



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

CANNICH BRIDGE PRIMARY SCHOOL AND NURSERY



Introduction: Local and National Context

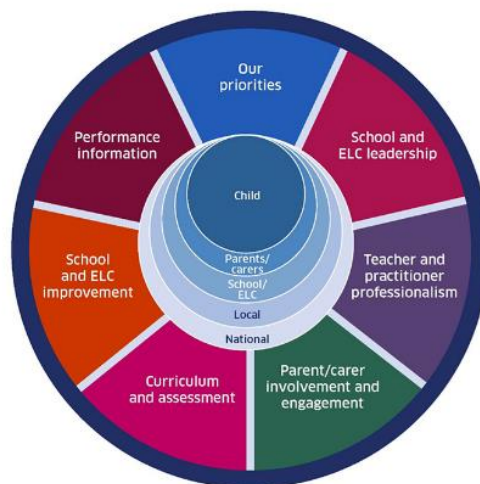
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and 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 our practice. 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

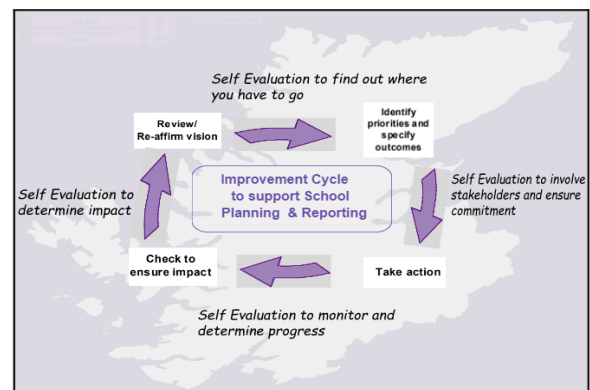
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Amanda Graham
Head Teacher
Cannich Bridge 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
92.3%

Average Class Size
15

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
31

Teacher Numbers
3

Pupil Teacher Ratio
12.4

Cannich Bridge Primary is a small, rural primary school and nursery located at the foot of Glen Affric. It serves the villages of Cannich and Tomich. Our school roll for session 2023/24 was 31 children in the primary school and 9 in the nursery. During this session, we had two classes in the primary school P1/2/3/4 and a P5/6/7. The Headteacher, Mrs Graham, has overall leadership responsibility for Cannich Bridge Primary School and has a teaching commitment of 2.5 days a week. Around 1/3 of our children were transported in from the surrounding rural area with the rest living in the local vicinity.

This session Nursery was led by our Early Years Practitioners- Mrs Wallace and Miss Lancaster. P1/2/3/4 was taught by Mrs Graham and Mrs Brown until Mrs Smart returned from maternity leave in October. Mrs Brown continued to teach P1/2/3/4 with Mrs Smart whilst Mrs Graham became non-teaching to cover being Head Teacher at Cannich and Glenurquhart Primary until May 2024. After which Mrs Graham returned to class teaching with Mrs Smart until the end of term. Mrs Reynard continued to teach the senior class of P5/6/7.

The main driver for our curriculum is the local area and community and we use this to support our learning across the curriculum. All staff know the children and their families very well and are extremely committed to the school, pupils and their own professional development. Parental and community support in the school is high and they take an active role in supporting school events and learning. We continue to work closely with our other associated primary schools - Balnain Primary and Glenurquhart Primary and with Glenurquhart High School. Our attendance data is high, and we have had no exclusions this session.

As the school roll comprises of 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 very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. 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

Very good progress

Writing

Very good progress

Listening and talking

Very good progress

Numeracy

Very good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Shared Vision is:

At Cannich Bridge Primary we make full use of the beautiful, natural surroundings and community; to provide an environment where the children will be happy, nurtured individuals, who are achieving and will make a valuable contribution to the wider world.

Our Values are that we are:

Caring

Brave

People achieving

Success

Our School Motto is:



When it rains, we look for rainbows.

Our Nursery and School Aims are:

- To raise attainment by providing a broad, relevant, balanced curriculum which is coherent, challenging and progressive in line with national and authority guidelines.
- To offer a wide range of learning experiences within a safe and nurturing environment, where the children are supported to achieve their potential; being motivated to learn encouraged to recognise and be proud of their own achievements both within and out with school and nursery.
- To enable children to be global citizens through raising awareness of sustainable issues, global goals and respect for others.
- To provide opportunities and encourage children to be creative, innovative and enterprising.
- To ensure equal opportunities for all in an atmosphere of tolerance and fairness in accordance with current legislation including the United Nations Convention on the Rights of the Child and the principles of 'Getting it Right for Every Child' ie that every child needs to be safe, healthy, achieving, nurtured active respected, responsible and included.
- To engage in partnerships with pupils, parents, other professionals and the wider community to support the curriculum, develop skills and ensure children are achieving their full potential.
- To encourage and support staff in ongoing professional development and encourage them to value their skills by building a strong team and encouraging leadership at every level, led by the head teacher, which works effectively towards the success of the whole school.
- To promote a healthy lifestyle encouraging children, staff and families to understand the importance of improving their health and wellbeing so that they can achieve a better quality of life.
- To foster in children a pride in their nursery/school and feelings of belonging, responsibility and ownership for the school, local community and their environment.
- To create opportunities for children to make decisions which will have an impact on their education, allowing them to become reflective, independent learners who will have a clear understanding of where they are in their learning, their next steps and to view learning as a lifelong experience.
- To offer all children a wide range of activities and experiences which will allow them to develop skills for learning, life and work.
- To enable children to be responsible, digitally literate citizens who are prepared for technological and digital future.

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: Raising Attainment through Literacy for All

Purpose: Although data showed that Literacy, especially reading was and remains a strength in the school with pupils making very good progress, there were a number of children in school with a diagnosis or suspicion of dyslexia or a persistent literacy difficulty. Highland Council have made many developments in the literacy curriculum one of which being a resource to support and identify persistent literacy difficulties and dyslexia. There are new resources and training in the new 3 wave approach. Highland Council have also produced a new literacy progression pathway and training resources. Therefore, we wanted to take advantage of this to ensure we are up to date with our pedagogy, meeting children's needs and to moderate our pathway progressions in literacy.

Progress:

- ✓ There is a consistent approach to identifying persistent literacy difficulties and dyslexia across the school, ASG and Council.
- ✓ Staff report having a deeper knowledge and understanding as well as increased confidence in identifying, teaching and assessing children with a persistent literacy difficulty.
- ✓ Staff are using a wider range of resources to support all pupils.
- ✓ By promoting the positive qualities possessed by those with a neurological difference. It has empowered neurodiverse pupils and encouraged others to view neurodiversity's such as dyslexia, ADHD, ASC etc. as a natural part of human diversity.
- ✓ Our literacy pathway progress is up to date and so are the resources we are using to support pupils.

Impact:

- ✓ Academic transition is smoother for pupils with persistent literacy difficulties.
- ✓ Pupil assessments show that the access to a wide range of high-quality teaching and assessment resources which are being used to support pupils with persistent literacy difficulties along with pupils who may be experiencing difficulties in a particular area, are impacting on attainment.
- ✓ All pupils view other pupils with neurodiversity as equals and value the diversity.
- ✓ All staff are using the HC progression pathway which supports judgement and moderation.
- ✓ Access to better resources and support materials.
- ✓ Very good progress was made in this area.

Next steps:

Continue to use this resource to support pupils with literacy difficulties.

Purpose:

We started our play journey in session 2022/23. We have made very good progress, as was highlighted by Education Scotland on their thematic visit feedback. 'Staff, pupils and parents have a good understanding of the purpose and value of play'. We would like to embed this into our curriculum and complete some of the tasks which have been carried forward from our previous plan including development of a whole school play strategy.

Progress:

- ✓ Play is now embedded into the curriculum at Cannich Bridge primary and ELC.
- ✓ We have a rationale and strategy in place and there is clear and consistent understanding of what play indoor and out at Cannich Bridge Primary and ELC looks like.
- ✓ Children's attainment has increased.
- ✓ All Staff have a deep understanding of child led, adult initiated and adult led play
- ✓ All Staff will have a clear understanding of the different play types and opportunities that come from the curriculum to develop these play types.

Impact:

- ✓ All Staff, pupils and parents continue to have a clear understanding of the purpose and value of Play.
- ✓ Pupils have developed creativity and gained a wider skill set.
- ✓ Pupil's creativity and skills development has shown progression as has reading attainment.
- ✓ Parents continue to see, support and value play as a medium through which to learn.
- ✓ Attendance at school is high.
- ✓ Our teaching resources have increased and are relevant, purposeful and child led.
- ✓ Children are viewed as 'experts' in their chosen fields and it has increased respect and supported relationships within the classes.
- ✓ Very good progress has been made in this area.

Next steps: Continue to embed into teaching and look at a way to track and monitor skills across the curriculum.

Purpose: Both teaching and support staff within Cannich Bridge Primary/Nursery had completed some aspects of training relating to listening and talking e.g. Words Up, We recognise the importance of listening and talking in a child's development and wanted to further develop our knowledge in this area and have a better understanding and assessment of Listening and talking at early, first and second level. Highland Council had created new listening and talking progressions and we wanted to investigate and utilise these further.

Progress:

- ✓ Most children are able to communicate with increasing confidence to suit their purpose and audience and show increasing awareness of others in interactions.
- ✓ Partnerships have been strengthened by joint working and training opportunities across our ASG and our HQA's have been moderated.
- ✓ Staff are beginning to use the four contexts of the curriculum to ensure children have relevant,

Impact:

- ✓ Increased attainment in listening and talking and achievement of a level at P1, P4 and P7
- ✓ Staff confidence has increased in making assessment decisions.
- ✓ Shared standards and expectations across the school, nursery and wider ensure consistency in assessment decisions.
- ✓ Strategies which have been successful in engaging children with children reporting that

- real-life opportunities to develop and extend their talking and listening skills
- ✓ Staff have a better understanding of the strengths and development needs of children and how to plan with learners inspiring and engaging lessons and contexts
 - ✓ Most children can identify the talking and listening skills they are developing and be able to lead their next steps within this.
 - ✓ ELC Staff have a better understanding of Oracy development within emergent literacy which allows them to support pupils more effectively in this area.

- they are more engaged with real life learning activities.
- ✓ In ELC the majority of children are able to communicate with increasing confidence. As new starts come in at various times in the year this impacts on progress data.
 - ✓ Good progress was made in this area.

Next steps: Continue to embed the strategies and make use of the resources to support the Listening and Talking curriculum. Also to continue to have ASG moderation opportunities built into our Collegiate time for future areas of curriculum development.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

This school has not been in receipt of Pupil Equity Funding this session.

Wider achievements

Coileanaidhean nas fharsainghe

- We achieved our Gold Rights Respecting schools award now meaning that we are the first Primary ASG to have all schools with a Gold award.
- This year saw us embark on our 8th Green Eco school's flag.
- We took part in both the McRoberts and the other Cross-country event.
- We achieved lots of medals at the interschools sports and Bailey Cup.
- Lots of shinty awards/medals awarded to various players for not only skills but fair play and goods sportsmanship.
- We now have a second hive of Bees which promoted our sustainability and bee knowledge.
- Bike ability level 2 – all P6 pupil passed.
- Entertaining the pensioners at their Christmas party.
- Our annual craft and veg/flower show for the community was successfully put on in September.
- All P6 and P7 pupils took part in our residential in September challenging themselves and learning new skills.
- Violinists have played at many concerts this session including taking part in the Inverness orchestra concert at Spa Pavilion.
- We have taken part in a pilot programme this year to have Tai Chi blocks throughout the year run by a local expert from our community. These have proved popular and have allowed the children to develop skills in self-regulation and given them relaxation techniques.
- Various individual achievements e.g. dancing, gymnastics, Hapkido etc.
- We have raised money for our school through a community sponsored walk in our local area.
- Pupil groups have chosen to and raised money for our local church, children in need, MFR Christmas appeal, local foodbank, the armed forces/British legion, and others
- We have grown food and held a harvest thanksgiving to get food donated to take to our local foodbank.
- We have set up a community recycling hub in our playground.

Comments from learners, families, stakeholders and staff

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

Some comments from stakeholders, learners, staff, parents, Gold Rights respecting school assessor and from our self-evaluation activities throughout the year.

There is clear evidence of strong relationships within the school and nursery, between pupils, staff, parents and the wider community.

Passionate staff who ensure rights learning is fully embedded across the curriculum including the nursery using a wide range of age-appropriate creative resources.

Confident pupils who are clear on the importance of rights and are empowered to drive change in the school.

Pupil voice is valued highly by children, staff and parents. There is a range of opportunities for all children to put their suggestions forward and for these to be acted upon.

A Strong strategic approach of the Headteacher and the RRSa lead to embed a rights-respecting approach, putting at the core of the school's ethos, with explicit links of rights to its vision, values and aims.

We recognise everyone is different, it's not a one size fits all model here.

Pupils are more open about their mental health. They have gained confidence to discuss their emotions.

The teachers help me with maths, they help me deal with any conflicts, they support me really well and I trust them.

This year we have done lots of debating which always links to rights – we have the right to be heard.

I love Einstein time – we choose which skills we want to work on and we choose how difficult the task is going to be for us.

Being a responsible global citizen means we know our rights and how to use them.

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	Very good	Very good
QI 2.3 Learning, teaching and assessment	Very good	Very good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Very good	Very good

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

- Maths
- Food Education
- ASG focus on Digital

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 [Reports | Cannich Bridge Primary \(wordpress.com\)](#) or by contacting the school office.