



STANDARDS AND QUALITY REPORT

AITHISG INBHEAN IS CÀILEACHD

Cannich Bridge PRIMARY and ELC

2025- 2026

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%



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
XX%

Average Class Size
4

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
38

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 2025/2026 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 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 are 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 Williams 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 Community who 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

Very good progress

Writing

Very good progress

**Listening and
talking**

Very good progress

Numeracy

Very good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

School Vision – Day by day every way we are learning, to strive hard in the things that we do, to be ready for life's every turning, with a heart that is steadfast and true.

School Values – Community Respect Inclusion Sustainability Perseverance.

School Motto – When it Rains Look for Rainbows



Community Respect Inclusion Perseverance Sustainability

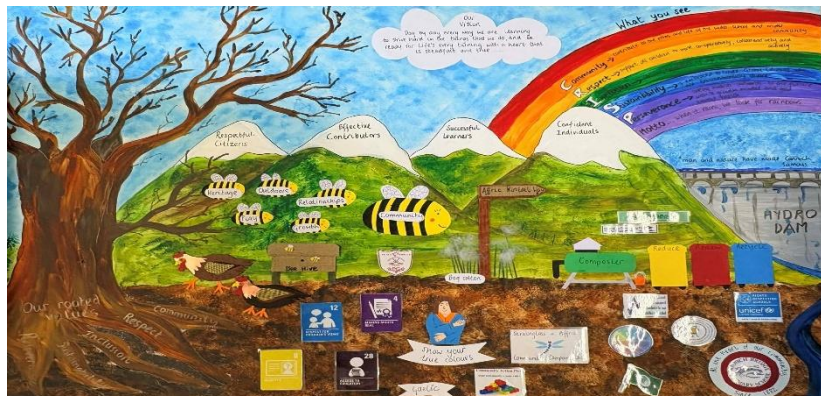
Review of progress for session

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 1: Learning Teaching and Assessment - This project is being developed in relation to Highland Council's Education Priority to improve standards and the quality of learning and teaching. Cannich Primary School has gone through a period of change with some long-term staff taking on new management roles and new members of staff coming into cover non-contact and management days. Through self-evaluation staff have requested and identified the need to review practice thus ensuring there are consistent approaches to learning, and teaching practices being delivered across the school.		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
Very good progress was made in improving learning, teaching and curriculum development, in line with National Improvement Framework drivers and local priorities. Effective engagement with pupils, staff, parents and the wider community resulted in a refreshed curriculum rationale, vision, values and aims. Almost all pupils have demonstrated increased ownership of the school's vision and values through pupil voice activities, learner discussions and showcasing learning at community events. Very good progress was made in developing a shared understanding of high-quality learning and teaching through collegiate working and professional dialogue resulting in the creation of a lesson evaluation toolkit based on effective pedagogy and inclusive practice. Increased consistency in learning and teaching approaches led to improved engagement and attainment for almost all pupils. All staff demonstrated an improved understanding of effective differentiation and high-quality teaching approaches. Classroom observations and learner feedback showed that almost all staff used questioning effectively to check understanding and extend higher-order thinking skills. Good progress was made within the ELC in embedding the Quality Improvement Framework across the nursery curriculum.	- Continue to embed the refreshed curriculum rationale, vision and values across all areas of school life to ensure sustainability and consistency. - Increase opportunities for pupil leadership and learner participation to further strengthen pupil voice and ownership of school improvement. - Further develop the learning and teaching policy through regular professional dialogue, moderation and classroom observation activities. - Continue to improve differentiation and challenge to ensure all learners, including those requiring additional support and greater challenge, make the best possible progress. - Further develop the use of higher-order questioning and effective feedback strategies to deepen learning and improve attainment. - Strengthen the use of attainment and achievement data to track progress and identify targeted interventions more effectively. - Continue to embed the Quality Improvement Framework within the ELC to support ongoing self-evaluation and continuous improvement, look	<u>Parents Views gathered at launch of new curriculum rationale:</u> "The new curriculum rationale is vital for our community, it is inspiring and I love the local connections to heritage, the outdoors, music and song". "Great focus on Scottish, heritage and history". "Inspirational". <u>Staff Views</u> The new curriculum rationale is more accessible to children, community and our context. It removes the jargon and gives everyone a sense of pride and belonging. <u>Children Views gathered throughout the year.</u> "I don't only know the school values, I live them" (Pupil P5-7)

Nursery staff demonstrated increased confidence in using self-evaluation and improvement frameworks to inform practice.	at ways of trying to capture learning more effectively and efficiently. - Develop children's confidence in leading reflections on their learning and identifying meaningful next steps independently. - Further enhance parental engagement through regular communication, learner conversations and opportunities to support learning at home through a digital platform. - Make effective use of the Northern Alliance Learning and Teaching Toolkit and the Highland Council Parental Involvement and Engagement Strategy to strengthen learning, teaching and meaningful engagement with families and the wider school community.	"Being included in everything despite not liking some subjects helps people learn as they learn to overcome their fear and anxiety. I used to hate maths, but my school and teacher taught me the value of perseverance and now I like it". (P5-7) "We do a Star assembly I love this it makes me feel happy and happy for others". (Pupil P1-4) "Putting achievements on book creator helps me learn as I can explain to others what I have done". (Pupil P5-7) "I like it when we play games like big, bad, wolf or make a rocket just because we want to". (ELC pupil)
Impact The collaborative approach to developing the revised curriculum rationale, vision, values and aims has ensured that all stakeholders felt valued and actively involved in shaping the strategic direction of the school, thereby embedding it as a living framework that informs practice rather than a static document. All classroom observations undertaken by the Head Teacher focus clearly on the use of learning intentions, success criteria and higher-order questioning. This ensures effective checking for understanding and the purposeful extension of learning, while providing a robust basis for targeted feedback and ongoing professional development. Learning reflections and target setting within online profiles are beginning to show improvement in children's use of reflective language and their ability to identify progressive and achievable targets, although further development is required to ensure consistency and depth across all stages. Self and peer assessment activities for staff are informed by pedagogical approaches, leading to targeted improvement plans being developed and implemented to strengthen practice and support ongoing professional learning. Staff effectively shared learning, attainment and next steps with parents through a range of approaches including open afternoons, pupil reports, target setting discussions, community learning showcases, weekly class blog updates and individual pupil profiles, resulting in a stronger shared understanding of children's progress and achievements. This remains an ongoing area of development to ensure consistency of parental engagement across the school. ELC staff have begun to embed the new quality improvement framework into practice and self – evaluation this has resulted in the creation of a reflective, child-centred nursery environment where continuous improvement leads to better experiences, increased attainment and achievement, and improved wellbeing outcomes for all children. HT, ASNT and PSA staff worked collaboratively on a termly basis to review, evaluate and update ASN plans, resulting in more responsive targeted support, improved inclusion within learning and teaching, and increased consistency in meeting the individual needs of pupils across the school.		
Improvements "Book creator isn't the best for profiling". P1-4 and P5-7 children "We would like to have access to something like seesaw but with less of the cost. Profiling using book creator isn't providing enough opportunities for parental engagement". Staff "More opportunity to see children's work and progress in one place". Parent "I would like to visit more schools I loved visiting Teanassie". (P5 pupil)		



School Priority 2: Community Partnership Food and Sustainability

Our parent and pupil consultations raised this area as one which we could develop further two years ago. Last year the school did a lot of work on growing our own fruit and veg and promoting local produce. On the back of this the Parent Council managed to secure funding from the community to purchase a RIDAN composter. It will be in situ from August, and it is the plan that the school will begin to run a community composting project and learn how to reduce food waste. There are several parents with great skills in this area, including our parent council chair who works for Mu foods, and we also have support from the council who are wishing to use us as a case study.



School Improvement Plan Priority 2

Summary of progress

All assemblies planned and delivered by HT have been linked to RRSA, sustainability and global goals.

The new curriculum rationale, vision, values and aims have promoted a shared commitment across the school and wider community to embed sustainable approaches and contribute towards achieving the national 2030 targets.

The creation of initiative groups has ensured that all children's voices (nursery – P7) are heard and has provided meaningful opportunities for them to lead and influence positive change within the school and wider community.

Weekly class debates and discussions in P5–7 were planned to encourage pupils to express their views and take action, particularly in relation to sustainable living. Through initiative groups and assemblies, children were also supported to campaign through writing and to engage with the local and wider community on issues that mattered to them and the changes they wanted to see.

All children consistently engaged in daily composting using the RIDAN composter, with compost being used to support new planters purchased by the Parent Council, contributing to the development of sustainable practices across the setting.

Children gather and record data weekly in relation to the weight of food waste being generated in the canteen. Data has been forwarded to HC catering department.

Next steps

- Work towards re-accreditation of Gold Rights Respecting Award in 2027.
- Continue to embed the refreshed curriculum rationale, vision and values across all areas of school life to ensure sustainability and consistency.
- Continue to strengthen partnerships with the local community and Soirbheas to explore and develop opportunities for extending the use of the RIDAN composter beyond the school, enabling wider community engagement and supporting shared sustainable practice.
- Meet with HC representatives and work towards using school grown and local produce in school canteen.
- Share the school's successes with the wider community in August, following the

Stakeholder Views

Education Scotland April 21st 2026

"I just wanted to thank you for the most amazing day yesterday. We loved our time with the Cannich Bridge community. The children, staff and community members all spoke with one voice about how their love for all things relating to nature, the environment and looking after one another in such a special place".

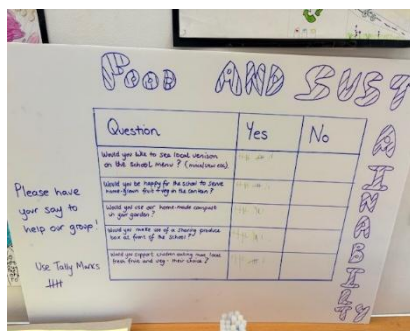
Education Scotland

Children's Views

Our school is lucky because we have things other schools don't like hens and bees. We have a park nearby and we have lots of people who help us. We have woods to explore, a local pitch to run on and a hall. P7 pupil.

Community Respect Inclusion Perseverance Sustainability

Parents and the local/ wider Community were invited to attend the October school open afternoon, February learning showcase and the annual School Flower and Craft show in September to communicate with staff and pupils and learn how they can also support the school growing and community composting project. In May, the school was visited by Education Scotland to support the development of a short video showcasing practice. In addition, forthcoming national Sustainable Learning Setting guidance and accompanying resources, including videos on Hope, Care and Action, are being developed as part of the Learning for Sustainability (LfS) Action Plan to provide further support to schools and settings. The Food and Sustainability group e-mailed the council to arrange a meeting with HC catering and Lynne Laing to discuss the possibility of using veg, fruit and home grown produce in the school canteen. Date for this meeting still to be confirmed.	release of the Cannich video by Education Scotland highlighting sustainable settings in line with the Year 2030 targets - Pursue accreditation as a Sustainable School to further recognise and build on current practice in Learning for Sustainability.	“Those visitors were really nice, they even came to see us with the bees and said it was relaxing, bees are relaxing”. P1 pupil “Our composter shows that the type of food we waste the most is fruit and vegetables, the very thing they want us to eat more off, it’s not the cook’s fault we just don’t like the fruit and veg the council buys”. P5 pupil <u>Staff –</u> “It’s heartening to see how involved the children are in their initiative group roles. They take great pride and enjoyment out of being involved in some of the simplest things but learn so much. None of the groups are chaotic they are all engaging and fully inclusive. The impact is children from nursery – P7 and all staff feel like they belong”. Cannich Staff 7/5/2026
Impact		<u>Improvements</u>
- Children have played a significant role in reviewing and renewing the school vision, values and aims, while also contributing meaningfully through initiative committees. This work was recognised during a recent visit from Education Scotland, with evidence captured through a video showcasing pupil leadership and participation. Children are actively influencing improvements across the school and wider community, for example by writing to the school canteen to suggest improvements to lunch choices and conducting surveys to increase the use of local produce on the menu. As a result, pupils from nursery to P7 demonstrate a stronger sense of belonging, inclusion and ownership within the school community. This is evidenced through increased engagement in decision-making, greater responsibility for maintaining and improving the school environment, and children independently identifying and developing areas for further improvement. -Children have developed a stronger sense of agency and voice through campaigning in writing and engaging with the local and wider community on issues that matter to them. This has enhanced their confidence, communication and leadership skills, which promoted active citizenship and empowering them to influence positive change beyond the school setting. - Children are fully engaged in the RIDAN composting system and carry out this responsibility independently and with confidence. This high level of ownership has been empowering, fostering independence, accountability and a strong commitment to sustainable practice across the school. - Children have been actively involved in gathering and recording data, supporting the work of diversified committees that reflect their interests and a shared focus on sustainability. This has fostered genuine responsibility across both staff, parents and pupils, promoting a calm, respectful ethos where all members of the school community demonstrate dignity in their interactions and approaches. -The visit from Education Scotland provided recognition of the school's practice and supported the development of a short video showcasing this work, reinforcing the school's positive profile at a national level. Involvement in forthcoming Sustainable Learning Setting guidance and associated resources, including the Hope, Care and Action videos, has further strengthened the school's commitment to Learning for Sustainability. As a result, children have developed a strong sense of pride in their school, recognising their role within a setting that is contributing to wider national priorities and showcasing effective practice.		“Set up a giving/ sharing box on school fence or gate so we can share our produce for free with the community”. (food group). “To go outside for all lessons and buy some nursery suits for us too”. (P1 pupil). “I want better lunch choices on the canteen menu”. (P4 pupil).



School Priority 3: Outdoor Learning

Our pupils raised this as an area which they felt we could develop further across the nursery and school. The children expressed that now improvements had been made to the outdoor area they wished more lessons to take part outdoors, they wished to make more use of the forest for learning and wanted to learn through more playful experiences outside. One of our school drivers is the community and local area therefore this is an area we wish to continue to develop and links well with other areas already identified in our school improvement plan.



Summary of progress and impact

All staff engaged in visits to playgrounds and nurseries across the ASG and surrounding area to gather ideas and share good practice. Insights and data gathered from these visits were used to inform and enhance current practice within the setting.

Early Years Practitioners facilitated the use of pupil voice, child-led activities and play-based learning to support the ongoing development of the outdoor forest area.

All teachers planned weekly learning experiences that incorporated outdoor learning, ensuring regular opportunities for pupils to engage with learning beyond the classroom.

Termly feedback was gathered from parents through questionnaires. The data was recorded by the Head Teacher and used to inform and drive forward improvements within the school.

Next steps

- Continue to build on the professional learning from ASG and wider nursery/playground visits by systematically evaluating the impact of identified good practice. Use this evidence to inform targeted improvements in play provision, outdoor learning environments and pedagogy, and embed regular opportunities for ongoing peer visits and professional dialogue to sustain continuous improvement.
- Further strengthen pupil voice by embedding regular, structured opportunities for children to lead the planning, design and evaluation of the outdoor forest area. Develop this practice through ongoing observation and documentation of children's ideas, ensuring these are systematically used to shape future enhancements and extend play-based learning experiences.
- Continue to embed outdoor learning as a consistent and progressive aspect of planning, ensuring evidence is systematically captured across all stages. Further develop the use of digital platforms and

Stakeholder Views

Headteacher Views

"Through visits to local schools and outdoor nurseries, staff have developed increased confidence in delivering high-quality outdoor learning experiences".

Parents

"The reduction of plastic resources in the playground and their replacement with natural materials has enhanced the fluidity, creativity and overall quality of the outdoor environment, supporting more imaginative and open-ended play". Parent Council

"The addition of flowers has made the setting more inviting and aesthetically pleasing". Parent

Community Respect Inclusion Perseverance Sustainability

All teachers provided evidence of outdoor learning and the skills developed by pupils through online profiles, class blogs, and by showcasing learning at the Open Afternoon in October and Community Open Day in February. Parental fundraising successfully supported further development of outdoor spaces, including playground enhancements, raised beds, a growing arch and outdoor seating, enriching learning opportunities. The Head Teacher monitored learning and teaching to ensure outdoor experiences were inclusive, appropriately risk assessed and effectively promoted play-based discovery and learning. Professional Review and Development (PRD) and Continuing Professional Development (CPD) activities also included a strong focus on outdoor learning, supporting staff confidence and practice. Headteacher attended Education Scotland's Pedagogical Leadership Training.	family engagement events to clearly demonstrate progression in skills over time and use this evidence to evaluate impact and inform next steps in learning and teaching. - Apply learning from Education Scotland's Pedagogical Leadership Training to further strengthen the quality of learning, teaching and assessment across the school. This will include leading collaborative professional dialogue, refining approaches to classroom practice and embedding consistent, evidence-informed pedagogy to drive continuous improvement. - Utilise the newly acquired local bus to extend outdoor learning opportunities beyond the immediate village, enabling pupils to access a wider range of environments and real-life contexts. This will further enrich experiential learning, strengthen community links and broaden children's understanding of their local area and beyond.	<u>Community Members</u> Visitors to the school have expressed increased pride in the school and enjoyment in visiting, with appreciation for the library as a valued and welcoming space.
Impact Staff have developed increased confidence in delivering outdoor learning strategies and effectively using natural materials to enhance learning experiences. The establishment of a dedicated woodland area has further enriched opportunities for play-based and experiential learning, strengthening engagement and supporting more meaningful connections with the natural environment. Children have actively contributed to the development of mini-beast exploration and den building activities, demonstrating strong ownership of their learning. This has supported increased engagement, independence and responsibility within outdoor learning experiences. Parents have actively contributed by sourcing and providing materials for the outdoor learning area, leading to increased community involvement and a growing culture of shared responsibility and support for school improvement. Children have developed a greater ability and willingness to assess risks independently, demonstrating increased awareness, responsibility and confidence in making safe decisions during learning experiences. The Parent Council has supported the development of outdoor learning spaces through the purchase of a polytunnel and raised beds. Additional investment in plants and outdoor planters for the office area has further enhanced the environment, contributing to improved aesthetics and learning opportunities.		<u>Improvements</u> We want to go to plodda falls and up Glen Affric to do nature activities. (P3 Pupil) Visit Corrimony RSPB reserve and plant more trees. (Nursery and P2 pupil).



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

1. The successful installation of the RIDAN composter at Cannich Bridge Primary School, strengthening the school's commitment to sustainability and outdoor learning.
2. The Annual Flower and Craft Show held on 5th September 2025, which raised £1500 for the school and was widely recognised as a highly successful community event.
3. Current and former pupils came together to participate in the George Phimister Memorial Trophy, strengthening intergenerational links through sport.
4. Monthly Star Assemblies celebrated and recognised on the school website showcase a wide range of wider achievements across the school community.
5. P4-7 pupils represented the school at the Shinty World Cup in September, demonstrating teamwork, resilience and sporting pride.

Community Respect Inclusion Perseverance Sustainability

6. Mrs Smart successfully completed the Inverness Baxters Marathon, showcasing personal achievement and inspiring the school community.
7. Pupils Thora, Martha, Roxy and Skye completed part of the Great Glen Way to raise funds for life-saving aid in Sudan, demonstrating compassion and global citizenship.
8. Catherine Reynard received the U12s trophy for effort and improvement at the Strathglass Shinty Club Annual Awards Ceremony in November.
9. Pupils engaged with local planners Nick Wright, Alex Grigg and Jeannine Mansell on 13th November to share ideas for the future development of Cannich and Tomich.
10. On 5th December, Skye, Bertie, Hunter and Catherine competed in a mini school shinty tournament in Glenurquhart, promoting participation and sporting engagement.
11. P5–7 pupils produced Christmas enterprise products, raising £203 at the Christmas Fayre on 7th December, developing entrepreneurial skills.
12. The school decorated a tree for the Glenurquhart Church of Scotland Christmas Lights Appeal on 11th December, contributing to a wider community celebration.
13. Pupils Arlo, Hunter, Skye and Bertie performed in the Glenurquhart Community Strings Orchestra Christmas Concert, showcasing musical talent.
14. The Cannich Community Christmas Lunch on 17th December was a highly successful community event, supported by staff, parents, pupils and the wider community, with pupils providing entertainment and assisting with service.
15. The Glenurquhart Community Coffee Morning on 19th December saw the Vause family actively supporting community hospitality by serving refreshments.
16. The Cannich Bridge Primary School Community Christmas Carol Concert raised £275 for local charities, supporting community wellbeing.
17. Past and present pupils, alongside community members, participated in a January shinty and soup event, encouraging participation and engagement in local sport.
18. Community winter sessions in January brought families together, with pupils and parents supporting soup preparation and community wellbeing.
19. A school-led bake sale in February raised funds for a local family affected by terminal illness and supported another family following a house fire, demonstrating compassion and community solidarity.
20. P7 pupil Kenny Duncan was recognised as a winner in the Highland Hospitality Primary Schools Menu Competition in March 2026.
21. A large group of 48 community members completed the Inverness 5K in March, raising funds for youth shinty development and the school fund.
22. The annual An Solas Mòr community walk in March saw pupils take part in a meaningful community tradition symbolising “from darkness to light.”
23. The Cannich Bridge Primary School Learning and Teaching Showcase in Cannich Hall on 27th March celebrated achievements and launched the school’s refreshed vision, values and aims with the community.
24. The arrival of a new community minibus in March 2026 significantly enhanced transport provision and community connectivity.
25. A community celebration was held on 3rd April 2026 to recognise and thank long-serving minibus drivers Bill and Edith for 42 years of dedicated service.
26. Pupils created birthday cards for local resident Amelia McCorriston to celebrate her 95th birthday, strengthening intergenerational relationships.
27. Education Scotland visited the school and wider community on 23rd April 2026 to create a national short film showcasing Cannich as a sustainable learning community.
28. The permanent appointment of Mrs Reynard as Headteacher of Cannich Bridge Primary School was a significant achievement, reflecting both personal professional success and the strong support and trust of the wider school and community.



Comments from learners, families, stakeholders and staff
Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Community Respect Inclusion Perseverance Sustainability

Views gathered from Parents and Community at the launch of our new Vision, Values, Aims and Curriculum Rationale.

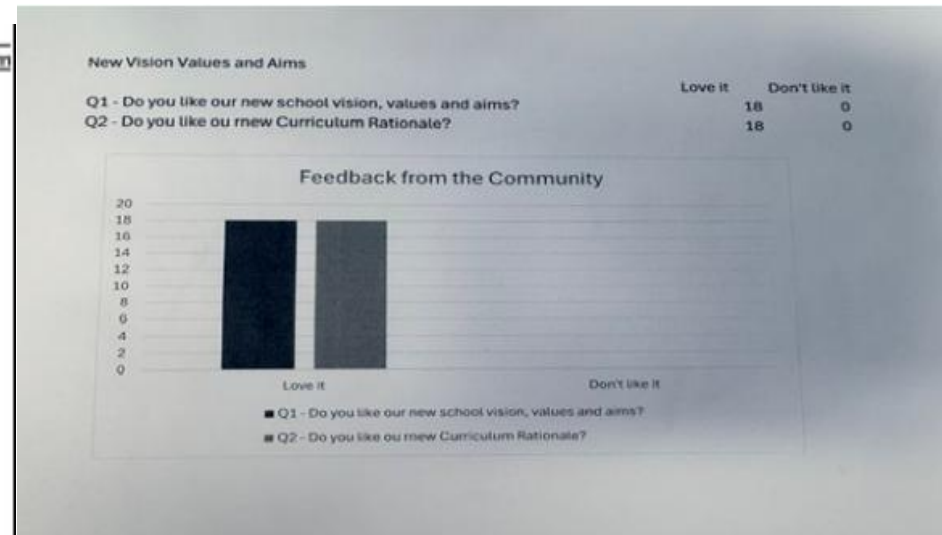
Stakeholder views

Parents Views gathered at launch of new curriculum rationale;

"The new curriculum rationale is vital for our community, it is inspiring and I love the local connections to heritage, the outdoors, music and song".

"Great focus on Scottish, heritage and history".

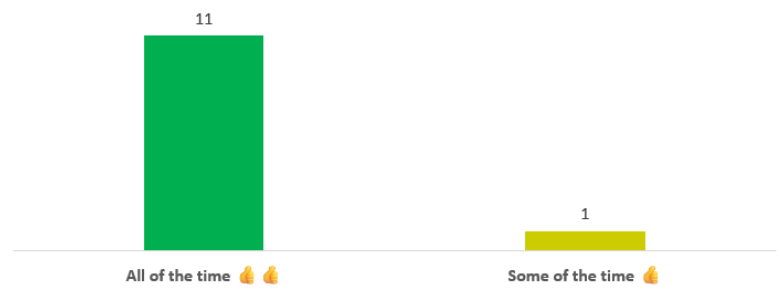
"Inspirational".



- I am so grateful we have found this community and my son to be in this school. (Parent Dec 2025)
- I just wanted to say how much I enjoyed your Christmas concert last night. The children were clearly enjoying themselves and were a credit to you. I know how much work goes into putting on a performance-I was a visiting music specialist before I retired! - and your efforts were all much appreciated. (Grandparents of P1 pupil Dec 2025).
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Selection of Children's Views

Q24. I am happy with the quality of teaching in my school



What we do well

- 1) A lot of effort is put into topics
- 2) Teachers do more showing than telling.
- 3) P.E is amazing we do lots of different sports and activities.
- 4) Learning times tables through games.
- 5) Having people come in to help us with topic and learning.
- 6) Learning through lots of play.
- 7) Doing maths games on the chrome books.
- 8) Reading class novels together.

What can be done better?

- 1) More **outdoor learning**
- 2) More **watering the plants and doing outdoor jobs.**
- 3) More learning on chromebooks.
- 4) Some children need help with being able to focus better
- 5) I would like to **visit more schools** I loved visiting Teanassie.
- 6) Going **outside for more lessons.**
- 7) All teachers should do similar things like fun active learning.
- 8) Some children need to be more motivated so they can be eager to learn.

Theme 1

Our relationships

This theme is about how well everyone supports each other to work, learn and achieve success in your school. It is about the quality of relationships amongst pupils and between pupils and the adults who work with children and young people as part of your school community. This is an important theme because the relationships you have with the people around you are likely to have a big impact on how you all feel about school.

May 1st 2026
All 33 children were interviewed as part of Assembly.

Some features of highly effective practice:

- 1) Our school welcoming and everyone here that they belong here. Everyone has opportunities to make friends and feel part of a group.
- 2) We care in our school both demonstrated genuine respect of race, age, gender, ethnicity, religious belief, sexual orientation or disability.
- 3) Our staff are caring and make us feel safe in school. We feel happy, safe, supported and protected when we attend school.
- 4) Our school has effective rules of quality and respectful behaviour so that relationships can be improved and remain positive.
- 5) Children and young people's rights are respected in our school. We have been able to contribute to shaping the school, values and aims for our school.
- 6) Every pupil has an adult they feel known and safe. Everyone feels able to go to that adult when they have a problem or need support.
- 7) Staff and pupils set high expectations for behaviour in our school. Everyone strives to meet these.
- 8) All staff support us in our work. They challenge us to try new things and help us to improve. They listen to our ideas and help us to make them happen. They are always encouraging us to be the best we can be.
- 9) We are encouraged to take responsibility for our own actions and relationships. We are encouraged to consider how our actions affect other people.
- 10) Our staff are good role models for us. They promote positive relationships and a positive school culture.
- 11) Our learning helps us to consider how to build positive relationships and a positive school culture.
- 12) Our school has strong nurturing approaches which support us to build positive relationships and wellbeing.

Question	Tally	Score	Highly Satisfying	Grading
1	HHH HHH HHH HHH HHH	35	All	Very good ⑤
2	" J Sum	38	All	VG
3	Sum	38	All	VG
4	Sum	38	All	VG
5	Sum	38	All	VG
6	Sum	38	All	VG
7	Sum !!!	38	All	VG
8	Sum	38	All	VG
9	Sum	38	All	VG
10	Sum	38	All	VG

"We don't have any bad behaviour or bullying in our school as we are all one big happy family. Ok sometimes we may disagree but that's ok. Everyone is entitled to their opinion, and we are a rights respecting view so we listen and include everyone. Our values CRISP have really shaped our School." MGT P7

"We are so good with our food and sustainability that important people from education came to see us". AV P4

"I really love the school they understand me and how maths makes me anxious, they've taught me mistakes are good, I thought this was strange at first and going against logic, but they were right". NO P5

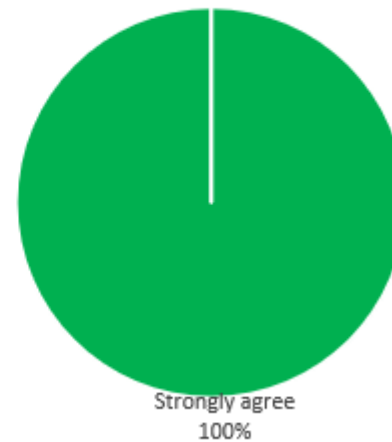
Staff collective Views

- 1) We have clearer shared values across the school and nursery.
- 2) Children are a lot more confident in talking about Community, Respect, Inclusion, Sustainability and Perseverance.
- 3) We all worked well together to create a more consistent approach to learning, teaching and wellbeing and we take great pride in what we have created.
- 4) The vision and values are becoming more visible in everyday practice and interactions with staff, children and families.
- 5) The food and sustainability focus across the school has been fantastic. Seen massive improvements with the children's engagement in the outdoors and the pride they take in looking after their planet. The children are seeing the process as a full circle – filling the composter with canteen waste – creating compost, using it to grow fruit and veg in the planters – then process starts again.

Q1.I find it rewarding to be a member of staff at this school



Q2.I feel a valued part of the school's community



Community Respect Inclusion Perseverance Sustainability

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	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
Other QIs reviewed		

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

The school is in a strong and positive position, with staff, parents and the wider community working collaboratively and with high levels of commitment to support all children to achieve their full potential and be the best they can be.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Profiling and Assessment
- Continuing to embed Food and Sustainability
- Continuing to invest in resources to improve our indoor and outdoor learning and teaching provision.
- Familiarisation with the Curriculum Improvement Cycle.

Planning ahead

A' planadh air adhart

Full details of the school's 2025/2026 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://sites.google.com/highlandschools.net/cannich-bridge-primary-school/welcome-to-cannich-bridge-primary> or by contacting the school office.