



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

CARRBRIDGE PRIMARY/ELC



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 95.2%			Average Class Size 19.5			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 78(+21 nursery)			Teacher Numbers 5			Pupil Teacher Ratio 15.9		
N3 9%	N4 9%	P1 9%	P2 9%	P3 19.2%	P4 16.7%	P5 15.4%	P6 15.4%	P7 15.4%
SIMD Q1 ¹ 0-10%	SIMD Q2 0-10%	SIMD Q2 0-10%	SIMD Q3 0.10%	SIMD Q5 90%	Unknown 0.10%			
ASN ² 30-40%	No ASN 60-70%	FSM ³ 20-30%	No FSM 70-80%	EAL ⁴ 0-10%	No EAL 90+%			

2025/26 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

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

Kind	Friendly	Inclusive	Team	Supportive	Community
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Reading	Writing	Listening and talking	Numeracy
Almost all	Almost all	Almost all	Almost all

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

There are 78 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.

Kind	Friendly	Inclusive	Team	Supportive	Community
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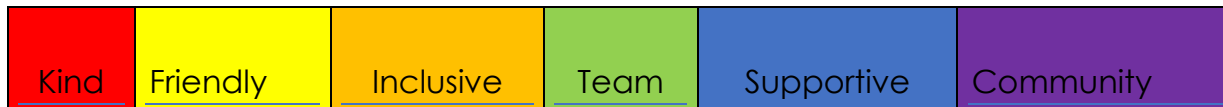
School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision

Our vision is for every pupil to discover their potential and achieve their goals through a fun, challenging and inclusive education.

Values



As a Silver Rights Respecting school we aim to:

- To provide quality teaching and learning, both outdoors and in classroom, which are fun, engaging and develop creativity and individuality.
- To celebrate success and individuality of whole child
- To work in partnership with parents and carers
- To create a feeling of responsibility for the school, the community and the wider environment.
- To foster a nurturing approach; building resilience, confidence and healthy minds
- To foster a whole school approach which fosters physical, mental, emotional and social wellbeing where pupils are safe, healthy and included.
- To build leadership skills that encourage teamwork, respect and positive relationships.



Review of progress for session

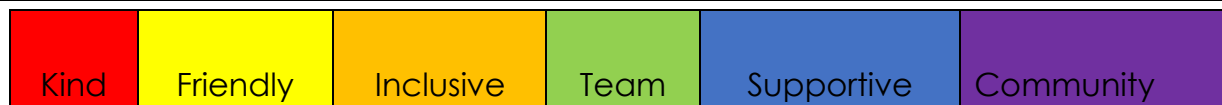
Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

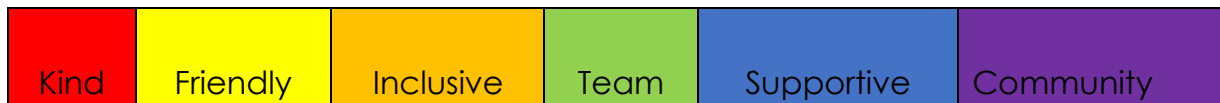
School Priority 1: Improving teaching, learning and assessment

School Improvement Plan Priority 1

Summary of progress	Next steps
✓ Staff worked together to discuss what a high quality lesson looks like. They created a teaching and learning jigsaw which included all the elements. ✓ Staff used the power up your pedagogy as part of collegiate sessions.	Create a Professional Learning Calendar Implement a clear PRD meeting calendar for all staff to work with SMT to evaluate classroom practice, identify strengths and clear goals/next steps for development.
✓ Observations were done as part of the monitoring calendar. Staff peer observations were done in Terms 1 and 3 with formal observations by HT done in Term 2 and 4.	All staff will review the school learning and teaching policy to agree on what good learning looks like. Senior leaders will visit classrooms to ensure the policy is being implemented in all classes.
✓ Staff met HT termly to discuss planning folders. HT monitored planning folders and folders were also moderated amongst staff.	Planning guidance will be developed to support consistent and effective teaching and increase pace of progress for all learners.
✓ Questioning skills developed using range of strategies including blooms taxonomy and power up questioning. Effective questioning moderated with CT observations.	Staff to use a range of questions to extend children's thinking during learning Review AfL approaches and share good practice



✓ Class charters are on display in all classrooms and internet safety was added as part of the digital learning progression ✓ Pupil groups were developed this year with roles created for Primary 1-3. Groups met once a term with this increasing to twice a term. ✓ Staff visited different settings as part of HMI recommendations. This visits were recorded and impact discussed in meetings with HT. ✓ Early years staff introduced play pedagogy in P12. This has been timetabled following advice from another setting. Class teacher completed courses as part of her CPD. ✓ Outdoor learning progression developed. ✓ Digital progression framework developed for all levels. ✓ Working trackers for benchmarks developed and used in planning folders. ✓ Termly meetings with CT/HT continued with each child's progress monitored across lit/ Num and HWB. Any barriers to learning were discussed with ASN teacher. ✓ All data to be added to an assessment excel document which will log achievement over time.	Pupil groups to continue using HGiourS. Work towards Play Pedagogy award with Play Scotland to provide a structured whole school approach to embed play pedagogy. Introduce more active, play-based learning at the early stages to allow children to develop creativity, curiosity and to apply their learning in different contexts. Develop the environment and resources to encourage play. Provide a balance of child led and teacher led activities. More regular outdoor learning experiences across all classes Children to act as 'digital leaders' to help staff and peers to develop their skills in using technology. Staff will be supported to build confidence in using data to inform teaching.
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Impact
✓ Regular meetings with HT and staff developed teaching and learning and what it should look like in class. ✓ Questioning skills were developed. ✓ Planning folders were moderated regularly and ensured the curriculum was covered across levels. ✓ Digital leaning was expanded across school and included nursery. Some older pupils were digital leaders. ✓ An Outdoor learning progression was produced and this is ready to be used with end of level benchmarks. ✓ Staff tracked progress of all pupils using a monitoring calendar and input data onto a tracking document. ✓ Progress was made however this needs to be more embedded and secure.

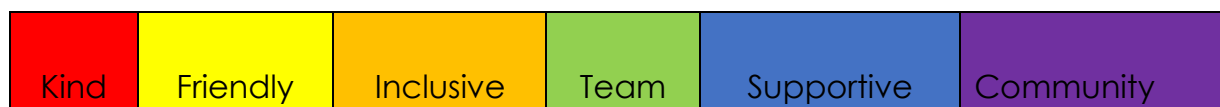
School Priority 2: Raising attainment and achievement	
School Improvement Plan Priority 2	
Summary of progress	Next steps
✓ HT created an online tracker for each child across all areas of the curriculum. Staff added to it across year and data was discussed and analysed regularly. ✓ CT and HT met termly to discuss pupil progress and any barriers to learning. Written records of all attainment meetings were logged and reviewed. ✓ All staff met to discuss monitoring calendar with clear dates for formative and summative assessments to be completed and logged. ✓ Wider achievements were tracked and celebrated in special assemblies and logged in a document. This was done termly and linked to Shanarri, RRSA and school values. ✓ Planning folders monitored termly. ✓ Contents page of what needs to be included in the planning folder shared with all staff ✓ Written feedback and next steps to improve planning provided and discussed. ✓	Assessment approaches will be reviewed to make sure assessment information is used well to plan for next steps in learning for pupils. More rigorous tracking and attainment meetings to review progress and attainment of all pupils each term, plan timely interventions Teachers will work together to plan and moderate learning activities.

Kind	Friendly	Inclusive	Team	Supportive	Community
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Impact
✓ Online tracker started and useful document however it didn't show enough attainment over time so needs more data to be included. ✓ Regular meetings with CT and ASN teacher embedded and discussion highlighted all pupils who needed an intervention. ✓ HT completed value added assessment to track interventions and impact on learners and achievement. ✓ Families enjoy the wider achievement assemblies and we celebrate almost all pupils. ✓ Monitoring and assessment calendar used and provided a wide breadth of data. ✓ Planning folders moderated and monitored with a contents sheet agreed by all staff. ✓ School curriculum document embedded and used for long term planning.

School Priority 3: ELC to use assessment data for effectively to enable all children to make progress

School Improvement Plan Priority 3	
Summary of progress and impact	Next steps
✓ Every child in Nursery has an individual tracker for attainment in Literacy, Numeracy and HWB ✓ Termly tracking meetings are held with EYP and HT to discuss progress, barriers for learning and next steps for all pupils. ✓ Developmental overviews are tracked twice a year. ✓ HC numeracy progression at early years was looked at during INSET. ✓ Staff visited other settings to look at play and tracking.	✓ Staff will observe and record significant learning across all curriculum areas and use this evidence more effectively to inform planning. ✓ Termly tracking sessions will be planned to map where children are in their learning and to ensure that barriers to learning are identified and pupils achieve their full potential. ✓ Staff will develop their understanding of Numeracy using the HC numeracy progression. ✓ Next steps will be more closely linked to prior learning so pupils and parents can see progress made.



✓ Planning and assessment was discussed with EYESO and staff. ✓ EYP took on leadership roles within Nursery and focussed on outdoor play and areas within nursery. ✓ 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. ✓ Observations recorded in pupil folders and work from walls was collected in big books and annotated by staff and pupils. ✓ Resources were audited, replaced or refreshed particularly in outdoor areas. ✓ Space within Nursery was also audited and questionnaire with parents used to ask their ideas.	✓ Opportunities to visit different settings will be developed for all EYP ✓ Stay and play sessions will focus on the learning skills and skills children develop to help parents understand their child's progress.
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Impact

✓ Good progress was made with staff finding the training useful and informative. ✓ Highland Progression introduced. Further time needed to look at document thoroughly. ✓ Very good progress made with audit with resources purchased. Areas within Nursery have been developed. ✓ Good progress made with new staff taking on leadership roles. This has been linked to their CPD. ✓ Stay and plays are always full and this has been a great way to gauge parents knowledge of Numeracy in the Nursery setting.. Questionnaires provided useful feedback.

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- ✓ Good progress made with Numeracy outdoors using new resources and planned areas outside.

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. Our PEF has been used primarily to provide an additional PSA for a period of time. As it has been targeted correctly, assessments such as SNSA and SOFA 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, chanter, gaelic singing and whistle FEIS, P12 singing with YMI and drumming with Maddy.

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

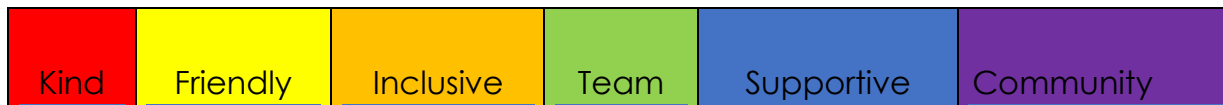
Internet safety assembly for Internet Safety Day

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. School aims, SHANARRI and Childrens rights.

Talent assembly

Class assemblies

Safe Strong and Free

P67 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

Creeping Toad

Mandarin P2 -P7

World Book Day

Wear green for DIPG.

Red Nose Day

RSPB visit

Pupil groups – eco schools, JRSO, Internet safety, Pupil council, library, RRSA including groups for P1-P3

P67 bikeability.

RRSA silver award and gold action plan.

Wind in the Willows musical



Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, 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

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- ✓ 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
- ✓ 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 carrbridge primary is a great school and works within its aims including all the children.
- ✓ School is a1
- ✓ 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



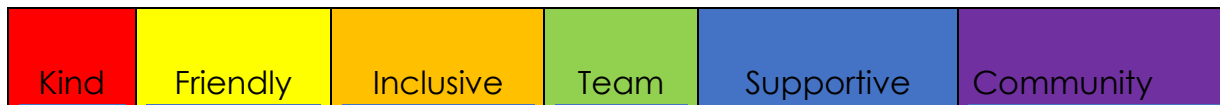
Stakeholders

- ✓ It was great to work with the children today.
- ✓ Was so good to see so much engagement from the young people and a brilliant learning space being used creatively.
- ✓ Thanks so much for having us last week. The day was great, the kids were fantastic and we got heaps done.
- ✓ Well done again on achieving Silver: Rights Aware and please do get in touch with me if you have any questions moving forward.

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
- ✓ The school atmosphere is always so positive and welcoming. I always enjoy teaching the children and seeing them continue to blossom.
- ✓ 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.
- ✓ 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.
- ✓ 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.

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	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory

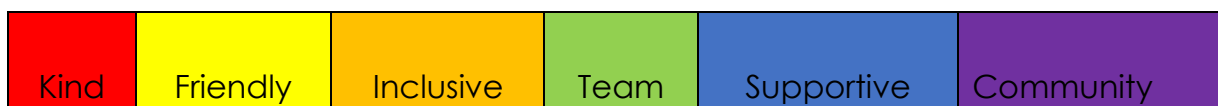
Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

1. All staff in the school must review and improve their approaches to learning, teaching and assessment. They should ensure all children experience high-quality, well-planned learning and teaching that is matched appropriately to their learning needs. The headteacher should support staff to look outwards to further develop staffs' understanding of what high quality learning and teaching looks like.
2. Practitioners in the nursery should use assessment information more effectively to enable all children to make the progress they are capable of in learning.



3. All staff in the school and nursery should improve systems used to track and monitor children's progress and attainment. They should ensure children attain and achieve as much as possible.

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 by contacting the school office.

