



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Croy Primary School

PRIMARY/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%



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 94.5%	Average Class Size 20.7	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 145 (+48 nursery)	Teacher Numbers 8	Pupil Teacher Ratio 16.1
N4 89.9%	N5 85.6%	P1 92.2%
P2 94.6%	P3 93%	P4 95.3%
P5 94.1%	P6 94.1%	P7 89.5%
SIMD Q1 ¹ 0-10%	SIMD Q2 0-10%	SIMD Q2 0-10%
SIMD Q3 90%	SIMD Q5 0-10%	Unknown 0-10%
ASN ² 20%	No ASN 80%	FSM ³ 20-30%
No FSM 70-80%	EAL ⁴ 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
Most	Majority	Almost all	Most

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

****Teamwork**Kindness**Respect**honesty**Fairness****

We have had no exclusions this year.

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

★ 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!



In February 2025 we reviewed our Vision and Values. Our Pupil Leadership group created Our Vision with ideas generated from pupil, parents and staff. Our Values poster was created by a P6 pupil (August 2025) as part of a whole school competition.

****Teamwork**Kindness**Respect**honesty**Fairness****

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: Croy Curriculum Rationale	
School Improvement Plan	
Summary of progress	Next steps
✓ Almost all staff now consistently use the agreed Lesson Structure to plan and deliver lessons in literacy and numeracy that are both engaging and progressive. ✓ Most learners experience high-quality learning across all stages, with a notable increase in the consistency of challenge and pace tailored to individual needs. ✓ Almost all literacy and numeracy pathways are now clear, coherent, and progressive, which has directly supported our mission for equity and excellence. ✓ Most staff demonstrate high levels of confidence in using agreed resources and pedagogical approaches, ensuring that transitions from stage to stage are smooth and effective. ✓ Almost all learners benefit from a curriculum that is relevant and coherent from the Early -Second level, effectively reflecting the four capacities of CfE and the unique needs of our community. ✓ Most staff are now able to clearly articulate the unique design and purpose of our curriculum, showing a shared understanding of its distinctive features. ✓ Children are becoming more familiar with their learning and progress through use of LI and SC. Almost all speak confidently about their next steps through weekly reflections and termly target setting. ✓ All staff use the new planning and tracking documents in place to provide consistency across the school.	➤ Co-create a "Parent-Friendly Curriculum Rationale" using accessible language and visual infographics (HGIOS4: QI 2.2) ➤ Conduct regular "Learning Visits" and Peer Observations to ensure all staff are consistently following the <i>Croy Way</i> lesson structure. (HGIOS4: QI 2.3) ➤ Establish a Curriculum Design Working Group to map out upcoming changes to curriculum design. Ensure a transparent timeline is shared so all staff are aware of shifts in design before implementation. (HGIOS4: QI 1.2) ➤ Schedule a Yearly Stakeholder Review (Staff, Parents, and Pupils) to evaluate the curriculum rationale against national and local priorities (HGIOS4: QI 1.1)
Impact	
For Our Pupils. ❖ The "Croy Way" provides a consistent structure for teachers when considering what each lesson should consist of ❖ Pupils report feeling more confident and secure in their learning by identifying what is working and identifying next steps ❖ Updated tracking system provides a more robust tracking information on attainment of all pupils. ❖ All pupils are using the school vision and values in everyday activities For Our Staff ❖ By using agreed lesson structures and clear pathways, staff feel more supported and confident in their delivery. ❖ Staff are more confident when predicting levels and whether pupils are attaining by using the new tracking document. ❖ Staff involvement in creating the Curriculum Rationale has developed their understanding of curriculum design For Our Wider Community ❖ Our curriculum reflects the unique identity and needs of our community. ❖ Parents and carers report a deeper understanding of their child's learning journey thanks to our pupil profiles/termly target setting	

TeamworkKindness**Respect**honesty**Fairness**

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Data summary against targets	Impact / progress summary (max 100 words per intervention)	Intervention Resource allocation used (breakdown)
Literacy Intervention P1-3 pupils	31.8% of pupils have increased scores by 4 during retesting. 25% of those previously not attaining/borderline are now reading at their expected age and stage of development.	86.6% of P1 are on track and will achieve Early level in Literacy. Almost all P2 and P3 pupils have now achieved Early level in Literacy. 92.5% of P2 pupils are achieving and on track in reading 66% of P3 pupils are achieving and on track in reading 77% of P2 are achieving and on track for writing 66%% of P3 pupils are achieving and on track for writing.	Weekly 30 mins (per group) PEF teacher Literacy session to focus on gaps in Phonological awareness, initial sounds and blending 2/3 words.
Literacy Intervention P4-6 pupils	33.3% of those borderline/Not achieving pupils increased and improved their written content, structure and secretarial skills in extended writing tasks.	87.5% of P4 pupils are achieving and on track to attain 1st level in Reading 87.5%% of P4 pupils are achieving and on track to attain 1st level in Writing. 85% of P5 pupils are attaining and on track for reading 71% of P5 pupils are attaining and on track for writing. 75% of P6 pupils are attaining and on track for writing 75% of P6 pupils are attaining and on track for Reading	Weekly 30 mins (per group) PEF teacher session to focus on gaps in spelling patterns, sentence building and vocabulary.

Wider achievements

Coileanaidhean nas fharsainghe

'Our School Year' wall in the reception showcases a variety of wider achievements that have been celebrated this year by the pupils of Croy primary and ELC. These include -

- P1 – 7 Glasgow Science Centre visit
- P5 Feis Ros/ P3 Kodaly
- ELC – P3 music sessions weekly with Sarah
- P6/7 Young Leaders training
- Monthly visits to Nairn Foodbank with donations
- Chanter and string lessons P5-7
- P6/7 Cross Country Championships
- P3 Nairn County Shirt give away to celebrate 50years
- P6/7 Bike ability training Level 1 and 2
- P5 – 7 McRobert Cup
- DYW visits from various employment companies to P2 and P2
- Visit from author Sean Batty and Alan Dupre
- ELC Childsmile

Each month we also celebrate the pupil's wider achievements at home as part of our 'achievement assembly'

Comments from learners, families, stakeholders and staff

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

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CROY PRIMARY SCHOOL FEEDBACK FROM ALL STAKEHOLDERS

As a school we regularly engage with all stakeholders to gain feedback about the school. This is achieved through open days, parents evening, weekly pupil reflections and staff surveys and collegiate sessions.

WHAT MAKES OUR SCHOOL SPECIAL?

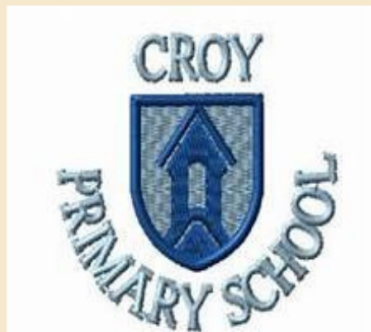
- Community
- Friendly staff
- Community spirit
- Inclusive
- Nurturing
- Rural
- Involved Parent council group
- Approachable staff
- Positive ethos

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

Friends
Community Groups - great addition this year
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



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

Key priorities will include -

- Co-create a "Parent-Friendly Curriculum Rationale" using accessible language and visual infographics
- Conduct regular "Learning Visits" and Peer Observations to ensure all staff are consistently following the *Croy Way* lesson structure.
- Establish a Curriculum Design Working Group to map out upcoming changes to curriculum design. Ensure a transparent timeline is shared so all staff are aware of shifts in design before implementation.
- Schedule a Yearly Stakeholder Review (Staff, Parents, and Pupils) to evaluate the curriculum rationale against national and local priorities
- Continue with Reading Ambassadors – Reckless Readers to support our application to become a Reading school (SIP 2026/27)
- Begin developing our knowledge and understanding of learning barriers that are faced by our pupils through the Circle Framework (SIP 2026/27)

Planning ahead

A' planadh air adhart

Full details of the school's 2026/27 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [Croy Primary School - Croy Primary School Improvement Priorities](#) or by contacting the school office.