

STANDARDS AND QUALITY REPORT



Castletown Primary School and ELC

HIGHLAND COUNCIL CASTLETOWN, BY THURSO, CAITHNESS KW14
8UA

Introduction: Local and National Context

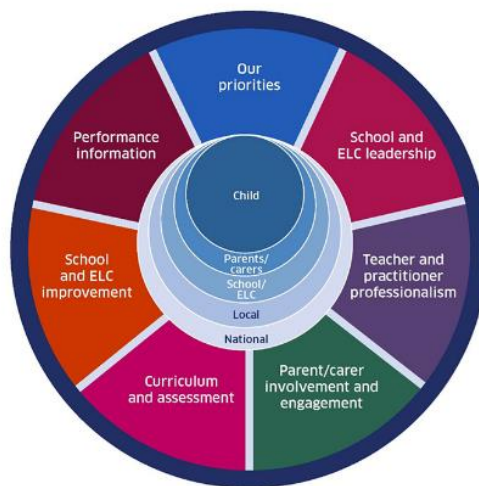
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. 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

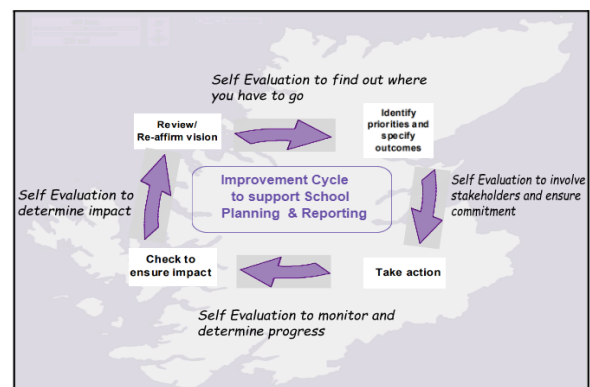
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Attendance 93.2%	Average Class Size 22.5	Meeting PE Target Target Met
Pupil Numbers 90	Teacher Numbers 5	Pupil Teacher Ratio 16.8

N3 11	N4 10	P1 11.1%	P2 10%	P3 14.4%	P4 13.3%	P5 20%	P6 11.1%	P7 20%
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SIMD Q1¹ 0-10%	SIMD Q2 40-50%	SIMD Q3 30-40%	SIMD Q4 20-30%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 20-30%	No ASN 70-80%	FSM³ 10%	No FSM 90%	EAL⁴ 0-10%	No EAL 90+%
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2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Majority

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

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](#).

School Priority:

Health and Wellbeing Curriculum

Purpose:

Our provisions for RSHP needed to be updated to reflect local and national developments in this important area of the HWB curriculum. We wanted to make sure we had a progression for HWB that was consistent across the school.

Progress:

1. We developed a full programme of work to be used throughout the school and ELC ensuring we covered key aspects of health and wellbeing.

Impact:

1. There is a consistent curriculum for all pupils across the school which promotes good health and wellbeing.

2. We provide daily access to sharing feelings to support children in identifying, discussing and managing their emotions in ELC and school.
3. We have made sure that our curriculum for Health and Wellbeing is flexible enough to be responsive to the needs of children.
4. Explore and utilise new resources for Health, in particular for Relationships and Sexual Health and embed into the programme of work.
5. Counselling services are accessed for individual children.

Next steps:

- Embedding pupil understanding of children's rights (through RRSA).
- Continue to embed and develop our wider HWB curriculum.

2. Pupils with any particular needs can share these so that they can be supported to be ready for learning.
3. We can respond in a more timely way to pupil, group or community needs.
4. We have a clear and consistent approach to the teaching of RSHP.
5. Individual pupil with identified needs have access to a professional counsellor.

School Priority:

Assessment and Attainment

Purpose:

We wanted to make sure that assessment and attainment were high on our school agenda and to develop approaches that were in line with local and national expectations.

Progress:

1. Ensured approaches to completing assessment and using the data to identify priorities was embedded in practice
2. Ensured regular conversations continued to be held and recorded.
3. Ensured the above was embedded into practice to discuss continued progress of pupils and what can be actioned to help improve attainment. Children enabled to make appropriate progress and reduce their attainment gap with support – evidence shown.
4. Learning conversations continue to be held regularly
5. Engagement from families for identified support in learning targets
6. ELC – 85% of 4 year old children have achieved nearly all aspects of understanding and expression
7. EYP discussion is happening with colleagues in other settings (where learners have blended placements) and these are reflected in development overviews and Care Plans

Impact:

1. An agreed schedule means that we identify pupils who are at risk of falling behind.
2. This means assessment and attainment are kept on the agenda.
3. We can identify strategies for individuals or groups to help accelerate progress.
4. Pupils can contribute to their own assessment regularly.
5. Parents/Carers of identified individuals are aware of their children's achievements and next steps and how they can help.
6. This will ensure children are ready for P1 and have an impact on attainment.
7. All adults working with specific learners who have blended placements are able to access information.

Next steps: Continue to embed the processes we have developed.

School Priority:

Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

Purpose:

We needed to make sure our assessments were as secure as they could be and engaging in moderation was part of this process.

Progress:

1. All teachers attended Moderation training led by colleagues from Ed Scot.

Impact:

1. Regretfully the training did not have the expected content or impact and our work in this area stalled.

Next steps:

- We need to work with colleagues across our ASG to accelerate work in this area.

School Priority:

ELC Care Plans

Purpose:

We needed to make sure our care plans were transferred on to new formats and met the expectation of the new Care Inspectorate guidance.

Progress:

1. We were able to meet the targets that we set for developing the new Personal Care Plans

Impact:

1. All of these actions have been achieved and this means we are confident that our Care Plans are robust and help us to meet the needs of our children.

Next steps:

- Ongoing monitoring of Care Plans and ensuring we take on board any additional guidance or changes

Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF was used to support progress in literacy, numeracy and HWB. 88% of pupil targets indicated good or better progress.

Wider achievements Coileanaidhean nas fharsainghe

Pupils have gained awards in:

- Caithness Music Festival winning four trophies (choirs, music making and choral speaking).
- Bikeability – Level 1 accreditation
- Rotary Club Quiz (P7 - Thurso ASG winners)
- Sporting Competitions (Sport's Day and Castletown Primary Sporting Record Breakers)
- Awards for Good Citizenship, Individual Sport's Awards and Literacy Award

Also took part in:

- Aegas Nature Days outreach programme
- Caithness Science Festival sessions
- Lyth Arts Centre workshops and visit

- Educational visits (including Newton Room, War Memorial)
- Supporting Charities (KLICS, Blythswood Shoebox Appeal)
- Coronation Celebrations
- ELC Financial Enterprise project, etc.

Comments from learners, families, stakeholders and staff

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

- ‘...our child has come on leaps and bounds’ (P1/2 parent, Feb 2022)
- ‘...inspired and encouraged’ (Parent of P1/2 child, June 22)
- ‘We are delighted to see our child is getting on well in class and progressing well at their level. They thoroughly love school, thank you for all you do for them.’ (Parent of P3/4 child, June 22)
- ‘...had a fantastic day. The children were so kind and polite. They were really attentive and asked great questions. This is the most fun I have ever had doing our planetarium shows’ (Presenter for the Science Festival, Sept 22 about all classes)
- ‘Children were an absolute delight. Each and every one of the children engaged in the activities, showed respect to the game and each other. They were polite and mannerly’ (Representative from local Bowling Club, June 22 about the P5/6 and P6/7/ children)
- ‘...children at each and every stage were fully engaged in the content and really supported each other’ (Workshop presenter for P1-7, September 22)
- ‘I was really impressed when I saw this at parents’ evening, delighted how well my child’s reading and writing is coming on.’ (P3/4 Parent, Feb 23)
- ‘Our children really liked their teachers in both classes and it has been a great school for them’ (P5/6 and P6/7 Parent comment, March 23)
- ‘You have a great school’ (ELC and P5/6 Parent comment, March 23)
- ‘This has been a great move for our child and it is a lovely school’ (P6/7 Parent Comment, March 23)
- ‘Our child has absolutely adored her time at Castletown ELC and we honestly cannot fault the setting. It will be a tough act to follow’ (ELC Parent, May 23)
- ‘...what a lovely day yesterday at sports day. Well done to all the staff as it must take a fair bit of organising. The whole school knows each other and it really was lovely watching them cheer each other...It was well organised and went smoothly!’ (P1 Parent, June 2023)
- ‘...my child loves going to school and learning new things, especially maths.’ (P3/4 parent, June 23)
- ‘...our child is thriving as a P6.’ (Parent, June 23)

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	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 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

Provision and attainment in Literacy

Further development of HWB curriculum.

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 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