

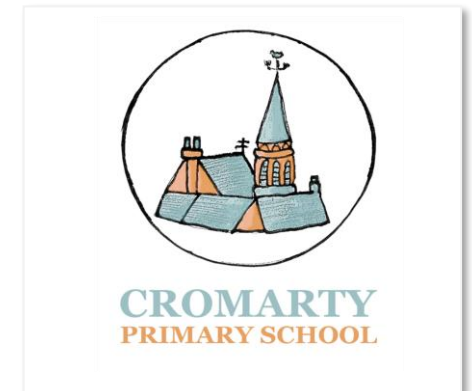


STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Cromarty Primary School

PRIMARY



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%

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School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.parentzone.scot.nhs.uk/). 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
94%

Average Class Size
17

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
52

Teacher Numbers
3

Pupil Teacher Ratio
17.6

N3
0%

N4
0%

P1
15%

P2
8%

P3
17%

P4
17%

P5
15%

P6
12%

P7
15%

SIMD Q1¹
0-10%

SIMD Q2
0-10%

SIMD Q3
80-90%

SIMD Q4
10-20%

SIMD Q5
0-10%

Unknown
0-10%

ASN²
20-30%

No ASN
70-80%

FSM³
20-30%

No FSM
70-80%

EAL⁴
0-10%

No EAL
90+%

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

Reading

Writing

**Listening and
talking**

Numeracy

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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Almost all

Almost all

Almost all

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 52 with 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.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Almost all children who face barriers to learning are making very good progress towards meeting their individual targets.

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

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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.

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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*



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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: Learning, Teaching and Assessment – Curriculum Review, Profiling & Reporting Cycle		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
We have made moderate progress within this priority, and staff have begun to develop a shared understanding of curriculum rationale and progression through collegiate working. Initial approaches to assessment and profiling have been continued this session, and this is beginning to support more consistent professional dialogue around learning and next steps. Staff are increasingly aware of the need for greater consistency across planning, assessment and profiling, and are developing a shared language to support this. However, approaches are not yet embedded across the school. A consistent whole-school approach to assessment and profiling is not yet in place. Children are becoming more familiar with talking about their learning; however, including talking about their progress with meta skills however most are not yet confidently articulating their next steps.	• Build on this shared understanding to develop a clear, consistent approach to curriculum planning and progression across the school • Introduce a more structured whole-school approach to assessment, including agreed approaches and moderation • Continue to strengthen profiling so learners can talk confidently about their learning and next steps • Further develop consistency in learning, teaching and assessment to ensure a coherent experience for all learners These next steps will be taken forward through the 2026–27 improvement priority focusing on curriculum coherence, progression and assessment	• Almost all parents feel their child is making good progress and have confidence in the quality of teaching across the school-Parent Survey May 2026 • Parents report that staff know their child well as an individual and provide strong support for learning-Parent Survey May 2026 • Pupils feel supported in their learning and know who to approach for help.- Pupil Survey May 2026 • Some parents feel less clear about how their child's progress is assessed and how feedback is used to support next steps- Parent Survey May 2026 • Pupils report that feedback helps them improve their learning, although this is not yet consistent for all learners- Pupil Survey May 2026

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		Views from pupils and parents suggest there is some variability in the level of challenge in learning- Pupil & Parent Surveys May 2026
Impact		
- A clearer shared understanding of curriculum, assessment and progression is developing across the school - Professional dialogue is more focused and is beginning to support more consistent approaches to learning and teaching - Agreed language around learning and progression is emerging, helping to support a more joined-up approach - Some improvements in approaches to planning and assessment are evident, providing a stronger foundation for consistency and something to build upon in line with Curriculum Improvement Cycle.		

School Priority 2: Increased Pupil Voice and Participation through development and awareness of Meta Skills across school.

School Improvement Plan Priority 2

Summary of progress	Next steps	Stakeholder Views
- We have made good initial progress within this priority, and a shared understanding of Meta Skills is developing across the school through assemblies and classroom activities. - Teacher led assemblies and Talking About Learning sessions are beginning to provide opportunities for learners to share and reflect on their learning, increasingly with reference to skills. - Learners are beginning to use the language of Meta Skills to describe aspects of their learning, supporting early development of confidence and engagement. - However, approaches are not yet embedded across the school, and use of Meta Skills within planning, assessment and profiling remains inconsistent.	- Build on this emerging approach to embed Meta Skills consistently across learning, teaching, assessment and profiling - Further develop opportunities for pupil voice to ensure all learners can participate meaningfully in their learning and school life - Support learners to talk more confidently about their skills, learning and next steps	- Most pupils feel supported in their learning and know who to approach for help.- Pupils Survey May 2026 - Pupils report that they have opportunities to share their views and take part in learning, although this is not yet consistent for all. Pupil Survey May 2026 - Many pupils enjoy learning and feel encouraged to do their best. -Pupil Survey May 2026

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Children are becoming more familiar with the language of skills; however, most are not yet confidently using this to explain their progress or next steps.	Strengthen consistency across the school to ensure all learners benefit from a shared approach. These steps will be taken forward through the 2026–27 improvement priority focusing on Inclusion, Participation and Learner Agency.	- Some pupils are less clear about how their views influence learning and decision-making- Pupil Survey May 2026 - Pupils report that opportunities to talk about their learning and skills vary. Pupil Survey May 2026
Impact		
- A shared understanding of Meta Skills is developing across the school - Opportunities for pupil voice are increasing through assemblies and learning conversations - Learners are beginning to use the language of skills to describe aspects of their learning - Increased focus on skills is supporting engagement and confidence for some learners - Overall, positive progress has been made in raising awareness and developing early practice, although approaches are not yet fully embedded and require further development to ensure consistency and meaningful learner participation.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The PEF fund has been used to support Health and Wellbeing for learners identified through professional judgement and wellbeing data as requiring additional support with confidence, resilience and emotional wellbeing. This included targeted small group and individual support, particularly for those experiencing change or additional challenges.

Where this was in place, learners benefitted from opportunities to build relationships and develop confidence outwith the classroom. Staff recognise this as a valuable aspect of the school's nurturing approach.

Staff absence during the session impacted on the consistency of delivery, meaning the full intended impact was not achieved for all learners.

Despite this, wider evidence reflects a positive school ethos. Pupil survey data (2026) shows that most learners feel supported and know who to approach for help. Wellbeing SHANARRI data indicates that most learners feel safe, included and supported within the school.

Parent feedback (2026) highlights high levels of confidence in the school's nurturing approach, with most reporting that their child feels safe and is making good progress.

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Overall, PEF funding has had a positive impact on wellbeing for targeted learners. Moving forward, PEF funding will support more consistent, targeted intervention for identified learners to consolidate progress and further narrow gaps in literacy and numeracy.

Wider achievements

Coileanaidhean nas fharsainghe

Whole School Outdoor Learning and STEM

Pupils experienced a range of outdoor learning and STEM sessions delivered in mixed stage groupings, supporting the development of leadership skills and reinforcing our school values. These planned opportunities promoted collaboration, problem solving and active learning across the curriculum. Examples this session included Peace Day, Sukkot Celebration, Children in Need Stem Challenge, Winter Wonderland Outdoors and Celebrating Reading Schools Week. P6/7 pupils enjoyed a visit to the Newton Rooms in Dingwall learning about body systems in a practical and fun way.

Cromarty Cinema Partnership

We continue our strong partnership with Cromarty Cinema. This year we celebrated our 150th birthday and the cinema worked with pupils in P5/6/7 to create a documentary/drama short film. The children worked with a producer to script, cast, film and edit their movie. All of the school enjoyed watching the show at a special showing in the cinema.

Music

All pupils in P1–3 participated in regular music sessions through the Kodály programme and pupils in P4-7 enjoyed a term of work with Fèis Rois schools' initiative. These sessions supported the development of musical skills, rhythm and confidence, and contributed positively to pupils' wider achievements and enjoyment of learning.

Christmas Performance

All pupils took part in this year's Christmas performance, *The Grinch*. Through singing, acting and dance, pupils demonstrated creativity, teamwork and confidence in performing to an audience. The performance was well received by families and provided a valuable opportunity for pupils to showcase their talents.

P7 Loch Insh Residential

Pupils in P7 accessed the annual trip to Loch Insh, supporting the development of independence, resilience and teamwork. This included experience of various water sports and dry activities as well as an invaluable opportunity to bond with peers across the ASG. Taking account of

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the Cost of the School Day, we sought funding from local business to ensure all P7s had opportunity to access the trip with no cost implications to any family.

Links to the Community

Pupils across the school benefitted from a range of after-school opportunities from the local Youth Café provision twice weekly. These sessions promoted health and wellbeing, social interaction and positive engagement for a significant number of pupils as well as positive leadership roles for the Young People who support and run the sessions.

There are strong links for older pupils with intergenerational activities with local groups such as Fourways and the Cromarty Cares Project. Senior pupils continued to develop leadership and enterprise skills through involvement in a community lunch club during the Summer term. Links to the local church have been supported in assemblies and with the Friday Garden Club used to develop and upkeep the church grounds. Some parents have supported the children with activities during Fun 31 time such as arts and crafts and gardening. Pupils in P5/6/7 have worked with a parent volunteer who is a graphic designer to produce the annual yearbook for all pupils. They have honed their skills in creativity, design and editing.

Comments from learners, families, stakeholders and staff

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

Pupil Wellbeing Indicator Data Comparison from June 2025–June 2026

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 SHANARRI indicators

Key points:

- Pupil responses across all indicators continue to show generally positive experiences, with most scores remaining around or above 4 (positive).
- Active and Responsible remain consistent strengths across the school.
- Pupils continue to report strong experiences in learning, relationships and opportunities, building on the positive position established in 2025.
- While some indicators have decreased slightly, this follows a particularly strong set of outcomes in 2025, and overall perceptions remain positive.

Achieving

- **Average score remains strong at 4.09.**
- Pupils continue to feel supported in their learning and encouraged to succeed.
- Maintains a positive position following significant gains in 2025, suggesting that:
 - effective learning and teaching approaches

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- staff support and encouragement remain embedded.

♥ Nurtured

- **Average score of 4.14** indicates pupils still feel **cared for and supported**.
- The majority of pupils continue to report positive relationships with staff and access to support when needed.
- Reflects a sustained focus on wellbeing and pastoral care.

⚙ Responsible

- **Average score remains high at 4.27**.
- Pupils continue to feel trusted and encouraged to take responsibility.
- This remains a key strength, suggesting ongoing opportunities for:
 - leadership
 - independence
 - contributing to school life

🤝 Included

- **Average score of 4.00** shows that most pupils still feel a sense of belonging within the school community.
- Pupils continue to engage positively in school life and feel supported to take part.

🏃 Active

- Remains **very strong (4.34)**.
- Pupils continue to benefit from a wide range of activities, outdoor learning and movement throughout the day.
-

Overall Themes:

- The data highlights that Cromarty Primary continues to provide a **positive, supportive and engaging environment for pupils**.
- Strengths in:
 - **activity and participation**
 - **responsibility and leadership**
 - **learning support** remain clearly evident.
- The strong outcomes seen in 2025 have largely been sustained at positive levels, demonstrating consistency in core practice.

Summary of Areas for Development:

- There has been a dip across several indicators compared to the very high baseline in 2025, particularly in:
 - Respected (feeling listened to and valued)
 - Included (sense of belonging)
 - Safe and Nurtured (overall wellbeing experience)
- This suggests a need to:

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- further strengthen pupil voice and participation
- continue to build positive relationships across the school
- ensure all pupils consistently feel valued, heard and included

Pupil wellbeing data for 2026 remains positive overall, with strengths in responsibility, activity and learning support. While results are slightly lower than the exceptionally strong outcomes in 2025, they highlight an opportunity to further strengthen relationships, inclusion and pupil voice to ensure all learners feel fully valued, supported and engaged in school life.”

What Our Pupils Told Us- Pupil Survey May 2026 Key Themes

We asked you about your experiences in school, and here’s what you said:

Things we are doing well

We feel supported in our learning

- Lots of you said that teachers help you understand your work and do your best.
- You feel encouraged and are given helpful feedback to improve.

We have good relationships

- Many of you said there are adults in school you trust and can talk to.
- You also told us that most people are kind and respectful.

We feel part of our school

- Lots of you said you feel included and part of your class and school community.
- You enjoy taking part in activities and learning together.

We get chances to take responsibility

- You told us you like having jobs and roles in school.
- You feel trusted to do the right thing and help others.

We enjoy being active

- Many of you said you like being active, playing outside and joining in with different activities.

What this means

- Our school is a **happy, positive place to learn**
- Pupils feel **supported, included and encouraged**
- There are **strong relationships** between pupils and staff

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-  **What we will keep working on**
- Making sure **everyone always feels listened to**
 - Helping all pupils feel **fully included and valued**
 - Continuing to make school a place where **everyone feels happy, safe and confident**

What Our Parents Told Us- Parent Survey May 2026 Key Themes

We gathered feedback from parents to understand their views on their child's experience at Cromarty Primary. We are very grateful for the positive and constructive feedback shared.

What we are doing well

Children are well supported in their learning

- Parents highlighted that staff provide **clear support, encouragement and feedback** to help children succeed.
- There is confidence that children are **making progress and achieving well**.

Positive relationships across the school

- Parents value the **strong relationships between staff and pupils**.
- Children are seen to feel **safe, cared for and supported** in school.

A welcoming and inclusive school community

- Feedback reflects that Cromarty Primary is a **friendly and inclusive environment**.
- Parents feel their children are **part of the school community** and able to take part in a range of experiences.

Staff are approachable and supportive

- Parents recognise that staff are **available, responsive and committed** to supporting families.
- Communication is generally viewed as **positive and helpful**.

Opportunities for wider development

- Parents noted that children benefit from a variety of **activities and opportunities beyond the classroom**, supporting their wider development.

What this means

- Cromarty Primary is seen by parents as a **caring and supportive school**
- Children are **encouraged to achieve and do their best**
- Strong relationships underpin a **positive learning environment**

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What we will keep working on

- Strengthening communication with families
- Ensuring all children feel included, valued and listened to
- Continuing to build positive relationships and wellbeing
- Expanding opportunities for wider achievement and leadership



Working in partnership

We greatly value the support of our families and will continue to work together to provide the best possible experience for all children

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:

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We are confident in our capacity for continuous improvement.

Key priorities for improvement planning **Prìomhachasan airson planadh airson leasachadh**

Project 1: Inclusion, Participation and Learner Agency-Inclusion and Participation for All

Project 2: Curriculum Coherence, Progression and Assessment

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 <https://sites.google.com/highlandschools.net/cromartyprimary> or by contacting the school office.

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