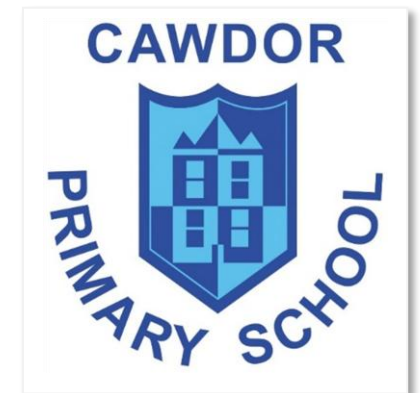




STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Cawdor Primary School and Cawdor Early Learning and Childcare (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%

KINDNESS – TEAMWORK – BELONGING - RESPECT

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 94.9%			Average Class Size 20.8			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 122 (+26 in ELC)			Teacher Numbers 7			Pupil Teacher Ratio 16.9		
N3 7%	N4 10%	P1 14%	P2 7%	P3 9%	P4 11%	P5 14%	P6 11%	P7 17%
SIMD Q1 ¹ 0-10%		SIMD Q2 0-10%	SIMD Q3 60-70%	SIMD 4 20-30%	SIMD Q5 0-10%		Unknown 0-10%	
ASN ² 20-30%	No ASN 70-80%	FSM ³ 0-10%	No FSM 90-100%	EAL ⁴ 0-10%		No EAL 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
- Kindness - Teamwork - Belonging - Respect	In Team Cawdor every journey matters. We believe everyone can achieve their dreams.	Cawdor 2030 will be a safe, welcoming, fun and happy place for everyone to achieve their goals.	To achieve this we will: - 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 2025/2026 academic session we have continued to embed our school purpose, vision, values and aims into our school ethos through revising [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 1: Cawdor's Culture

From our 2025/2026 School Improvement Plan:

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

- Reading culture – extending our developed approach of our reading culture, working with our families and our community
- Co-operation – planning and assessing social skills through structured co-operative learning, connecting with conflict resolution and children's rights
- Rights – further developing our rights-based culture, connecting with conflict resolution, working with our families and our community.

Summary of progress	Impact	Next Steps
• All ELC and teaching staff have engaged in professional learning to improve reading culture. • All teachers worked collaboratively to develop a whole-school interdisciplinary learning context, connecting reading and languages (British Sign Language and French). • All teachers have engaged in professional learning on co-operative learning. • All ELC and teaching staff have engaged in professional learning to enable children's rights to be embedded within our school culture. • All children have engaged in learning in assemblies, Early Learning and Childcare (ELC) and classrooms, making the connections between our values, the wellbeing indicators, and children's rights. Very good progress was made in this area of development.	1. Cawdor's reading culture has been embedded by our Book Bandits pupil leaders and our Book Buddies parent volunteers. As a result of this, all children are engaging with reading materials of their choosing, and families have access to a family and community led lending library in our adjoined community centre. Almost all children (P1, P4, and P7 combined) achieved the expected Level in reading in 2025/2026. 2. As a result of the whole-school interdisciplinary learning context, all children in P1-P7 were able to make connections across reading and languages. The learning resource we created for the interdisciplinary learning context has been shared by the Scottish Book Trust to support other schools in their Reading Schools journey. 3. All teachers engaging in co-operative learning professional learning have improved their skills in planning for structured groupwork. As a result of this, almost all P1-P7 children have improved their social skill development through planned and assessed learning, and the majority of group work in P1-P7 has used co-operative learning principles. 4. As a result of reviewing 'Cawdor's Way to Wellbeing', all children are supported through consistent positive and restorative consequences. 5. Children's Rights has a very good profile across the school, led by our Rights Rangers pupil leaders. As a result of this, all children experience a rights-based approach to learning, and all families have information on their role as duty bearers for children's rights.	➤ Embed co-operative learning within teaching practice to strengthen children's social skills and increase children's engagement when working together.

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School Priority 2: Cawdor's Curriculum

From our 2025/2025 School Improvement Plan:

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

- Rights – the language and learning of rights across the curriculum; rights advocacy and global awareness of rights
- Numeracy and Mathematics – improving number fluency and problem solving
- 1+2 Languages – further developing our culture of languages, embedding progression in L2, and ensuring children receive their L3 entitlement

Summary of progress	Impact	Next Steps
• All ELC and teaching staff have engaged in professional learning to plan for rights across the curriculum. • Almost all teachers worked collaboratively to develop a whole-school interdisciplinary learning context, driving activism in children's rights through the expressive arts. • All ELC staff have engaged in professional learning in number fluency and problem solving. • All teachers have worked collaboratively to resource learning in number fluency and problem solving. • All teachers have engaged in professional learning to embed 1+2 languages. Very good progress was made in this area of development.	1. As a result of ELC and teaching staff engagement in professional learning and collaborative planning in children's rights: - All P1-P7 children were able to make connections across their learning in the curriculum and children's rights - Almost all ELC-P7 children understand the rights that they have, and the role of adults as duty bearers to protect their rights. - Almost all P1-P6 children have a global awareness of children's rights and have advocated for the rights of other children. 2. All children develop number fluency and problem-solving skills through experiencing high-quality instruction, mathematics-rich environments, and engaging with appropriate resources. As a result of this, almost all children (P1, P4, and P7 combined) achieved the expected Level in numeracy in 2025/2026. 3. French, led by our French Friends pupil leadership group, and British Sign Language (BSL) have a very good profile across our school. As a result of this, all children ELC-P7 experience progressive teaching of French and British Sign Language (BSL), and there is visibility of the French language across all learning spaces indoors.	➤ Further develop our planning for rights across the curriculum and submit our evidence for the Gold Rights Respecting Schools Award accreditation.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

In the 2025/2026 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, all children have made progress in the identified areas of the curriculum. In reading, writing, and numeracy the attainment gap between our children who are most disadvantaged, and their peers is closing.

- In reading, through our interventions for our target group, the % of children below expectations reduced by 15% between May 2025 and May 2026
- In writing, through our interventions for our target group, the % of children below expectations reduced by 9% between May 2025 and May 2026
- In numeracy, through our interventions for our target group, the % of children below expectations reduced by 4% between May 2025 and May 2026

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:

- continued to work in partnership with the Youth Music Initiative (YMI) to support children's music development with targeted year groups
- ensured that all children in P1-P7 contribute to school improvement through participation within one of our pupil leadership groups
- further developed our masterclasses to support children's skill development through the use of the Metaskills across a range of disciplines
- had children represent us in a range of sporting events, supported by a team of parental volunteers
- 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
- worked with a range of partners to support the development of skills in expressive arts, utilising funding from the local windfarm to enhance experiences
- worked with active school to train and support all P7s to become Junior Leaders to improve our playground experience
- worked with Highland Council and parent volunteers to provide Bikeability training for all interested P7s.

KINDNESS – TEAMWORK – BELONGING - RESPECT

The Student Voice: Life and Learning at Cawdor

Culture of Belonging & Kindness



Students overwhelmingly feel “safe,” “respected,” and “included.”

Most frequent descriptors include feeling happy, cared for, and like they truly belong.

Simple Actions for Total Inclusion



Asking
“How are you?”



Inviting
lonely peers



Smiling &
Using Manners

**“There is no “I” in TEAM.”
Collaboration is the foundation
of kindness.**



The Learning Experience



**PE and Art are the
“Golden Subjects”**

Active and creative learning dominates. PE, “Fun in 31,” and Art are the most celebrated.



**Teachers are the
“Learning Catalysts”**

Supportive staff make difficult work “fun” by simplifying complex tasks and challenging students.



The Wishlist for Future Learning

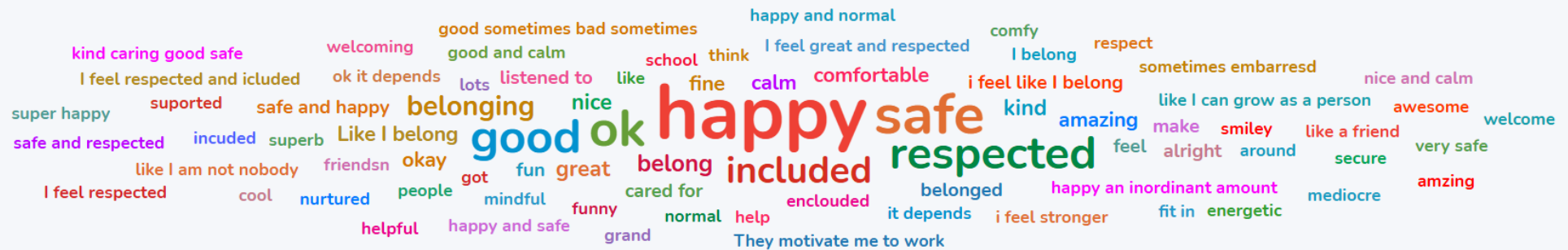
**Demand for MTB,
Rugby, and more Art.**

Students want more mountain biking (MTB), rugby, cooking classes, and outdoor learning sessions.



Cawdor's Culture: The voice of learners

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



What could we do together next to ensure EVERYONE feels they are treated with kindness, they belong, we work as a team and are respected?



KINDNESS – TEAMWORK – BELONGING - RESPECT

YOUR LEARNING in Cawdor - What makes learning in Cawdor great?

[illegible]

KINDNESS – TEAMWORK – BELONGING - RESPECT

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

Cawdor Primary School: Celebrating Excellence in Learning (2026 Survey Highlights)

Based on the January 2026 Quality Improvement Questionnaire, this infographic highlights the overwhelming positive feedback from 19 ELC families and 47 P1-P7 families. The data reflects a culture of kindness, safety, and high-quality leadership at Cawdor Primary School.



Early Learning & Childcare (ELC) Successes



Nurturing Growth & Wellbeing

Every respondent agreed that children feel safe, respected, and supported in their learning.



Nurturing Growth & Wellbeing

Parents praised staff for going "above and beyond" to support emotional wellbeing and inclusion.



"Outstanding & Approachable Staff"

Families highlighted the warm, welcoming atmosphere and the dedication of the ELC team.

Primary School (P1-P7) Excellence



98% Recommend Cawdor Primary

Families reported high satisfaction with the quality of teaching and school culture.

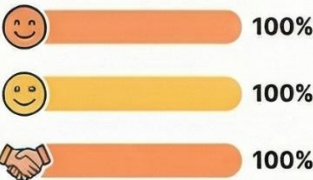


Visionary & Engaged Leadership

The leadership team is recognized for being proactive and actively leading the school's future.

Comparative Metrics: ELC & P1-P7

ELC Families (79% Response)



P1-P7 Families (53% Response)



A Culture of Joyful Learning

Parents report children "skipping through the door" and sharing positive stories about their day.



Comments from Families

"Such good communication from home to ELC and back. Really helpful to ensure we are all on the same page."

"Our child loves coming to nursery and the staff are exceptional. Feel incredibly lucky as parents for our child to go to such a lovely nursery setting."

"The setting shares helpful ideas and resources, including online links, visuals, and practical strategies to support my child at home."

"Staff are always very friendly and approachable. They always take the time to listen and answer any questions we may have."

"I feel that the school leadership is engaged and actively leading the future of the school."

"I continue to be very happy with the quality of teaching and culture of Cawdor."

"My child is really happy at school and clearly feels comfortable with all the staff."

"Learning outcomes are communicated well with parents and termly plans are appropriate and ensure progression."

Comments from Staff

"It's a supportive, progressive school which challenges you to better your practice through continued professional development."

"Cawdor has a wonderful ethos of inclusion and respect."

"I am new to the staffing team and everyone has been very welcoming, inclusive and supportive."

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

Comments from Partners

"I'm really taken with how respectful the children here are."

"I always love getting to visit Cawdor. Your kids throw their whole selves in!"

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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.

KINDNESS – TEAMWORK – BELONGING - RESPECT

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

We have developed our 2024-2027 medium term improvement plan on our journey to 2030. Our year three plan (2026/2027) will focus on:

- Learning for Sustainability: Children's Rights, Global Citizenship, Sustainable Development Education and Outdoor Learning
- Co-operative Learning
- Across the Nairn Associated School Group – Literacy across Learning: Listening and Talking and Reading Culture

Planning ahead

A' planadh air adhart

Full details of the school's 2026/2027 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.