

Standards and Quality Report

2021/22



Cawdor Primary School & Early Learning and Childcare
HIGHLAND COUNCIL | CAWDOR PRIMARY SCHOOL, CAWDOR, NAIRN, IV12 5XZ

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

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.

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 in order to shape our improvement journey.

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

Our School

Cawdor Primary School includes an Early Learning and Childcare (ELC) setting, registered for up to 30 children, and in the 2021/2022 session had c.131 children in P1-P7.

Cawdor is part of the Nairn Academy Associated Schools Group (ASG), and during the 2021-2022 session we have continued to work in partnership with the local schools as part of ongoing school improvement.

As a mid-sized rural school, during the 2021-2022 session 47% of our children in P1-P7 were placing requests to Cawdor, placing from schools in the Culloden and Nairn ASGs.

In ELC we provide 30 funded hours each week, and we have a breakfast club from ELC-P7 from 8.15am each morning.

During the 2021/2022 session, children in P1-P7 have been within one of our six classes – including two single stream classes and four composite classes.

The COVID-19 pandemic has had a negative impact on school attendance this session. There have been periods of remote learning for individuals and classes throughout the school year. Despite the interruptions in learning, we have remained focused on school improvement.

Average attendance percentage (as of 25/05/22): 91.2%

Percentage of exclusions (as of 25/05/22): 0%

Our School Vision, Values and Aims

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

Our Pupil Leadership Team have communicated this through the following visual.



KINDNESS – TEAMWORK – BELONGING – RESPECT

**Our Improvement Journey Headlines
Session 2021/22**

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

Improvement Project 1: Recovery from COVID-19 School Closures

Primary focus: School and ELC improvement

Year of Project: 1

Purpose: Responding to the COVID-19 pandemic, this project aims to develop a baseline of children’s wellbeing, improve attainment in literacy and numeracy in targeted year groups, and develop playful approaches to learning.

Progress and impact:

- We have developed a baseline to children’s wellbeing in Early Learning and Childcare (ELC) with the wellbeing indicators (SHANARRI) in children’s profiles. We have used the Glasgow Wellbeing Profile (GWP) in P1-P7 to get a baseline and identify individual, class and school improvements.

<p style="text-align: center;">WHOLE SCHOOL AVERAGE</p> <ul style="list-style-type: none"> ▪ Affiliation: 35 ▪ Agency: 35 ▪ Autonomy: 33 ▪ Feeling Healthy and Safe: 35 	<p style="text-align: center;">The Wellbeing Profile is founded on self-determination theory. This theory suggests that people can become self-determined, or motivated when their needs for agency, affiliation and autonomy are fulfilled. The theory of motivation suggests that people tend to be driven by a need to grow and gain fulfilment.</p> <p style="text-align: center;">AVERAGE: OUT OF 40</p>
<p>Affiliation: People need to experience a sense of belonging and attachment to other people. (A sense of belonging)</p>	<p>Agency: People need to gain mastery of tasks and learn different skills. When people feel that they have the skills needed for success, they are more likely to take actions that will help them achieve their goals. (A sense of competence and skills)</p>
<p>Autonomy: People need to feel in control of their own behaviours and goals. This sense of being able to take direct action that will result in real change plays a major part in helping people feel self-determined. (A sense of being capable, trusted and allowed to embrace responsibilities)</p>	<p>Healthy & safe: Although not specific to the self-determination theory, people need to have positive mental wellbeing and a sense of safety to fully engage in learning.</p>

- Our Pupil Leadership Team have worked with the school community to evaluate our sense of community and our sense of wellbeing. They have made the wellbeing indicators – safe, healthy, achieving, nurtured, active, responsible, respected and included (SHANARRI) – visible for children in the school, and these have been embedded into our assemblies.



- Using evidence informed professional learning, we have developed a coherent approach to the teaching of mark making and writing from ELC-P7. In the year groups that we had identified a need for improvement, the percentage of children now on track in writing has improved by:

Year group focus:	Aimed increase:	Actual increase:	% on track/beyond:
P3	20%	30%	73%
P4	20%	35%	79%
P5	30%	38%	78%
P6	30%	30%	62%
P7	15%	27%	94%

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- Using evidence informed professional learning, we have developed a coherent approach and progressive pathway for numeracy and mathematics from ELC-P7. In the year groups that we identified a need for improvement, the percentage of children now on track in numeracy has improved by:

Year group focus:	Aimed increase:	Actual increase:	% on track/ beyond:
P3	15%	16%	73%
P4	30%	35%	79%
P5	20%	29%	89%
P6	10%	9%	77%
P7	10%	16%	73%

- We have used research and national guidance to inform our approach to play pedagogy in ELC-P2. Our practitioners in ELC-P7 have planned for the development of loose parts play and outdoor learning as part of our curriculum.



Next steps:

- **OUR CAWDOR LEARNING JOURNEY** - this includes planning for learning, teaching and assessment, our Cawdor curriculum, interdisciplinary learning and how children have ownership for and share their learning through Profiling. Assessment is also a Nairn Associated Schools Group (ASG) focus.
- **We are Team Cawdor:** this includes our policy and practices in wellbeing, positive relationships, children's rights, equality and diversity, and bullying prevention, using our school vision, values and aims to develop learning for sustainability.
- **CAWDOR PLAY AND ENQUIRE TO LEARN** - this includes, both outdoors and indoors, our approach to play pedagogy and how we develop children's creativity skills: curiosity - open-mindedness - imagination - problem solving.

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Improvement Project 2: Our Cawdor 2030 Curriculum

Primary focus: School and ELC improvement

Year of Project: 1

Purpose: This project aims to develop shared purpose, values, vision and aims for the Cawdor community and a progressive curriculum overview.

Progress and impact:

- We have developed a shared purpose, values, vision and aims that has been developed with the Cawdor community – children, their families, our staff and partners.

OUR PURPOSE
In Team Cawdor every journey matters.

OUR VISION
Cawdor 2030 will be a safe, welcoming, happy and fun place for everyone to achieve their goals.

OUR VALUES

- Kindness
- Teamwork
- Belonging
- Respect
- Support everyone to "Give it a go!"
- Celebrate our differences
- Use mistakes to help us learn
- Learn through play outdoors and indoors

- We have developed a curriculum overview and progressive pathways that encompasses the knowledge, understanding and skills of Curriculum for Excellence (CfE) from ELC through to P7.

Next steps:

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KINDNESS – TEAMWORK – BELONGING – RESPECT

Evaluation of Progress

We believe we have made the following progress this session:

In our Early Learning and Childcare (ELC) setting:

Quality Indicator	ELC self-evaluation
1.3 Leadership of Change	Very good
2.3 Learning, teaching and assessment	Very good
3.1 Ensuring wellbeing, equality and inclusion	Very good
3.2 Securing Children's Progress	Very good

In our school:

Quality Indicator	School self-evaluation
1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

Our children and young people believe we have made the following progress this session:

Theme 3 Our school and community	Good
Theme 4 Our health and wellbeing	Very good

Our overall evaluation of our school's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed in the school improvement plan which can be accessed on our website www.cawdorprimaryschool.com or by contacting the school office.