



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

HIGHLAND COUNCIL | CAWDOR, NAIRN, IV12 5XZ

# 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**

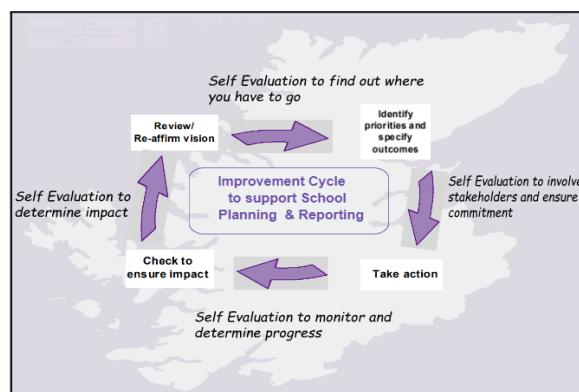
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

### **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.**

*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.

<b>Attendance</b> 93.5%	<b>Average Class Size</b> 22	<b>Meeting PE Target</b> Target Met
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<b>Pupil Numbers</b> 132 (+22 ELC)	<b>Teacher Numbers</b> 8	<b>Pupil Teacher Ratio</b> 17.6
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<b>N3</b> 7%	<b>N4</b> 7%	<b>P1</b> 10%	<b>P2</b> 12%	<b>P3</b> 8%	<b>P4</b> 19%	<b>P5</b> 10%	<b>P6</b> 18%	<b>P7</b> 9%
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<b>SIMD Q1<sup>1</sup></b> P1-P7 0-10%	<b>SIMD Q2</b> P1-P7 0-10%	<b>SIMD Q2</b> P1-P7 60-70%	<b>SIMD Q3</b> P1-P7 20-30%	<b>SIMD Q5</b> P1-P7 0-10%	<b>Unknown</b> P1-P7 0-10%
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<b>ASN<sup>2</sup></b> 26.5%	<b>No ASN</b> 73.5%	<b>FSM<sup>3</sup></b> 6%	<b>No FSM</b> 94%	<b>EAL<sup>4</sup></b> 2%	<b>No EAL</b> 98%
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2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Most	Most	Almost all	Most

We have had no exclusions this year.

<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> 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"> <li>Kindness</li> <li>Teamwork</li> <li>Belonging</li> <li>Respect</li> </ul>	<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"> <li>Support everyone to "Give it a go!"</li> <li>Celebrate our differences</li> <li>Use mistakes to help us learn</li> <li>Learn through play outdoors and indoors</li> </ul>

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

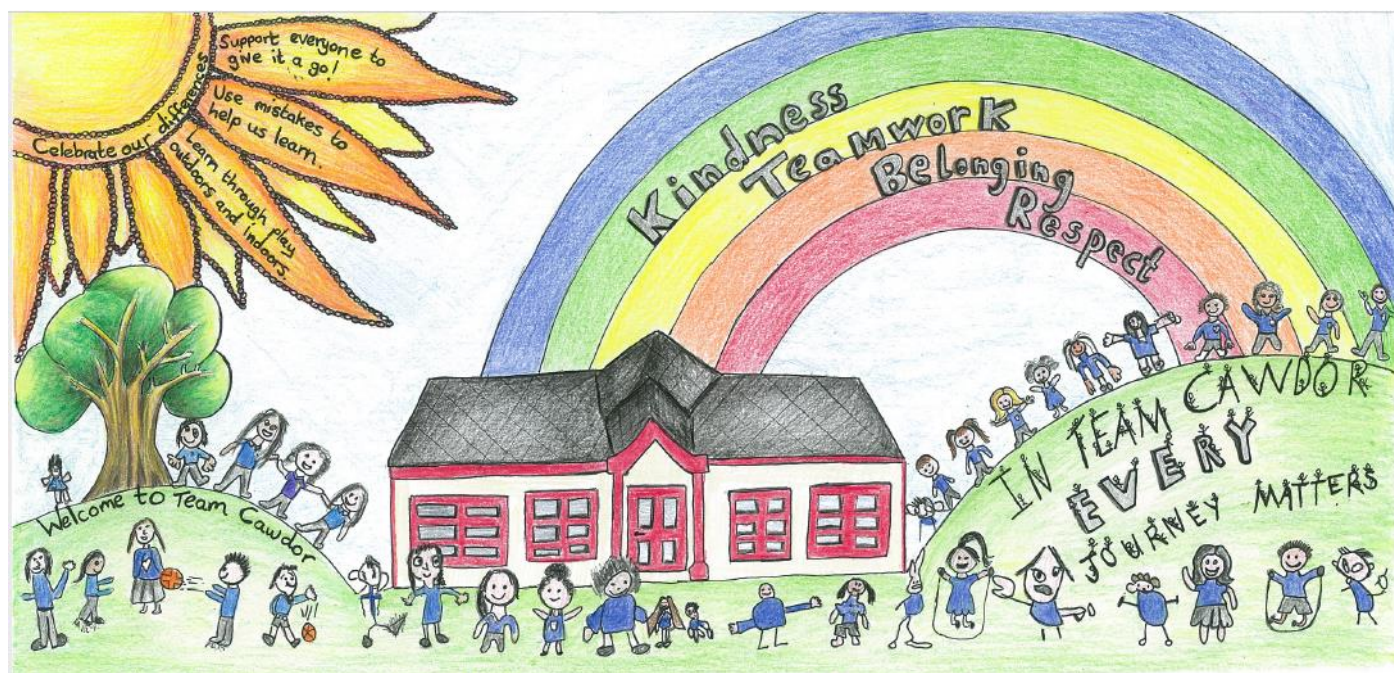


**KINDNESS – TEAMWORK – BELONGING - RESPECT**

School vision, values and aims  
 Lèirsinn, luachan agus amasan na sgoile

<p><b>OUR PURPOSE</b></p> <p>In Team Cawdor every journey matters.</p> <p><b>We believe that everyone can achieve their dreams.</b></p> <p>TEAM CAWDOR</p> <p>CAWDOR PRIMARY SCHOOL</p>	<p><b>Kindness</b></p> <p>#Be Kind</p> <p><b>OUR VALUES</b></p> <p><b>Teamwork</b></p> <p><b>Belonging</b></p> <p><b>Respect</b></p>
<p><b>OUR VISION</b></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><b>Support everyone to "Give it a go!"</b></p> <p><b>Celebrate our differences</b></p> <p><b>TO ACHIEVE OUR VISION WE WILL ...</b></p> <p><b>Use mistakes to help us learn</b></p> <p><b>Learn through play outdoors and indoors</b></p> <p>TEAM CAWDOR</p>

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



During the 2022/2023 academic session we have been embedding 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:

#### 2022/2023 Improvement Project 1: Our Cawdor Learning Journey

##### Purpose:

*From 2022/2023 Improvement Plan:* To ensure that our children's learning has purpose, coherence and progression. 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. There is not currently a coherent approach to planning for medium term learning, teaching and assessment, or in the understanding of 'achievement of a Level' across the primary schools in the Nairn Associated Schools Group (ASG). This project has also been developed to address this.

##### Progress:

1. All Early Learning and Childcare (ELC) and teaching staff have worked collaboratively to establish a developing approach to Profiling.
2. All ELC staff have engaged in professional learning to improve their understanding of effective observation and planning of learning through play.
3. All teaching staff have engaged in a series of professional learning sessions in school, and across the Nairn Associated Schools Group (ASG) to plan high quality assessment tasks.
4. All teachers have engaged in a series of professional learning sessions on improving learning and teaching through co-constructing success criteria and asking effective questions.
5. All ELC and teaching staff have engaged in regular opportunities to improve judgement of attainment and achievement as a school community, and teaching staff have also engaged with teaching staff in the Nairn ASG.

**Very good progress in this area of development.**

##### Next steps:

- Further develop approaches to continuous profiling and reporting – *2023/2024 Sharing My Learning improvement plan*
- Continue to work with colleagues across the Nairn ASG (from ELC-P7) to support coherent judgements across the ASG – *2023/2024 What I Learn improvement plan*
- Further develop high quality learning and teaching strategies as a team in Cawdor and with colleagues across the ASG – *2023/2024 How I Learn improvement plan*

##### Impact:

1. All children have a Profile in which place which is owned by them and includes evidence of their strengths and achievements.
2. All children in ELC experience high quality learning through play. Children's learning is evidenced in children's Profiles, our 'Sharing the Learning Board', our floorbooks and SeeSaw.
3. All children in P1-P7 have evidence of high-quality assessment tasks through our Cawdor Quests. This is evidenced in children's Profiles.
4. All children in P1-P7 experience lessons where they co-construct the criteria for success with their teacher. Almost all children in P1-P7 understand the purpose of their learning. All teachers have improved their use of effective questioning and have identified questioning techniques which have enhanced learning.
5. All staff have improved judgements of attainment and achievement. Moderation has shown that judgements are coherent and robust. Attainment at P1, P4 and P7 combined is consistently high for a second year (Literacy 86% and Numeracy 85%).

### Purpose:

*From 2022/2023 Improvement Plan:* To ensure that our new purpose, values, vision and aims are at the core of the school's life and ethos.

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.

### Progress:

1. Our school values are visible throughout the ELC setting and school. Our ethos prioritises our values, wellbeing, rights, equality, positive relationships and anti-bullying. All staff have engaged in professional learning on restorative conversations using our school values.
2. All staff model the language of the wellbeing indicators in their interactions with children. Our health and wellbeing curriculum is aligned to the wellbeing-indicators and staff monitor and track children's wellbeing throughout the year.
3. The language of children's rights are embedded into our whole-school ethos through assemblies, and are beginning to shape the planning of children's learning through our curriculum.
4. Almost all of the ELC staff have engaged in professional learning to support learning about and through the sustainable development goals (SDGs).
5. A few of our children (our young leaders of learning and house captains) have worked with the Northern Alliance and Education Scotland to lead on wellbeing policy development in Cawdor, and support policy development for ELC settings and schools across Scotland.

**Very progress was made in this area of development.**

### Next steps:

- Work towards the Rights Respecting Schools Award (RRSA) – led by a pupil leadership group
- Review our draft policy 'Our School: Our Rights' and share this with our school community – led by a pupil leadership group

### Impact:

1. Almost all children use the language of our school values. Almost all children consistently demonstrate our school values through their interactions with children and adults.
2. Almost all children use the language of the wellbeing indicators. Almost all children can describe what the wellbeing indicators look like, sound like and feel like. Our Glasgow Motivation and Wellbeing Profile data at P1-P7 demonstrates high average levels of wellbeing across the four areas:
  - Affiliation (belonging) = 36/40
  - Agency (competence) = 35/40
  - Autonomy (embrace responsibility) = 35/40
  - Feeling Healthy & Safe = 36/40
3. The majority of children are able to name rights that they have as a child.
4. All children in ELC learn in an environment which promotes equality, fairness and respect. Almost all of the ELC staff are beginning to use the SDGs to support planning for learning. Learning through the SDGs is evident in our 'Sharing the Learning Board', our floorbooks and SeeSaw.
5. We have a draft policy developed by children, for children, connecting our values, wellbeing, rights, equality, positive relationships and anti-bullying.



**Purpose:**

*From 2022/2023 Improvement Plan:* To ensure that our children have autonomy of their learning, and experience learning and teaching that is engaging. 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.

**Progress:**

1. All staff have engaged in professional learning in planning for and delivering high quality outdoor learning.
2. Teaching staff have engaged with professional learning on supporting children's learning through the use of the metaskills. Teaching staff are planning for the use of the metaskills through Cawdor Quests and Loose Parts Play.
3. All staff have engaged in a series of professional learning sessions on the 'why', 'what' and 'how' of play pedagogy.
4. All ELC and P1/2 staff have engaged in professional learning to plan for and document children's learning through high quality learning through play.
5. All ELC and teaching staff have shared with families how children learn through play and inquiry:
  - ELC: Stay, play and learn
  - P1/2: What learning looks like in P1/2
  - ELC-P7: Loose Parts Play overview
  - P1-P7: Cawdor Quests – Sharing our Learning

**Very progress was made in this area of development.**

**Impact:**

1. All staff plan for outdoor learning – both learning about and through the outdoors. Almost all children identify learning outdoors as something which makes learning in Cawdor great.
2. All children experience quality planned Loose Parts Play to develop their collaboration, creativity and critical thinking. Almost all children in P1-P7 use the language of the metaskills when reflecting on their learning.
3. All children have their right to play met through all staff planning for children's learning through play and inquiry, as well as 'Fun in 31' in P1-P7. Almost all children in identify 'Fun in 31' as something which makes learning in Cawdor great.
4. All children in ELC-P2 lead their learning through play. Almost all children in ELC-P2 have high levels of engagement across their learning.
5. All families in ELC have engaged with our 'Stay, Play and Learn' opportunities. Almost all families feel that their child's learning and development is well supported at ELC. All families in P1/2 have been provided with information to understand what learning looks like in P1/2. Less than half of our P1/2 families engaged with our 'What learning looks like in P1/2' input (through face-to-face attendance/ comments on SeeSaw). All families have been provided with information to understand Loose Parts Play. Almost all families have engaged with Sharing our Learning through our Cawdor Quests. Our developing approaches to learning through play have been shared nationally on the Education Scotland Play Pedagogy Toolkit.

**Next steps:**

- Further develop our planning for learning through curiosity, creativity and inquiry, and strengthening the use of the metaskills across learning – *2023/2024 How I Learn improvement plan*
- Continue to develop our approaches to family learning – *2023/2024 Sharing My Learning improvement plan*

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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In the 2022/2023 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 15%
- In Reading by 19%
- In Writing by 31%
- In Numeracy & Mathematics by 19%

## Wider achievements

### Coileanaidhean nas fharsainghe

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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 masterclasses driven by the choice of children to support children's skill development 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
- worked with Drumfun to support children's music development in Early Learning and Childcare (ELC) and Primary 1/2 through input
- worked in partnership with Eden Court and Ross County Football Club to improve children's mental and physical wellbeing through co-designed workshops
- ensured that all of our P7 children have their Bikeability award through working in partnership with Velocity in Inverness
- strengthened our relationships with Nairn Free Church to support children's learning about Christianity from ELC through to P7
- 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
- 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 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.





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

### **Comments from Families**

*"My child loves attending Cawdor ELC and I feel the ethos of the setting allows them to achieve their goals and feel supported in doing so. The range of resources within the nursery is fantastic and the staff always lead by the children's interests and provide activities accordingly. I feel that the focus child meetings are fantastic and I always look forward to hearing about my child's progress and how this is being supported."*

*"I'm very happy with the school. My children are fortunate to attend Cawdor Primary. It is a well led, well-resourced school with a committed staff."*

*"We really feel that Cawdor Primary is an amazing school. It's a very welcoming and encouraging environment. We are delighted with how our child has settled into P1."*

*"Both my children thoroughly enjoy their time at Cawdor. It is evident that they feel nurtured, supported and valued as important members of Team Cawdor. Fabulous, effective and approachable staff who know children well. Complete confidence in the senior management team who lead the school skilfully – appearing full of endless energy!!"*

### **Comments from Staff**

*"I thoroughly enjoy coming to school each day."*

*"Welcoming and supportive atmosphere."*

*"I love being at Cawdor."*

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

### **Comments from Partners**

*"We have loved working with the children and the staff at Cawdor. I think you have a beautiful school and we have had a fantastic time. I hope I get to work at Cawdor again."*

*"It must be added that the enthusiasm shown by the Cawdor Primary pupils was such a joy for the adult volunteers working with them. Their behaviour was exemplary, their interest was genuine and they were a real credit to the school. Great work Team Cawdor!"*

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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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
<b>QI 1.3</b> Leadership of change	Very good	Very good
<b>QI 2.3</b> Learning, teaching and assessment	Very good	Very good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Very good	Very good
<b>QI 3.2</b> 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

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- (1) What I Learn – learning and teaching in reading comprehension, reading culture and 1+2 languages
- (2) How I Learn – high quality learning through direct instruction and inquiry
- (3) Sharing My Learning – our approach to continuous profiling and reporting

## Planning ahead

### A' planadh air adhart

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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](#) or by contacting the school office.