



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024



**Cawdor Primary School and
Cawdor Early Learning and Childcare (ELC)**

KINDNESS – TEAMWORK – BELONGING - RESPECT

Introduction: Local and National Context

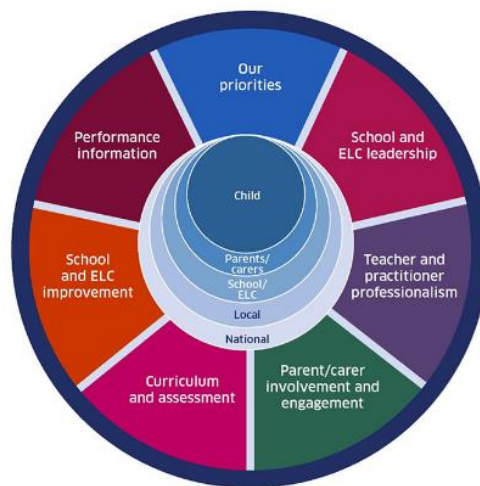
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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.

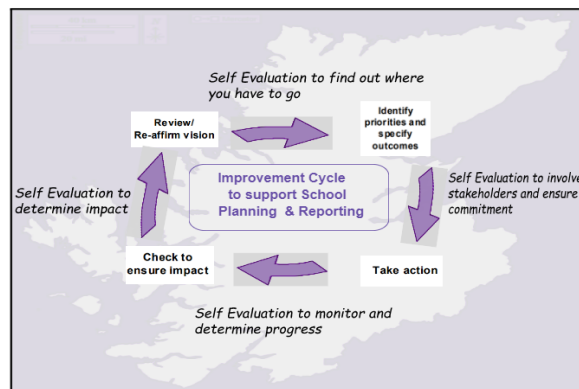
When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.

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.

*James Cook
Head Teacher
Cawdor 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 93.7%	Average Class Size 22.2	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 137 (+26 nursery)	Teacher Numbers 7	Pupil Teacher Ratio 17.9
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N3 8%	N4 8%	P1 8%	P2 11%	P3 12%	P4 8%	P5 19%	P6 9%	P7 17%
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SIMD Q1¹ P1-P7 0-10%	SIMD Q2 P1-P7 0-10%	SIMD Q3 P1-P7 60-70%	SIMD Q4 P1-P7 20-30%	SIMD Q5 P1-P7 0-10%	Unknown P1-P7 0-10%
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ASN² 24.5%	No ASN 75.5%	FSM³ 8%	No FSM 92%	EAL⁴ 2%	No EAL 98%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Almost all	Most

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

As part of our school improvement plan during the 2021/2022 session we reviewed our school purpose, values, vision and aims as a school community.

Values	Purpose	Vision	Aims
<ul style="list-style-type: none"> Kindness Teamwork Belonging Respect 	<p>In Team Cawdor every journey matters.</p> <p>We believe everyone can achieve their dreams.</p>	<p>Cawdor 2030 will be a safe, welcoming, fun and happy place for everyone to achieve their goals.</p>	<p>To achieve this we will:</p> <ul style="list-style-type: none"> Support everyone to "Give it a go!" Celebrate our differences Use mistakes to help us learn Learn through play outdoors and indoors

In May 2022 one of our pupil leadership groups communicated this through the following visuals.



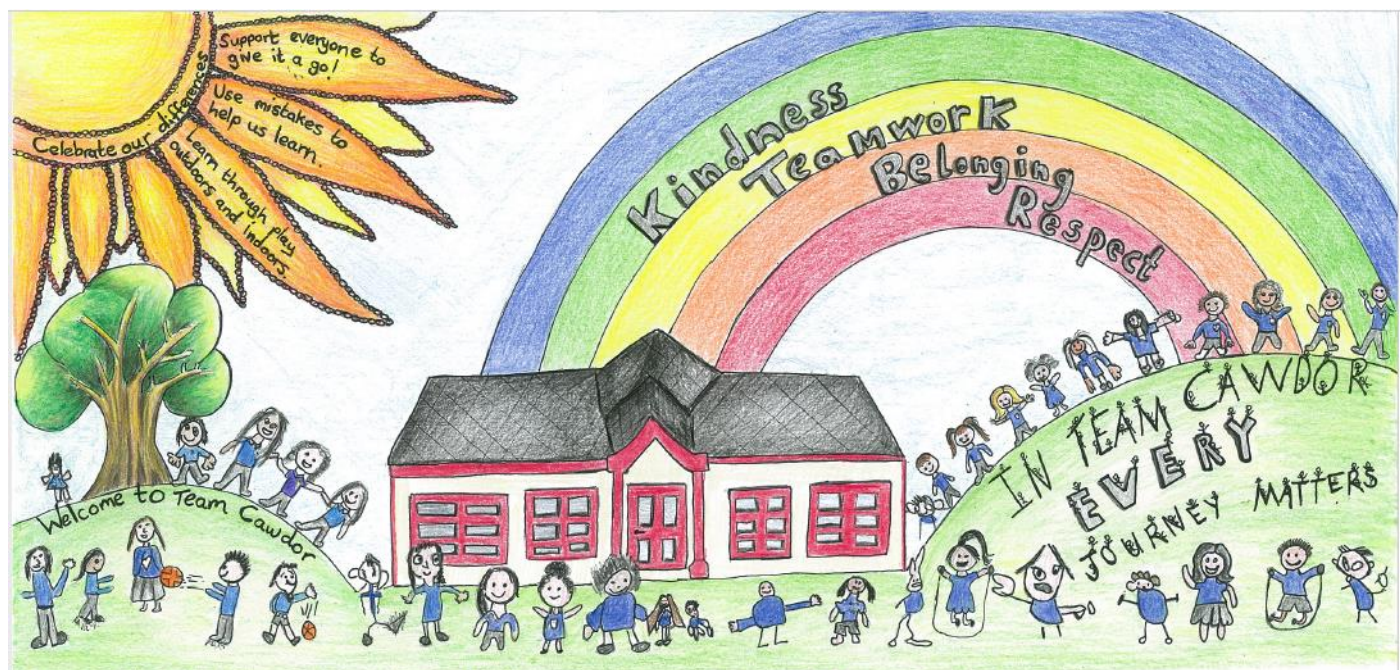
KINDNESS – TEAMWORK – BELONGING - RESPECT

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

<p>OUR PURPOSE</p> <p>In Team Cawdor every journey matters.</p> <p>We believe that everyone can achieve their dreams.</p> <p>TEAM CAWDOR</p> <p>CAWDOR PRIMARY SCHOOL</p>	<p>Kindness</p> <p>Teamwork</p> <p>OUR VALUES</p> <p>Belonging</p> <p>Respect</p>
<p>OUR VISION</p> <p>Cawdor 2030 will be a safe, welcoming, happy and fun place for everyone to achieve their goals.</p> <p>TEAM CAWDOR</p> <p>CAWDOR PRIMARY SCHOOL</p>	<p>Support everyone to "Give it a go!"</p> <p>Celebrate our differences</p> <p>TO ACHIEVE OUR VISION WE WILL ...</p> <p>Use mistakes to help us learn</p> <p>Learn through play outdoors and indoors</p>

We used our purpose, vision, values and aims to develop a mural which is visible throughout our school.



During the 2023/2024 academic session we have continued to embed our school purpose, vision, values and aims into our school ethos. Information is also on our [school website](#).

KINDNESS – TEAMWORK – BELONGING - RESPECT

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:

2023/2024 Improvement Project 1: What I Learn

Purpose:

From the 2023/2024 School Improvement Plan:

Through our ongoing self-evaluation as a school community, we have identified the following areas which require improvement:

- Reading comprehension – through our assessment of reading, there are gaps in children’s use of and competence in reading comprehension strategies
- 1+2 languages – our 1+2 curriculum currently lacks progression (resulting from a shifting focus through the pandemic); we require a coherent approach to and the progression of teaching 1+2 languages

Through our ongoing self-evaluation as the Nairn Associated Schools Group (ASG), we have identified the following area which requires improvement:

- Planning for progression, strategies, and assessment in Numeracy & Mathematics

Progress:

- All Early Learning and Childcare (ELC) staff have undertaken professional learning with the Psychological Services Home Visiting Teacher to develop strategies to support children’s engagement and transitions.
- All teaching staff have engaged in a series of professional learning sessions to effectively teach reading comprehension.
- All teachers engaged in professional learning in developing a reading culture. Almost all teachers worked collaboratively to develop a Cawdor Quest (our approach to interdisciplinary learning [IDL]) to raise the profile of reading culture across P1-P6.
- All ELC and teaching staff have engaged in a series of professional learning sessions to support the progression of 1+2 languages.

Very good progress in this area of development.

Impact:

1. All children in ELC are experiencing quality input through rhyme and story of the week which is appropriate to their stage of development. As a result of this, all children in ELC are making progress in their foundational literacy skills which supports their comprehension.
2. All teachers’ have improved knowledge and understanding of the effective teaching of comprehension strategies. As a result of this all children in P1-P7 are experiencing quality research informed comprehension instruction. Attainment in P1, P4, and P7 combined remains consistently high (2023/2024: 87%).
3. Reading culture has a good profile across the school, led by our Book Bandit pupil leadership group. As a result of this, all children in P1-P6 experienced high-quality IDL learning, valuing the importance of reading.
4. All children in ELC are learning key phrases in Makaton and languages from across the world. As a result of this, all children in ELC are learning how to communicate orally and with gesture.

Next steps:

- Further develop 1+2 languages to plan for progression in the teaching of French.
- Further develop reading culture, working towards the Reading Schools Award (Core).

KINDNESS – TEAMWORK – BELONGING - RESPECT

Purpose:

From the 2023/2024 School Improvement Plan:

Through our ongoing self-evaluation as a school community, we have identified the following areas which require improvement:

- To further improve consistency in each of the ingredients of A Team Cawdor Lesson – a particular focus on developing thinking and differentiation
- To further progress our planning of learning through play and inquiry

Through our ongoing self-evaluation as the Nairn Associated Schools Group (ASG), we have identified the following area which requires improvement:

- Reviewing prior learning
- Effective feedback

Progress:

- All ELC staff have engaged in professional learning on learning through play (Kym Scott).
- All teaching staff have engaged in professional learning on inquiry based learning as part of the 'A Team Cawdor Lesson'.
- All teaching staff have engaged in professional learning on effective feedback as part of 'A Team Cawdor Lesson'.
- All teaching staff have engaged in a series of professional learning sessions in school and across the ASG to support the reviewing of prior learning as part of 'A Team Cawdor Lesson'.
- All teaching staff have engaged in professional learning on differentiation as part of 'A Team Cawdor Lesson'.

Very good progress in this area of development.

Impact:

1. All practitioners in ELC have improved knowledge, understanding, and skills in child development, supporting children's learning through play. As a result of this, all children in ELC are experiencing high-quality learning matched to their interests and areas of development.
2. All teachers articulate how learning through inquiry is planned for as part of the curriculum. As a result of this, all children in P1-P7 are experiencing an appropriate balance of direct instruction and inquiry learning matched to their stage of development. We have developed a draft overview of what learning through inquiry looks like across Cawdor.
3. We have developed 'Effective Feedback – The Cawdor Way' which details our approach to feedback. As a result of this, almost all children in P1-P7 are receiving effective feedback which supports next steps in their learning.
4. All teachers have improved knowledge, understanding, and skill in reviewing prior learning. As a result of this, all children in P1-P7 experience lessons where they review prior learning.
5. All teachers articulate how they are planning for pace, challenge, and differentiation across the curriculum. As a result of this, most lessons in P1-P7 are well-paced.

Next steps:

- Further develop inquiry learning within Numeracy and Mathematics.
- Further develop children's social skills development through planning, teaching, and assessing academic and social goals.

School Priority:

2023/2024 Improvement Project 3: Sharing My Learning

Purpose:

From the 2023/2024 School Improvement Plan:

Through our ongoing self-evaluation as a school community, we have identified the following areas which require improvement:

- Further develop our approaches to Profiling and Reporting to support children and their families understand their strengths, areas of development and next steps

Progress:

- All ELC and teaching staff have engaged in professional learning on developing ongoing profiling and reporting.

Very good progress in this area of development.

Impact:

1. All children from ELC-P7 have a profile which is owned by the child and documents their key learning across the curriculum. As a result of this, all children in ELC-P7 are able to identify their achievements and this is shared with families through ongoing family engagement throughout the year. All families in ELC and almost all families in P1-P7 report that they receive helpful, regular feedback about how their child is learning and developing.

Next steps:

- Ongoing review of approaches to profiling and reporting as part of self-evaluation.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

In the 2023/2024 session, our Pupil Equity Funding (PEF) has been used to target areas of development through interventions delivered by Pupil Support Assistants (PSAs). Through these targeted interventions, the attainment gap between our children who are most disadvantaged, and their peers is closing.

Through our targeted interventions, for the children in our target group, their attainment has increased:

- In Listening and Talking by 4%
- In Reading by 24%
- In Writing by 8%
- In Numeracy & Mathematics by 4%

Wider achievements

Coileanaidhean nas fharsainghe

Through working with partners, our children have had a range of opportunities for wider achievements, both as part of curriculum learning and extra-curricular learning. We have developed guidance for families on [Wider Achievements in Cawdor](#).

We have:

- ensured that all children in P1-P7 contribute to school improvement through participation within one of our pupil leadership groups
- continued to develop our masterclasses driven by the choice of children to support children's skill development through the use of the Metaskills across a range of disciplines
- continued to work in partnership with the Youth Music Initiative (YMI) to support children's music development with targeted year groups
- collaborated with Safe, Strong, and Free to support children's emotional wellbeing targeted at P4/5 in addition to the universal input in Early Learning and Childcare (ELC)
- worked in partnership with the Cawdor Community Centre Association (CCCA) who have provided family wellbeing sessions
- connected children's learning about Christianity through our collaboration with Nairn Free Church
- worked in partnership with our local windfarm, our Active Schools Coordinator, and parent volunteers to provide a range of out of school activities at no cost to families
- had children represent us in a range of athletics, cross-country, and orienteering events
- further developed the Nairn Associated School Group (ASG) Interschool Sports with our Active Schools Coordinator for P4-P7 children to participate in local competitive sport
- worked with our local Community Council and voluntary organisations to develop local outdoor areas
- worked in partnership with our High Life Highland Music Instructors to support children to showcase the skills that they're developing in music lessons with the school community
- worked in partnership with parent volunteers to develop skills in expressive arts through the P6/7 show in December 2023
- achieved our Bronze Rights Committed Rights Respecting Schools Award.

KINDNESS – TEAMWORK – BELONGING - RESPECT

Comments from learners, families, stakeholders and staff

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

Our annual [family questionnaire](#) and staff questionnaire provide us with valuable self-evaluation data to inform our ongoing school improvement.

Comments from Families

“Cawdor ELC is a tremendous setting for my child. As a family we are extremely happy with the support and knowledge provided by the team. Love the opportunities to get involved and see learning in action thru the Stay and Play Sessions.”

“Our child has always been well supported in ELC. Any worries or questions are dealt with efficiently by all the staff and I find them all approachable. Staff are great at promoting respect among the little ones. I also find the shanarri indicators helpful and it’s great to see these displayed on seesaw.”

“My child is happy at school and skips in each day – she feels safe and supported by staff and pupils. I am relieved to see that there is a focus on literacy and writing skills taking place in the middle school, which was the one curricular area I felt was in need of further development.”

“Cannot praise the whole team Cawdor staff for their amazing work and dedication to supporting the children’s learning in the way they do. My child loves being in school and always talks about the things they have learned (recently that being mental health) which gives us a great opportunity for discussion at home.”

“Cawdor has been the most wonderful and nurturing learning environment for both our children and we feel they have benefited profoundly from attending. Teaching, management and pastoral care have all been outstanding. A wonderful school!”

Comments from Staff

“I feel that everyone plays their role in the team.”

“I enjoy going to work every day. Teaching at Cawdor primary is a pleasure.”

Through our work with partners, we seek feedback to continuously improve the experience for our children.

Comments from Partners

“Just a quick note commending your staff and children’s participation planting the Coronation tree with the Community Council, Lord Cawdor, the Lord Lieutenant and local community. So nice to chat to them about the connections. They seemed very enthusiastic about what potential wildlife was to appear in the rest of the project once it’s established, and upcoming competitions of conkers from the Coronation tree. A great haven that will offer much learning and enjoyment for all.”

“Cawdor Primary Sustainability Squad, who helped to make the task an absolute pleasure for the adult volunteers. All pupils involved, regardless of age, were engaged and enthusiastic. They worked very well in their pairs and overall as a team, supporting each other.”

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

We have developed our 2024-2027 medium term improvement plan as the next three-year improvement cycle on our journey to 2030.

In 2024/2025, we have outlined the following key areas for improvement:

- 1. Improvement Project 1: Cawdor's Culture, including:**
 - *A Reading School*
 - *Co-operate In Cawdor*
 - *We Have Rights*
- 2. Improvement Project 2: Cawdor's Curriculum, including:**
 - *We Have Rights*
 - *Making Maths Count*
 - *Learning A Language.*

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.