



Crossford Primary School & Nursery



Standards and Quality Report ***Achieving Excellence and Equity***

Demographic	Crossford is a village in Fife approximately 1.5 miles west of Dunfermline with a population of approximately 2320. Crossford Primary School and Nursery serves Crossford with some placing requests from Dunfermline, Cairneyhill, Torryburn, Carnock and Gowkhall. Queen Anne High School in Dunfermline is the associated secondary school with almost all children transitioning to there in S1. Crossford Nursery Class is open from 8:55 to 2:55 term time. School roll - 171 FME % - 2.92% ASN – 4.68% Average SIMD – 8.7					
Vision, values and aims	Our Vision Statement: Our aim at Crossford Primary School is “Rise to the challenge; supporting each other”. Crossford Primary School values are: We reviewed our school values in January – June 2025. Our school community voted for the values that they believe are most important at Crossford. These are:- Respect - Respect is our most important value. We know that everyone is equal and have equal rights. We need to do everything we can to make sure that we can learn, rest, play and that we are safe. We look after ourselves, other people and everything in our school. Responsibility – We look after ourselves, other people and everything in our school. We are all responsible for keeping Crossford a great place to learn and be happy. Kindness – We like to be happy and we want others to be happy too so we are kind to others. We know that we can help fill other people’s buckets with a kind word or action. Best Effort – We always try to do our best in everything we do. Teamwork - Our class is a team of people who want to learn and have fun. Our school is a team trying to be the best place to learn and be with other people.					
Attendance	Total	95.35 %	Authorised	2.41 %	Unauthorised	2.24 %
Exclusions %	0%					



Summary of consultation with stakeholders	- all parents/carers had the opportunity to feedback on improvement priority work through questionnaires - Pupils on-going feedback gathered through regular pupil focus groups, pupil leadership groups, questionnaires - Staff wise, pupil wise and parent wise information - Parent council discussion termly
Attainment Scotland Fund Allocation (PEF)	£8575
Cost of the School Day statement	At Crossford Primary School we recognise the need to reduce the Cost of the School Day for all our children and particularly for our children who are already experiencing poverty. We examine the school day through the following headings; Uniform, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning. Our Parent Council discuss the cost of the school day at meetings and are mindful of this when making decisions regarding fundraising and spending. The school encourages families to contact us confidentially if they are experiencing financial hardship and includes supports available in weekly SWAYS. The school makes use of Carnegie Trust, where possible, to support families with the cost of residential trips and purchasing specific equipment.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

ELC/School Improvement Priority 1

Transforming Learning

- Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning for all staff on the use of digital technology by May 2027.
- To support all staff through the use of digital technologies to create a more inclusive, engaging and personalised learning environment leading to improved outcomes for children by May 2027.

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

Has this priority been: (please highlight)	Fully achieved		Partially achieved		Continued into next session	
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Progress

- There has been clear progress in building staff capacity in the use of digital technologies to enhance learning, teaching and assessment. Professional learning opportunities, including cluster training, have supported staff to develop confidence and competence in digital pedagogy. Digital tools such as Showbie and Clicker 8 are now embedded in targeted practice, particularly within upper stages and support for learning.
- Planned approaches to access (e.g. timetabled use of devices in P4 and regular application in P6/7) have supported more consistent and equitable use of digital resources across classes.

Impact

- This has led to improved learner engagement, motivation and independence, particularly in P6 and P7 where learners demonstrate increasing confidence and proficiency in using digital tools to support their learning. Digital approaches have reduced barriers to participation, particularly in literacy, enabling targeted pupils to access reading and writing more effectively.



- Staff report enhanced formative assessment practices, including the use of digital feedback (e.g. voice recordings), supporting learners to better understand next steps. Increased use of digital platforms has also strengthened collaboration and sharing of learning.
- Overall, there is evidence of improved inclusion, engagement and skill development, with learners increasingly developing skills for learning, life and work.

Next

- Ensure greater consistency in digital learning experiences, particularly in P1–P5.
- Develop a clear progression framework for digital skills across all stages.
- Improve access to reliable and high-quality devices to support equity.
- Embed high-quality digital pedagogy, including accreditation (e.g. Apple Teacher, Showbie certification).
- Extend learner leadership opportunities, including peer support from P6/7.
- Strengthen family engagement to support digital learning at home.

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Summary of Progress and Impact from last session's Improvement Plan and Next Steps

ELC/School Improvement Priority 2

Meta-Skills

- All children will become familiar with the meta-skills framework and will be able to talk about how their learning relates to these skills and why the skills are important for learning, life and work by May 2026.

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

Has this priority been: (please highlight)	Fully achieved		Partially achieved		Continued into next session	
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Progress

- Staff have engaged in professional learning and have begun to embed the meta-skills framework within planning and learning conversations.
- Meta-skills have been introduced through assemblies and are increasingly referenced across classes, with most learners experiencing regular exposure within learning contexts.

Impact

- Most children can now identify and describe meta-skills and are developing an understanding of their relevance to learning, life and work. There is growing consistency in language, supporting learners to articulate aspects of their skill development during discussions.
- This represents early evidence of improved learner awareness and reflection, although practice remains at an emerging stage across the school.

Next

- Develop a progressive, child-friendly framework to support progression across stages.
- Ensure consistent, whole-school implementation, including within the 5-part lesson model.
- Strengthen children's voice and reflection, enabling children to articulate next steps in skills development.
- Embed family engagement to develop a shared understanding and language.



- Further integrate meta-skills into learning, teaching and assessment approaches.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

ELC/School Improvement Priority 3

- Plan a progressive curriculum for all children across food technology and food health, ensuring that all children receive their entitlement to a broad general education. Use benchmarks for food technology and food health to measure children's progress and achievement of a level using a range of assessment evidence to inform professional judgements.

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

Has this priority been: (please highlight)	Fully achieved		Partially achieved		Continued into next session	
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Progress

- A planned, progressive curriculum overview has been developed, ensuring all learners experience food health and food technology. Learning has been meaningfully linked to interdisciplinary contexts, including enterprise activities.
- There is evidence of high-quality learning experiences, particularly practical applications (e.g. P4 enterprise project, farm visits), alongside explicit teaching of food hygiene and safety. Staff are beginning to use benchmarks to support assessment and moderation.

Impact

- Learners have developed a greater understanding of food preparation, hygiene and safety, alongside increased confidence in using equipment. Engagement levels are high, with learners demonstrating enthusiasm for practical learning.
- Learning has supported application across the curriculum (e.g. numeracy, health and wellbeing, meta-skills), contributing to a broad general education. Most learners are on track in health and wellbeing, and older pupils report increased independence and application of skills at home.

Next

- Develop a clear progression pathway to ensure continuity and depth of learning.
- Establish a consistent approach to assessment and moderation.
- Enhance learning environments and resources, including a dedicated food technology space.
- Strengthen home-school links, including sharing learning and recipes.
- Continue to embed skills for life and work through real-life contexts.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

ELC/School Improvement Priority 4

- By May 2026 there will be an increase in overall reading attainment in Crossford Primary School from 71% to 89%

HGIOS4/ELC Quality Improvement Framework Quality Indicators:



Has this priority been: (please highlight)	Fully achieved		Partially achieved		Continued into next session	
Progress - A range of targeted interventions and whole-school approaches have been implemented to improve reading attainment. These include paired reading, daily reading for enjoyment, targeted support programmes, and professional learning in quality improvement methodologies. - Targeted interventions, particularly in P1 and P4, have focused on phonics, decoding, and comprehension, with a clear focus on closing attainment gaps.						
Impact - There is strong evidence of improved attainment, particularly in P4 where attainment has increased significantly from 48% to 85%. Learners demonstrate improved fluency, accuracy and confidence, alongside increased engagement and enjoyment in reading. - Overall attainment in reading across the nursery and school shows that 82% of children are on track or ahead. - Younger learners show improved early reading skills, including recognition of common words. Older learners benefit from leadership opportunities (e.g. paired reading), supporting both attainment and confidence and responsibility. - Overall, there is clear evidence of positive impact on learner outcomes, with effective targeted interventions contributing to raised attainment.						
Next Steps - Continue to raise attainment towards agreed targets, with a focus on sustaining progress. - Improve access to high-quality reading resources across the school. - Share effective practice across stages to ensure consistency. - Extend quality improvement approaches to other year groups. - Strengthen assessment and tracking to ensure timely interventions.						

Improving Outcomes

Attainment

Overall Attainment for 2025 - 2026

	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	93.75%	93.8%	100%	93.8%
P4	77.78%	79%	85.19%	71.6%
P7	83.3%	81.1%	86.67%	83.3%

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	93.8%	93.8%	93.8%	93.8%
P4	100%	85.2%	51.9%	71.6%
P7	93.3%	76.7%	73.3%	83.3%



Attainment Over Time Evaluative Statement (Primary/Secondary):

Attainment data over time demonstrates that Crossford Primary School has made very good progress in improving outcomes for learners, with a clear trajectory of recovery following the disruption of the Covid-19 pandemic. Across both literacy and numeracy, most stages are now achieving attainment levels that are at or above pre-pandemic baselines, reflecting the positive impact of targeted interventions, effective tracking, and a strong focus on high-quality learning and teaching.

In literacy, there is compelling evidence of sustained improvement, particularly at early and first levels. Attainment in P1 has increased significantly from 69% in 2019/20 to 93.8% in 2025/26, demonstrating the success of early intervention strategies and a strengthened focus on early language and literacy development. At First Level, attainment has been consistently high, with cohorts achieving up to 100% in P2 and P3 (2023/24), and maintaining strong performance across subsequent sessions. This indicates increasing consistency in learners achieving expected Curriculum for Excellence levels, supported by improved progression pathways and assessment practices.

There is also clear evidence of improved attainment across the middle stages. For example, P5 attainment increased significantly from 54.2% (2022/23) to over 88% in the following two years, demonstrating the positive impact of targeted support and a consistent approach to literacy development. At the upper stages, attainment has strengthened over time, particularly in P6 and P7, where outcomes have improved notably, with P7 reaching 75.8% in 2025/26. Overall, this reflects greater continuity and progression in literacy as learners move through the school.

In numeracy, attainment remains a particular strength, with consistently high levels of achievement across most stages over time. Early level attainment has improved, with P1 rising to 93.8% in 2025/26, demonstrating the effectiveness of approaches to early numeracy and mathematical thinking. At First Level, attainment has frequently reached 100% in P2 and P3 across multiple sessions, highlighting very strong outcomes for learners and a high level of consistency in achieving national expectations.

There is also strong evidence of sustained high attainment from P3 to P6, with many cohorts achieving between 96% and 100%, particularly in 2023/24 and 2024/25. Improvements in P4 and P5 attainment over time demonstrate increasing consistency in progression through First and Second Level, while P7 attainment has improved significantly to 82.98% in 2025/26, representing strengthened outcomes at the end of Second Level. Overall, the school has demonstrated very effective improvement in attainment over time, characterised by increased consistency across stages, high levels of achievement in key cohorts, and clear evidence of recovery and improvement post-pandemic. This reflects the school's strong commitment to ensuring positive outcomes for all learners, supported by robust assessment approaches, targeted interventions, and a shared focus on continuous improvement.

Progress Over Time (Early Years/Special/may consider PEP & SEP):

Example: From evidence gathered through planning process and individual PLJs children have made good progress in their learning over the past academic session. Children can now use technology independently to evidence their learning. Children can identify basic 2D shapes and 3D objects in the learning environment.

Impact of PEF on outcomes for children and young people:

Pupil Equity Funding was used effectively to secure supply teacher cover during periods of staff absence, ensuring continuity of leadership and maintaining capacity for strategic oversight and quality assurance. This proactive approach minimised disruption to school improvement activity, enabling senior leaders to sustain a clear focus on key priorities. As a result, the school maintained momentum in delivering high-quality learning and teaching, safeguarding positive outcomes for all learners.



Achievements

There have been a wide variety of wider achievement opportunities across Crossford Primary School and Nursery this session. All opportunities have developed a range of skills linked to the Four Capacities and the Four Contexts for Learning:

The Four Capacities (our school aim)

- Effective Contributors
- Successful Learners
- Responsible Citizens
- Confident Individuals

The Four Contexts for Learning (how we plan our curriculum)

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

These have been shared and celebrated throughout the session through assemblies, displays, weekly SWAY, SeeSaw and learning journey jotters.

Below is an overview of these opportunities:

ELC	Primary 1	Primary 2
Visits to the local woods Visit to Aberdour Beach Taking part in Christmas Nativity performance	Youth Ambassadors Lunch Clubs Nativity performance ASL Football Visit to Glasgow Science Centre Pars Football Dance Club	Fun in Athletics Festival – 2nd place Youth Ambassadors Lunch Clubs Nativity performance Visit to Stirling Castle Archaeology Experience Ratho Byers Forge sculpture design workshop ASL football Dance Club
Primary 3	Primary 4	Primary 5
Youth Ambassadors Lunch Clubs Harvest Celebration Visit to local farm ASL football Fun in Athletics Festival – 2nd place Tennis tasters and Mini Wimbledon Dance Club	ASL football Harvest Celebration Visit to Glasgow Science Centre Visit to local farm Tennis Tasters and Mini Wimbledon Bus trip to the Glen Visit to school kitchen – food prep, hygiene etc Enterprise – Afternoon Tea for families Fun in Athletics Festival	Basketball Festival Girls Football Festival Sports Committee Football Club Basketball Club Cross Country Championship Fun in Athletics Festival Easter Celebration Visit to Stirling Castle Enterprise – Bring and Buy Sale Scottish National Museum of Art workshops Donation to Fife Gingerbread Appeal Visit to Forester Park Driving Range



	Primary 6	Primary 7	Whole School
	Lendrick Muir Residential Peer Mediators Hockey coaching and Festival Cello and Piano Tuition Basketball Festival Girls Football Festival Netball Festival Badminton Tasters and Festival Cross Country Championship Sports Committee Enterprise - Crossford Carnival PARS literacy session Scottish National Museum of Art workshops	Dalguise Residential Hockey coaching and Festival Youth Ambassadors	Pumpkin Lantern Design Comp Mixed age group hall decoration Outdoor learning days Scots assembly – song & poem Christmas Sing-a-long Sports Day Gala Brochure Artwork Design

Evaluations (School)				
	2023-24	2024-25	2025-26	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	Good	Good	Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Satisfactory	Good	Good	
3.2 Raising attainment and achievement	Good	Good	Good	
Evaluations (ELC) – HGIOELC?				
	2023-24	2024-25	Inspection Evaluations	
1.3 Leadership of Change	Good	Good		
2.3 Learning, teaching and assessment	Good	Good		
3.1 Ensuring wellbeing, equity and inclusion	Satisfactory	Good		
3.2 Securing children's progress	Good	Good		
Shared Quality Improvement Framework – HMIE/Care Inspectorate Evaluations (ELC)				
	2025-26	2026-27	2027-28	
Curriculum	Very Good			



Learning, Teaching and Assessment	Very Good			
Wellbeing, Inclusion and Equality	Very Good			
Children's Progress	Very Good			
Statement about feedback from HMIE/Care Inspectorate if inspected this session.	Summary of key strengths and areas for improvement identified in report. • Children were happy, confident, and having fun. They experienced warm and nurturing care from staff who knew them very well and were responsive to their individual needs. • Planning approaches were responsive and child-led, with staff effectively capturing children's voices through daily observations, conversations, and reflective discussions. • Staff had worked hard to make significant improvements to the environment, such as relocation of cloakroom area and development of areas. • Quality assurance systems were well organised and supported ongoing improvements. Staff were aware of upcoming events, audits, and monitoring activities, which supported a proactive approach to improvement. • Children benefitted from a passionate and caring staff team. Strong connections were a strength of the service, and they prioritised this			