



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

CROSSROADS PRIMARY SCHOOL & SCALLYWAGS ELC



In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

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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 15	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 26	Teacher Numbers 1	Pupil Teacher Ratio 15:1

For schools with a roll exceeding 50

N3 XX%	N4 XX%	P1 XX%	P2 XX%	P3 XX%	P4 XX%	P5 XX%	P6 XX%	P7 XX%
SIMD Q1 ¹ XX%	SIMD Q2 XX%	SIMD Q2 XX%	SIMD Q3 XX%	SIMD Q5 XX%	Unknown XX%			
ASN ² XX%	No ASN XX%	FSM ³ XX%	No FSM XX%	EAL ⁴ XX%	No EAL XX%			

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

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

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

Gaelic reading	Gaelic writing	Gaelic listening and talking
Choose an item.	Choose an item.	Choose an item.

We have had no exclusions this year.

Crossroads Primary School and Scallywags Early Learning Centre are located in a rural, coastal setting serving the local community of Barrock and Scarfskerry. 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 15 children attending the school and 11 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 in addition to another village school. Two part-time class teachers teach the P1-7 across the school week. They are supported by a Pupil Support Assistant. The Early Learning Centre is staffed by two full time practitioners.

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. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. A few children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

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Overall children are making the following progress:

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Reading	Writing	Listening and talking	Numeracy
Good progress	Good progress	Good progress	Good progress

Gaelic Medium (delete if not relevant):

Gaelic reading	Gaelic writing	Gaelic listening and talking
Choose an item.	Choose an item.	Choose an item.

We have had no exclusions this year.

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

VISION, VALUES & AIMS

'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 experiences 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** not just for the future, but to shape it.

Together with our partners we reviewed our core values, they are reflected in our school poem:

'EVERYONE'

*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)*

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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: Streamline Planning and Assessment		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
Some progress has been made in this area. Following the introduction of the new Curriculum Improvement Cycle (CIC), the priority was adapted to focus on preparing staff, pupils and families for implementation. Through professional dialogue, staff professional learning and information shared at the open afternoon, all staff and most parents have developed a basic understanding of the CIC, the implementation timeline and what this will mean for our schools. Staff have responded positively to the proposed changes and are optimistic about engaging with the refreshed curriculum. This session, teachers adapted their planning to include overviews that demonstrate breadth and coherence in learning. Teachers have become increasingly aware of the importance of ensuring progression, breadth and coherence across learning experiences and are well placed to implement the CIC successfully.	To support staff and parents to understand the Curriculum Improvement Cycle in advance of it being implemented fully across Scotland. To work with ASG colleagues to understand, use and teach under the newly refreshed curriculum. Continue to streamline planning to ensure the 7 principles of CfE are integral to all learning and teaching.	

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Impact	
Staff have reviewed their plans in response to the 7 Principles and have engaged in dialogue with SMT to discuss how they plan for breadth, depth, challenge and enjoyment, coherence, relevance, progression, personalisation and choice. Staff feel they understand the principles more clearly. Interdisciplinary Learning (IDL) formats has been used to support planning for learning, teaching and assessment. This has led to more pupil voice in planning and relevant connections between curricular areas. All staff effectively used the curriculum annual plan to plan opportunities for cross – curricular connections and breadth of learning across the stages and areas of CfE. The modification of planning to prioritise breadth and coherence has directly resulted in a more balanced learning experience, allowing pupils to better transfer skills across different subject areas. Through the open afternoons display boards, most parents have gained a clear understanding of the CIC timeline and its benefits. Sharing the new curriculum framework with staff has ensured that staff feel informed and included in the journey of change. Staff report that they are motivated to learn about and embed the new CIC. The implementation of the newly created moderation and assessment cycle ensures that teacher judgements are robust, dependable, and directly aligned with curriculum benchmarks. Staff have listened to Education Scotland Podcasts on the CIC and feel knowledgeable about the reason for change and what the change will mean at school level. The HT has engaged with other leaders to create a plan for the next academic year, this will ensure all schools in the ASG streamline their staff development and professional learning about the CIC to align with colleagues across the ASG groups.	

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School Priority 2: Creating inclusive classrooms to support all learners to achieve.		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
Some progress has been made towards this priority. The Head Teacher and class teacher have undertaken a detailed analysis of the CIRCLE Framework. Management staff have completed the Open University CIRCLE course, strengthening their understanding of inclusive practice. Staff have used the CIRCLE audits to begin developing more inclusive classroom environments. This work has built staff confidence and capacity, placing the school in a good position to implement the CIRCLE Framework fully across the school next session.	Using the framework to shape/plan the learning and teaching for all learner's in the school during the 2026/27 academic year. To use the framework to support staff to better meet the needs of individual who has ASN. To create learning environments that are nurturing and homely. To train our PSA staff to enhance their understanding ASN and strategies to support learning.	
Impact		
Impact - Staff have developed a stronger understanding of the CIRCLE Framework and its application to learning and teaching. - Completion of the Open University CIRCLE course has increased the HT's knowledge and confidence in inclusive practice.		

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• Collaborative professional dialogue has strengthened staff capacity to identify barriers to learning and plan effective next steps for learners with additional support needs. • Learning environments are starting to be more inclusive through the use of CIRCLE audits and targeted adaptations. • The increased use of visual supports is enhancing communication, accessibility and learner independence. • Some classrooms are becoming calmer, more nurturing spaces that support engagement and wellbeing. • Children's views are being gathered and used more effectively to inform planning and support. • Staff make effective use of pupil support assistants and targeted interventions to support learners, reflecting strengths within HGIOS Quality Indicator 3.2. • Staff are engaged and well placed to implement the CIRCLE Framework fully across the school next session.	
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To continue to increase the use of digital skills and resources to support learning and profiling.		
School Improvement Plan Priority 2		
Summary of progress and impact	Next steps	Stakeholder Views
Progress Statement Some progress has been made towards this priority. Pupils have continued to use online platforms to share their learning, increasing their confidence with digital tools. Staff have used a range of digital resources to support learning and teaching, providing opportunities for pupils to develop their digital skills. Children have also engaged in online safety learning throughout the session.	To finalise and share online digital profiles with parents. To continue to build on and regularly update pupil profiles to include assessment evidence, targets and children’s current levels across curricular subjects. Further embed meta-skills in the school through assemblies, planning for learning and teaching and profiling.	

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Limited progress was made towards the Digital Schools Award and implementation of The Highland Council Digital Progression Framework due to staffing pressures and competing priorities.	Continue to decide if digital literacy and numeracy programmes will be used support learning, ensuring robust data is gathered by CTs to improve outcomes for pupils.	
Impact		
• Pupils have developed greater confidence in using digital tools to record, reflect on and share their learning through profiling activities, including the use of Meta Skills. • Regular use of our school online platform has strengthened communication between home and school, providing parents with increased opportunities to engage with and celebrate their child's learning. • The use of digital resources across literacy and numeracy has enhanced pupil engagement and provided additional support to meet a range of learning needs. • Online safety lessons have increased pupils' awareness of safe and responsible internet use, helping them to make informed choices when engaging with digital technologies. • Profiling remains embedded across the school, ensuring pupils have regular opportunities to reflect on their achievements, identify next steps and share their learning journey with parents and carers. • Staff continue to use digital technologies effectively to support learning and teaching, contributing to the development of pupils' digital skills across the curriculum. • A consistent approach to profiling is now established across the school, ensuring expectations are clear and learning is regularly captured and celebrated. This should continue to be built upon.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Equity Fund supported individual learners to develop skills across literacy, numeracy and health and wellbeing. Progress was made in these areas with all learner's making some progress. Most learners made very good progress in literacy and health and wellbeing. Most learners made good progress in numeracy.

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Wider achievements

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 member of the school community with a at Christmas play, in the hall . The pupils took part in activities on World Book Day, Mental Health Awareness Day, Children's Day and Safer Internet Day. Sports opportunities have included Running Club and HLH Multi-sports lunchtime club. All pupils experienced a theatre trip to Lyth Art Centre. All pupil's visited the cinema at Christmas. All pupils took part in Kodaly & Feis Rois music classes. The ELC enjoyed a Play Away Music Session. The ELC pupils took part in Safe, Strong & Free. All pupils worked with a local storyteller, prior to creating their art pieces that will exhibit in the Caithness Art summer show. Most pupils, took part in Sphero club. All children took part in school committees. Pupils have had opportunities to learn out with school during visits to local town, the forest, the shoreline and the beach. Children enjoyed activities with other schools as part of the Caithness Science Festival. The primary children took part in a lesson at the Newton room. In term 4 pupils took part in weekly swimming lessons and visits to places in Thurso – linked to their DYW curriculum. Pupils took part in a school trip to the animal park, neolithic burial chambers and a local swing park. Our P7 pupils engaged in transition visits with children from 3 other schools and in Term 4 weekly visits to another Primary School.

Comments from learners, families, stakeholders and staff

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

<https://docs.google.com/presentation/d/1VF9XaWNcKclBny5jhaPEqZlvy6ioE5kToOlzLSFvAiU/edit?usp=sharing>

Some examples of comments and feedback can be found by clicking the link above.

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
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QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good
Other QIs reviewed		

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

We have some concerns about our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

The Curriculum Improvement Cycle
Imbedding The Circle Framework
National Improvement for Writing.

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.

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