



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

WATTEN PRIMARY SCHOOL



Introduction: Local and National Context

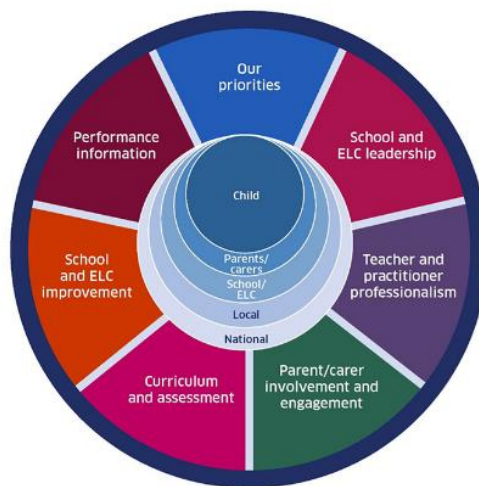
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

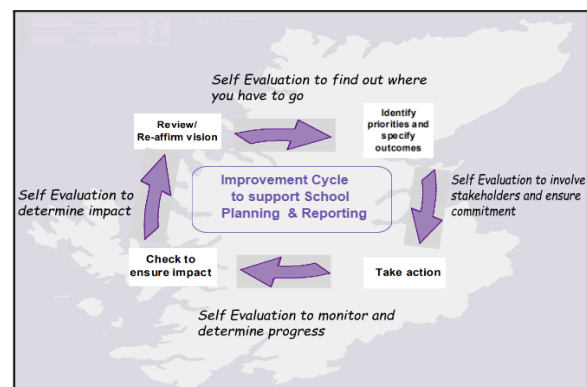
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Linsey Mackay
Head Teacher
Watten 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
91.2%

Average Class Size
18.5

Meeting PE Target
Target Met

Pupil Numbers
37

Teacher Numbers
3

Pupil Teacher Ratio
14.8

Watten Primary School is located in a rural setting serving the local community of Watten in Caithness.

There are 37 children attending the school, ranging from P1 - P7. P1 - 3 are taught together in a multi-stage class and P4-7 are taught in a separate multi-stage class.

The headteacher has overall leadership responsibility for Watten Primary School and Thrumster Primary School. The headteacher is supported by a principal teacher. Staff from both schools work together regularly.

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 satisfactory. Children achieve appropriate CfE levels in literacy and numeracy and, across the school and the majority of children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Satisfactory progress

Writing

Satisfactory progress

**Listening and
talking**

Satisfactory progress

Numeracy

Satisfactory progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision

Through our values: *we are guiding and encouraging to believe and achieve*

Values

respect

honesty

friendship

happiness

caring

positivity

Our Aims

- To provide a safe, nurturing (bright) and happy learning environment with wide and varied learning experiences utilising/ making the most of the unique environment.
- To value, respect and include everyone promoting teamwork and skills for life.
- To provide an engaging, challenging and creative curriculum (supporting) enabling all children to reach their potential.
- To develop relationships with children, parents, partners and the community to provide opportunities for all learners to achieve

Reviewed June 2023 (pupils, parents, partners and staff)

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 our provision for 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 must be revised in order to meet the needs of our learners more effectively.

Progress:

- Teaching staff took part in a collegiate session on the use of the Highland Well Being profile. They engaged in individual CPD as appropriate to meet the needs of their pupils. Teaching staff are informed about the component parts of the Highland Well Being Profile and are using the whole school, whole class and individual approach contained within this.
- More use is being made of our house teams this year with increased house team activity sessions such as working on World Book Day within house teams.
- Our weekly assemblies celebrate success at individual, group, class and whole school level. A house point system has been introduced this session which is used by all staff with a particular focus on celebrating pupil's success. House points and certificates are used to highlight and reward demonstration of our values with the house team reward being actioned weekly. As well as all children being members of a pupil committee we have introduced captains and vice captains of our teams this year.
- Our Rights Respecting Committee is established and have held meetings with our RRS lead staff member. They have actioned whole school sessions to raise pupil's awareness and understanding of children's rights.

Impact:

- Almost all children feel safe and nurtured in school.
 - Increased utilisation of our house teams for activities, introduction of Captains and Vice- Captains and with the introduction of our RRS committee this has increased leadership opportunities. Improvements in leadership skills have been observed.
 - Our RRS committee has been established this year and is in the early stages of it's work and is also providing leadership opportunities for our pupils.
 - Almost all pupils tell us they feel nurtured and that think that they are achieving. We still observe children being at optimum levels to learn is impacted on by their health and well being and this will continue to be a focus.
- Some progress was made in this area.

Next steps:

Use of the Highland Well Being Profile with pupils consistently across P1-7.

Continued use of our House Team system and rewards to improve teamwork skills and to maintain a high profile of our school values.

Use Highland Health and Well Being Progressions within our planning.

Continue working towards our silver Rights Respecting Schools award.

Increase attainment in writing and numeracy

Purpose:

Our internal and external performance data indicates that we need to accelerate the progress that children make in writing.

Progress:

- Staff have engaged in S Graham writing sessions on aspects of functional writing.

Impact:

Teachers have utilised some aspects of this training during writing sessions with pupils to

Staff have moderated writing pieces with their cluster schools. Our Principal Teacher has viewed practice in another school as they embed this training and approach.

- All staff have undertaken Literacy for All in a Diverse World training

increase the scaffolding of writing for pupils(to be embedded fully next session) . A cyclic plan for the delivery of the specific aspects of writing delivered by Stephen Graham has been created for use in session 24-25 and onward so children will benefit from a consistent, progressive approach to teaching and learning within writing.

Teaching and learning approaches are increasingly being adapted with pupils being given more choice in their learning to support best outcomes for them(eg. more time, alternative space). Pupils tell us what works well for them. We are beginning to utilise Highland Council's screening profile to increase the robustness of evidence especially where we can see difficulties and/or more significant effort being needed to better support children's achievement and well being.

Progress in this area was impacted on by the timescales not being appropriately set and due to staff changes, absence and external factors. Some progress was made.

Next steps:

Embed use of Stephen Graham writing approached trained on using the cyclic plan created.

Create literacy profiles for children identified as appropriate

Reviewing teaching and learning framework, ensure familiarity with expectations of Highland Council frameworks .

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The resources allocated to the school from the Pupil Equity Fund (PEF) has primarily been used to fund hours for a Pupil Support Assistant (PSA) to take focus groups and individuals to support them with mental strategies in maths, reading fluency and structuring their writing.

4 individual pupils from P5-P7 have been part of one or more target groups and all have made satisfactory progress.

Wider achievements

Coileanaidhean nas fharsainghe

In September our P7 pupils joined those from 6 other rural schools for a residential trip to Fairburn Activity Centre. Pupils tell us they enjoyed the activities there and especially enjoyed connected with pupils from the other schools.

Over the course of the school year our Active Schools Co-ordinator, in conjunction with Planet Youth have provided after school sports sessions for our older pupils.

Our pupils in P1-3 continue to benefit from Kodaly sessions over the course of the year whilst P4-7 pupils participate in Feis sessions which is extending their understanding of rhythm, beat and musical notation. Our older pupils have access to instrument tuition for strings, brass and woodwind and chanter.

Opportunities are provided for pupils to perform at our school events.

Our pupil's performed a very successful Roald Dahl version of Goldilocks at Christmas to an audience of families, friends and the wider community.

Pupils participated in the Caithness Music Festival again this year with our P1-3 class performing their dramatized song and being commended for their performance whilst our pupils in P1-7 performed their whole school choir song and were also commended for this performance. We had some pupils who also performed a solo on their musical instrument whilst a small number performed a solo of their poem.

Building on their visit last year, P4-7 pupils extended their knowledge and understanding of historical evidence, how it is gathered and pieced together when they participated in an archaeological dig at Thurster, Thrumster. Children have deepened their understanding of the work an archaeologist undertakes and how slowly and carefully digging needs to be.

Our P1-7 pupils were enthusiastic about our sessions at Caithness Science Festival where they saw some breathtaking science experiments and took part in hands on sessions all extending their scientific knowledge and understanding. For P4-7 this built on during the hands on sessions they had on Energy when they attended the Newton Rooms (Science Centre) at Thurso College.

Our P1-3 pupils made up and delivered Christmas gift bags to older members of our community. P1-3 pupils also held a games afternoon where families and friends were invited in to play traditional board and card games with pupil. The feedback we received on both of these was very positive.

Comments from learners, families, stakeholders and staff

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

Our school was inspected during this academic session. Below you will find responses from different stakeholder groups to the questions asked as part of this inspection.

OUR PUPILS

Q No.	Question	Response Count	Agree %	Disagree %	Don't know %	Didn't answer %
4	I feel safe when I am at school.	17	64.71	0.00	35.29	0.00
5	My school helps me to feel safe.	17	82.35	5.88	11.76	0.00
6	I have someone in my school I can speak to if I am upset or worried about something.	17	82.35	0.00	17.65	0.00
7	Staff treat me fairly and with respect.	17	82.35	0.00	17.65	0.00
8	Other children treat me fairly and with respect.	17	52.94	23.53	23.53	0.00
9	My school helps me to understand and respect other people.	17	82.35	11.76	5.88	0.00
10	My school is helping me to become confident.	17	70.59	11.76	17.65	0.00
11	My school teaches me how to lead a healthy lifestyle.	17	88.24	5.88	5.88	0.00
12	There are lots of chances at my school for me to get regular exercise.	17	88.24	0.00	11.76	0.00
13	My school offers me the opportunity to take part in activities in school beyond the classroom and timetabled day.	17	82.35	5.88	11.76	0.00
14	I have the opportunity to discuss my achievements outwith school with an adult in school who knows me well.	17	70.59	5.88	23.53	0.00
15	My school listens to my views.	17	82.35	0.00	11.76	5.88
16	My school takes my views into account.	17	58.82	5.88	35.29	0.00
17	I feel comfortable approaching staff with questions or suggestions.	17	70.59	5.88	23.53	0.00
18	Staff help me to understand how I am progressing in my school work.	17	88.24	5.88	5.88	0.00
19	My homework helps me to understand and improve my work in school.	17	29.41	11.76	58.82	0.00

OUR FAMILIES

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.	19	47.37	47.37	0.00	0.00	5.26	0.00
5	Staff treat my child fairly and with respect.	19	57.89	36.84	0.00	0.00	5.26	0.00
6	I feel that my child is safe at the school.	19	68.42	26.32	0.00	0.00	5.26	0.00
7	The school helps my child to feel confident.	19	52.63	42.11	0.00	0.00	5.26	0.00
8	I feel staff really know my child as an individual.	19	47.37	47.37	0.00	0.00	5.26	0.00
9	My child finds their learning activities hard enough.	19	36.84	47.37	5.26	5.26	5.26	0.00
10	My child receives the help he/she needs to do well.	19	47.37	47.37	0.00	0.00	5.26	0.00
11	My child is encouraged by the school to be healthy and take regular exercise.	19	47.37	47.37	0.00	0.00	5.26	0.00
12	The school supports my child's emotional wellbeing.	19	42.11	47.37	0.00	0.00	10.53	0.00
13	My child is making good progress at the school.	19	47.37	42.11	0.00	0.00	10.53	0.00
14	I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles.	19	57.89	31.58	5.26	0.00	5.26	0.00
15	The information I receive about how my child is doing reaches me at the right time.	19	42.11	42.11	0.00	0.00	10.53	5.26
16	I understand how my child's progress is assessed.	19	36.84	52.63	0.00	0.00	5.26	5.26
17	The school gives me advice on how to support my child's learning at home.	19	36.84	47.37	5.26	0.00	5.26	5.26
18	The school organises activities where my child and I can learn together.	19	21.05	42.11	15.79	0.00	10.53	10.53
19	The school takes my views into account when making changes.	19	36.84	31.58	5.26	0.00	21.05	5.26
20	I feel comfortable approaching the school with questions, suggestions and/or a problem.	19	42.11	47.37	0.00	0.00	5.26	5.26
21	I feel encouraged to be involved in the work of the Parent Council and/or parent association.	X	X	X	X	X	X	X
22	I am kept informed about the work of the Parent Council and/or parent association.	X	X	X	X	X	X	X

OUR STAFF

They feel they are treated with respect by other staff.

They feel they are treated with respect by almost all pupils.

They feel our staff are a good team and that we meet regularly to discuss and review support for those children who need this.

They feel most children are involved in decision making within our school and most children are actively engaged in the life of 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:

	PRIMARY
QI 1.3 Leadership of change	Satisfactory
QI 2.3 Learning, teaching and assessment	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children's progress	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**

To develop a consistent approach to teaching and learning across the school.

Accelerate progress and achievement in writing

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