

2022/23



Cauldeen Primary School
HIGHLAND COUNCIL | MACKAY ROAD, INVERNESS IV2 4HZ

Introduction: Local and National Context

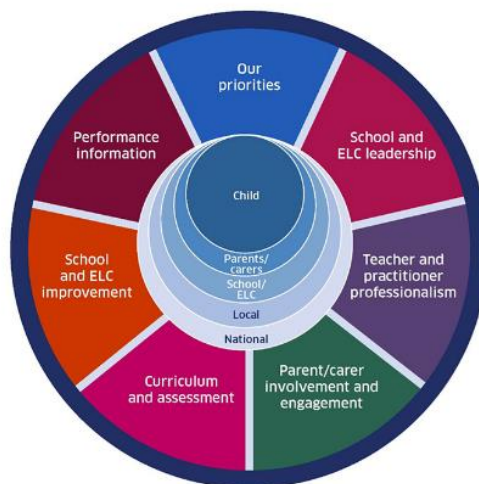
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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 daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Emma Rennie
Acting Head Teacher
Cauldeen 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 93.3%	Average Class Size 23.4	Meeting PE Target Target Met
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Pupil Numbers 234	Teacher Numbers 16	Pupil Teacher Ratio 14.8
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N3 10.8%	N4 11.8%	P1 18.4%	P2 12.8%	P3 14.5%	P4 11.5%	P5 16.2%	P6 18.8%	P7 7.7%
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SIMD Q1¹ 20-30%	SIMD Q2 20-30%	SIMD Q3 0-10%	SIMD Q4 40-50%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 40-50%	No ASN 50-60%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 10-20%	No EAL 80-90%
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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	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

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. Our vision, values and aims were updated in May 2022 and the values are encompassed within the letters that make up Cauldeen:

Care for others

Always tries your best

Use polite manners

Listen well

Do the right thing

Excellent behaviour in the playground

Enjoy learning

Notice others' achievements

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:

Raising Attainment by being Included, Engaged, Involved

Purpose:

Promoting Positive and Successful Relationships

A positive learning environment

Inclusive learning environment

Learners engaged in their learning

Improvement in attendance

Learners keen to attend and attending whenever they can

Raise Attainment In Literacy and Numeracy

Increased pupil progress

Increase in children achieving expected levels

Teacher confidence in CfE levels and use of National Benchmarks

Teacher confidence in planning next steps in pupil learning

Statement in place for The Writing Lesson and The Reading Lesson

Review and adapt assessment procedures to make manageable and allow for teaching time

Support staff confident in use of Developmental Overviews, IEPs, planning, communication strategies

Play at Early Level

Quality play experiences

Quality learning environments

Child's right to play

Care for others
Always try your best
Use polite manners
Listen well
Do the right thing
Excellent behaviour in the playground
Enjoy learning
Notice other's achievements

Progress:

Promoting positive and successful relationships

Behaviour

Share and embed whole school policy - known by all staff and everybody knows the steps including children and parents

Action:

Lunchtimes have been staggered
A Football Charter is in place
Golden Boot and Playground Star Awards introduced
Dinner hall layout amended
Table of the week introduced
Management are on rota daily between dinner hall and corridor
Supervision staff are zoned
Critical incident plans in place for targeted children

Improving Attendance

Getting to school

Positive relationship coordinators have established a Hub where parents can come each morning with their child to encourage attendance.

Positive Relationship Coordinators have been visiting homes to continue links, initially daily and then once a week.

Positive Relationship Coordinators

Links have been established with partner agencies for those children who are struggling to attend

Positive Relationship Coordinators and / or a PSA will visit Houses to bring children to school

Family engagement

Continue with the family craft sessions started in May 2022

A number of engagement sessions and opportunities were held throughout the year

- Family craft

Impact:

A new Behaviour Policy has been agreed and is in place. Staff are using the Think Sheets.

Findings: the playground is a pressure point for behaviours which then spill into the classroom and affect learning. The strategies below were then implemented in March 2022.

Almost all children are succeeding in the dinner hall. It is calmer and there is less mess at the end of the lunchbreak.

The kitchen staff report a reduction in waste.

There are a few children who continue to find the playground very difficult indeed.

Attendance 2021-22			Attendance 2022-23		Difference
Intake year	No of Pupils	Under 85%	No of Pupils	Under 85%	
2022			39	29%	
2021	41	24%	29	14%	-10
2020	35	11%	33	15%	+4
2019	28	14%	28	25%	+11
2018	39	18%	24	24%	+6
2017	44	34%	21	26%	-8
2016	20	20%	42	21%	+1

There is no improvement in attendance overall.

83% of the children who were non attenders are now attending in some form. The Hub has been really successful. To begin with parents were staying for the whole session 9am – 11am. One child is now back in class and the other's mum is dropping him off and then leaving. We also have 2 new boys that joined last week and are engaging well so far.

Continued targeted support needed from PSA to support targeted children in getting ready and coming to school.

Family Craft sessions were fully booked – 47 families represented at Christmas craft session
Open afternoon sessions very well attended
Christmas Concert was well attended with representation from almost all families – 501 tickets were sold
Parent evening attendance – over 70%.
Everything was sold at the Christmas fare – almost all families were represented

- Open afternoons
- Christmas Concert
- Christmas Fare
- Parent Evening
- Sports Day
- Summer fete
- Parent/Pupil hub

A parent survey was conducted in Feb 2023 to gauge parents' views on the work of the schools.

There were 51 responses – a very good turn in in comparison to others that have been issued.

Overall, there were strong messages around communication, particularly with respect to children's learning and to staffing.

Community Engagement

Set up a food shed for all families to drop off or collect groceries and non-perishables

Shed purchased and ready for shelving.
Food cupboard has been extremely busy and very popular – number of families represented

Community and third sector partners are keen to work through the school. The Positive Relationship Coordinators have been key in co-ordinating this and providing capacity for us to fulfil this key role in our community.

Health and Wellbeing

<u>Targeted emotional and wellbeing support</u>	<u>Accessed by (No of children)</u>
Resilient Kids P4	28
Seasons for Growth – targeted group	6
Emotional and Emotional groups (P3 –7)	16
Sensory bus – Funded by MFR (targeted group)	18
Alternative curriculum for targeted children	10

Care for others
Always try your best
Use polite manners
Listen well
Do the right thing
Excellent behaviour in the playground
Enjoy learning
Notice other's achievements

Two families have used the Parent/Pupil Hub

96% of parents would recommend Cauldeen to others (Parent Survey Feb 2023)

92% of parents feel comfortable approaching the school with questions/suggestions/complaints (Parent Survey Feb 2023)

Almost a quarter of parents (24%) do not understand how children are assessed and 25% feel they do not receive information around how their child is doing at the right time. (Parent Survey Feb 2023)

92% of parents agree (55%) and strongly agree (37%) that they are satisfied with the school.

Improved relationships with parents - A number of parents are phoning the school to seek support from our Positive Relationships Coordinators.

31% decrease in number of complaints made to the school.

2020-21	17
2021-22	16
2022-23	11

There is currently no measure of how partners feel they are welcomed and can do their job in the school, other than oral feedback which is very positive.

Next session, a feedback form for partners will be drawn up and issued for gathering information.

<u>Community Partner</u>	<u>Resource distributed through Cauldeen</u>
Morrisons	15 trolleys of groceries
Coop, Chinese Association	12 boxes of bread
Salvation Army	£330 worth of vouchers shared among 13 families
Cash for Kids	61 children received Christmas presents
Gateway and School Rockz	200 frozen pre-cooked meals distributed through Cauldeen
Aspire	10 blankets
Independent donor	Christmas gifts for 20 families Outdoor toys

Reports from group leaders indicate a positive impact on self esteem.

Alternative curriculum – The morning group has been really successful. To begin with parents were staying for the whole session 9am – 11am. One child is now back in class and the other's mum is dropping him off and then leaving. We also have 2 new boys that joined last week and are engaging well so far.

Lunch club – children love it They wait outside the door for lunch club to start. It's generally the same pupils that come each week. It's a safe and fun environment for them

Changing Lives for Good mentoring	1
Lego Group (open to P3 – P7)	16
Purple room – nurture – targeted	10
Red squirrel (targeted P1 – P3)	16
Homework club – open to P5 – P7	20
Kapla Club - open to all	32
Lunch club – open to P5-7	30
Relax Kids (open to all P7s)	12
Lego club (open to all P3s)	25
Fun Club (open to P1-4)	50
Games club (open to P1 – 3)	
Uno group (P4-7)	
Crossreach Counsellnig (10 + yrs)	
Breakfast for All	304
Parasports (Targeted pupils)	

to relax and spend time with their friends. We also have pupils that will come in if they have had a fall out with a friends or not feeling great.

Relax Kids – P7 group was the most successful. Pupils eager to come each week. They wanted to come along for more sessions before moving to the academy. Unfortunately we have not been able to facilitate this yet.

The purple room has been developed this year to provide nurturing support to Level 4 pupils. We have developed the purple room throughout the year and adapted it to the changes of the school.

- 4 out of the 6 pupils who have attended the purple room have had progress in their Boxall profiles and have spent more time in class this year.
- 4 out of 6 pupils have achieved higher reading ages and spelling.
- Children can find a safe place to regulate their emotions.
- Trust has been established between pupils and adults.
- Alternative curriculum learning such as gardening, swimming, baking and art have been fantastic positive additions to the purple room timetable. They encourage positive reinforcement and give opportunities for pupils to learn in a positive and practical environment.

Pupil Comments: Resilient Kids

- I find Resilient Kids helpful and calming
- I find it very helpful and it shows me lots of ways to do stuff.
- I think of resilient kids as a nice club where we learn about feelings and it is a good club. P4 is lucky.
- I think I learn about different emotions and I could have fun at the same time and see how people are and if I can go and help them.
- I really liked resilient kids because it's really good and we learned about emotions.
- I think it is very helpful and I really like it and it's calming.
- I think that I learnt lots of feelings
- I think I learnt to be respectful and some learning.
- Resilient kids is very helpful because it makes me calm and it controls my emotions.
- This group has helped with friendships. This group has helped with my emotions. This group has helped me learn. I have enjoyed resilient kids.

Pupil Comments: Seasons for growth

- Seasons for growth is helpful so far and I like it.
- I love seasons for growth because it helps me understand.

Funding secured from Discretionary Ward Fund to continue Breakfast for All

Planning in literacy is more directed towards the benchmarks as a result of the adapted planning and tracking.

Teaching staff are more confident in handling and understanding improvement data.

Teachers are beginning to become more confident in making judgment against benchmarks and CfE levels. This is evident in discussion with staff.

		Reading/Literacy	Writing	Numeracy
P1	SNSA data	92%		81%
Jun 23	ACEL data *	41%	39%	41%
	ACEL actual	40%		56%
P4	SNSA data	48%	48%	56%
Jun 23	ACEL data *	60%	54%	64%
	ACEL actual	68%	43%	54%
P7	SNSA data	74%	53%	68%
Jun 23	ACEL data *	61%	50%	67%
	ACEL actual	33%	33%	44%

(* predicted Feb 2023)

Further understanding of tracking and data to inform next steps must be included in future SIPs.

Consideration needs to be given around fourth band children.

Almost all children have made targeted progress in reading and encoding.

- One band increase – 29%
- Three band increase – 11%
- Four band increase – 24%
- Five bands progress – 6%
- Six bands plus progress - 18 %

71 % of targeted pupils have made 3 bands or more of progress

Almost all children have made targeted progress in reading of sentences

- One section increase – 11%
- Two section increase – 6%
- Three section increase – 6%
- Four section increase – 22%
- Five section of progress – 17%
- Six section plus progress – 17%

83 % of targeted children have made 3 bands of more of progress

Trial the online materials before the end of term.

The scheme comes with trackers that link with the resource and the curriculum. Next steps would be:

- Allow teachers time to get to grips with the new resource and use this in their teaching and learning.
- Continue to use own planning formats and see where HAM fits into this.
- Discuss use of Highland Numeracy assessments – are these helpful/best assessment tool to use?

Raising Attainment in Literacy

Embedded tracking procedures in literacy to align to the benchmarks and ensure focus for assessment

Reviewed and adapted and assessment procedures so that assessments assess skills

With the ASG DHT, a tracking format has been introduced to plot progress over time.

The TMR tracker is used to compare children's data.

The DHT has led CAT sessions around planning for assessment in reading, writing and maths.

PEF Interventions in Literacy - Comprehension

Targeted at pupils who are less than one year behind expected for age and stage

Basic Reading Intervention Early Level, First Level and Second Level Wave 2 – Daily three reading

Targeted at pupils who are more than a year behind expected for age and stage – Daily Three Reading

See detailed SIP Plan

Raising Attainment in Numeracy

Resource maths across the school

Heinemann Active Maths identified as the scheme that the working group would like to look into purchasing.

Free trial arranged for all staff and login details shared. The hope is that we can trial the online materials before the end of term to see if these are worth purchasing.

- Familiarise themselves with council directed trackers as well as what HAM provide to decide on a tracking format that can be used throughout the school.

P1/2 now have daily access to the outdoors, a soft start and a slot in the whole school loose parts area.

The free flow is very popular with the children.

The free flow transitions between settings. School staff identify that they know the ELC children before they move into P1.

Play at early level

Audited current learning environments – children have opportunities to experience both free and structured play throughout the day for sustained periods of time
Children have ownership over spaces. Resources can move freely throughout the classroom spaces.

Staff agreed on main elements of the school day and what this looks like.

Children have access to a range of open ended resources.

Weekly free flow opportunities set up between P1, P1/2 and ELC

Enhanced and built up our open-ended resources in P1 & P1/2

Next steps:

Pedagogy in learning

Attendance

Attainment data and formative teaching

School Priority:

System and Policies

Purpose: Share and embed Behaviour Policy

Progress:

- ✓ The Behaviour policy has been drawn up by staff and pupils and shared with parents for consultation.
- ✓ Strategies have been implemented since the start of the session

Impact:

- ✓ There are very positive outcomes for the pupils in P4 to P7. There is a significant reduction in the number of reported and recorded incidents
- ✓ Think Sheets work well and are shared with parents
- ✓ Good progress was made in this area.

Next steps:

Supporting children for whom the policy does not work, particularly identified pupils in P1 to P3.

Rights Respecting Schools- Bronze and Silver Award

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Embedded in analysis above- Improving Attendance and Raising Attainment in Literacy

Wider achievements

Coileanaidhean nas fharsainge

Opportunities for pupils to engage in wider achievements have included:

- Visits out of school including a residential trip to Edinburgh 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
- Workshops delivered by partners including Eden Court, Mikeys Line, Scottish Ballet and the Chinese Association

- Swimming lessons

We have received funding from:

- Inverness Caledonian Thistle – 10 week block of in school sessions, Summer Camp funding
- Arnold Clark – Athletics strips
- Discretionary Ward Fund – ECO & RRS
- MFR – Sensory Bus sessions for the year April 23 – April 24

Opportunities are planned for pupils to receive awards in all four capacities. These include:

- Golden Boot Award
- Playground Stars
- Star of the Week
- Lunch Table of the Week
- Athletics Awards

A group of our senior pupils have been awarded with the Playground Leaders Award, in association with Highlife Highland.

We are currently working towards our Rights Respecting Schools Bronze Award.

Cauldeen Primary School has been awarded with Level 3 of the School Gardening Awards in Session 2021-22.

We are GLEANS Silver Award Winners.

Comments from learners, families, stakeholders and staff **Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach**

Parent Survey Feb 2023

Would like more updates of progress and assessments. more opportunity for work to be sent home share with parent.

Overall, the school is excellent and has done a fantastic job with the kids and parents.

I've had three children at Cauldeen all of them loved this school and all the teachers I can't thank them enough about how they have helped my children

I have 2 different kids (one -loves learning, another one enjoys muddy plays) but school is brilliant and teachers do an amazing job. Thank you

Need more safety with pupils when going out of school grounds with school staff, more support in classrooms also. Would be helpful if more staff had more training on additional needs

Staff Evaluation Session May 2023

What has worked well?

Helpful feedback from staff and SMT observation of reading lessons.

The TMR and the ASG DHT

Using the new trackers for planning and assessment

Precision reading has worked well

Red Squirrel Room has enabled effective teaching in the classroom

Staff meetings are useful – catching up and sharing news as well as coordinating dates for the diary

What next?

Rights Respecting Schools

More links between Butterflies and Mainstream

Revisit school policy for relationships for a consistent approach

More focus on H and WB

Specific training to help staff with de-escalation and situations where there is violence

Trackers in Maths/numeracy (Highland recommended trackers)

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	SECONDARY
QI 1.3 Leadership of change	Good	Good	Choose an item.
QI 2.3 Learning, teaching and assessment	Good	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Good	Good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Satisfactory	Choose an item.

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

Nurture for All

A Consistent Approach to Learning and Teaching Pedagogy

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://cauldeenprimary.wordpress.com/> or by contacting the school office