



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Cauldeen Primary School



Introduction: Local and National Context

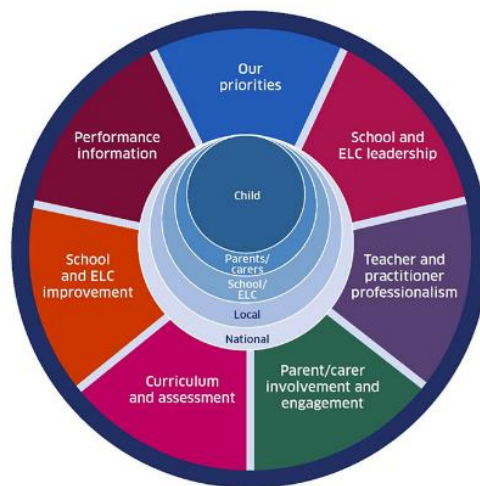
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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.

Allison Howie
Head Teacher
Cauldeen Primary

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 88.8%	Average Class Size 21	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 252 (+62 in nursery)	Teacher Numbers 17	Pupil Teacher Ratio 14.6

N3	N4	P1 17%	P2 14%	P3 12%	P4 13%	P5 11%	P6 15%	P7 18%
SIMD Q1 ¹ 20%	SIMD Q2 10%	SIMD Q2 10%	SIMD Q3 10%	SIMD Q5 40%	Unknown 10%			
ASN ² 40%	No ASN 60%	FSM ³ 45%	No FSM 55%	EAL ⁴ 20%	No EAL 80%			

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

Reading	Writing	Listening and talking	Numeracy
Majority	Less than half	Most	Majority

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

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

Currently our aim is to encourage pupils to respect four key rights: the right to learn and develop, the right to play, the right to be happy and the right to be safe. We are in the process however of re-evaluating these rights and are planning on creating an updated version at the start of 24~25.

Our vision, values and aims were updated in 2019 and again with the many changes within Cauldeen primary, it is time to re evaluate them for a school moving forward in change. These will be updated early 24~25.

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:

Nurture for All

Purpose:

- To create a consistent approach in how we use nurture principles across the school from ELC – P7
- To increase staff confidence in developing a nurturing environment within their classrooms
- To introduce rights respecting approaches within the school
- To improve children's self-evaluation of their well-being and see an improvement in their wellbeing status.

Progress:

- ✓ All staff attended Nurture sessions with the Educational Psychologist in term 1 and Term 2
- ✓ Nurture Steering group has been established and maintained.
- ✓ All teaching staff conducted an 'nurturing environmental audit of their own and others' classrooms (peer observation and feedback) in term 2
- ✓ Rights Respecting Pupil group has been created within the school.
- ✓ Nurture Groups have been set up to support non attenders and those finding it

Impact:

- ✓ Almost all classrooms have some environmental nurture strategies available in their classrooms.
- ✓ All teaching staff have engaged in nurture observations and have increased the number of environmental nurture strategies within their classrooms.
- ✓ Most classes are engaging in some rights respecting approaches.
- ✓ School achieved Bronze award for Rights Respecting Schools.
- ✓ All pupils engaged in the health and wellbeing survey allow staff to identify which children

difficult to access the classroom into a structured routine to build skills to be ready to learn.

- ✓ Pupils self-evaluated their wellbeing using the Glasgow Health and Wellbeing survey in Term 1.

required support and in which area of wellbeing.

- ✓ The majority of children who are on part time timetables have increased their time and are making positive progress as a result of nurture groups
- ✓ The majority of non attenders are now attending school for at least part of the week.
- ✓ A few children were able to access targeted supported with their health and wellbeing as a result of the survey.
- ✓ Staff were able to access support for a few children from the wider community/third sector/other agencies as a result of using the health and wellbeing survey.
- ✓ Satisfactory Progress has been made in this area.

Next steps:

- Staff will volunteer to set up 'Model Classrooms' using all areas of the environmental nurture checklist to enable a more cohesive approach and support other staff to develop their classrooms.
- Whole school to focus on a Rights Respecting Schools and achieve silver award.
- Whole School to redo Health and Wellbeing survey in September and re-evaluate results and look at in class strategies to support.
- Whole School approach to the Circle Framework, looking at the key areas of Environment and Structures and Routines.

School Priority:

ASG Learning and Teaching

Purpose:

- Local authority focus on Pedagogy and what constitutes effective approaches to teaching and learning
- ASG recognition that the subject specific nature has led to short term impacts. ASG agreement to focus on broader concepts which will positively impact upon all schools and all areas of the curriculum.

Progress:

- Most staff felt more confident following the Spotlight Assessment session.
- Staff had opportunities over the year to develop different learning and teaching skills, such as differentiation, learning intentions and success criteria and spotlight assessment.
- Staff had opportunities to engage and discuss professional reading and research.
- Collaboration between staff and schools within the ASG.

Impact:

- No change and more confident - most staff (76%)
- Looking forward staff have indicated for next session that they would like...
 - Teachers sharing good practice (72%)
 - Time for dialogue with colleagues (88%)
 - Speakers in their area of expertise (64%)
- 74% are keen to keep the same 3 sessions of 1 ½ hours.
 - The focus for these sessions could be...
 - Overarching themes – Sustainability, Creativity, Digital (58%)

- The experiences of the learners across the ASG are more appropriately challenging and better matched to their learning needs.
- Feedback and Plenary (46%)
- 4 Contexts for Learning (40%)
- During Teacher observations, almost all teachers were observed using the strategies that were developed during ASG sessions.

Next steps:

- Staff to develop further a shared understanding of selected features of pedagogy led by teachers within the ASG.
- Increased level of staff confidence of selected features of pedagogy focused on the strengths of teachers within the ASG and shared.
- Improved approaches to teaching and learning.
- Raising attainment across curriculum.
- Engagement with professional reading and research.
- Collaboration between staff and schools within the ASG.
- Experiences of the learners are more appropriately challenging and better matched to their learning needs.
- Teacher Leadership.

School Priority:

Acorn ELC Development

Purpose:

- By observing and evaluating the quality of staff interactions with children, we will ensure that learning opportunities are maximised, as we continue to embed literacy and numeracy; opportunities outdoors and indoors and develop consistency in our use of the Learning profiles.
- Ensure that systematic planning approaches reflect current guidance and recent local authority training;

Progress:

- ✓ All staff are now using the updated observation sheet format.
- ✓ Observations have become more skills based. Dialogue now includes 'so what?' question
- ✓ Planning has been developed to focus more on skills being developed. The interactive wall allows for real time planning to take place
- ✓ Planning guidance has been updated to allow for a consistent approach
- ✓ Staff meetings provide all staff with the opportunity to discuss/reflect on issues together
- ✓ Following individual PDR and whole staff discussion in May, staff deployment and SDT was re-evaluated and re-timetabled.
- ✓ Worked with SWs to discuss roles/remits and an area they would like to take ownership of
- ✓ Sharing good practise benefits individual staff and is shared with practitioners across the setting on a continuous and ongoing basis.

Impact:

- ✓ Progression can be seen at a glance and links back to previous learning
- ✓ Peer support has focused on pupils' Care Plan Profiles, which in turn has helped to benchmark expectations across the setting for learner experiences
- ✓ As time progressed the staffing additionality has clearly complimented the quality of interactions and experiences being observed
- ✓ Good progress has been made in this area, however, it is important to acknowledge that with a full staff compliment and a stable Senior Leadership Team, further progress can be achieved going forward.

Next steps:

- HC observation training carried forward and scheduled to take place in September 2024, under the guidance and support of the ELC Education Officer. This will be followed by a review with families and subsequent in-year review.
- Reflect on the impact of interactions on learners, and support staff to increase confidence when supporting children with Speech, Language and Communication Needs.
- Provide guidance and support specific to supporting learners with additional support needs, including use of the Play Steps milestones, to support practitioners in carefully identifying, planning and supporting the progression of learning at an individual level; including learners who are working at a pre-early level.
- Support staff to manage and maintain a positive ethos across the setting, through the development of de-escalation, functional assessment and debriefing skills with adults, children and others.
- Evaluate and support the self-assessment of staff deployment in a fluid and flexible way, on an ongoing basis, to encourage monitoring that focuses on an awareness of all that is going on in the room/learning environment, to ensure that staff are placed appropriately; optimising interactions that support children with their learning and progression.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The Pupil Equity fund this year has been used to make the following progress this year:

- Ensured staffing for Breakfast for all programme **Impact:** allowing every child in the school the option of breakfast when they arrive at school.
- Glasgow health and wellbeing survey provided evidence **Impact:** targeted supported groups linked with pressures identified in the survey were created and support work carried out.
- Provided additional ASNT and PSA staffing. **Impact:** created nurture groups, opportunities for targeted learning and support, and develop ASN systems across the school to streamline further support and intervention across the school.

Wider achievements

Coileanaidhean nas fharsainghe

Opportunities for pupils to engage in wider achievements have included:

- Visits out of school including a residential trip to London for senior pupils
- A range of after school and lunchtime clubs and activities led by school staff
- Out of school clubs and activities led by Highlife Highland
- Swimming lessons
- Outdoor learning block of sessions and achievement of John Muir Award

We have received funding from:

- Inverness Caledonian Thistle – Friday Football
- Arnold Clark – Athletics strips
- Funding from Brodie's Solicitors to continue to fund food for Breakfast for All.
- £500 Anti Racism Grant which funding Andy McKechnie to come and spend the day doing resilience and anti-racism workshops.
- MFR – Sensory Bus sessions for the year April 23 – April 24

Pupils to receive awards for achievement in relation to all 4 capacities.

- Playground Stars
- Star of the Week

A group of our senior pupils have been awarded with the Playground Leaders Award, in association with Highlife Highland and this year they ran Playground Leaders each week in the playground.

We achieved our Rights Respecting Schools Bronze Award.
We received our green ECO flag this year.

Comments from learners, families, stakeholders and staff

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

P5-7:

Skills Academy:

100% of pupils in the class said that this was better than they thought it was going to be.

It gave me a chance to learn about technology

I really loved doing the baking

I loved the variety and the choice that we had

I really liked the chance to do drama

I enjoyed getting the chance to go into the garden

Needlework was great

We go the experience of working with other classes and making a connection with them

I liked spending time with my friends with the other classes

Working with other teachers gave us the chance to see what it might be like at secondary school;

Swimming

The majority of the class enjoyed and benefited from going swimming

10 children learned HOW to swim during these sessions

Playground Leaders

8 children did the playground leaders course

It was really well explained and gave us a good experience

The course taught us how to play fun games

I understand how to play with other people and make relationships

Pupil Views:

I liked the opportunity to go to London. We got to spend time with friends and have different opportunities – my favourite activity was going on the London Eye.

I loved going to see the Lion King because it was funny.

A quarter of the pupils in the class said it was their first time at a theatre to see a musical.

The children really value Happiness Day and are excited about the next Nairn Beach trip. Some children also mentioned going to the cinema.

Buddies has been a really good experience – I love working with the younger pupils.

Using dojos and positive rewards.

Staff Views:

One of my pupils have benefited from morning nurture group as it has helped their transition into the classroom each day and are more engaging in my teaching sessions.

Breakfast of all provides a welcome energy boost for the pupils in my class first thing and allows us the time to stop and have a catch up and share things with each other and the class. Which is valuable for me, as it gives me a daily insight into how the pupils are each day and helps me to support my pupils further

PEF support has helped pupils engage in learning activities along with peers in class, and has helped build confidence and social skills through small targeted groups resulting in more settled behaviours in class.

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	Satisfactory	Satisfactory
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

Key priorities for next session:

Continuation of Nurture for All, including:

- Reestablishing our vision, values and aims across all settings at Cauldeen
- Achieving RRS Silver award
- Focus on Environment, Structures and routines through Circle Framework
- Further development of our nurture groups
- Universal nurture support strategies for HWB implemented and tracked
- Whole School inclusion of our Butterfly children

Continuation of Development of Learning and Teaching

- Continued work across the ASG to support and share good practice.
- National Writing Improvement Framework being trialled in P4
- Introduction of Reading Schools
- Introduction of decodable books to support infant reading attainment
- Introduction of new IDL /HQAT planning format incorporating RRS, Global Goals and Meta Skills.

Continuation of Development of Acorn and Butterfly ELC

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 by contacting the school office.