy doing choir on Fridays because it makes me happy and it's nice to sing in a big group
- I like all of the teachers at Craighill because they are kind and thoughtful to everyone they meet
- I really enjoy Activity Days because the activities are great and there is a lot of effort put into it all every year
- I like that there are lots of sports or things that we can do with the school

#### Families:

- The support you give to the children is amazing, nothing ever feels too much. All the teachers, PSAs and head teacher are amazing
- I like how well the teachers and staff know the children
- The Craighill values are embedded throughout
- Communication with parents is good
- Craighill has strong values that allow children to thrive at school regardless of their background and abilities. Kindness, honesty and inclusiveness are at the forefront of Craighill's ethos.
- Craighill provides a safe environment for my children
- Happy with the progress my children have made, always fully supported by their teachers
- Thank you for how you have helped \*\* progress since P1, we appreciate your support and care in how you adapted to his style and needs
- Bringing their Gaelic home, \*\* has started to share phrases at home with us and her brother
- We are happy with the quality of education provided. We are pleased with our child's progress in literacy especially
- I am very happy and grateful for the wonderful learning experience \*\* has in Craighill. He is very lucky to have such a fantastic team
- \*\* has brilliant teachers and all the staff go over and above to make all the children happy and well cared for and nurtured
- SHANARRI indicators displayed and talked about. Assembly with SHANARRI indicators is a great idea
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#### Partners:

- I have only been working with Craighill Nursery for a few months but have found them very welcoming, receptive to advice and keen to work on any recommendations
- Working with Craighill Primary School is a positive experience. They are keen to work in a multi-agency manner, following the GIRFEC principles to ensure the best outcomes for their children, young people and families. They are keen to involve multi-agency professionals and take on advice and suggestions which are given from those professionals
- We are so please to continue our partnership with Craighill to deliver free weekly after-school music sessions. The team at Craighill have been wonderful: supporting us and the pupils who attend, as well as helping us to secure funding for the project going forward.
- There is always a warm and welcoming friendliness from all the staff and they have supported the work we do with a wholehearted willingness that is beneficial to all
- I am always made to feel very welcome when visiting Craighill Primary and a room is always available for me to work in. They are happy to be flexible if my work commitments change last minute and I feel we work very well together to support the children I work with. Always a happy atmosphere in 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   |
|--|-----------|-----------|
| <b>QI 1.3</b><br>Leadership of change  | Good      | Good      |
| <b>QI 2.3</b><br>Learning, teaching and assessment                               | Good      | Good      |
| <b>QI 3.1</b><br>Wellbeing, equality and inclusion                               | Very good | Very good |
| <b>QI 3.2</b><br>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

Transition to becoming one primary school within the new campus.

Continue to raise attainment.

## 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