



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Croy Primary School and ELC



*Pride *Respect* Happy *Learning*

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.

Mrs Arlene Beattie
Head Teacher
Croy Primary School and ELC

School Profile

Pròfil 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 93.3%	Average Class Size 23.8	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 119 (+26 nursery)	Teacher Numbers 7	Pupil Teacher Ratio 16.1

N3 XX%	N4 XX%	P1 19.3%	P2 16.8%	P3 18.5%	P4 12.6%	P5 10.8%	P6 10.1%	P7 11.8%
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SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 90%	SIMD Q4 0-10%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 20-30%	No ASN 70-80%	FSM³ 0-10%	No FSM 90%	EAL⁴ 0-10%	No EAL 90%
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2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Majority

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.

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

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our School Vision was reviewed and co-created in February 2025. The school is currently working on reviewing the school values and aims along with the school community.

Our Vision:

At Croy Primary, we foster a love of learning with enthusiasm and creativity, ensuring that every child is engaged in a journey of discovery. Through active and engaging learning experiences, including outdoor learning and healthy competition, we inspire students to grow:

- 📘 Academically – Building strong knowledge and skills.
- 👉 Socially – Developing teamwork, respect, and confidence.
- ❤️ Emotionally – Cultivating resilience, well-being, and self-esteem.

We create a nurturing and supportive environment where every child can reach their full potential!

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:

Improving Attainment in Writing

Purpose:

Data and tracking information throughout the last academic year identified that literacy, particularly writing attainment was lower than expected across the school. Through staff feedback and moderation of jotters it was clear that the newest writing programme introduced to the school was not yet embedded and staff required more training to implement this successfully.

Progress:

- ✓ All teaching staff trained in using the Talk for Writing scheme.
- ✓ Most pupils can identify the Talk for Writing features – story map, boxing up and imitation.
- ✓ P1,4 and 7 ACEL data shows an increased number of pupils meeting end of level target. This is an increase on what was predicted in Term 1.

Impact:

- ✓ Consistent approach to teaching Writing across the school from Early – Second Level
- ✓ Assessment pieces are moderated using the same rubrics allowing for consistency and better dialogue among the staff.
- ✓ Improved attainment data in literacy across P1, P4 and P7.
- ✓ Good progress was made in this area.

- ✓ All teaching staff report an increased confidence level when teaching writing to the pupils.

Next steps:

- Continue to embed the structure and strategies of Talk for Writing into everyday teaching and learning activities.
- Monitor attainment data in literacy to ensure progress is being made by having termly attainment meetings with class teachers to identify any trends/areas of development required.
- Consider intervention strategies, in consultation with fortnightly ASNT, for those not attaining as well as those who require challenge.

School Priority:

Digital Literacy

Purpose:

Through self – evaluation and collegiate sessions it was identified that the pupils required to develop their digital skills in line with 21st century technologies. Pupils required to have ongoing profiles where their learning could be identified and with the 1:1 device in P6&7 these would be made digital. Through developing digital skills across the school, it would also allow those pupils requiring enhanced or different resources (Read and Write) to access their curriculum easier.

Progress:

- ✓ All teaching staff using the Highland Digital Skills progression to inform planning.
- ✓ P4-7 digital profiles set up and pupils are using these to set termly targets.
- ✓ P1 – P3 weekly digital learning sessions taking place.
- ✓ All teaching staff trained in using digital tools that can enhance learning and support those with ASN requirements – Read and Write, Book Creator and Google apps.

Impact:

- ✓ Early – Second level digital skills improving through weekly focus.
- ✓ P4-7 able to show their learning in a variety of ways now by using their new digital skills.
- ✓ P1-7 Profiles allow for pupils to set targets each term and evaluate their learning. P1-3 are on paper and P4-7 are digital.
- ✓ Pupils with literacy or numeracy difficulties are being supported better through the use of digital tools.
- ✓ Satisfactory progress was made in this area.

Next steps:

- Continue to embed digital skills through the curriculum as well as using it to support our ASN pupils.
- Use the paper and digital profiles to enable pupils to share their learning on a weekly basis linked to skill development.
- Develop and enhance teacher questioning and feedback conversations through training and question stems to engage pupils when discussing their learning.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Data summary against targets	Impact / progress summary	Intervention Resource allocation used
Literacy Intervention P1-3 pupils	<p>31.8% of pupils have increased scores by 4 during retesting.</p> <p>25% are now reading at their expected age and stage of development</p>	<p>72% of P1 are on track and will achieve Early level in Literacy.</p> <p>All P2 & P3 pupils have now achieved Early level in Literacy.</p> <p>73% of P2 pupils are achieving and on track in reading</p> <p>90% of P3 pupils are achieving and on track in reading</p> <p>57% of P2 are achieving and on track for writing</p> <p>90% of P3 pupils are achieving and on track for writing.</p>	<p>Weekly 30 mins (per group) PEF teacher Literacy session to focus on gaps in Phonological awareness, initial sounds and blending 2/3 words.</p>
Literacy Intervention P4-6 pupils	<p>33.3% of pupils increased and improved their written content, structure and secretarial skills in extended writing tasks.</p>	<p>80% of P4 pupils are achieving and on track to attain 1st level in Reading</p> <p>73% of P4 pupils are achieving and on track to attain 1st level in Writing.</p> <p>58% of P5 pupils are attaining and on track for reading</p> <p>58% of P5 pupils are attaining and on track for writing.</p> <p>50% of P6 pupils are attaining and on track for writing</p> <p>50% of P6 pupils are attaining and on track for Reading</p>	<p>Weekly 30 mins (per group) PEF teacher session to focus on gaps in spelling patterns, sentence building and vocabulary.</p>

Wider achievements

Coileanaidhean nas fharsainge

During the session 2024_25 Croy Primary has welcomed many visitors to our school to enhance the opportunities for all our pupils.

These include

- Feis Ros
- Kodaly
- Artsplay
- Safe, Strong and free
- Childsmile
- Scottish Exotic Animal Rescue
- Highland Mini First Aid
- Croy Community Garden

The pupils of Croy Primary have also had the opportunity to take part in sporting events in their local community. These included Cross Country, MacRobert Cup and the Baillie Cup.

Personal wider achievements of pupils are shared monthly through our wider achievement assemblies. As a school we share our achievements before adding these to the school wall. Pictures and stars (highlighting the achievement) are placed in the front entrance for visitors and peers to look at.

Comments from learners, families, stakeholders and staff

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

FEEDBACK FROM ALL STAKEHOLDERS

As a school we have recently updated our school vision. As part of the process we asked all our stakeholders - staff, pupils, parents and visitors their views about our school. This is what they said -

WHAT MAKES OUR SCHOOL SPECIAL?

- Community
- Friendly staff
- Community spirit
- Inclusive
- Nurturing
- Rural
- Involved Parent council group
- Approachable staff
- Positive ethos

LIST THE TOP 3 THINGS ABOUT YOUR CHILD'S TIME AT SCHOOL SO FAR

Friends
More confidence
Warm, lovely environment
Good relationship with teachers
Sporting and musical opportunities
Making academic progress

DESCRIBE WHAT YOU WANT YOUR CHILD TO EXPERIENCE AT SCHOOL

- Quality, challenging learning
- Being valued as an individual
- Stability
- Compassion
- Stimulating experiences
- Nurturing environment



NAME 3 THINGS YOU WANT YOUR CHILD TO TAKE WITH THEM WHEN THEY LEAVE CROY PRIMARY.

- Solid academic foundation
- Tools to support emotional/social literacy
- Emotional intelligence
- Be kind and empathetic to others
- Resilience
- A love of learning

ANYTHING ADDITIONAL TO ADD

- The school has gone through quite an unsettling period but we hope with a permanent HT that will bring some stability.
- Our little girls has just started at ELC and every time she talks about it, it is with the biggest of smiles. We can't ask for more than that.
- We love Croy Primary school. It is safe and has provided a great all round education for my 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	Good	Satisfactory
QI 2.3 Learning, teaching and assessment	Good	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Good	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Satisfactory

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

- Continue to embed the structure and strategies of Talk for Writing into everyday teaching and learning activities.
- Monitor attainment data in literacy to ensure progress is being made by having termly attainment meetings with class teachers to identify any trends/areas of development required.
- Consider intervention strategies, in consultation with fortnightly ASNT, for those not attaining as well as those who require challenge.
- Continue to embed digital skills through the curriculum as well as using it to support our ASN pupils.
- Use the paper and digital profiles to enable pupils to share their learning on a weekly basis linked to skill development.
- Develop and enhance teacher questioning and feedback conversations through training and question stems to engage pupils when discussing their learning.

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/cullodenacademy.org.uk/croy-primary-school>

or by contacting the school office