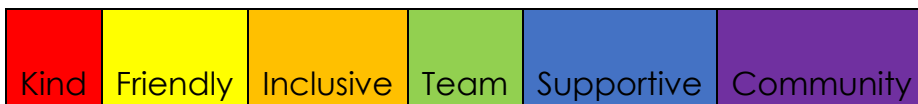




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Carrbridge Primary School & 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

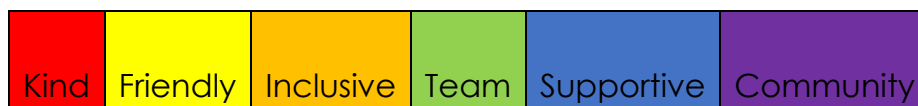
To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

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

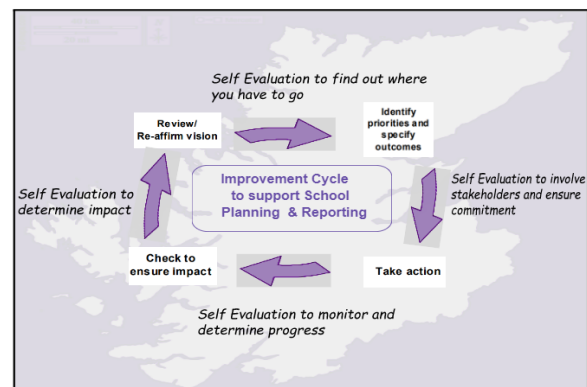
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

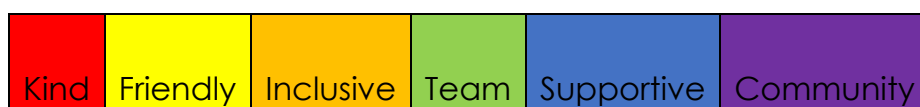
With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Mrs Clare Lake

Head Teacher

Carrbridge 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 96.1%	Average Class Size 17.5	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 70 (+16 nursery)	Teacher Numbers 5	Pupil Teacher Ratio 15.5

For schools with a roll exceeding 50

N3 XX%	N4 XX%	P1 18.6%	P2 17.1%	P3 14.3%	P4 14.3%	P5 12.9%	P6 12.9%	P7 10%
SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q2 0-10%	SIMD Q3 10-20%	SIMD Q5 0-10%	Unknown 0-10%			
ASN² 20-30%	No ASN 70-80%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 0-10%	No EAL 90%+			

2023/24 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 2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (C1, C4, C7 combined):

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

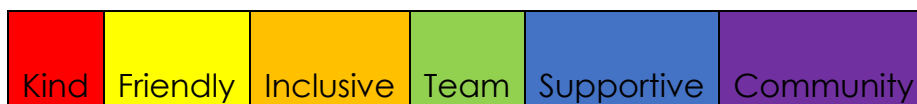
We have had no exclusions this year.

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

At Carr-Bridge Primary School we aim to:

- Deliver a broad balanced, challenging, engaging and inclusive curriculum which allows each child to achieve his or her full potential.
- Encourage and support the development of positive lifestyles and attitudes
- Create a happy, nurturing and secure environment in which all members of the school community treat each other with mutual respect and fairness.
- Make a contribution to the life of the community through actively promoting partnerships with parents, professional agencies, individuals, businesses and the wider community including Cairngorm National Park
- Provide high a quality teaching and learning experiences that promote active learning and the use of the outdoors.
- Use a range of teaching styles that will reflect the different ways that learner's progress.
- Provide high quality feedback which informs next steps to learning.
- Encourage our children to actively contribute to the life and work of the school through our citizenship groups, class responsibilities and regular opportunities to plan for the future of our school.

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:

Literacy: Big writing, spelling and handwriting.

Purpose:

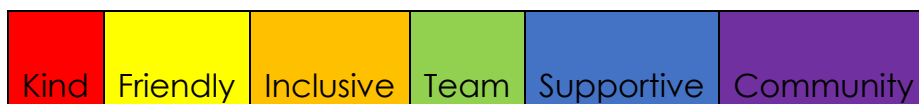
This project had been developed as a follow on to previous projects based around literacy. Analysis of data has shown improvement in literacy skills due to input of resources and specific support to pupils however we would like to continue this year and include writing, spelling and handwriting.

Progress:

Content:

Impact:

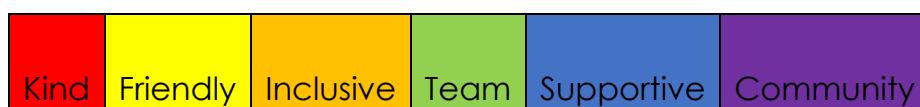
- ✓ Evaluation of the impact of the school's actions to improve excellence and equity,



- ✓ Progress towards NIF drivers and local priorities is communicated clearly and briefly
 - ✓ Jenny Wilson training
 - ✓ Regular support for pupils is provided by ASN team weekly.
 - ✓ INCAS for P3,5 and 6 pupils was brought in so that we can continue to track pupil progress,
 - ✓ Dyslexia Quest was brought in to trial alongside Nessy.
 - ✓ Nursery parents were invited for a stay and play with a specific focus on writing.
 - ✓ Parents were invited to an open afternoon to see writing in school and share pupils targets and progress.
 - ✓ Regular meetings with staff for moderation of writing across all levels.
 - ✓ HT keeps a trackers for all pupils and mapped progress. Every year a value added review is done to ensure that support provided is appropriate and meaningful.
 - ✓ ACEL data was collected in Term 1 and Term 4 in consultation with staff.
 - ✓ Blackwell spelling was completed at term 1 and term 4 to track progress.
 - ✓ Staff attended wraparound spelling training.
 - ✓ Nursery planners for listening and talking about texts was introduced.
 - ✓ Writing table in Nursery was offered to provide opportunities for mark making.
- and achieve positive outcomes for all children and young people is clear
 - ✓ Strategies which have been successful in engaging children and young people, staff, parents and the wider community are highlighted
 - ✓ Very good progress was made with our tracking of pupil progress. We used the data effectively to ensure that programs were put in place to support pupil.
 - ✓ Feedback from parents in Nursery and Primary open events was very good. They feel that they are kept informed well with their child's writing targets and how to support them at home.
 - ✓ Good progress continued to be made through meetings with all staff ensuring all pupils progress was tracked and areas of concern were discussed and support put in place.
 - ✓ Very good progress was made in spelling in P67 with the Blackwell Spelling assessments.
 - ✓ Good progress was made following staff who attended wraparound spelling training. This will be rolled out as a whole school progression.
 - ✓ Good progress was made in Nursery with pupils regularly using the writing area for mark making. Parents used feedback forms following stay and play sessions on writing. They felt they knew more about how writing is introduced at early stages.

Next steps:

We feel that the learning and teaching for writing in Nursery and Primary school is now embedded and can continue without the need for a specific action plan.



Purpose:

In recent years we have looked at elements of the UN rights of the child and since parts are now required to be taught by law we are focussing on this to get our Silver award. We have looked at developing health and wellbeing amongst our children and providing new experiences and supporting mental health.

Progress:

Content:

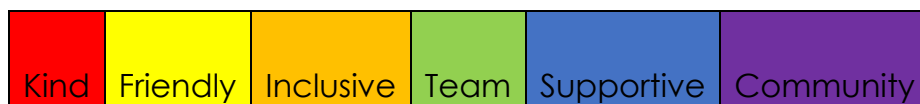
- ✓ Progress towards NIF drivers and local priorities is communicated clearly and briefly
- ✓ PT did RRS training and drew up an action plan to get a Bronze award.
- ✓ PT attended a course for bronze award.
- ✓ Whole school attended a rights respected assembly.
- ✓ Pupil council meetings where children from P4-7 chose to belong to a leadership group.
- ✓ Each class completed a class charter which is displayed in class.
- ✓ Resources were bought in to support bronze award.
- ✓ Steering group was set up with parents, pupils and staff.
- ✓ Calendar of key events followed.
- ✓ Questionnaire to gather feedback.

Impact:

- ✓ Evaluation of the impact of the school's actions to improve excellence and equity, and achieve positive outcomes for all children and young people is clear
- ✓ Very good progress was made by the PT who attended training and got the school its bronze award.
- ✓ PT has put a silver action plan together.
- ✓ Good progress with pupil steering groups. P4-7 met together over year and led assembly to talk about what they did. From speaking to them they felt they did have a chance to change/ improve what happens in school.
- ✓ Good progress was made with pupils knowing their rights. They felt they played better (Nursery) and had more equipment to choose from at playtimes.
- ✓ Very good progress is done with questionnaire going out biannually.

Next steps:

Bronze award was given and we are now working towards a silver award. An action plan for Silver has been completed and school is following with guidance from Principal teacher. This will continue across next academic year and will not be part of our SIP for 2024-25.



Purpose:

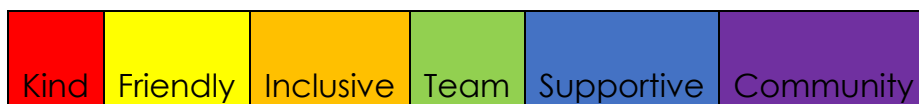
The purpose of this project is to continue the consistency across the ASG which was started last year. We aim to develop trackers for groups of pupils which can be passed on to GGS and which will show a consistent approach by teachers and which will help GGS prepare for pupils starting next academic year.

Progress:

- ✓ Primary HT and P7 teacher and GGS met to discuss what English and maths dept would find beneficial when P7 pupils move to S1.
- ✓ Our ASN teacher worked across ASG to provide consistent records were kept.
- ✓ Regular transition meetings were held for all P7 pupils with GGS staff.
- ✓ GGS staff were invited to attend any P7 child plan meetings to ensure staff were aware of any needs.
- ✓ All P7 pupils did a Blackwell Spelling test in term 1 and term 4 as baseline for moving to S1.
- ✓ SNSA data was shared with GGS staff in Summer term.
- ✓ Each P7 pupils performance and progress was tracked from P4-P7, analysed and value added. It was then passed on to GGS senior management.
- ✓ Big writing samples were moderated in-house.
- ✓ P7 residential trip for all P7 pupils in our ASG in June 24.
- ✓ An enhanced transition program was provided for pupils identified and CSW.
- ✓ P7 teacher and SfL teacher met to complete a tracker to be passed on to GGS.

Impact:

- ✓ Through INSET meetings and mutual visits staff felt positive about
- ✓ ASN teacher kept good links with GGS so that all needs were disclosed.
- ✓ Transition meetings for pupils were successful and helped ease any anxieties for pupils and parents.
- ✓ Feedback from GGS about the passing on of data and regular transition meetings was positive.
- ✓ From looking at assessment folders there was a consistent approach to levelling writing.
- ✓ Very good progress was made with the moderation of literacy and writing.
- ✓ Very good progress was made with opportunities provided for P7 pupils from all schools to be together,
- ✓ Good progress was made with the tracker which was completed by P7 teacher and SfL teacher. Feedback from GGS has been positive.



Next steps:

The transition work that has been done this years and in previous years is now embedded in our ASG and will continue without need for specific action plan.

Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our Pupil equity plan has allowed us to provide targeted pupils with regular programs of work which are delivered by experienced teachers and PSAs. As it has been targeted correctly, assessments such as INCAS have shown that pupils in these groups have made progress.

Wider achievements Coileanaidhean nas fharsainghe

Opportunities for lifelong learning we have offered.

Music tuition – strings, woodwind, chanter, gaelic singing and whistle FEIS, P12 singing with Rosalind.

Daily mile – all classes

Nursery – RHET teaching resources.

After school clubs with Active schools

P7 curling.

P5 girls wilderness club (April 2024)

After-school clubs

A9 visit with P23 and P5

Whole school visit gaelic words from Cairngorm Ranger

Internet safety assembly for Internet Safety Day

Emotional check ins for everyone after playtimes.

Skipping fun with Mrs Lake

P67 ski and snowboarding lessons

P7 sports leadership training and leading activities.

Willow structures in Community Orchard

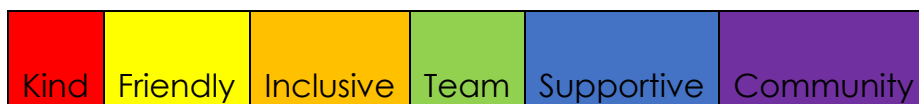
P7 volunteering – summer term

Celebrating out of school achievements in assemblies

Talent assembly

Class assemblies

Safe Strong and Free



P67 stem skills Academy,
nursery toothbrushing with dental nurse
Nursery Forest School – Summer Term.
P7 trip to Lagganlia
Weekly transition from Nursery to P1.
Extra transition to GGS.
P7 Christmas ceilidh to GGS
Drum Fun (Summer Term)
Creeping Toad (Summer Term)
Mandarin with Mr Zhang
World Book Day
Wear green for DIPG.
Red Nose Day
RSPB visit
P67 visit from a parliament representative.
Pupil groups – eco schools, JRSA, Internet safety, Pupil council, library, RRSA
Whole school ceramics from visiting potter.
P67 bikeability.
RRSA bronze award and silver action plan.
CALA world play day
Water Day and raising money for Rotary Aqua Box
Nursery/ P123 Barmy Bethlehem Nativity.
Alice the musical
Football with Caledonian Thistle
Community Orchard

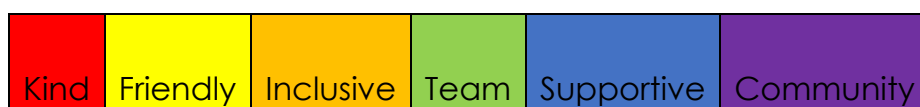
Comments from learners, families, stakeholders and staff

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

Pupil Comments

Writing.

- ✓ I've done good writing with my name. (Nursery)
- ✓ I've learnt Hungarian words (Nursery)
- ✓ I can write all by myself.
- ✓ I can now use and in a sentence.
- ✓ My writing is better. I know because I can write a whole page by myself.
- ✓ We use a VCOP board in class.
- ✓ Our handwriting has improved in P23 because we use finger spaces, ascenders and descenders. We practice a lot.
- ✓ I can join my letters now and have a pe licence.
- ✓ My teacher can read my writing now..
- ✓ I can write more when I am writing a story.
- ✓ My descriptions in stories have improved.



Rights Respecting Schools.

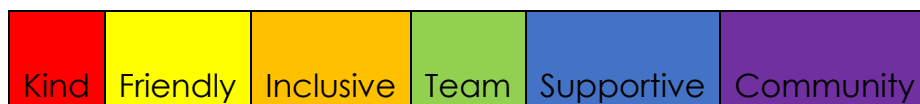
- ✓ We are good at learning about our rights.
- ✓ I am in the RRS group and I can see it all around me.
- ✓ Most of the time we are doing well.
- ✓ The school makes sure we know about our rights
- ✓ We are kind and helpful to each other.
- ✓ We are good at listening and looking after things.
- ✓ We have school assemblies which tell us about our rights and what we are doing.

Wider achievements

- ✓ I enjoyed doing personal projects.
- ✓ We enjoyed learning about Romans and doing assembly.
- ✓ World Water Day
- ✓ CALA world Play Day
- ✓ Creeping Toad stories.
- ✓ Working with RSPB and looking for birds on the Big School Birdwatch.
- ✓ Welcoming our Nigerian friends at Drum Fun.
- ✓ Kodaly with Rosalind
- ✓ Visiting the orchard and sowing seeds (Nursery)
- ✓ Doing Nativity outside
- ✓ Pottery
- ✓ Wild in Mind

Family Comments

- ✓ Since xxxx joined Carrbridge she is finding learning fun and looks forward to going to school. It is lovely to see the variety of learning and how well xxxx is coming on.
- ✓ Well displayed walls with work and art.
- ✓ This is a fantastic school.
- ✓ Brilliant welcome when you come into school.
- ✓ Really positive learning environment. Great communication.
- ✓ Lots of positive feedback in blue folder.
- ✓ Lovely colourful friendly spaces.
- ✓ Excellent atmosphere and a good deal of topics for the children.
- ✓ Well organised folders showcasing great work.
- ✓ Children are polite and supportive of each other.
- ✓ Kids are proud of their work.
- ✓ So many ways of teaching. Lots of interactive lessons making learning fun.
- ✓ Confident and happy pupils.
- ✓ Its is always a joy to see what pupils have been working on.
- ✓ Love the outdoor activities like skiing and garden work.
- ✓ I love that the school is fostering a sense of togetherness.
- ✓ Great communication with parents through dojo,
- ✓ Lots of visitors to classes.
- ✓ I love seeing the classroom environment.
- ✓ Everyone is friendly and welcoming.
- ✓ Supporting behaviour when needed is going well.
- ✓ Its fun!
- ✓ Relaxed inclusive atmosphere
- ✓ So much fun learning especially problem solving.
- ✓ Happy kids enthusiastic about their work.



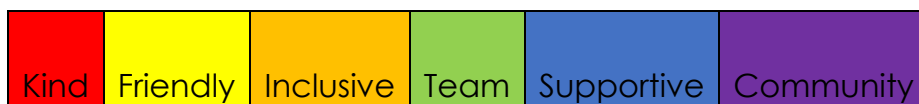
- ✓ We see that the school continues to be a happy friendly and welcoming place for children, staff, parents and grandparents.

Stakeholders Comments

- ✓ Thanks again for the very warm and welcoming visit! I had a lovely time and as per our chat, you have created such a positive ethos within the school! Please pass on my thanks to all the staff who could not have been any more welcoming either.
- ✓ It's a lovely feeling as soon as you walk through the door and the wall displays are outstanding.
- ✓ Was so good to see so much engagement from the young people and a brilliant learning space being used creatively.
- ✓ Thank you for sending your Silver Action Plan as evidence for Bronze accreditation. Congratulations I am very happy to award Carrbridge Primary School with Bronze: Rights Committed.
This is the first stage of the Unicef UK's Rights Respecting Schools Award (RRSA). Please pass on my congratulations to all children, young people and adults involved so far.
- ✓ The atmosphere at Carrbridge school is one that makes everyone feel truly welcome. The children and staff are clearly happy and there is a real sense of family, and that everyone is working together to make the school the best it can be.
- ✓ Clare the headteacher is fun and the children clearly respect her. She creates an environment that has the children clearly enjoying their learning with an enthusiasm and real sense of camaraderie.
- ✓

Staff Comments

- ✓ Carrbridge Primary has an overall friendly and included feel about it. I am proud to be a part of the team and feel that every pupil and staff member is valued and their views are always heard.
- ✓ I think it really helps when everyone shares what they are doing/moderate regularly and follow the same programme of work eg Big Writing. This helps with transition from year group to year group and makes progression and next steps much easier to see.
- ✓ RRSA- This is a fantastic initiative. The children feel much more included in the way the school is run. They are more confident about speaking out to ensure their needs/rights are met.
- ✓ We have noticed an increased interest in some of the nursery children mark making, in wanting to copy letters and words and two are wanting us to scribe stories for them. We have a display in nursery linking activities to Rights Respecting Schools. Carrbridge Primary continues to be a friendly, caring school and all pupils have experienced many wider opportunities.
- ✓ Improving writing:
I led non-fiction writing in P4/5 and believe the class overall progressed really well by including the features for non-fiction writing in their work. Presentation progressed really well and for many independently too towards the end of the session.
- ✓ Rights Respecting Schools:



A great start with a whole school approach. Everyone enthusiastic and engaging with the implementation and progression towards the Silver award.

✓ Our ethos:

As a new member of staff to the school I find the school inviting and all members of staff been very supportive and helpful for me to settle in to a smaller school. Overall the pupils are very respectful towards each other. Follows adult direction/instruction and in particular I find the inclusion of parents and visitors a particular strength. Parents here are very happy to be involved, which creates a school in the community and not separate to it.

✓ Wider opportunities for our pupils:

Many visitors throughout the year, which I have heard pupils speak very positively about. Pupils engagement with the orchard close to the school is very positive too. Pupils are awarded certificates at Assemblies and can share their wider achievements with the school and community and it is lovely to hear what they are involved with out width the school.

✓ Supporting ASN:

This is a high priority in the school and children have targeted support daily and weekly and I have seen progress in independence from pupils in all classes. Growing confidence is evident and so is progression in pupil's learning.

Capacity for continuous improvement

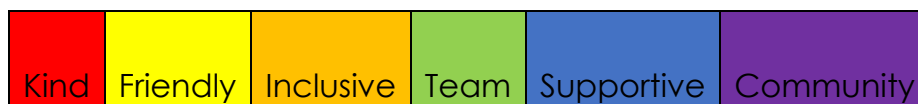
Comas airson leasachadh leantainneach

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	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

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

We are confident in our capacity for continuous improvement.



Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- *Improvement in mental maths*
- *Embedding teaching and learning from Nursery to P7 (new staff)*

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 or by contacting the school office.

