



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025



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

KINDNESS – TEAMWORK – BELONGING - RESPECT

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.

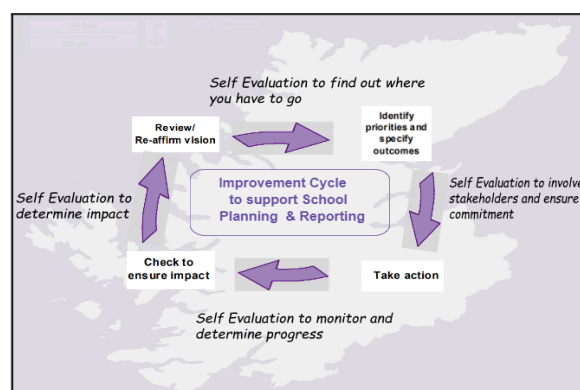
When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.

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-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

*James Cook
Head Teacher
Cawdor Primary School*



School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

| | | |
|-----------------------------------|--|---|
| Attendance 94.3% | Average Class Size 20 | Meeting PE Target Target Met |
|-----------------------------------|--|---|

| | | |
|---|------------------------------------|---|
| Pupil Numbers (inc nursery) 118 (+ 27 nursery) | Teacher Numbers 7 | Pupil Teacher Ratio 16.2 |
|---|------------------------------------|---|

| | | | | | | | | |
|------------------------|-------------------------|------------------------|------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| N3 5% | N4 14% | P1 7% | P2 9% | P3 11% | P4 14% | P5 10% | P6 18% | P7 12% |
|------------------------|-------------------------|------------------------|------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|

| | | | | | |
|--|--|---|---|--|--|
| SIMD Q1¹ P1-P7 0-10% | SIMD Q2 P1-P7 0-10% | SIMD Q3 P1-P7 60-70% | SIMD Q4 P1-P7 20-30% | SIMD Q5 P1-P7 0-10% | Unknown P1-P7 0-10% |
|--|--|---|---|--|--|

| | | | | | |
|---|--|--|---|--|---|
| ASN² P1-P7 20-30% | No ASN P1-P7 70-80% | FSM³ P1-P7 0-10% | No FSM P1-P7 90-100% | EAL⁴ P1-P7 0-10% | No EAL P1-P7 90-100% |
|---|--|--|---|--|---|

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

| | | | |
|----------------|----------------|------------------------------|-----------------|
| Reading | Writing | Listening and talking | Numeracy |
| Most | Most | Almost all | Most |

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

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

As part of our school improvement plan during the 2021/2022 session we reviewed our school purpose, values, vision and aims as a school community.

| Values | Purpose | Vision | Aims |
|--|---|--|--|
| <ul style="list-style-type: none"> Kindness Teamwork Belonging Respect | <p>In Team Cawdor every journey matters.</p> <p>We believe everyone can achieve their dreams.</p> | <p>Cawdor 2030 will be a safe, welcoming, fun and happy place for everyone to achieve their goals.</p> | <p>To achieve this we will:</p> <ul style="list-style-type: none"> Support everyone to "Give it a go!" Celebrate our differences Use mistakes to help us learn Learn through play outdoors and indoors |

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



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



During the 2024/2025 academic session we have continued to embed our school purpose, vision, values and aims into our school ethos through [Cawdor's Way to Wellbeing](#). Information is also on our [school website](#).

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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:

2024/ 2025 Improvement Project 1: Cawdor's Culture

Purpose:

From the 2024/2025 School Improvement Plan:

Through our ongoing self-evaluation as a school community, we have identified the following areas which require further improvement:

- Reading culture – a coherent reading culture across the school
- Co-operation – social skills being explicitly taught and assessed, developing accountability when working together
- Rights – rights being realised through Cawdor's Way to Wellbeing.

Progress:

- All teaching staff have engaged in a series of professional learning sessions to develop a reading culture in their class and across the school as a community.
- All Early Learning and Childcare (ELC) staff have worked collaborative to plan for children's engagement with texts in the environment and through adult-led story sharing.
- Almost all teaching staff have engaged in professional learning on co-operative learning.
- All teaching staff have engaged in a series of professional learning sessions to develop a culture of rights in their class and across the school as a community.
- All ELC staff have worked collaboratively to plan for children's awareness of rights.

Very good progress was made in this area of development.

Impact:

1. Reading culture has a very good profile across the school, led by our Book Bandits pupil leadership group. As a result of this, we were awarded our Silver Reading Schools Accreditation in recognition of the impact that our reading culture is having on children's engagement with reading. Reading attainment in P1, P4, and P7 combined remains consistently high (2024/2025: 87%).
2. All teachers engaging in co-operative learning professional learning have improved their skills in developing a co-operative classroom. As a result of this, almost all children in P1-P7 are explicitly being taught social skills.
3. The United Nation Convention on the Rights of the Child has a good profile across the school, led by our Rights Rangers pupil leadership group. As a result of this, we were awarded our Silver (Rights Committed) Rights Respecting Schools Award, recognising children's increased awareness of the rights they have, and Cawdor's commitment to realising children's rights.

Next steps:

- Further develop reading culture, working towards the Reading Schools Award (Gold).
- Further develop our culture of co-operation, connecting with conflict resolution and children's rights.
- Further develop our culture of rights, working towards the Rights Respecting Schools Award (Gold).

Purpose:

From the 2024/2025 School Improvement Plan:

Through our ongoing self-evaluation as a school community, we have identified the following areas which require further improvement:

- Rights – rights being learned about through the curriculum
- Numeracy and Mathematics – improving number fluency and problem solving [this will also be a focus of Nairn Associated Schools Group sessions]
- 1+2 languages – the 1+2 curriculum currently lacks progression.

Progress:

- All ELC staff within ELC and all teaching staff within our school have engaged in supported collaborative planning sessions to plan for rights across the curriculum.
- All ELC staff have engaged in professional learning to enhance the numeracy and mathematics environment (our spaces, children's experiences, and adult/ child interactions).
- All teachers have engaged in professional learning in number fluency and problem solving. Almost all teachers have engaged in practitioner enquiry on an area of numeracy and mathematics.
- All ELC staff have worked collaboratively to support children's development of French and British Sign Language (BSL). They have worked with families to share language and heritage.
- All P1-P7 staff have engaged in a series of professional learning sessions to support the progression of 1+2 languages.

Very good progress was made in this area of development.

Impact:

1. All children in ELC-P7 are developing a knowledge and understanding of rights, learning about rights through the curriculum. As a result of this, we were awarded our Silver (Rights Committed) Rights Respecting Schools Award, recognising children's increased engagement with the rights they have as a children.
2. All children in ELC are experiencing high quality learning in numeracy and mathematics, and learning in the ELC setting has been connected with learning at home. As a result of this, all children in ELC are making progress in numeracy, and have identified next steps, shared with families at home.
3. Across P1-P7 we have coherent progression in number fluency and a coherent approach to the teaching of problem solving. As a result of this, the teaching of numeracy and mathematics has improved. Numeracy attainment in P1, P4, and P7 combined remains consistently high (2024/2025: 85%).
4. All children in ELC can communicate feelings using BSL. All children in ELC are learning key phrases in French. As a result of this, all children in ELC are developing language and communication skills.
5. All P1-P7 children are using French phrases in classrooms and across the school. All P1-P7 children are being taught French. As a result of this, all children in P1-P7 are developing French language skills.

Next steps:

- Further develop our planning for rights across the curriculum, working towards the Rights Respecting Schools Award (Gold).
- Further develop numeracy and mathematics through the creation of a resource bank for number fluency and problem solving.
- Further develop 1+2 languages – progression in French, language ethos, British Sign Language (Language 3 for P5-P7).

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

In the 2024/2025 session, our Pupil Equity Funding (PEF) has been used to target areas of development through interventions delivered by Pupil Support Assistants (PSAs). Through these targeted interventions, almost all children are making progress in the identified areas of the curriculum, and in listening and talking the attainment gap between our children who are most disadvantaged, and their peers is closing.

In listening and talking, through our targeted interventions for the children in our target group:

- The % of children below expectations decreased by 4% between June 2024 and June 2025.

Wider achievements

Coileanaidhean nas fharsainghe

Through working with partners, our children have had a range of opportunities for wider achievements, both as part of curriculum learning and extra-curricular learning. We have developed guidance for families on [Wider Achievements in Cawdor](#).

We have:

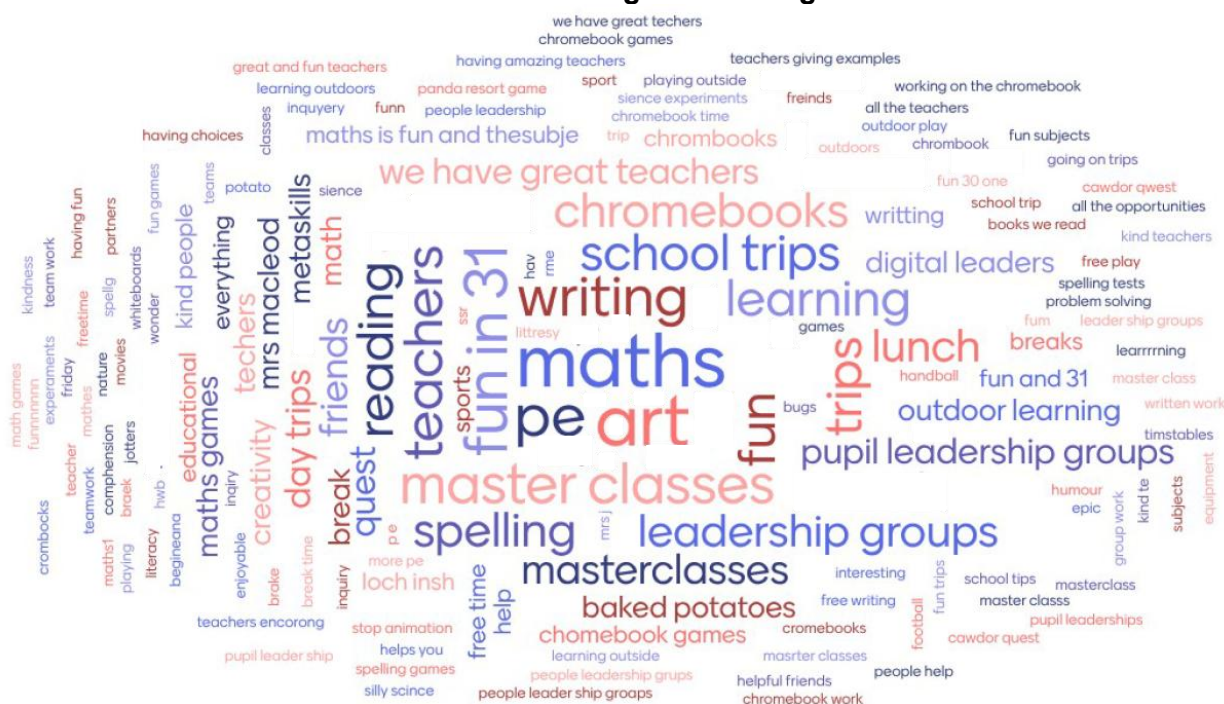
- ensured that all children in P1-P7 contribute to school improvement through participation within one of our pupil leadership groups
- continued to develop our masterclasses driven by the choice of children to support children's skill development through the use of the Metaskills across a range of disciplines
- continued to work in partnership with the Youth Music Initiative (YMI) to support children's music development with targeted year groups
- connected children's learning about Christianity through our collaboration with Nairn Free Church
- worked in partnership with our local windfarm, our Active Schools Coordinator, and parent volunteers to provide a range of out of school activities at no cost to families
- had children represent us in a range of athletics and cross-country events, supported by a team of parental volunteers
- achieved our Silver (Rights Aware) Rights Respecting Schools Award.
- achieved our Digital Schools Award.
- achieved our Core Reading Schools Accreditation
- achieved Silver Reading Schools Accreditation.

Comments from learners, families, stakeholders and staff

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

What makes learning in Cawdor great?



How would you describe the way that other people make you feel (children and adults) in Cawdor?



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

Our children and young people identified the following changes they would like to see and the difference these changes could make:

[illegible][illegible]

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Comments from learners, families, stakeholders and staff

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

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

Comments from Families

"The staff in the ELC at Cawdor are amazing. They are kind, fun, nurturing, approachable and caring. Everything you could ever want ELC staff to be. They make time for everyone. And if they don't have an answer they always get back to you with one. They are all absolutely wonderful."

"My child genuinely enjoys being a member of Team Cawdor. She has a passion for learning, enjoys spending time with her friends and participating in activities that challenge her creativity and curiosity. It's evident that she feels included and valued as a member of the school community - this has allowed her confidence to blossom and provided her with a strong sense of belonging."

"We have a superb partnership with school. Really feel like the school care and are always willing to help. Even if it's just help for us parents! If we need help navigating something new etc the main points of contact we have with school are always helpful, practical and all in a kind and non patronising way."

"I believe that the school is very well led and managed. The leadership team is dedicated, approachable and consistently work to create a positive, nurturing environment for the children. Their clear vision and effective management ensure the school runs smoothly and provides the best opportunities for the children to thrive."

"We are delighted with Cawdor Primary school, which excels academically and prioritises pupil wellbeing. It does not go unnoticed that the nurturing, inclusive environment ensures every child feels valued, supported, and inspired to thrive. Its commitment to fostering resilience, confidence, and a love of learning is truly impressive, and we feel fortunate to be part of such a dedicated school community. Thank you to you all for all that you do."

"What Cawdor Primary school provides for our children is fantastic. They are provided so many opportunities that other children may not get. The environment and ethos of the school are unmatched in my opinion and my children are proud to be part of such a lovely community."

Comments from Staff

"I thoroughly love my job as part of #TeamCawdor and can't think of anything that could be improved upon. I feel very supported both by my colleagues and management & cannot think of anything which would improve on this!"

"I really enjoy working at Cawdor."

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

Comments from Partners

"In seven years, Cawdor has been the best school that I have worked with. The children are amazing!"

"It has been a joy to work with Cawdor. Your children really live your values of kindness, teamwork, belonging, and respect."

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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 | Very good | Very 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.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

We have developed our 2024-2027 medium term improvement plan as the next three-year improvement cycle on our journey to 2030.

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