



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Crossroads Primary School & Sallywags Early Learning Centre



*In **kindness** we share, in **friendship** we play, With **caring** and **fun** we learn every day. **Inclusion's** our strength, **outdoors** we thrive. Together in **community** we come alive! (2024/25)*

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%

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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.

Lynne Swanson
Head Teacher (Acting)
Crossroads 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
94%

Average Class Size
12

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
18

Teacher Numbers
1

Pupil Teacher Ratio
12:1

Crossroads Primary School and Scallywags Early Learning Centre are located in a rural, coastal setting serving the local community of Barrock and Scarferry. It is the most northerly school on the British mainland in a fantastic location with views over Dunnet Head and the surrounding fields.

There are 12 children attending the school and 6 children in nursery, ranging from N2 – P6. P1 - 7 are taught together in a single multi-stage class and there is a separate nursery for 2- 5 year olds.

The headteacher has overall leadership responsibility for Crossroads Primary School and Scallywags, and also teaches for part of the week.

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 good. The majority of children achieve appropriate CfE levels in literacy and numeracy. 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

Good progress

Writing

Good progress

Listening and
talking

Good progress

Numeracy

Good progress

We have had no exclusions this year.

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

*In **kindness** we share, in **friendship** we play, With **caring** and **fun** we learn every day. **Inclusion's** our strength, **outdoors** we thrive. Together in **community** we come alive! (2024/25)*

'Small School – Big Heart'

Vision: To create a happy and enjoyable place of learning that meets the needs of everyone; where all learners flourish, success is celebrated, and pupils are supported to progress and develop as individuals.

Aims: At Crossroads, we are committed to providing a **rich and inspiring curricular** experience that **nurtures** the **potential of every learner**. Rooted in the heart of our rural North Scottish community, we **tailor learning to meet the unique needs** of our children, ensuring they **develop the knowledge, skills, and confidence** to thrive in an ever-changing world.

Through **strong partnerships** with families, parents, and stakeholders, we aim create a **supportive and inclusive learning environment** where every child is **encouraged to achieve their best**. We embed essential **life skills** and a deep **sense of local & global citizenship** in all our learners.

Intertwined through school life and the curricular experience for our learners is **UNCRC Rights of the Children**. We believe that children should know their rights to be **empowered, understand their place in society, and feel safe and respected**.

Together, we aim to **prepare our children** to shape the future!

With our partners we reviewed our **core values**, they are reflected in our school poem:

*In **kindness** we share, in **friendship** we play,*

*With **caring** and **fun** we learn every day.*

***Inclusion's** our strength, **outdoors** we thrive!*

*Together in **community** we come alive! (2024/25)*

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:

Assessment & Moderation

Purpose:

Improving approaches to assessment and moderation to support teachers to develop a cohesive and robust approach to judging pupils progress against curricular levels.

Progress:

Teachers took part in 4 moderation activities across with other professionals from across the ASG focusing on High Quality Assessments, Numeracy, Writing and Reading.

Staff took part in moderation training following their audit of the moderation cycle to develop their knowledge of Learning Intentions & Success Criteria and Learning, Teaching and Assessment

Staff took part in moderation activities with another Primary School.

Impact:

Very good progress has been made in this area.

Staff report that they feel more confident in their professional judgement on where children are within their academic journey.

Staff report that the professional dialogue with others across their ASG has supported them in making sound judgements and decisions about attainment progress of individuals and to identify and set next steps for individual learners.

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Staff developed the assessment calendar to meet the moderation and assessment needs of the school.

The HT supported the running and delivery of ASG moderation events

The QAMSO worked with another area QAMSO to set up a moderation collaborative group – bringing together representatives from all schools to work together on activities that result in cohesive planning for learning, teaching and assessment across the ASG.

Termly, tracking and attainment meetings including the moderation of learner's wider achievements took place regularly.

HC tools for literacy were used by staff to support ACEL and individual pupil progress.

The HT continues to analyse and track the school data against national data and next steps for individual pupils are planned to support attainment for all.

The moderation collaborative has supported the staff to feel they are part of a wider network of moderators and feel this will have a positive impact on planning for teaching, learning and assessment moving forward.

Feedback from the ASG moderation and QAMSO network is positive. This ongoing group will ensure positive outcomes for our learners as staff work in collaboration with wider networks of professionals.

More robust tracking and moderation has impacted pupils who require support and intervention to achieve success in their learning as judgement are made from moderation and next steps are clear and targeted.

Teacher's report that the use of the HC Literacy Tools has supported them in making more secure judgements of ACEL data and where children are in a level.

Next steps: Continue to streamline assessment and moderation approaches. Continue to attend ASG moderation activities.

School Priority:

To enhance learning and teaching opportunities – reflecting the local context of our school community

Purpose:

To utilise outdoor learning experiences and opportunities to enhance the learning opportunities of pupils in a meaningful and contextual way.

Progress:

All pupils have taken part in regular outdoor learning activities in local areas including at the beach, at the local shore, in the forest and at local bird hides.

A wider range of partners have supported the delivery of learning experiences for children in the wider community. This has included working with a local ornithologist, the forest ranger and a local story teller.

Impact:

Very good progress has been made in this area.

Staff report that they feel more confident in planning and leading learning in outdoor locations.

Observations of pupils show that they are developing skills in communication, teamwork and problem solving. All pupils have demonstrated the skills of learning, life and

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Pupils have developed skills in Risk Assessment and have created their own Risk Assessments prior to learning.

All pupils took part in a block of learning on First Aid.

All pupils contributed their thoughts and ideas to the plan for outdoor learning, allowing them to shape their curricular learning pathway.

Class teachers used the pupil's voice to plan cross curricular learning opportunities.

Staff tracked pupils' skills for lifelong learning as part of their observations. Pupils tracked their individual progress of skills in their profiles. Staff took part in professional reading about outdoor learning to support their planning of learning and teaching.

Opportunities for contextualised learning was utilised to allow children to apply their curricular learning to real life situations i.e. visit to local supermarket.

work as tracked by the CT and pupil's in their profiles. Most pupils are able to talk about their skills.

Staff report that the flexibility approach to planning for outdoor learning has allowed children to have more ownership of tasks and teachers feel more confident to allow the children to lead.

Where possible opportunities for HQA's have allowed children to apply their learning across the curricular experience and allows the application of the 7 principles of CfE.

Contextualised learning has allowed children to apply classroom learning in real-life situations adding relevance and breadth to their curricular experiences.

Staff report that most children are motivated and responsive to learning opportunities that are led by wider professionals. This enhances their learning experience and adds breadth, coherence and depth of learning.

Next steps:

To upskill staff in outdoor learning, staff to look for courses that can support the development of their pedagogy. Staff to continue to seek opportunities for children to engage in real life and contextualised learning experiences.

School Priority:

To increase the use of digital skills and resources.

Purpose: To upskill pupils in digital literacy skills and improve the use of digital profiling as a platform to share learning with families.

Progress:

Staff set up Class Dojo as a tool for sharing learning

Impact:

Some progress has been made in this area.

Nearly all parents, pupils and staff use Class Dojo to regularly engage with the learning and life of the school increasing communication between partners.

All pupils have developed the digital skills to upload and share their work and achievements directly onto their profiles.

Staff report that they feel the lines of communication between home and school are more fluid and as a result parents have greater opportunities to know about the daily life of the school.

Pupils took part in Digital Safety Lessons including Online Safety Day.

All pupils have increased their awareness of how to stay safe online and can explain what actions to take when working online, should they feel unsafe.

A new Digital Leaders's committee was set up.

The Digital Leaders group have started to work with a PSA to develop their digital skills and their knowledge about safety online. They have been able to share their learning about staying safe online, with their peers.

Staff have started to familiarise themselves with the Highland Council Digital Progression

When children notice problems with their ICT the digital leaders are taking ownership of supporting them to solve the problem

Staff have planned some lessons using the progression. The ELC have audited the progression and actioned next steps to ensure digital skills and resources are used in the setting. Staff will use the progression to plan more meaningful lessons that demonstrate breadth and challenge moving forward.

Digital tools and programmes have been used to support learning and teaching.

All pupils have increased their ability to create and share information using online platforms that reflect their age and stage.

Online learning programmes such as Nessy, TTRS, Numbots and First News have supported curricular learning with most learners making progress within their curricular learning.

Next steps: Embed the Highland Council's Digital Progression Framework into the curricular experiences for all learners. Consider working towards the Digital Schools Award.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

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All pupils have shown progress and achievement in number, writing and reading as per SOFA and SNSA testing in November and May, with some children making very good progress in literacy. Most pupil has increased their level of achievement in mathematics, as identified and recorded, through the Highland Diagnostic tests. Children who required support to address specific areas of learning have made very good progress towards achieving their targets. All identified pupils have increased their reading levels by at least 1 national band. Pupils who received nurture time are presenting as ready to learn and have increased their emotional resilience. Data indicates that over all the children are happy in school.

Comments from learners, families, stakeholders and staff

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

HMIE

Survey's completed in advance of inspection raised no areas of concern for pupils, parents, partners or staff.

ELC Parent Feedback

- The information I receive about how my child is learning and developing is shared with me when I request it – Strongly Agree 2
- I understand how the setting monitors my child's progress in learning – Strongly Agree 2
- The setting gives me ideas on how to support my child's learning at home – Strongly Agree 2
- The setting organises activities where my child and I can learn together – Strongly Agree 2
- I receive helpful, regular feedback about how my child is learning and developing – Strongly Agree 2
- The setting takes my views into account when making changes – Strongly Agree 2
- I feel comfortable approaching the setting with questions, suggestions and/or a problem – Strongly Agree 2
- I feel encouraged to be involved in the work of parent groups – Strongly Agree 2
- I am kept informed about the work of parent groups - Strongly Agree 1, Agree 1.
- I am kept informed about the work of the Parent Council and/or parent association – Agree 1

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School Parent Feedback Open Afternoon Term 3 2024/25

- I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles – Strongly Agree 1, Agree 2
- The school gives me advice on how to support my child's learning at home – Strongly Agree 1, Agree 2, Don't know 1
- The school organises activities where my child and I can learn together – Strongly Agree 1, Agree 1, Disagree 1, Don't know 1
- The school takes my views into account when making changes – Strongly Agree 2, Agree 2
- I feel comfortable approaching the school with questions, suggestions and/or a problem – Strongly Agree 4
- I feel encouraged to be involved in the work of the Parent Council and/or parent association – Strongly Agree 3, Agree 1
- I am kept informed about the work of the Parent Council and/or parent association – Strongly Agree 2, Agree 1, Don't know 1
- I am satisfied with the quality of teaching in the school - Strongly Agree 3, Don't Know 1
- The school is well led and managed - Strongly Agree 3, Agree 1
- The school encourages children to treat others with respect - Strongly Agree 3, Agree 1
- I would recommend the school to other parents - Strongly Agree 4
- Overall, I am satisfied with the school – Strongly Agree 2, Agree 1
- The school deals well with any bullying - Strongly Agree 1, Agree 1, Don't know 3
- My child was well supported if they moved to a new school within the last year – Strongly Agree 2, Don't know 2

Partner Comments:

<p>WIDER COMMUNITY</p> <p>Name: <u>Raren Johnson</u></p> <p>How welcome were you made in the school? Please circle.</p> <p>😊 😊 😐 😞 😡</p> <p>What did you like about your visit to our school? <u>Thank you for letting me read my story to your wonderful children</u></p> <p>What would you like to see? <u></u></p>	<p>WIDER COMMUNITY</p> <p>Name: <u>James Jones</u></p> <p>How welcome were you made in the school? Please circle.</p> <p>😊 😊 😐 😞 😡</p> <p>What did you like about your visit to our school? <u>They were really staff!</u></p> <p>What would you like to see? <u>More opportunities to work together.</u></p>	<p>WIDER COMMUNITY</p> <p>Name: <u>Mike Bennett</u></p> <p>How welcome were you made in the school? Please circle.</p> <p>😊 😊 😐 😞 😡</p> <p>What did you like about your visit to our school? <u>Friendly & engaged kids & staff</u></p> <p>What would you like to see? <u>Continue on as you are.</u></p>
<p>WIDER COMMUNITY</p> <p>Name: <u>Lilly Pearson</u></p> <p>How welcome were you made in the school? Please circle.</p> <p>😊 😊 😐 😞 😡</p> <p>What did you like about your visit to our school? <u>Really accommodating, nice to be asked questions</u></p> <p>What would you like to see? <u>Any more ways to get kids outdoors in art & community projects</u></p>	<p>WIDER COMMUNITY</p> <p>Name: <u>Leanne Ditch</u></p> <p>How welcome were you made in the school? Please circle.</p> <p>😊 😊 😐 😞 😡</p> <p>What did you like about your visit to our school? <u>Great people</u></p> <p>What would you like to see? <u>More opportunity to join in community work.</u></p>	<p>WIDER COMMUNITY</p> <p>Name: <u>H. Muir</u></p> <p>How welcome were you made in the school? Please circle.</p> <p>😊 😊 😐 😞 😡</p> <p>What did you like about your visit to our school? <u>Enthusiastic children</u></p> <p>What would you like to see? <u>Nothing changing</u></p>

Wider achievements Coileanaidhean nas fharsainghe

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The children hosted a MacMillan fundraising coffee afternoon to raise funds for the charity, this event was well supported by families and members of the wider community. Pupils entertained the Senior Citizens at their Christmas Meal in the village hall and presented home-made cards, gifts and baking. The pupils ran a Christmas Coffee Afternoon in the village hall and entertained the public with songs and poetry. The pupils joined pupils from other local primary schools to partake in a Construction Day. The pupils took part in activities on World Book Day, Mental Health Awareness Day, Children's Day and Safer Internet Day. The school visited the Castle of Mey as part of their IDL topic. Sports opportunities have included Marial Arts Lessons, HLH Multi-sports lunchtime club and running session. All pupils experienced a theatre trip to Lyth Art Centre. Some pupils took part in a collaborate song with other schools as part of their Feis Ros curricular learning. All pupils took part in Kodaly classes. All pupils worked with a local storyteller, prior to creating their art pieces that will exhibit in the Caithness Industrial Art summer show. Most pupils, took part in lawn bowling sessions, at a local bowling club. Some pupils took part in an after-school drama club, a lunchtime art club and a lunchtime animation club. All pupils have had opportunities to learn out with school during visits to local bird hides, the forest, the shoreline, the farm and beach. In term 4 pupils took part in weekly swimming lessons and visits to places in Thurso – linked to their DYW curriculum. All pupils took part in an end of year visit to Dunrobin Castles.

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good

Our overall evaluation of our capacity for continuous improvement is: good

We are confident in our capacity for continuous improvement. .

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Raising Attainment

Effective planning, assessment & tracking

Digital Literacy

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Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website or by contacting the school office.

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