



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

---

**2023-2024**

**CASTLETOWN PRIMARY SCHOOL**



# Introduction: Local and National Context

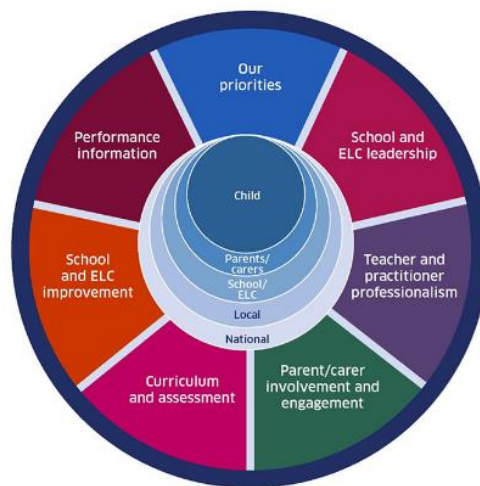
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and 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 our practice. 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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Rhona Moodie  
Head Teacher  
Castletown 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.

<b>Attendance</b> 91.3%	<b>Average Class Size</b> 20.5	<b>Meeting PE Target</b> Target Met
----------------------------	-----------------------------------	--

<b>Pupil Numbers (inc nursery)</b> 82 + 13 Nursery	<b>Teacher Numbers</b> 5	<b>Pupil Teacher Ratio</b> 15.6
---	-----------------------------	------------------------------------

<b>N3</b> XX%	<b>N4</b> XX%	<b>P1</b> 12.2%	<b>P2</b> 11%	<b>P3</b> 12.2%	<b>P4</b> 15.9%	<b>P5</b> 12.2%	<b>P6</b> 23.2%	<b>P7</b> 13.4%
------------------	------------------	--------------------	------------------	--------------------	--------------------	--------------------	--------------------	--------------------

<b>SIMD Q1<sup>1</sup></b> 0-10%	<b>SIMD Q2</b> 40-50%	<b>SIMD Q3</b> 30-40%	<b>SIMD Q4</b> 20-30%	<b>SIMD Q5</b> 0-10%	<b>Unknown</b> 0-10%
-------------------------------------	--------------------------	--------------------------	--------------------------	-------------------------	-------------------------

<b>ASN<sup>2</sup></b> 20-30%	<b>No ASN</b> 70-80%	<b>FSM<sup>3</sup></b> 60-70%	<b>No FSM</b> 30-40%	<b>EAL<sup>4</sup></b> 0-10%	<b>No EAL</b> 90+%
----------------------------------	-------------------------	----------------------------------	-------------------------	---------------------------------	-----------------------

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Majority	Majority	Most	Majority

We have had no exclusions this year.

<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

Vision –	Encouraging each other to be the best we can be!	
Values –	Kindness, compassion and respect	Responsibility and independence
	Honesty and fairness	Awareness, safety and inclusion
	Creativity and success	Active and happy
	Motivated and confident	Working together

#### Aims –

1. Castletown Primary School aims to be a happy and dynamic learning environment in which pupils are encouraged to achieve their full potential. Every member of our school community should be treated equally and with respect.
2. Learning and caring are at the heart of school activities, both formal and informal. We aim to promote a positive attitude to learning, to encourage pupils to be proud of their school, to celebrate their own efforts and achievements and those of others, and to feel that all their contributions are valued.
3. Through effective learning and teaching we aim to raise attainment by providing a variety of challenging experiences that cater for all our pupils' needs and prepare them to take an active role in their lifelong learning.
4. We want our pupils to become active and caring citizens who respect the needs and feelings of members of their own community and understand the responsibility they have within the wider community. Our pupils are encouraged to be involved in the community and we welcome members of the community into school. We value the contributions they make and the example they set in providing positive role models.
5. We value the role parents play in encouraging pupils to become independent and enthusiastic learners. With open and honest dialogue we will work together to support our pupils and provide good quality resources to enhance their learning.
6. We aim to provide a professionally fulfilling environment for all staff, teaching or ancillary. All staff are encouraged to work together as an effective team within an atmosphere of mutual support. Opportunities for professional development are given a high priority.
7. We aim to work closely with other agencies in order to meet the needs of every child and, with them, help overcome obstacles to learning and successful development.

## 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](#).

## Developing Provision and Raising Attainment in Literacy

#### Purpose:

A directive from the ECO for Education (Highland Council) was received indicating that all primary schools must use the Highland Literacy Progressions. External and internal data indicates that we need to raise attainment in literacy

#### Progress:

Teaching staff committed to attending all Literacy for All training which focussed on new detailed assessment processes and available interventions once literacy issues are identified.

Detailed assessment and interventions were discussed and utilised.

#### Impact:

- ✓ Teachers are able to access the most up to date resources recommended for assessment and intervention
- ✓ The above impact therefore results in improving outcomes for learners when these are used effectively

Engagement and discussion took place around the new planning documents ✓ Planning will be more detailed and make outcomes clearer for learners

**Next steps:**

New and ongoing successful assessment approaches to be used when literacy issues are present

Share the literacy profile with families for information

Use the live literacy planning sheets from Aug 24 so information and access links are always current

## Health and Wellbeing

**Purpose:**

We know that many of our pupils are not ready for learning because of their needs relating to their Health and Wellbeing. Our curriculum for Personal Social and Emotional development needs to be revised in order to meet the ever-changing needs of our pupils and that our curriculum contributes to UNCRC.

**Progress:**

Pupils and staff took part in questionnaires

Improved Health and Wellbeing Planners in use

Evidence for Bronze Award in Rights Respecting Schools has been submitted

Rights Respecting Schools pupil group formed

**Impact:**

- ✓ Children are able to express their feelings
- ✓ Staff can see any strengths and pressures from the results of the questionnaires and next steps have been identified.
- ✓ As a school, we can now move forward on the road to achieve Silver in Rights Respecting Schools
- ✓ Children have an identified group who will work on projects and also communicate with the wider school and parent group

**Next steps:**

Work towards Silver Award for Rights Respecting Schools

Continue to add and develop the Health Curriculum for our school to ensure it meets our ongoing needs

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF was used to support progress in literacy, numeracy and HWB. 79% of pupil targets indicated good or better progress.

## Wider achievements

### Coileanaidhean nas fharsainghe

Pupils have gained awards in:

- Caithness Music Festival winning 4 trophies in the following categories: P1-3 choir, P4-7 choir, P5/6 music making and P6/7 choral speaking).
- Bikeability – Level 1 accreditation
- Rotary Club Quiz (P7 - Thurso ASG winners)
- Sporting Competitions (Sport's Day races, House Shield for Sports and 4 new Castletown Sporting Record Breakers, P7 Sporting Champion for boys and girls)
- Netball Tournament: winning the rural trophy against Halkirk
- Awards for Good Citizenship in each class and the P7 Literacy Award

- Writing Competition and Awards in P5/6 and P6/7
- Leadership Awards in P6 and 7 with Active Schools

Also took part in:

- Caithness Science Festival sessions and workshops
- Lyth Arts Centre workshops and a visit for various classes and events
- Educational visits: P5/6 and P6/7 STEM Newton Room, P6/7 Outdoor Learning Residential Trip
- Supporting Charities: Comic Relief, Scottish Air Ambulance, Blythwood Shoebox Appeal
- Kodaly Singing Sessions for P3/4 and P1/2
- Feis Rois Traditional Music Sessions for P6/7
- Individual Music Tuition for strings, woodwind and piping
- Countryside Ranger Service visits and activity
- Information sessions with community members
- Caithness Challenge Sessions to contribute to ideas to improve the community
- Developing the Young Workforce visit for P6/7
- Swimming Sessions for P3/4 and P5/6
- Football Festival across the Thurso ASG
- A themed School Science Day and World Book Day
- Performing in the School Christmas Concert
- Riding for the Disabled for 2 pupils

## Comments from learners, families, stakeholders and staff

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

Our school was inspected in May 2024. The following tables show responses to questions from inspectors from various stakeholder groups –

OUR PUPILS (inspection questionnaire feedback from May 2024)

Q1. Your experience by percentage (strongly)

Q No.	Question	Response Count	Agree %	Disagree %	Don't know %	Didn't answer %
4	I feel safe when I am at school.	46	86.96	2.17	10.87	0.00
5	My school helps me to feel safe.	46	91.3	2.17	6.52	0.00
6	I have someone in my school I can speak to if I am upset or worried about something.	46	89.13	2.17	8.7	0.00
7	Staff treat me fairly and with respect.	46	95.65	4.35	0.00	0.00
8	Other children treat me fairly and with respect.	46	80.43	4.35	15.22	0.00
9	My school helps me to understand and respect other people.	46	95.65	0.00	4.35	0.00
10	My school is helping me to become confident.	46	82.61	2.17	15.22	0.00
11	My school teaches me how to lead a healthy lifestyle.	46	93.48	0.00	6.52	0.00
12	There are lots of chances at my school for me to get regular exercise.	46	95.65	2.17	2.17	0.00
13	My school offers me the opportunity to take part in activities in school beyond the classroom and timetabled day.	46	95.65	2.17	2.17	0.00
14	I have the opportunity to discuss my achievements outwith school with an adult in school who knows me well.	46	91.3	0.00	8.7	0.00
15	My school listens to my views.	46	93.48	0.00	4.35	2.17
16	My school takes my views into account.	46	86.96	0.00	13.04	0.00
17	I feel comfortable approaching staff with questions or suggestions.	46	89.13	4.35	6.52	0.00
18	Staff help me to understand how I am progressing in my school work.	46	95.65	0.00	4.35	0.00
19	My homework helps me to understand and improve my work in school.	46	69.57	6.52	21.74	2.17

OUR FAMILIES (inspection questionnaire feedback from May 2024)

Q No.	Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	Didn't answer %
4	My child likes being at this school.	26	50	38.46	3.85	0.00	3.85	3.85
5	Staff treat my child fairly and with respect.	26	50	42.31	0.00	0.00	3.85	3.85
6	I feel that my child is safe at the school.	26	57.69	34.62	0.00	0.00	3.85	3.85
7	The school helps my child to feel confident.	26	38.46	46.15	3.85	0.00	3.85	7.69
8	I feel staff really know my child as an individual.	26	42.31	46.15	3.85	0.00	3.85	3.85
9	My child finds their learning activities hard enough.	26	11.54	73.08	3.85	3.85	3.85	3.85
10	My child receives the help he/she needs to do well.	26	46.15	38.46	7.69	0.00	3.85	3.85
11	My child is encouraged by the school to be healthy and take regular exercise.	26	53.85	34.62	0.00	0.00	7.69	3.85
12	The school supports my child's emotional wellbeing.	26	53.85	26.92	3.85	0.00	11.54	3.85
13	My child is making good progress at the school.	26	46.15	42.31	0.00	0.00	7.69	3.85
14	I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles.	26	50	42.31	0.00	0.00	3.85	3.85
15	The information I receive about how my child is doing reaches me at the right time.	26	46.15	38.46	7.69	0.00	3.85	3.85
16	I understand how my child's progress is assessed.	26	42.31	46.15	0.00	0.00	7.69	3.85
17	The school gives me advice on how to support my child's learning at home.	26	46.15	34.62	11.54	0.00	3.85	3.85
18	The school organises activities where my child and I can learn together.	26	19.23	38.46	23.08	0.00	11.54	7.69
19	The school takes my views into account when making changes.	26	23.08	34.62	3.85	0.00	30.77	7.69
20	I feel comfortable approaching the school with questions, suggestions and/or a problem.	26	53.85	38.46	0.00	0.00	3.85	3.85
21	I feel encouraged to be involved in the work of the Parent Council and/or parent association.	26	50	38.46	3.85	0.00	3.85	3.85
22	I am kept informed about the work of the Parent Council and/or parent association.	26	50	38.46	0.00	3.85	3.85	3.85

## 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
<b>QI 1.3</b> Leadership of change	Good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good	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

Participation in the National Improvement Writing Programme – a focus on assessment and moderation within writing, starting with the end of First Level  
Participation in the Moderation and Assessment programme within Highland



Rights Respecting Schools – working towards Silver Award

## Planning ahead

### A' planadh air adhart

---

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://castletownprimary.wordpress.com/> or by contacting the school office.