



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

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 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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.

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

91.6%

Average Class Size

19.3

Meeting PE Target

Target Met

Pupil Numbers (inc nursery)

77

Teacher Numbers

5

Pupil Teacher Ratio

14.7

N3

XX%

N4

XX%

P1

10.4%

P2

11.7%

P3

11.7%

P4

11.7%

P5

16.9%

P6

14.3%

P7

23.4%

SIMD Q1¹

0-10%

SIMD Q2

40-50%

SIMD Q3

20-30%

SIMD Q4

20-30%

SIMD Q5

0-10%

Unknown

0-10%

ASN²

10-20%

No ASN

80-90%

FSM³

10-20%

No FSM

80-90%

EAL⁴

0-10%

No EAL

90+%

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

Reading

Majority

Writing

Majority

**Listening and
talking**

Most

Numeracy

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

Honesty and fairness

Creativity and success

Motivated and confident

Responsibility and independence

Awareness, safety and inclusion

Active and happy

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:

Engagement with the National Writing Improvement Programme focussing on P4 attainment

Purpose:

Highland ACCEL data: Writing continues to be area requiring improvement in Highland when compared against National data and also within our own setting.

ACEL DATA	2024	2023	2022	2021	2020	2019
P4 Writing Highland	69	64	57	52	n/a	62
P4 Writing National	72	72	70	67	n/a	73

Highland Council aim: By June 2025 the schools participating in the National Improving Writing Programme Wave 2 Cohort 4 will achieve more than 70% in First Level CfE Writing at P4.

Progress:

- ✓ The 2 teachers engaged fully in the programme and implemented it successfully within the classroom

Impact:

- ✓ Our current P4 group improved their overall attainment
- ✓ Teachers analysed closely each aspect of writing and focussed on engaging children in the assessed focus
- ✓ The main impact will be on future cohorts due to the level of understanding from this approach
- ✓ Strategies which have been successful in engaging children in making the desired improvements in writing.

Next steps:

The approaches used by the teachers with P4 in 24/25 will share these approaches with the other teachers in school.

School Priority:

Assessment and Moderation – Moderation Collaborative

Purpose:

We had chosen to be part of the Central Moderation Programme to further develop consistency across the school/ASG and to give confidence in robustly assessing Achievement of a Level. Staff have also expressed that they would like to know the recommended assessment tools.

Progress:

Content:

- ✓ Unfortunately, it was clear very quickly that this programme was not going to give us what we needed so we arranged to do our own work in this area.

Impact:

- ✓ We focussed on our new ASG moderation programme that we had developed with the Collaborative Lead Officer for 24/25
- ✓ This plan enabled us to focus on reading, writing, numeracy and high quality assessments across one session, which was very beneficial to staff

- ✓ Assessment tools were also shared and discussed as part of the sessions
- ✓ It continued our ability to work with stage partners across the ASG focussing on Achievement of a Level at P1, 4 and P7 and also deciding if children were on target within a level at the appropriate times for P2, 3, 5, 6.
- ✓ We also evaluated each moderation session to inform the ASG moderation plan for next session

Next steps:

The plan for next session follows a similar programme although some dates have been moved and we no longer feel we need the first session based on High Quality Assessments. We will continue to put teachers into stage groups and keep the continuity of these groups as this was very beneficial for moderation and continuity.

School Priority:

Rights Respecting Schools – working towards Silver

Purpose:

As this was a national priority and part of the NIF(National Improvement Framework) and HSCS (Health and Social Care Standards), we agreed that placing the human rights and needs of every child and young person at the centre of education would be a key driver for school improvement.

Progress:

Staff and pupil questionnaires completed
 Reviewed action plan to agree required actions
 Staff planned for engagement with Right of the Month and activities around this to highlight the chosen right. This also included sharing with families.
 All classes drew up a class charter.
 Rights Respecting Schools group set up
 ELC staff engaged with activities focussing on children's rights
 Celebrated World Children's Day
 Started review of Positive Behaviour Policy
 Family engagement at open sessions

Impact:

- ✓ Our work around Rights Respecting Schools is having a positive impact as seen through questionnaires and engagement with the Rights Respecting Schools group
- ✓ Children are able to discuss and understand their rights
- ✓ The development of class charters and playground charter have been positive and children have been very engaged.
- ✓ Activities based around rights have taken place with clear aims and to promote engagement with different rights and to initiate more conversation with peers, staff and with families. These included World Children's Day with Castletown Primary, Toilet Twinning fundraiser, Rights of the Month, Needs and Wants activity with families at our open sessions, etc.
- ✓ The RRS approach is having a positive effect in most of aspects of our school and we will continue to develop change.

Next steps:

We will continue on the journey towards Silver Status.
 We will progress our engagement with parents on developments so far.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF was used to support progress in literacy and numeracy.

For literacy targets 17/21 (81%) targets were fully achieved.

For numeracy targets 10/12 (83%) targets were fully achieved.

For the following year we will continue to target specific areas in literacy and numeracy as well as some social and behavioural needs. Assessment will also be done more regularly during the year.

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 P7 choral speaking.
- Bikeability – Level 1 accreditation
- Rotary Club Quiz (close 2nd place)
- Sporting Competitions - Sport's Day races, House Shield for Sports and Castletown Sporting Record Breakers, P7 Sporting Champion for boys and girls
- Netball Tournament: winning the A team competition, the B team competition and also 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 P7
- Leadership Awards in P6/7 with Active Schools Coordinator
- Individual competition winners for various events

They also experienced:

- Caithness Science Festival sessions and workshops - Castles, Critter Keepers, Rocket Building, The Green Machine, VR workshop to highlight Fishing Industry
- Lyth Arts Centre show for P1-3 and ELC 'Too Many Penguins'
- Educational visits: P5/6 and P7 STEM Newton Room – Health Science
- Residential Trip for P6 and 7 pupils offered every second year
- Supporting Charities: Toilet Twinning, Blythswood Shoebox Appeal, Poppy Appeal
- Kodaly Singing Sessions for P3/4 and P1/2
- Feis Rois Traditional Music Sessions for P7
- Blue Butterfly workshop in P3/4
- Individual Music Tuition available for strings, woodwind and piping
- Developing the Young Workforce visit for P7
- Swimming Sessions for P3/4 and P5/6
- Football Festival across the Thurso ASG
- Sessions in school by Active Schools - Multi Sports, Running Games, Rugby sessions
- Performing in the School Christmas Concert
- Riding for the Disabled for 2 pupils
- Celebrating own and wider achievements through Together Times
- School awards given through Together Times
- The Student Council committee membership
- Rights Respecting School group membership
- Presentation from KLICS for Young Carers
- Assemblies with Mr Stone
- World Children's Day along with Canisbay Primary
- Rights Respecting School themed active workshop with Andy McKechnie
- Orca Watch presentation
- Storytelling visit in association with Sìdh Chailleann Art Team
- Aigas Nature Days workshops
- Safe, Strong and Free workshops in ELC
- Childsmile in ELC

- P6/7 After school club with Mark Mackenzie
- Picnic event with ELC families
- Three beach trips by P3/4 and P5/6 and many buddying sessions for Outdoor Learning in school
- P5/6 attended the memorial for Remembrance Day
- Scottish dancing
- Halloween parties run and organised by P7 pupils
- Whole school Pumpkin Drive

Comments from learners, families, stakeholders and staff

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

Jun 24 report comments

'Absolutely delighted with how far our child has come on this year. Our child's progress in learning has amazed us. He is so excited going to school every day and loves his teachers.'

'Our child absolutely loves school and learning. You have given him the best start to his learning journey'

'Our child's confidence has come on in leaps and bounds.'

'Thank you for everything you have done for our child, he truly loves coming to school. I've noticed a big difference in his reading.'

'We are delighted with how our child's reading and writing has come on this year.'

'It has been lovely to see our child growing in confidence over the year. Thank you for giving our child the confidence to try things.'

'Thank you for encouraging our child and for all of your help.'

'Our child's reading, writing, art and maths has improved greatly over the year. Best of all our child really enjoys coming to school '

'Thank you for all of the individual attention to our child and for bringing our child along academically and socially.'

'Thank you to all at Castletown Primary for helping our child to be the person she is.'

'Thank you for the time and effort you have put into teaching our child this year.'

'Our child has really enjoyed Castletown Primary and all of the opportunities he has been given. We want to thank you for the good grounding to study and all the support he has had throughout.'

'Thank you for all of the support and guidance you have given to our child. She is well prepared for the transition to High School.'

'Thank you for recognising, nurturing and encouraging confidence in our child.'

'Our child has settled in well.'

'We are delighted with our child's progress this year, as we have been with his entire education at Castletown Primary. Thank you for all of the teachers for preparing our child for High School.'

Jun 25 parental returns from reports

'We are happy with how many new skills our child has learn in music and sport, etc. I really appreciate the topics you teach outside of the typical classroom setting, those days are my child's favourite.'

'Thank you for all of the hard work and support you have given our child.'

'Netball and football have helped our child's social skills and boosted confidence.'

From Learning Profiles 24/25 session

- 'This is a really good idea – very useful'
- 'I know you enjoyed this task! Well done for keeping in budget.'
- 'What a great task to get them to do, very useful'
- 'This is a very beneficial task ahead of going to high school.'
- 'It's good to hear our child's confidence in maths continues to increase.'
- 'Our child is always upbeat about her maths and tells us about what she is doing in class. She has been happy with all maths aspects over the year.'
- 'Glad our child's comment shows she is enjoying reading and is making improvements in understanding as she has sometimes not felt this.'
- 'I love this poem, I will frame it!'

- 'Our child enjoyed this task and spoke about it a lot at home including talking me through the slides. I thought she might be shy about presenting but she seemed to love it!'
- 'Our child enjoyed this task and did talk about preparing it. I love the facts noted, you've made this very interesting with the information and hidden butterflies in your presentation.'
- 'Well done! We've gone over some fractions at home in conversation. We can have a look at the websites in the 'How you can help your child at home' section.'
- 'What a beautiful poem. I love this and I think you really enjoyed creating it too.'
- "Amazing work so far this year! Really great to see it all!"

Pupil comments:

- 'I am really happy about doing this for others. It makes me pleased because I am doing something to help which makes them happy. We were also being community helpers for Mr and Mrs Stone. I enjoyed it and wish that I could do it again next year.'
- 'Overall, it was one of the most fun things I've done in my ENTIRE life because it was fun explaining the games and I was taught many skills like being responsible, having a loud voice and taking control etc. I would gladly do it again as it was so much fun!!!'

Report card replies 2025:

- 'I am really happy with my child's report card. She loves school and I hope that continues. Thank you for supporting and encouraging my child to try new things and to move out with her comfort zone.'
- 'It's nice to read that our child has started to progress more and show confidence in her learning and now more confident.'
- 'We have to say thank you for giving our child your time and support the last two years. He has loved having you as his teacher.'
- 'Thank you so much for all of your help and encouragement.'

Other quotes in 24/25

- 'I can also say that your school upheld great sportsmanship, were very mannerly and were deserved winners.' (Active Schools Coordinator, June 25)
- 'They all did brilliantly. Had a lovely morning watching them 😊' (Music Festival spectator, June 25)
- 'Looks like a great time!' (parent comment on photo of beach trip, May 25)
- 'Our child enjoyed his time at the beach and sports day take 2' (June 25)
- 'Children were very attentive and engaged.' (Nature Days leaders, Jun 25)
- 'P1-3 choir were fantastic, sang so well and all participated.' (Music Festival spectator, Jun 25)
- "Fantastic art work helped set the scene. The opening announcement was clear and confident"
- "...demonstrated excellent team-work and assured musicianship, with some confident leaders in evidence." (adjudicator at Music Festival about the P5/6 music making, June 25)

Learner's Statement

"I really enjoyed this year. We learned about a lot of interesting topics as a primary * but I am ready to start Primary *. I'm sad to leave all the good memories behind though."

June 25 questionnaire for Rights Respecting Schools project (school sample of 36 pupils)

97% of the children said they enjoyed, or sometimes enjoyed being in school

94% of children said they felt safe in school.

100% of children said that adults in school treated them with respect or sometimes treated them with respect.

100% of children said that other children were kind and helpful or sometimes kind and helpful

97% of children said that if they felt unsafe they could tell an adult or sometimes tell an adult

97% of children said their teacher listens to them or sometimes listen to them

83% of children said that the school listens to their ideas or sometimes listen to their ideas.

97% of children said they knew how to make progress or sometimes knew how to make progress.

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

Rights Respecting Schools – continue working towards Silver Award
Curriculum Planning and Resources
Raising Attainment (Highland Council improvement)

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions will be detailed on the school improvement plan, which can be accessed on our website <https://canisbayprimary.wordpress.com/> or by contacting the school office. This will be available after September 2025.