



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Cannich Bridge Primary School



Caring, Brave People Achieving Success

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%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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.

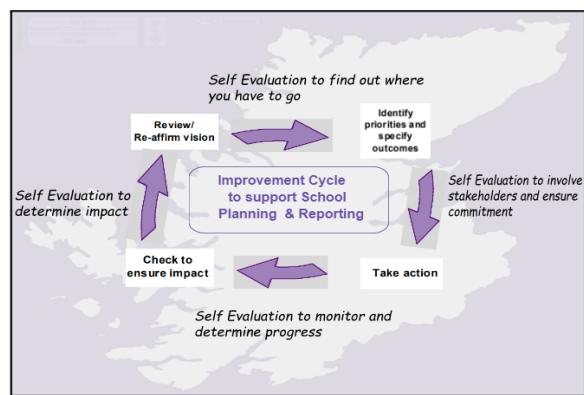
Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

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-òigradh daonna a' faicinn na Gàidhealtachd mar dhachaigh.

*Maria Reynard
Acting Head Teacher
Cannich Bridge Primary School*



School Profile

Pròfil 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
94.59%

Average Class Size
4

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
34

Teacher Numbers
3

Pupil Teacher Ratio
12.4

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 2024/25 was 27 children in the primary school and 7 in the nursery. During this session, we had two classes in the primary school P1/2/3/4 and a P5/6/7. The Acting Headteacher, Mrs Reynard, has overall leadership responsibility for Cannich Bridge Primary School and has a teaching commitment of 2.5 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, Miss Lancaster and Miss Gibson. P1/2/3/4 was taught by Mrs Smart and Miss Brown. Mrs Reynard and Miss Brown taught the senior class of P5/6/7.

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 high, and we have had no exclusions this session.

As the school roll comprises of a small number of children, 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. 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

We have had no exclusions this year.

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:

Our School Motto is:

Caring

Brave

People achieving

Success



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' i.e. 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:

Improving Numeracy at Early/First/Second Level

Purpose:

This project has been developed in response to dips in attainment in Numeracy across Highland. Within Cannich Bridge Primary we have not seen the dips in attainment in the last year, however it is an area we have not reviewed for a few years and want to ensure our pace and challenge is appropriate and that our practice remains current.

Progress:

- ✓ Numeracy is planned for and taught daily across the whole school.
- ✓ The Nursery provide opportunities for children to develop their numeracy skills through play.
- ✓ There is a consistent approach to identifying persistent numeracy difficulties and maths anxiety across the school, ASG and Council.
- ✓ Staff report having a deeper knowledge and understanding as well as increased confidence in identifying, teaching and assessing children with a persistent numeracy difficulty.
- ✓ Staff are using a wider range of resources to support all pupils.
- ✓ Staff are making use of digital skills to support numeracy.
- ✓ Staff are no longer teaching numeracy in blocks.
- ✓ All children are actively engaged in maths lessons.
- ✓ By promoting the positive qualities possessed by those with a neurological difference. It has empowered neurodiverse pupils and encouraged others to view neurodiversity's such as dyslexia, dyscalculia, ADHD, ASC etc. as a natural part of human diversity.
- ✓ Our numeracy pathway is up to date and so are the resources we are using to support pupils.

Impact:

- ✓ Pupil Voice results show children are much more positive towards maths than they were the year before.
- ✓ Pupil assessments show that the access to a wide range of high-quality teaching and assessment resources which are being used to support pupils with persistent numeracy difficulties along with pupils who may be experiencing difficulties in a particular area, are impacting on attainment. (Plus 1, Power of 2 programme).
- ✓ Peer and self-evaluations in relation to numeracy shows pupils with neurodiversity can express where their anxieties lie and are able to plan next steps for their learning.
- ✓ Children with dyslexia have been empowered by their ability to solve lateral thinking maths problems in a systematic way.
- ✓ All staff are using the HC Number Sprinkles progression pathway which supports judgement and moderation.
- ✓ Children are much more open to learning from their mistakes and showing their working.
- ✓ Children have a deeper understanding of numeracy terminology and show understanding by explaining what strategies they used to answer a question.
- ✓ Self-evaluation and an audit carried out by staff has shown each classroom and nursery are well resourced with active maths materials, natural products for counting and games.
- ✓ Staff are more confident with planning "goal free", numeracy lessons.
- ✓ Very good progress was made in this area.

Next steps:

- All staff to use HNP baseline assessments to monitor and track pupil progress and plan interventions.
- Staff to exclusively use the Highland Numeracy Maths Progression to plan Maths/ Numeracy lessons.
- Teachers to continue to make use of the outdoors and active maths approaches to engage and enthuse children to continue to progress their numeracy skills.

Digital Learning (Primary ASG Priority)

Purpose:

Throughout previous years, we have had considerable input with developing digital skills and looking at wider accreditation. However, this was due in 2020 and Covid alongside other priorities have meant it has never been fully embedded. Further work is required to ensure a progressive, consistent approach across all stages of the school and ASG. A few parents have expressed concerns around digital wellbeing and online safety. Furthermore, our moderation has shown that having this consistency will support at transition so that all children have acquired the skills they need to fully access digital learning opportunities at High School and beyond.

Progress:

- ✓ Staff have engaged in a wide range of digital training throughout the year to upskill. This has included AI, digital profiles, book creator, and internet safety.
- ✓ Digital Leaders have been appointed in the school to lead learning in areas of safe internet practices, cyber resilience and responsible digital usage.
- ✓ New Cannich bridge Primary School Website has been created and established.
- ✓ Creation of online digital profiles for Nursery – P7.
- ✓ ASG moderation of digital learning profiles.
- ✓ Digital leaders across the ASG met as part of internet safety week and shared online presentations informing one another what each school had been learning.
- ✓ Parents provided with information regularly in relation to social media, age-appropriate apps and the latest technological developments.
- ✓ All parents have signed acceptable use policy for chromebook usage.
- ✓ New iPads and big screens purchased for ASN pupils and Nursery.

Impact:

- ✓ Staff are more confident in delivering meaningful learning opportunities for digital usage and have begun to embed digital skills into the curriculum and daily practice.
- ✓ Children are more informed and aware of how to keep themselves safe online.
- ✓ All parents are allowing their children to have a digital learning journey and share progress and achievement on the new website ensuring equality and equity throughout the whole school.
- ✓ Almost all parents are confident that the school has correct procedures in place for sharing learning digitally and securely. This year we had no reports or concerns from parents or children with regards to digital wellbeing or online safety related issues.
- ✓ New website shares success and promotes engagement with the wider school community.
- ✓ ASG moderation ensures consistency of learning profiles and approaches. It also provided staff with feedback on how to promote independent profiling skills with children and encourage more parental engagement with children's individual target setting.
- ✓ Children are now working collaboratively across the ASG to form relationships digitally, develop confidence and share digital skills.
- ✓ Parents beginning to develop their awareness of online safety issues and feel more confident to support their child to deal with them.
- ✓ ELC developing confidence in using digital skills to enhance play and learning.
- ✓ Good progress has been made in this area.

Next steps:

- ASG progression pathway embedded into curriculum.
- More time for Early years and primary staff to embed practice and gather evidence to achieve Digital Schools Award and Digital Wellbeing Award.
- Visit to local ASG school who have achieved both digital awards for mentorship.

School Priority: Community partnerships, Food and sustainability

Purpose:

Our parent and pupil consultations raised this area as one which we could develop further. There are a number of parents with great skills in this area, including our parent council chair who works for Mu foods. The community grow group have also asked if we could take part in a community project which also links in well with this action plan. As the driver for our school is the local area and people and as this is an area we have not looked at before it feels appropriate to incorporate it into our school improvement plan.

Progress:

- ✓ Parent council secured funding and purchased an £8000 Ridan Composter.
- ✓ School hosted a learning showcase which informed the local community about the composter and what the expectations were for its use and community involvement.
- ✓ School upgraded the playground and purchased new planters to grow own fruit and veg.
- ✓ Food and Sustainability committee set up and established.
- ✓ Children hosted a Robert Burns Day Ceilidh and prepared all the food using local ingredients.
- ✓ Monthly market set up and established in local hall featuring local produce.
- ✓ Throughout the winter parents and local growing group ran soup making and music sessions free of charge for the local community promoting local produce.
- ✓ 8th Eco flag gained
- ✓ School playground upgraded with new sustainable play equipment, reduction in plastic usage throughout the school.
- ✓ Successful meeting with Head of HC catering to discuss food waste and composting.
- ✓ Links established with Lynne Laing HC Climate change and energy.

Impact:

- ✓ Children understand and have acquired basic skills in cooking.
- ✓ Children, parents and staff have a firmer understanding of where food comes from and the impact food miles have on pollution and sustainability.
- ✓ School is growing seasonal veg and fruit to share with the community.
- ✓ Children are using their numeracy skills to actively weigh and track food waste from the canteen so they can make informed decisions and campaign to reduce canteen waste.
- ✓ Children are aware of jobs in the area that are sustainable and are actively campaigning to keep these alive
- ✓ RSPB and Trees for life be involved with the school in promoting sustainable practice and planting trees in local reserve.
- ✓ Other schools have visited to discuss our playground and seek ideas for their own playground developments.
- ✓ Children are all much more conscious about environmental impact and shopping locally.
- ✓ Citizen groups play an active part in shaping our school improvements.
- ✓ Local community fully involved in developments in the playground, supporting Terracycle and really keen to also be involved in using the composter.
- ✓ P7 children interviewed for BBC one show in relation to rebuilding habitats destroyed by wildfire.
- ✓ Very good progress was made in this area.

Next steps:

- Established use of the composter in school and within the community.
- Community open afternoon to see Composter in situ and teach community how to use it.
- Move towards achieving zero food waste in the canteen.
- Grow own salad and seasonal veg for use as snack
- Engage in a case study with HC and promote composting with other schools.

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 fharsainge

- We were selected to be involved in a HC film alongside another primary school and a secondary school to promote Gold Rights Respecting Award.
- We had a stall at the Children's Services Showcase in Inverness Leisure in September.
- We achieved our 8th Green Eco school's flag in February.
- We took part in the Shinty World Cup in Kingussie.
- We entered the MacRobert Cross Country Event, x5 children engaging in their first ever cross-country event.
- Attended and had a stall at Soirbheas networking event in Cannich Hall in September.
- Won the P6/7 girls' trophy for cross country at our ASG event.
- Attended a rugby development day at Kilchuimen
- Teamed up with Teanassie Primary School to enter a team into the UHI shinty tournament.
- Took part in Ross County football skills session at Teanassie Primary School.
- Lots of shinty awards/medals awarded to various players for not only skills but fair play and goods sportsmanship from the local shinty club.
- We now took our first honey from our Bee Hives.
- We took ownership of x3 chickens and a cockerel and have enjoyed learning how to look after them.
- Bike ability level 2 – all P6 pupils passed.
- Entertaining the senior citizens at their Christmas party.
- Our annual craft and veg/flower show for the community was successfully put on in September.
- Held a Christmas Fayre in the community hall involving the local community and promoting local produce and craft.
- We held a Learning Showcase in the local hall for the whole community in February.
- Violinists have played at many concerts this session including setting up a new community Orchestra in Glenurquhart and having their first ever concert in June.
- We have continued to take part in Tai Chi blocks throughout the year run by a local expert from our community. These have proved popular and have allowed the children to develop skills in self-regulation and given them relaxation techniques.
- Various individual achievements e.g. dancing, gymnastics, Hapkido etc.
- We have raised money for our school through a Christmas Fayre and School Play.
- Pupil groups have chosen to and raised money for our local church, children in need, Homeless, MFR Christmas appeal, local foodbank, the armed forces/British legion, and others
- We have grown food and held a harvest thanksgiving to get food donated to take to our local foodbank.
- Improved our playground by inviting local parents in to help with a ground force day in October.

- We continue to run a community recycling hub in our playground.
- Purchased a RiDan composter to use in the community.
- Held weekend soup and music sessions throughout winter in the local hall.
- Some children ran the Inverness 5K for their local Shinty Club.

Comments from learners, families, stakeholders and staff

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

Some comments from stakeholders, staff, parents, Care Inspectorate, local community and from our self-evaluation activities throughout the year.

- The staff have children and families at the heart of what they do. They truly cared for them and want to provide a service that gives children the best possible start in life.
- I feel that my child is always supported and nurtured in his school environment. Best School Ever.
- I am well informed and feel the school supports my children and me as a parent.
- Thank you for displaying the children's work in the hall as part of the showcase, so much easier to see everything they are learning it also has brought everyone together. Fabulous Idea.
- It's clear that my son enjoys school, and I love how this learning profile brings up interests and feelings that we haven't explored at home.
- I love seeing my sons' achievements and targets all together which show great progression.
- The profile looks great, thank you. Great to be able to share targets and work on them at home too.
- It's nice to see what activities and learning they have been up to in their school day. Also to see their thoughts and comments on these events also.
- It's great to see the levels of reflection and self-assessment throughout the learning journal and we are proud our daughter has achieved writer of the week.
- Thank you for holding your learning showcase and flower and craft show in the local hall, we have no children in the school but loved coming along and seeing what you were doing.

Children's Voice

- I am proud of my maths in this school it is improving every year, I really enjoy active maths, it makes learning fun.
- I am learning so much maths. I am doing well in and out of school. it is the best school ever.
- I am nurtured, when I had a problem the headteacher got me help and support. Now I have someone to talk to, someone to listen to me. I am happy and that means I am doing well at school.
- I'm really enjoying our medical topic that we're doing currently, because I have discovered now that in the future, I want to be a doctor or a nurse.
- I love that at school I can just be myself and I am accepted for who I am. I'm not a superhero or a child with a label, I am me.

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	Good	Good
QI 2.3 Learning, teaching and assessment	Good	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.

We have rated ourselves as good for 1.3 and 2.3 (which is lower than last years grade) as there is a new Acting Headteacher in place this year and additionally new staff members so we need more time to embed practice.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Curriculum Development
- Pedagogy (Learning and Teaching)
- Food and Sustainability

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our new website

<https://sites.google.com/highlandschools.net/cannich-bridge-primary-school/welcome-to-cannich-bridge-primary> or by contacting the school office.