



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Cromarty Primary School

Our Values



Our Vision

A happy, safe, fun, friendly and hard-working community by the sea where we love to learn and are motivated to be the best we can be.

Our Mission

For our team to be kind, inclusive and fair, to impress and to know each other well and TRY EVERYTHING to progress.

Cromarty Primary -
Dream, Believe, Achieve

Dream, Believe, Achieve!

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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Julie Dinwoodie
Head Teacher
Cromarty 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
92%

Average Class Size
17

Meeting PE Target
Target Met

Pupil Numbers
51

Teacher Numbers
4

Pupil Teacher Ratio
13.4

P1
NA%

P2
16%

P3
18%

P4
14%

P5
16%

P6
14%

P7
16%

SIMD Q1¹
0-10%

SIMD Q2
0-10%

SIMD Q3
80-90%

SIMD Q4
10-20%

SIMD Q5
0-10%

SIMDUnknown
0-10%

ASN²
30-40%

No ASN
60-70%

FSM³
10-20%

No FSM
80-90%

EAL⁴
0-10%

No EAL
90+%

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

Reading

Almost all

Writing

Almost all

Listening and talking

Almost all

Numeracy

Almost all

We have had no exclusions this year.

Cromarty Primary School is in the rural, coastal town of Cromarty serving the local community and surrounding areas at the very tip of the Black Isle. There are currently 51, P1- 7 children attending the school taught in 3 composite classes. There is a CALA (Care and Learning Alliance) managed Nursery on site catering for pupils aged 2-4 and offering provision for After School Care.

The headteacher has overall leadership responsibility for Cromarty Primary School and has a 0.7 Teaching commitment or 3.5 days per week. There are no additional management staff in the school.

Overall children are making the following progress:

Reading

Very good progress

Writing

Very good progress

Listening and talking

Very good progress

Numeracy

Very 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

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Our Aims;

- *to provide a responsive and stimulating curriculum*
- *to bring learning to life, equipping everyone with skills for now and in the future*
- *to ensure we are part of a happy, safe and included community*
- *to create opportunities for personal achievement and success*



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:

Rights Respecting Schools Award - Bronze

Purpose:

The school achieved SILVER RRSA status in 2017. Following the impact of Covid, evaluation of our recovery and other priorities for the school in the intermittent years, we feel we are in a position to revisit our formally recognised status and encapsulate all of the work of our school and its ethos into achieving Bronze status.

Progress:

- ✓ 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**

Impact:

- ✓ All children and staff undertook the UNICEF Bronze questionnaire in January 2025
- ✓ Most children could name several rights that affect them and their education. They learned about these as part of Assemblies and planned lessons during our IDL topic in term 3.
- ✓ Almost all children cited Fun 31 as a positive support that enacts their right to play and relax.
- ✓ Most children referred to rights posters and displays in classrooms, as well their class charter. Some referenced these being used when resolving disagreements with others.
- ✓ Staff feel more confident in their knowledge of children's rights and are regularly referring to rights across the curriculum and in other areas of school.
- ✓ Children's annual Wellbeing survey highlighted strengths and increases in Achievement, Nurture, Respect and Inclusion reflecting a more supportive, empowering, and inclusive school environment.
- ✓

Next steps:

Whilst there is strong awareness of pupils' knowledge and behaviour around their own and other's rights, there is less confidence in pupils' awareness of their voice and how their views are listened to and acted upon. Pupil Voice and Participation will be greater focus in next year's SIP.

School Priority:

Learning, Teaching and Assessment – Digital Profiling and Assessment

Purpose: The school continues to develop its approaches to profiling and reporting alongside changes to Highland Council Data capturing systems (Progress & Achievement). We continue to

develop our assessment calendar to support our staff, pupils and families to know more about how children are progressing in their learning.

Progress:

- ✓ Staff are regularly planning collegiately for learning, teaching and assessment
- ✓ All staff are informed of each other's data and can talk confidently about next steps for children
- ✓ Teacher judgement is supported by a comprehensive assessment calendar

Impact:

- ✓ There is a calendar of assessment across the year including opportunities for moderation, tracking and monitoring for staff.
- ✓ IDL HQA tasks will have a literacy strand focus for the coming year- Listening & Talking, Reading and Writing.
- ✓ Maths HQA- teachers have engaged well with numeracy development officer and explored various ways of capturing evidence of pupils application of Maths- Goal Free Problem solving continues to support application and confidence in strategies.
- ✓ All teaching staff have increased confidence in using P&A over the year and can speak diagnostically about the pupils' progress.
- ✓ Systematic analysis of SOFA and SNSA data is being used by all teachers to inform planning for teaching and learning. Individual meetings with HT to be included for next session
- ✓ Google Sites continue to be main profile for all pupils and will also be updated over coming year to reflect Meta skills.

Next steps:

- ~School tracking needs to reflect P&A progress over time instead of SPP.
- ~Review of Curriculum rationale and methodologies-updated to include Meta Skills framework
- ~Inclusion of Meta Skills in Talking about Learning sessions and IDL planning and assessment
- ~Maths assessments in context from Leckie materials will be administered to pupils in P1, P4 and P7 to highlight progress and add information to support teacher judgement.
- ~1:1 tracking meetings planned into WTA focussed on challenge and support-use of HGIOS challenge questions

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The PEF fund has been used to support Health and Wellbeing activities across a wide range of pupils who were either identified as those with lower self-esteem via teacher tracking of HWB and annual Wellbeing surveys, or those who experienced some adverse situations of change, loss or bereavement who benefitted from some short times away from the class setting developing connections with peers and staff. Anecdotally, staff, pupils and parents feel these sessions are a key strength of the schools' wider approach to supporting health and wellbeing, given the context of the school being at the heart of the community. Our recent HWB surveys with pupils indicate high levels of wellbeing across our school, underpinning the very good ethos experienced by staff, pupils, families and visitors to the school. Our parent survey issued in June 2025 also highlights key themes of strong praise for the **school leadership and staff relationships**, an appreciation for the **inclusive ethos** and continued support for **PEF funding**.

The continuation of these groups will focus on individual pupils who have scored low in specific areas, or cohorts of children in specific wellbeing areas. Next session PEF funding has been reduced. The intention is to continue to facilitate the health and wellbeing focus for identified pupils and groups and for a real-life literacy and numeracy focus to give additional support to those who would benefit from an increase in the application of these skills in everyday life.

Wider achievements

Coileanaidhean nas fharsainghe

Whole School Outdoor Learning and STEM sessions- Pupils experienced a range of Outdoor sessions in mixed ability stage groups developing skills in leadership and focussing on our school values. These are planned into the school year and develop key themes across the year. Some examples this session included, Peace Day, Smile Day/Botanic Garden Outdoor Learning Day and a visit and workshops from Glasgow Science Centre- Get Active Science Learning Lab

Cromarty Cinema Partnership- We are now in our 4th year partnership with Cromarty Cinema. This year our pupils in P5/6/7 worked over several in-person sessions with Scriptwriter, Cameron Stott, to analyse short films from a script point of view and focus on the character journey. The pupils then created their own scripts and made mini movies which they enjoyed watching on the 'Big Screen' at the local cinema.

Music- All children in P1-3 enjoyed regular music sessions with both John Thomson-Kodaly music instructor and Feis Rois schools programme

Christmas Performance- All pupils were involved in this year's Christmas performance, the Jingle Book which involved singing, dancing and acting to a family audience over two performances. This was a huge success for our children, and they all succeeded in being able to deliver the performance to a high level of success with lots of positive feedback from the staff and families.

Residential/Outdoor Trips- All pupils in P5, P6 and P7 were able to take up the opportunity to engage in outdoor activities in term 4. P5 pupils experienced a day trip to Fairburn Activity Centre, P6 pupils visited Landmark Outdoor Activity Centre and our P7 pupils had a 3-night stay at Loch Insh along with other schools in the ASG. We are very grateful to the funding from the Middleton Trust, secured by the Parent Council as well as a huge funding donation from Global Energy Group enabling all pupils to attend these events for free.

Clubs and After School Events- All pupils in P1-7 continue to have excellent opportunities provided to them by the Youth Café on both Monday and Wednesday afternoon. These are regularly attended by more than half our pupils and cover various health and wellbeing activities over the year. Pupils also benefitted from a Sports club and Football skills club run by some volunteers.

Engaging with the community- Pupils across all classes enjoyed preparing and hosting our annual Macmillan Coffee Afternoon with an opportunity for families to visit their children's class and see their learning. Intergenerational working continues to be a focus in our community, and we enjoyed sharing a pantomime performance hosted by the local Fourways senior citizens club at the Victoria Hall. Pupils in P5-7 benefitted from running an enterprising Senior Lunch Club for eight weeks in May and June. This was supported by the Cromarty Cares Project who are a local charity group supporting over 65s. This is now a regular opportunity for our older pupils and brings much excitement and skill building for all involved.

Comments from learners, families, stakeholders and staff

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

Pupil Wellbeing Indicator Data comparison from May 2024-June 2025 - pupils were asked to rate each of the wellbeing indicators from 1 being 'I don't feel...' to 5 being 'I feel very...' in response to each of the 8 indicators.

Key points:

- **Achieving, Nurtured, Responsible, and Included** indicators all saw improvements.
- **Healthy** saw the largest decrease, though it remains high overall.
- **Safe, Active, and Respected** remained very stable with minimal change.

Achieving

- **Average score increased from 4.14 to 4.47 (+0.33).**
- This is the **largest improvement** among all indicators.
- Suggests pupils felt more supported in their learning, goal-setting, and skill development.
- Likely reflects stronger staff engagement in feedback and encouragement, and possibly more opportunities for non-academic growth.

Nurtured

- **Average score rose from 4.35 to 4.49 (+0.14).**
- Indicates pupils increasingly felt cared for and emotionally supported.
- May point to improvements in pastoral care, availability of trusted adults, and a more emotionally safe environment.

Responsible

- **Average score went up from 4.30 to 4.43 (+0.13).**
- Pupils felt more trusted and empowered to take on responsibilities.
- Could reflect more leadership opportunities, environmental initiatives, or personal responsibility being encouraged.

Included

- **Average score improved from 4.32 to 4.45 (+0.12).**
- Suggests a stronger sense of belonging and engagement in school life.
- May be due to inclusive practices, peer group dynamics, or better support systems being in place.

Overall Themes:

- The improvements point to a **more supportive, empowering, and inclusive school environment** in 2025.
- These gains may reflect targeted efforts in pupil voice, wellbeing, and leadership opportunities.

Parent/Carer Survey May 2025 compared to May 2024 data

Key Improvements Compared to 2023–2024–Based on comparative analysis of “Strongly Agree” responses across both years, the following areas showed the most significant positive change:

Top Areas of Improvement

1. Use of High-Quality Resources & Equipment= +28.6% increase in parents strongly agreeing that the school uses quality resources, including digital technologies.
2. Home Learning Flexibility= +17.9% increase in satisfaction with how home learning fits into family life.
3. Support for Learners= +17.9% increase in agreement that children receive extra support when needed.
4. Communication on Progress Changes= +17% increase in parents feeling informed about significant changes in their child's progress.
5. Seeking and Valuing Parent Views= +17% increase in confidence that the school actively seeks and considers parent feedback.
6. Quality of Teaching= +15.2% increase in overall satisfaction with teaching quality.

Positive Themes in Comments

- Strong praise for the **school leadership and staff relationships**.
- Appreciation for the **inclusive ethos** and **community engagement**.
- Continued support for **PEF funding**, with many parents trusting staff to allocate resources effectively.
- Effective communication and responsiveness.
- Appreciation for mixed-age group activities and whole-school bonding.

Comments by parents and carers also echoed in our annual Yearbook 2024-2025

- “Cromarty is a wonderful school that has a great staff... easy to build relationships.”
- “Whole school and mixed age relationships are something really special... led to a whole community bond.”
- “Our children have been to four different primary schools... Cromarty is by far the best experience we've had.”
- “The school has been an important part of us settling into a new community... delighted with the work.”
- “We love how accommodating the school is towards our child's needs... he adores every member of staff.”
- “My child has had a fantastic start to school life at Cromarty.”
- “I think you do an absolutely brilliant job and we are very grateful to you all.”
- “Really lovely school community to be part of, thank you to all of the staff.”

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	Choose an item.	Very good
QI 2.3 Learning, teaching and assessment	Choose an item.	Good
QI 3.1 Wellbeing, equality and inclusion	Choose an item.	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Choose an item.	Very 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**

- ✓ Project 1- Learning, Teaching and Assessment- Curriculum Review & Profiling & Reporting Cycle
- ✓ Project 2- Pupil Voice and Participation through development and awareness of Meta Skills

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 will be accessible on our new school website <https://sites.google.com/highlandschools.net/cromartyprimary/home> (available October 2025) or by **contacting the school office - cromarty.primary@highland.gov.uk**

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