

Standards and Quality Report

2021/22



Carrbridge Primary School

HIGHLAND COUNCIL | MAIN ROAD, CARRBRIDGE PH23 3AS

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/Cluster/ASG (Delete as required)

Carr-Bridge Primary school is a non-denominational and co-educational school for pupils from Primary 1 to Primary 7. The school is set within the Cairngorm national park. There is a Nursery attached to the school which can accommodate up to 24 3 and 4 year olds. The school currently has 3 classrooms with a maximum roll each of 25. The current roll in 2021/22 is 63 in school and 15 in Nursery. The Nursery is following 1140 hours and is able to offer 9-3.30pm Monday to Thursday and 9-12.45pm on Friday. The current hours in Nursery are working well and we have opportunity to go up to 24 children. This would need another adult which can be a challenge with lack of staff availability.

Our school community works well together and provides the best for our children. We have an excellent parent council who work hard to ensure our pupils get the best possible opportunities. Staff work effectively as a strong team and in partnership with parents and other professionals to provide the best support for pupils. They know their children very well and are sensitive to the needs of individuals, ensuring equity for all learners. Staff have worked hard to improve the school culture and ethos and have high expectations for children's behaviour. Pupils in P7 are supported well in transition when they move on to Grantown Grammar School.

Analysis of our data from SNSA, INCAS and curriculum for excellence teacher judgements, it shows that most of our pupils are achieving their end of level targets. We use our Support for Learning staff well, we are effective in identifying any attainment gaps and support our pupils to address these.

Our School/Cluster/ASG Vision, Values and Aims

In 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.

Pupil Voice: what is working well in our school?

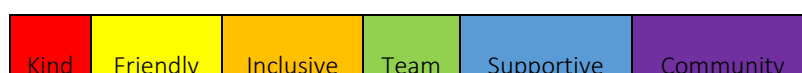
Our children and young people identified the following strengths for our school this session:

- We like playing with toys, crafting and playdoh (Nursery)
- Everybody helps and supports you.
- Our school is a happy place.
- We like meeting our friends and working together.
- We have a great playground which we can explore.
- We are friendly and make sure everyone is welcome.
- We have yummy lunches.
- We like doing clubs after school.
- Our teachers care about us.
- We can cycle to school.
- We work hard to keep it an eco-school.
- We like having visitors to school like drama, YMI and CrossFit.
- We celebrate our successes with pupil of the week.
- We have an excellent PE teacher.

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

- We would like some more play equipment at playtimes.
- We would like a rota for the football pitch.
- We like working with other classes and would like to do it more.
- We would like more clubs at playtimes.
- We would like new carpets and blinds in classes.
- We would like more trips out of school.
- We would like to do more arts and crafts.



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: Health and Well-being

Primary focus: Curriculum and assessment

Year of Project: 1

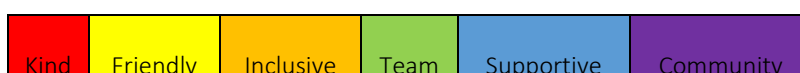
Purpose: To support the HWB of pupils following Covid and recovery

Progress and impact:

- As a school we used HWB planners (in school Curriculum document) as part of the 3-year model. This helped develop and understanding of how to keep well physically and mentally.
- We continued to embed Active play into weekly timetable across all classes and trained P7 as play leaders at playtimes.
- We continued emotional literacy activities alongside class blob trees and other mindfulness sessions. We linked with other professionals to offer seasons of growth to individual pupils.
- We continued to deliver RSHP into year 2 from Nursery to P7 providing pupils with continuity and deeper understanding of their own health and well-being as well as providing progression in learning.
- We continued to deliver our outdoor education and Learning for sustainability by completing our school pond as a school project and continuing our eco-schools projects.
- As an ASG we had a joined P7 residential trip to Lagganlia with transition activities with the staff at GGS.
- Nursery and P1 staff completed a forest school project as part of their transition to P1 project.
- PEF funding supported targeted groups to have opportunities to learn in school and feel more achievement and recognition. Individual pupils (including PEF) have become more engaged in their learning and more confident individuals.
- Parent links have been supported through communication through class dojo, assemblies, and parental events.

Next steps:

- Develop Leadership roles for pupils across the school
- Plan opportunities for pupils to have new experiences through drama, sports and music promoting creativity.
- Promote Leadership responsibilities, awards and volunteering awards for P7
- Communication between parents, pupils and partners to be promoted.
- Self-evaluation/stakeholder voices to be encouraged through open afternoons, key assessment tasks, parental consultations, school events and parent council.
- Resilient Kids training for all staff. (Unavailable for last years plan)



Improvement Project 2: Recovery of learning and teaching

Primary focus: Curriculum and assessment

Year of Project: 1

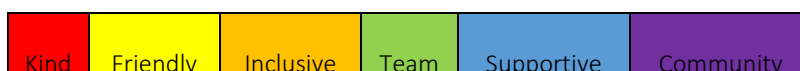
Purpose: To look at our curriculum and bridging the gaps in learning and teaching, with a focus on literacy.

Progress and impact:

- We looked at our 3 years curriculum document (2019-2022) in detail and as a staff planned activities that would allow us to bridge any gaps.
- As a school we planned an IDL school project under the banner of our wonderful world of Books. This provided opportunities for classes to work on parts of the curriculum which needed covering and allowed pupil voices to add personalisation of the curriculum. We found pupils were engaged in their learning and focussed.
- The new 3 year curriculum document was reviewed and is now the working document for 2022-2025.
- Training and collegiate discussion on recovery curriculum focus and assessments was used by school and was completed regularly with input and reflection with ASN staff.
- Staff met Parents for meetings to address concerns and build action plans if appropriate. School kept communication with parents available at all times.
- We looked at data trends from last years SNSA and INCAS, mapped them and use to targeted and supported individuals and as groups using appropriate resources. We then highlight those who may need support to bridge any learning gaps.
- We audited our reading resources including comprehension and then used PEF to enhance what we had already. The new resources are popular with pupils and allow independence to use.
- We bought in dandelion readers which are child friendly and pupils have said motivate them.
- We developed our communal space to provide a new smaller reading area for all classes to use. This is a popular space for those looking for a place to read.
- Pupils' set targets in Literacy each term with teachers. Pupils are aware of targets and refer to them in their learning. Targets are evaluated at the end of each term.
- Meaningful homework was provided each term for Literacy, Numeracy and IDL with some classes using brain builders or Pupils engaged in online work. This has kept parents in tune with what their child is doing in school and how to support them at home.

Next steps:

- We will create opportunities to review our curriculum document at end of each year.
- We will keep updated with progressions and pathways for Literacy.
- We will work with GGS staff to create a continuum for literacy and Numeracy across P7-S1.
- Use progression and pathways in forward planning meetings.



- We will create opportunities for learning in different settings to support our ethos for outdoor learning and eco-schools.
- We will look at digital learning and use software such as read & write to support all learners.
- We will continue to add to our resources to support learners and provide breadth of resources.
- We will train P7 leaders in the library and booking system.

Improvement Project 3: Attainment

Primary focus: Performance Information

Year of Project: 1

Purpose: To track and measure data of every pupil and ensure progress

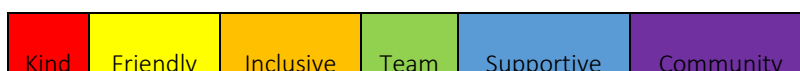
Progress and impact:

- Incas and SNSA assessments have been used to provide Data to support levels. Each year group has completed an online assessment programme and the information has been used to close gaps and support professional judgement.
- We met termly with CT and ASN staff to look plan for all pupils and ensure that our tracking information is correct and this is reflected in our ACEL data which has been good.
- Track and monitor attainment termly with staff. Regular review with all staff.
- We have termly learning conversations with pupils and review what is going well. We target set and plan together.
- We bought in resources using PEF to support learning – stiles, comprehension activities, games, Nessy. The feedback from pupils is positive.
- We continued to moderate within the ASG although we feel we can develop this area and make more constructive.
- Collegiate dialogue and Data meetings have taken place termly to discuss attainment and determine the required support and focus on levels.

Next steps:

- We are going to work with our ASG and English/ Maths department at GGS to create a continuum to bridge transition form P7 to S1 and create a working document for levelling pupils.
- We are going to moderate levels of work within the ASG
- We are going to look at data trackers and how they support levels to provide a consistent approach in school.
- We are going to track and monitor attainment using data termly with staff.
- We are going to buy in comprehension and literacy resources to develop our range of resources.
- We are going to ensure pupil voice is heard.
- We will meet regularly and work with parents and partners to ensure concerns are met and strategies put into place.

Evaluation of Progress



We believe we have made the following progress this session:

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 1 Our relationships	Very good
Theme 2 Our learning and teaching	Very good
Theme 3 Our school and community	Very good
Theme 4 Our health and wellbeing	Very good
Theme 5 Our successes and achievements	Very good

Our overall evaluation of our school's/cluster'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 on the school improvement plan, which can be accessed on our website <https://carrbridgeprimary.wordpress.com/> or by contacting the school office.

