

STANDARDS AND QUALITY REPORT 2022/23

CANNICH BRIDGE PRIMARY SCHOOL



CANNICH BRIDGE PRIMARY
HIGHLAND COUNCIL, CANNICH, INVERNESS-SHIRE, IV4 7LN

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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. 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 96.3%	Average Class Size 19.3	Meeting PE Target Target Met
Pupil Numbers 38	Teacher Numbers 3	Pupil Teacher Ratio 14.6

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 2022/23 was 38 children in the primary school and 6 in the nursery. During this session, we had two classes in the primary school P1/2/3 and a P4/5/6/7. The Headteacher, Mrs Graham, has overall leadership responsibility for Cannich Bridge Primary School and has a teaching commitment of 2 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 our new member of staff Miss Lancaster who started after the October break following Mrs Surgeoner's retirement. P1/2/3 was taught by Mrs Graham and Mrs Smart until Mrs Smart went on maternity leave in December. Mrs Brown started in March to teach P1/2/3 with Mrs Graham and continued until the end of term. Mrs Reynard continued to teach the senior class of P4/5/6/7.

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 very high and we have had no exclusions this session.

As the school roll comprises of a small number of children in each year group, 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. Almost 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	Writing	Listening and talking	Numeracy
Very good progress	Very good progress	Very good progress	Very good progress

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:

Play

Purpose: There has been a resurgence in play and the theories behind play pedagogy that would back up our own findings that learning through play ensure that children are more engaged, gain a wider skill set, develop creativity and learn more effectively. Our ELC staff are confident in delivering the curriculum through play with positive learning results. Our HT has a background in nursery education and was a PT-Preschool. She feels confident using play to support and as a way of learning in the P1-3 class. P4-7 are at the start of the journey with play and have used it to successfully learn about different topics and curriculum areas. Parents are supportive and value learning through play. We want to capture our good practice, share with each other including our ASG and learn more from our wider area including nationally and beyond before we create a play strategy for our school to ensure we all; staff, pupils, parents and other partners, have a clear understanding of what play at Cannich Bridge primary and nursery looks like and how it is used to learn through.

Progress:

Content:

- ✓ Play introduced into second level
- ✓ All stakeholders have a good understanding of play
- ✓ Pupils can articulate which skills they are learning through play and how important this is
- ✓ Completed staff audits of existing play practise and resources
- ✓ All staff have play on the CPD plan
- ✓ Staff attended Education Scotland training on Play
- ✓ Pupils were surveyed at the beginning of the project and throughout to input into the strategy

Impact:

- ✓ Einstein time is now part of the curriculum
- ✓ Parents supportive to a play based curriculum
- ✓ Development of skills which are exceeding levels in areas of interest
- ✓ Pupils can articulate which skills they are learning through play and how important this is
- ✓ School has a good understanding around the bench mark of play
- ✓ All staff have a good knowledge and are reading current documents on play
- ✓ Play has been successful in engaging children and further developing creativity
- ✓ Pupil voice will be part of play strategy

- ✓ Parental engagement afternoon to share with parents how play can support learning.
- ✓ Play updates at Parent council and in newsletters.
- ✓ Used Seesaw and profiling and floor books to capture play and share with parents
- ✓ Parents have an understanding that play promotes learning and raises attainment.
- ✓ Very good progress was made in this area and confirmed by education Scotland also.

Next steps:

To develop a play strategy and increase the different play contexts

School Priority:

Relationships, Sexual Health and Parenthood

Purpose:

Updating our sexual health and relationships curriculum

Progress:

Content:

- ✓ We introduced the RSHP materials to all staff and time was given for exploration of the site and the resources
- ✓ Parent group formed to review the materials and vocabulary
- ✓ RSHP resources were shared and parents were directed to the website
- ✓ Staff placed RSHP 'topics' onto school cyclical plan

Impact:

- ✓ RSHP Curriculum is up to date
- ✓ Parents are informed of resource and what is being taught
- ✓ Staff are confident in delivery of RSHP education
- ✓ Resources are appropriate and moderated
- ✓ Pupils are learning about RSHP through modern updated resources

Next steps: Embed into the school curriculum and continue to engage with parents over any issues that occur.

School Priority:

Understand and Improve Assessment and Moderation Strategies (ASG target)

Purpose:

Re-introduce and expand approaches to moderation to continue to support raising attainment and consistency in assessment in decisions.

Progress:

- ✓ All HT from ASG attended QAMSO training and took forward approaches presented by Education Scotland and discussed with colleagues.
- ✓ Inspection from Glenurquhart and Cannich Bridge thematic inspection have impacted on

Impact:

- ✓ This enables us to provide moderation opportunities to increase confidence and consistency in assessment decisions across the ASG and Highland.
- ✓ Ensures assessment approaches are sufficiently matched to the individual learning

- school's ability to have teaching staff visit. However, HTs have visited each other's schools and continue to work closely together.
- ✓ Staff from Cannich Bridge and Glenurquhart worked together to plan, teach and assess a topic related to food, play and literacy. This was shared and discussed across Highland at moderation meetings/training.
 - ✓ All schools have shared writing to moderate together separately and fed back on these.
 - ✓ Pupil profiles and information sent home weekly via seesaw share current individual progress.
 - ✓ Ongoing attainment meetings held termly with staff and HT
 - ✓ Learning conversations with children continued
 - ✓ HT's have shared assessment models and timings to aid moderation and agree assessments that will be undertaken across the ASG e.g. Salford reading at P3, P5
- needs of children, allow children to demonstrate learning and progress and ensures that both children and adults are aware of what they need to do to progress.
- ✓ Our recent thematic inspection commented on the strong partnerships across the ASG allowing us to build a bespoke curriculum that is based on local and national guidance and meets the needs of children and supports curriculum building and transition
 - ✓ Parents have a clear understanding of where their children are at and their next steps from the use of information going home weekly via the seesaw app, profiles, open afternoons, parent meetings, class newsletters and floor books.
 - ✓ Assessments across the ASG allow for wider evaluation of attainment, accurate information for transition and opportunities to have professional dialogue around progression pathways, pedagogy resources and any gaps in learning identified.
 - ✓ ASG collaboration allows schools to identify and utilise staff strengths to support ongoing improvement

Next steps:

- Increase moderation opportunities involving the high school
- Work with ASG looking at curriculum coverage and multi-composite classes
- Review tracking, moderation and assessment calendars and approaches
- Review ELC documentation used for tracking, monitoring and assessment across the ASG and wider

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

- This year saw us achieve our 7th Green Eco school's flag.
- We are making good progress on our journey towards our Gold Rights Respecting schools award.
- Successful Thematic visit from Education Scotland
- We came third in the McRoberts Cross country event.
- We achieved lots of medals at the interschools sports.
- One of our pupil's stories was selected to go into the time capsule at the newly renovated Inverness castle.
- A brilliant production of 'The last monster in Scotland.'
- Lots of shinty awards/medals awarded to various players for not only skills but fair play and goods sportsmanship.

- One of our pupils was nominated for Highland Heroes - Pupil of the Year
- Installation of our bees and beehive have increased and promoted our sustainability knowledge.
- Bike ability level 2 – all x P6 passed and 3 x P7 (who had missed it last year)
- Entertaining the pensioners at their Christmas party.
- Violinists have played at many concerts this session including taking part in the Benedetti workshop with other pupils from across Highland
- Various individual achievements e.g. dancing, gymnastics, Hapkido etc.

Comments from learners, families, stakeholders and staff

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

Some comments from our parents and pupils to inspectors during our Thematic Inspection in square speech bubbles. The other comments in the round speech bubbles are from stakeholders, learners, staff and parents from our self-evaluation activities.

This school is an amazing place for a child with disabilities. It is beautiful to see the equality in the school. This school has your back and everyone can express themselves.

This is not a class but a family I feel like I belong. It has a loving caring thoughtful staff and friends. I have the freedom to be myself.

We get to choose what we learn and how we learn it – well 90%, Mrs Graham chooses the spelling words!

We have complete trust in the school. Staff know our children inside out.

Curriculum is based on not just literacy and maths but skills that are key for life.

The school has an inclusive environment where everyone is accepted and celebrated and have the freedom to be themselves and learn in their own way.

I feel very welcome and included. I am made to feel part of the school.

Learning through play seems to be so beneficial and the children love it! Seen some great ideas.

Really pleased with how learning is going, looks like everyone is having fun too.

The school feels like an extended family.

I love how much you do outside.

This school definitely promotes confidence.

I love getting to learn about what I am interested in.

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

Raising attainment through Literacy for All
Play
ASG focus on Talking and Listening

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [ADD LINK](#) or by contacting the school office