



Carrbridge Primary School and ELC
HIGHLAND COUNCIL | ADD ESTABLISHMENT ADDRESS

Kind Friendly Inclusive Team Supportive Community

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

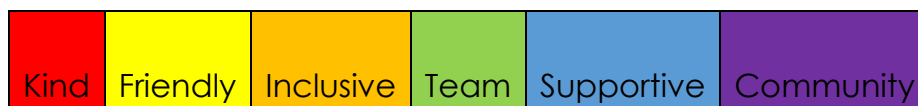
To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

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

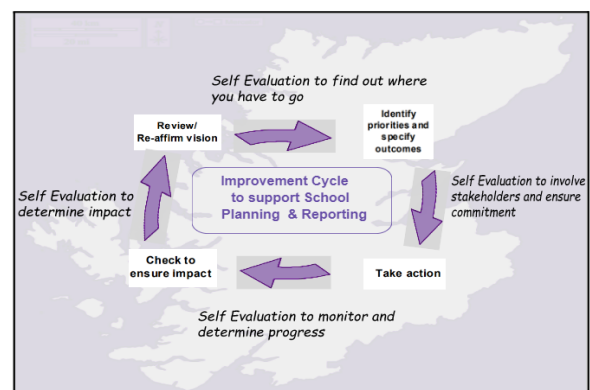
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Clare Lake
Head Teacher

Kind

Friendly

Inclusive

Team

Supportive

Community

Carrbridge Primary School and Nursery

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.

All primary schools to include

Attendance 97.2%	Average Class Size 22.3	Meeting PE Target Target Met
Pupil Numbers 67	Teacher Numbers 4	Pupil Teacher Ratio 18.1

For schools with a roll exceeding 50

N3 XX%	N4 XX%	P1 14.9%	P2 17.9%	P3 14.9%	P4 10.4%	P5 13.4%	P6 10.4%	P7 17.9%
SIMD Q1 ¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 10-20%	SIMD Q4 80-90%	SIMD Q5 0-10%	Unknown 0-10%			
ASN ² 30-40%	No ASN 60-70%	FSM ³ 70-80%	No FSM 20-30%	EAL ⁴ 0-10%	No EAL 90+%			

2022/23 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

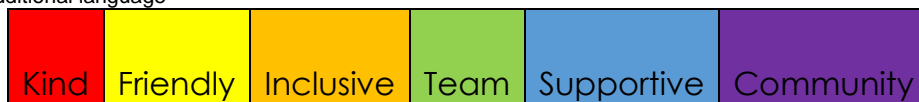
We have had no exclusions this year.

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

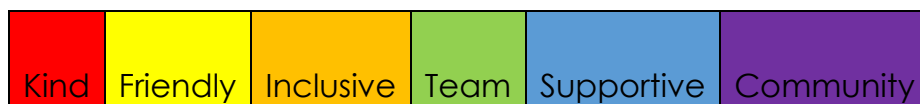
⁴ EAL – English as an additional language



School vision, values and aims

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:

Moderation of Literacy and Numeracy across GGS ASG

Purpose:

The purpose of this project was to ensure consistency of levelling in Literacy and Numeracy across the ASG by teaching staff. Trackers would be used by all P7 staff so as pupils move on to GGS there were consistent records for all pupils. There would be regular transition opportunities for all P7 pupils going to GGS.

Progress:

- ✓ Primary staff and GGS English and maths department met to discuss what good practice would look like.
- ✓ 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 P7 child plan meetings in the summer term to ensure GGS staff were kept informed.
- ✓ All P7 pupils did a Blackwell spelling test as a baseline for moving up to GGS.
- ✓ SNSA data was shared with GGS staff in Summer term.
- ✓ Each P7 pupils performance and progress was analysed and value added. It was then passed on to GGS.
- ✓ A maths continuum was created by GGS maths department and reviewed by P7 teacher. To be trialled 2023/24.
- ✓ Big Writing samples were moderated by all staff at INSET.
- ✓ P7 residential trip for all ASG pupils at Lagganlia in June 2023.
- ✓ Enhanced transition for those children identified in Sumer term.

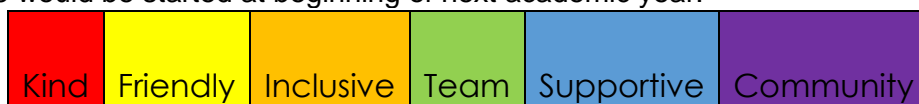
Impact:

- ✓ Through INSET training, opportunities for P7 staff to meet GGS staff was positive.
- ✓ Initial plans were started to create a continuum for literacy and numeracy with discussions between staff. A planning document for Numeracy has been created and will be trialled 2023-24.
- ✓ Transition meetings for pupils were very successful and helped ease any anxieties for pupils and parents.
- ✓ From looking at assessment folders there was a consistent approach to levelling writing.
- ✓ Feedback from GGS staff about the passing on of data and the regular transition meetings was positive.
- ✓ Staff more confident with expectations and moderation process.
- ✓ Good progress was made with moderation of literacy and Numeracy.
- ✓ Very good progress was made in the transition opportunities for pupils moving to GGS.

Next steps:

We are going to work with our ASG colleagues and build on what was started with the moderation of Literacy and Numeracy.

We are going to use the numeracy trackers made by GGS and sent to schools in May 2023. All staff agreed that there would be started at beginning of next academic year.



We are going to embed the transition activities into the school calendar for P7 pupils.
We are going to track and monitor attainment using data every term.
We are going to look at our data trackers in school and continue to map progress for each pupil.
We will meet regularly with all stakeholders to ensure voices are heard, concerns are met and strategies put into place.

School Priority:

Developing literacy, reading and comprehension

Purpose:

This project has been developed following analysis of data that indicated that comprehension scores were lower than expected. Input of resources in the previous year showed an there was a steady improvement so this was continued.

Progress:

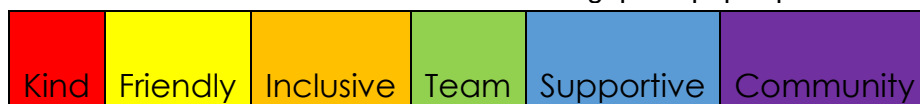
- ✓ PEF money was used to support the expansion of comprehension resources including comprehension cards and stile comprehension.
- ✓ Baselines were taken for P3-P7 pupils.
- ✓ We bought more ASN reading resources including dandelion readers and stile.
- ✓ PSA staff were trained to use new resources.
- ✓ Our ASN teacher attended dyslexia training and then trained staff. A new holistic approach has been created.
- ✓ Regular support for pupils is provided by the ASN team including a new PSA.
- ✓ INCAS for P3,5 and 6 pupils was bought in to so that we can continue to track pupil progress.
- ✓ Nessy, an online reading resource, was bought for 15 pupils who needed support.
- ✓ ORT books were refreshed.
- ✓ Parents were invited by Nursery for a stay and play with activities related to reading signposted.
- ✓ An open afternoon for parents was held with a focus on literacy and reading.
- ✓ Regular meetings with ASN and all staff to talk about pupil needs and to ensure every pupil was getting support they needed.
- ✓ HT kept a tracker for all pupils and mapped progress. Every year a value added review is done to ensure that support provided is appropriate and meaningful.

Impact:

- ✓ Tracking of data showed that reading and comprehension scores had improved.
- ✓ Support provided by PSA and ASN staff was effective. All staff know our pupils and what is going well and what needs adjusted.
- ✓ SNSA and INCAS assessments were completed and information showed gaps were closed and supported their professional judgement.
- ✓ New resources are enjoyed by all pupils. Opportunities for pupil voice have been expanded.
- ✓ Learning conversations are completed termly and pupils feel they are included in their learning.
- ✓ Dyslexia training has been successful at identifying pupils. Initial baselines have been completed and built on by staff.
- ✓ Very good progress has been made in the improvement of comprehension skills and the improvement in pupil performance and attainment.

Next steps:

We are going to continue to track data to ensure there are no gaps to pupils performance.



We are going to moderate levels of writing to ensure progress.
We are going to expand our resources by updating handwriting and spelling resources.
We are going to roll out wraparound phonics to P1-3 pupils.
We will meet regularly with ASN and all staff to ensure all pupils are making progress we expect and ensure our tracking information is correct and this is reflected in our ACEL data.
We will continue to moderate writing with our ASG colleagues.
We will meet regularly with parents and partners to share progress and address any concerns.
Pupil voice will be heard through learning conversations and pupil questionnaires.

School Priority:

HWB – the whole child

Purpose:

Since the pandemic we have noticed that the health and well-being of our pupils has needed extra support. Pupils have needed support with their confidence and self-esteem. We have put together a program that allows for personal growth and gives them opportunities to challenge and inspire them.

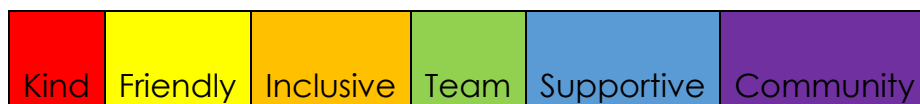
Progress:

- ✓ We have used the HWB planners to support and develop an understanding of how to stay physically and mentally healthy.
- ✓ We continue to use blob trees, emotional check ins and other mindfulness activities as in previous years.
- ✓ We did resilient kids with P7 and offered seasons for growth to those who needed.
- ✓ We deliver RSHP throughout the whole school as part of our 3 year programme.
- ✓ We used PEF funding to support targeted groups with activities such as CrossFit, drama and drumfun.
- ✓ We continued our outdoor education and learning for sustainability by providing regular opportunities to be outside, through our eco-schools project and by inviting local rangers and outdoor specialists into school.
- ✓ We provided sports leadership opportunities for P7 including running their own club.
- ✓ We give pupils leadership opportunities such as pupils council, eco- schools and house captains.

Impact:

- ✓ In termly reflections pupils enjoyed the activities provided and felt that they had been worthwhile.
- ✓ Those pupils with leadership roles felt that they had a voice and had been heard.
- ✓ Parents said that their child enjoyed learning in different settings and the range of activities provided.
- ✓ Staff are clear in what they are providing for HWB.
- ✓ Parents felt the school provided good opportunities to support HWB.
- ✓ Good progress was made.

Next steps:



We want to expand what we have done through Our World of Work and embed what we have included in our curriculum over past 2 years.

We want to start our Unicef Rights of the child and aim for a silver award.

We want to develop leadership roles for all pupils across the school.

We are auditing current HWB progressions ensuring gaps are identified.

We will ensure staff are aware of HWB benchmarks.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil equity plan has provided targeted pupils with a range of new experiences. It has been used to ensure that resources have been targeted correctly to specific groups and that assessments such as INCAS have shown that pupils in these groups have made progress.

PEF progressed within Head Teachers monitoring overview.

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 Rosalynd.

Daily mile – all classes

Police visit to P67

P456 Farm visit with RHET

P7 Resilient kids,

P5 girls wilderness club

After-school clubs

A9 archaeology P4-7

P567 Glenmore lodge visit – Forest and land scotland

Internet safety training. Internet Safety Day

P567 one-to-one check in

P67 ski and snowboarding lessons

Ski race SSSA

P7 sports leadership training and leading activities.

P567 circle time

P7 volunteering

Celebrating out of school achievements in assemblies

online safety training for parents

Emotional literacy primary 12

Safe Strong and Free

P3-7 outdoor access code.

P 3 to 7 drama

P1/2 CrossFit,

P567 stem skills Academy,

the Golden Spurtle art competition,

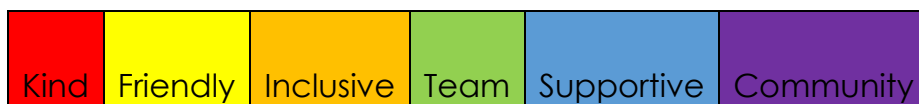
nursery toothbrushing with dental nurse

Nursery Forest School.

P7 trip to Lagganlia

Weekly transition from Nursery to P1.

Extra transition to GGS.



Nursery and P12 trip to Wildlife Park.
P567 trip to Culloden
P345 trip to Rothiemurchus (June 2023)
Creeping Toad story teller.
Drum Fun
Athletics competition
Coronation Party and picnic
Mandarin with Mrs Ma
World Book Day
RSPB visit

Comments from learners, families, stakeholders and staff

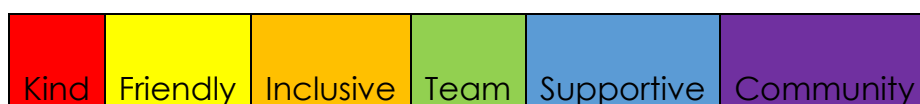
Beachdan bho luchd-ionnsachaidh, teaghlachean, luchd-ùidhe is luchd-obrach

Pupils

- ✓ 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.
- ✓ 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.

Families

- ✓ Thank you so much for everything you have done and continue to do for all kids I've seen you with.
- ✓ The school is very inclusive.
- ✓ Kids are polite and well mannered.
- ✓ Great wall displays
- ✓ You let us know how our children are getting on and what they have been up to on a daily basis.
You enable the children to sample lots of different activities and experiences.
- ✓ Great communication by email/ dojo
- ✓ Making school a nice place to be and kids happy and content.
- ✓ Fantastic array of activities and subjects to keep children interested.
- ✓ Keeping the community engaged in the school.
- ✓ Creating a positive and supportive atmosphere for pupils and parents
- ✓ I always notice how caring they are looking after younger children in school.
- ✓ Classes are inclusive. The learning environment is happy and welcoming.
- ✓ Everything is mapped out well, they are progressing well.
- ✓ Staff are motivated and enthusiastic.
- ✓ Lots of time outdoors
- ✓ Everything is done to such a high standard here and I am happy with the way things are.
- ✓ Outings that put learning into context.



- ✓ Connecting and engaging so well with the children

Stakeholders

- ✓ 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.
- ✓

Staff

- ✓ I feel the support that the children receive from the teachers and support staff at Carrbridge Primary School is exceptional. Not only are the children supported but their achievements and accomplishments are highly celebrated and communicated well to the parents/carers.
- ✓ From our point of view, there is a warm, welcoming environment. Children's achievements are celebrated. Children are responsible and help each other, especially outside.
- ✓ Last year the P7s were a big group with a high level of needs ranging from social, emotional, physical and academic. We put much support in via SfL, class-based strategies and so on. They progressed really well from when I first had them in P5 and developed much greater confidence in many areas of their lives.
- ✓ I also think that Lagganlia is an extremely effective transition tool.
- ✓ I feel the support that the children receive from the teachers and support staff at Carrbridge Primary School is exceptional. Not only are the children supported but their achievements and accomplishments are highly celebrated and communicated well to the parents/carers.
- ✓ I'm not sure if you need more than that but I feel that is the thing I love most about Carrbridge.
- ✓ I think our school does a fantastic job of supporting learners health and wellbeing, especially social and emotional development. This is evident through the positive interactions between all members of the school community and the interventions in place to support those who need additional help. In speaking to parents, the themes that often come up are what a happy and positive atmosphere there is in and around school and how much care is shown to and between the pupils. This is especially the case when speaking to parents who have recently moved into the area or moved from other schools. I am really proud of the safe nurturing space we have created for our young people.

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	SECONDARY
Kind			
Friendly			
Inclusive			
Team			
Supportive			
Community			

QI 1.3 Leadership of change	Good	Good	Choose an item.
QI 2.3 Learning, teaching and assessment	Good	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Good	Good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good	Choose an item.

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

ASG moderation of literacy and numeracy

Continuing literacy – big writing, spelling and handwriting

Unicef rights respecting school

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

