



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Carrbridge Primary School and Nursery



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Introduction: Local and National Context

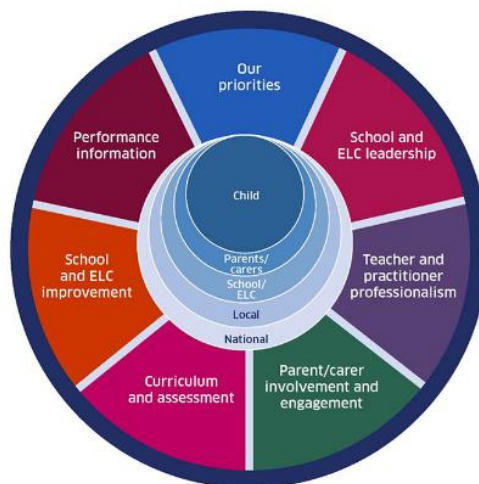
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%

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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-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Name
Head Teacher
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.

All primary schools to include

Attendance 96.1%	Average Class Size 18.8	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 75 (+21 nursery)	Teacher Numbers 5	Pupil Teacher Ratio 15.3

For schools with a roll exceeding 50

N3 XX%	N4 XX%	P1 9.3%	P2 18.7%	P3 16%	P4 13.3%	P5 13.3%	P6 14.7%	P7 14.7%	
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 0-30%		No ASN 70-80%		FSM ³ 0-10%		No FSM 90+%		EAL ⁴ 0-10%	
								No EAL 90%	

2024/25 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

Gaelic Medium 2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (C1, P4, P7 combined):

Gaelic reading	Gaelic writing	Gaelic listening and talking
Choose an item.	Choose an item.	Choose an item.

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

Carrbridge Primary School is located in a rural area serving the local community of Grantown on Spey in Badenoch and Strathspey.

There are 75 children attending the school and 21 children in nursery, ranging from N3 - P7. P1 - 7 split into composite classes of P1/2, P2/3, P4/5 and P6/7 and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Carrbridge Primary School and has a teaching commitment of 0.6. The headteacher is supported by a principal teacher.

As the school roll comprises 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 mostly 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

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.

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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: Raising attainment in Numeracy with a focus on mental maths

Some good practice already exists within the school regarding the teaching of Numeracy however this is not resulting in attainment of First/Second Level for a number of our pupils. Time was planned throughout the year for Numeracy to take place within the school setting but this needs to be scaled up to include ASG and have a specific focus on First/Second Level. Account needs to be taken to mitigate impact of COVID absence on the success of the project.

Progress:

Content:

- ✓ Progress towards NIF drivers and local priorities is communicated clearly and briefly
- ✓ Baselines for pupil progress done using data from SNSA, SOFA, and teacher assessments.
- ✓ Staff discussed ACEL benchmarks with HT and used to inform planning.
- ✓ Collegiate time given to staff to familiarise themselves with Numeracy diagnostic tests.
- ✓ CAT sessions with Emily Short, Numeracy support officer, which proved very useful and staff used resources to support planning, teaching and learning.
- ✓ Mental maths strategies included supermovers, loop cards, numicon etc to support learners.
- ✓ Number sprinkles used as a focus for each CAT session with NSO.
- ✓ Precision training for basic facts.
- ✓ Maths linked to other subjects as part of IDL.
- ✓ Individual support for group of pupils by ASN team.
- ✓ HT keeps a trackers for all pupils and mapped progress. Every year a value

Impact:

- ✓ Evaluation of the impact of the school's actions to improve excellence and equity, and achieve positive outcomes for all children and young people is clear
- ✓ HT kept detailed reports of pupil progress which was updated regularly through teacher/ Head teacher meetings.
- ✓ Good progress was made of supporting pupils learning in Numeracy following support from Numeracy Officer.
- ✓ Mental maths skills were developed and showed good improvement with some children.
- ✓ Good progress was made using the resources supplied by Emily. A positive ethos was created and supported staff to adapt and enhance their teaching of numeracy.
- ✓ Good progress was made with precision training and is used regularly.
- ✓ Very good progress was made with our tracking of pupil progress. We used the data effectively to ensure that programs were put in place to support pupil.

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added review is done to ensure that support provided is appropriate and meaningful.

- ✓ ACEL data was collected in Term 1 and Term 4 in consultation with staff.
- ✓ Highland Numeracy trackers were started this year and will be continued.
- ✓ Transition meetings with GGS pinpointed those that needed support in S1.
- ✓ New S1 pupils will get support in class with PSA or I base if needed.

Next steps: We feel that raising attainment in Numeracy and mental maths in Nursery and Primary school is progressing well and we will monitor what we are doing and support pupils continuing progress.

School Priority: Raising attainment through quality teaching and learning

Purpose:

We have new staff including a probationer so felt this was a good opportunity to work towards a shared vision of what quality learning and teaching looks like at Carrbridge PS and Nursery.

Progress:

Content:

- ✓ Collegiate sessions to discuss what makes a good lesson.
- ✓ Use of Bruce Robertsons Power up the Pedagogy book focusing on each chapter.

- ✓ Pupils in P4-7 used aspects of HGlourSchool to focus on what is going well and what we need to develop through Pupil groups.

- ✓ Staff did informal observations together.

- ✓ Staff met HT each term to go through needs of class and ensure support in place.
- ✓ HT and ASN teacher met regularly to make sure that all external strategies and support with outside agencies was followed up.

Impact:

- ✓ Used learning, teaching and assessment document to set standards. Progress made and will be extended next year.
- ✓ Progress made using Power up Pedagogy. Used as a starting point for discussion.

- ✓ Pupil groups reflected on our school using aspects of HGlourSchool. Positive start which will be developed in 2025-26.

- ✓ Progress made doing observations. Formal plan agreed and will be developed next session.

- ✓ Good progress made with meetings and analysing data to bridge gaps.

- ✓ All pupils made measurable progress and this was reflected in teachers tracking and HT tracking overview.

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- ✓ SOFA/ SNSA data was analysed so that gaps in progress were identified.
- ✓ ACEL Data was submitted so trends could be discussed.
- ✓ WTA planned to ensure learning and teaching at centre of cpd.
- ✓ Moderation calendar in place so that ALL pupils summative and formative data was available.
- ✓ Culture of professional learning amongst staff was started.
- ✓ Staff used CPD and professional reading to enhance teaching.
- ✓ All staff ensured CPD reflected learning and teaching.
- ✓ All staff used professional dialogue within CPD meetings developing a culture for improvement.

Next steps: This area for improvement will be continued next year following HMI report.

School Priority: Quality teaching of Numeracy in Early Years

Purpose:

Nursery staff are looking at teaching of Numeracy in Early years setting which links to Numeracy project in main school.

Progress:

Content:

- | | |
|---|---|
| <ul style="list-style-type: none"> ✓ Staff followed numeracy training from ELC Highland ✓ Highland Numeracy Progression introduced. ✓ Audit of Numeracy resources indoors and outdoors done and resources ordered. ✓ EYP's took leadership roles with opportunities to develop number on the floor. ✓ Block play bought and used. Staff watched Education Scotland Block play bitesize sessions. | <ul style="list-style-type: none"> ✓ Good progress was made with staff finding the training useful and informative. ✓ Progression introduced. Further time needed to look at document thoroughly. ✓ Very good progress made with audit with resources purchased. ✓ Good progress made with new staff taking on leadership roles. ✓ Block play has been a very positive purchase and excellent progress has been made with children's problem solving and use of mathematical language. |
| <ul style="list-style-type: none"> ✓ Parents invited to stay and play with a focus on Numeracy. Parents were invited to fill in questionnaire about Numeracy which will form focus for next parent sessions. | <ul style="list-style-type: none"> ✓ Stay and plays are always full and this has been a great way to gauge parents knowledge of Numeracy and how it can be developed at home. Questionnaires provided useful feedback. |

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- ✓ Forest school used as a way to explore Numeracy outdoors.
- ✓ Digital learning was enhanced by purchase of programmable robot – EaRL.
- ✓ Good progress made with Numeracy outdoors using Forest school.
- ✓ Digital learning continues to be developed with EaRL used for group activities.

Next steps: Nursery staff are going to use the Highland Council Numeracy Progression document to plan for a develop quality numeracy experiences both indoors and outdoors.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our Pupil equity plan has allowed us to provide targeted pupils with regular programs of work which are delivered by experienced teachers and PSAs. As it has been targeted correctly, assessments such as INCAS have shown that pupils in these groups have made progress.

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 Rosalind.

Daily mile – all classes

Nursery – RHET teaching resources.

After school clubs with Active schools

P7 curling.

After-school clubs

A9 visit with P5 and P6

Whole school visit from Cairngorm Ranger

Internet safety assembly for Internet Safety Day

Emotional check ins for everyone after playtimes.

P6/7 ski and snowboarding lessons (paid by Parent Council)

P7 sports leadership training and leading activities.

Community Orchard visits and project linked to Edinburgh University

P7 volunteering – summer term

Celebrating out of school achievements in assemblies and linked to Meta Skills

Talent assembly

Class assemblies

Safe Strong and Free

P6/7 stem skills Academy,

nursery toothbrushing with dental nurse

P7 trip to Lagganlia

Weekly transition from Nursery to P1. (summer term)

Extra transition to GGS

P7 Christmas ceilidh to GGS

Drum Fun (Summer Term)

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Creeping Toad (Summer Term)

Mandarin

World Book Day

Wear green for DIPG.

Wear yellow for Cystic fibrosis

Red Nose Day

RSPB visit

Pupil groups – eco schools, JRSO, Internet safety, Pupil council, library, RRSA

P67 bikeability.

RRSA bronze award and silver action plan.

Wind in the willows musical

Comments from learners, families, stakeholders and staff

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

Learners Comments

School

- ✓ This school is amazing and fair.
- ✓ We are treated fairly
- ✓ We have lots of rights around school
- ✓ We have lessons about rights and made a class charter
- ✓ I like digital technology
- ✓ Friendships are good.
- ✓ We are eco-friendly
- ✓ Teachers are good
- ✓ Our school is inclusive and friendly
- ✓ We are a rights respecting school
- ✓ Our school is nice and small.
- ✓ It is welcoming.
- ✓ We have lots of opportunities like bike ability.
- ✓ Our school is respectful.
- ✓ We love our lunches
- ✓ I like playing with my friends at playtime.

Numeracy

- ✓ I am getting faster at mental maths
- ✓ I am doing well at maths
- ✓ I feel I'm getting better at maths but I need to do more
- ✓ My times tables are getting quicker
- ✓ Maths is a hard subject for me but I feel that I am improving.
- ✓ I am definitely improving and can now do things I couldn't do in P45
- ✓ The teachers challenge us to work our hardest.
- ✓ We get help with the tricky questions.

Learning and teaching

- ✓ We are taught at our level
- ✓ We are aware of what we need to learn

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- ✓ I do understand what I need to get better at
- ✓ I know what I need to improve on.
- ✓ I have lots of targets I am working on.
- ✓ We know what we're learning in every lesson.
- ✓ The teachers explain the lessons well.
- ✓ Teachers help pupils when they need it.
- ✓ I like learning, playing and sharing (P12)
- ✓ The topics are good and interesting

Families

- ✓ I think you all do a wonderful job. My kids have come out with many skills, experience, knowledge and kindness. I couldn't have asked for a better school
- ✓ I also think you do a wonderful job and both my kids have thrived at Carrbridge nursery and primary.
- ✓ I am very proud of Carrbridge Primary school and the fantastic job all the teachers do. The happy well rounded and successful pupils are testament to that much more than any inspection could ever be.
- ✓ We feel so grateful to have such a supportive learning environment and really appreciate all your hard work! I'm always telling people what a great school Carrbridge is!
- ✓ We're so grateful to all the people who work in the school and for the opportunities the kids get

Stakeholders

- ✓ It was great to work with the children today.
- ✓ I just wanted to say that it has been a pleasure working with you and your team over the past year – you always made me feel so welcomed at sessions I did, in person and online and it was great to be involved in your improvement project on Numeracy; I hope that the work was worthwhile.
- ✓ 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.
- ✓ Congratulations to everyone at Carrbridge Primary School for renewing your Eco-Schools Green Flag Award! I enjoyed reading your application and can tell that you have put a lot of work into your Green Flag journey. You've done so much it's difficult to single out only a few things to mention but I'll try! I liked reading about how your Environmental Review process asked pupils what they were most interested in and this is what has led your planning.

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You've also done a great deal of work on Food growing and I love that your garden signs were made in both Gaelic and Scots – what a fun way to link to the Curriculum.

Staff

- ✓ Working recently with such an incredible team has been a deeply rewarding experience, and I am grateful for the opportunity to have been a part of Carrbridge Primary School
- ✓ Despite the disappointment of the inspection I feel that the school is doing well with the improvements in SIP. I look forward to the HMI team returning and seeing what we are doing.
- ✓ Carrbridge Primary has an overall friendly and included feel about it. I am proud to be a part of the team and feel that every pupil and staff member is valued and their views are always heard.
- ✓ I think it really helps when everyone shares what they are doing/moderate regularly and follow the same programme of work eg Big Writing. This helps with transition from year group to year group and makes progression and next steps much easier to see.
- ✓ We have noticed an increased interest in some of the nursery children mark making, in wanting to copy letters and words and two are wanting us to scribe stories for them. We have a display in nursery linking activities to Rights Respecting Schools. Carrbridge Primary continues to be a friendly, caring school and all pupils have experienced many wider opportunities.
- ✓ Improving writing:
I led non-fiction writing in P4/5 and believe the class overall progressed really well by including the features for non-fiction writing in their work. Presentation progressed really well and for many independently too towards the end of the session.
- ✓ Overall the pupils are very respectful towards each other. Follows adult direction/instruction and in particular I find the inclusion of parents and visitors a particular strength. Parents here are very happy to be involved, which creates a school in the community and not separate to it.
- ✓ Pupils engagement with the orchard close to the school is very positive too. Pupils are awarded certificates at Assemblies and can share their wider achievements with the school and community and it is lovely to hear what they are involved with out with the school.
- ✓ Supporting learners is a high priority in the school and children have targeted support daily and weekly and I have seen progress in independence from pupils in all classes. Growing confidence is evident and so is progression in pupil's learning

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	Satisfactory	Satisfactory
QI 2.3 Learning, teaching and assessment	Satisfactory	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Satisfactory	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

We will welcome HMI back in 2026.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- *Quality Teaching and Learning in every class*
- *Developing Numeracy assessment in the Nursery through ongoing assessment.*
- *Embedding attainment and achievement over time.*

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 website [ADD LINK](#) or by contacting the school office.

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