



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Cauldeen Primary



Respect Safe Responsible

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.

Allison Howie
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
89.1%

Average Class Size
20.9

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
251 (+71 nursery)

Teacher Numbers
18

Pupil Teacher Ratio
14.2

N3
XX%

N4
XX%

P1
13.1%

P2
17.1%

P3
14.3%

P4
12.7%

P
13.9%

P6
13.1%

P7
15.5%

SIMD Q1¹
20-30%

SIMD Q2
10-20%

SIMD Q3
0-10%

SIMD Q4
40-50%

SIMD Q5
0-10%

Unknown
0-10%

ASN²
40-50%

No ASN
50-60%

FSM³
10-20%

No FSM
80-90%

EAL⁴
10-20%

No EAL
80-90%

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Majority

Writing

Less than half

**Listening and
talking**

Majority

Numeracy

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 values were updated this session and are now 'Respect, Safe, Responsible'. We are still in the early stages of developing these new values and this going to be the focus along with our journey to Silver accreditation this year of our Right Respecting schools Award.

Our motto is #ProudofCauldeen and our focus and aims are around celebrating and encouraging behaviour and achievements that make us proud and our community proud of us.

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](#).

Looking forward, our approach must incorporate our council's Raising Attainment Strategy.

School Priority:

Nurture For All

Purpose:

- To promote Health and Wellbeing, Inclusion, Diversity and support children to be ready to learn.
- 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 training this year on rights respecting schools
- ✓ All staff had training on Zones of Regulation and given access to a google classroom for support and resources
- ✓ Creation of robust ASN data tracking use of interventions to increase engagement and level of support and ensure coverage
- ✓ Monthly tracking of whole school attendance and policy created with related interventions in place.
- ✓ Established a school lead for Seasons for Growth and a rolling schedule of groups to support trauma and bereavement across the school. Data has been collected and tracked in order to monitor short and long term impacts

Impact:

- ✓ All pupils now have wellbeing folders to support strategies they can use for emotional regulation
- ✓ Weekly pupil leadership group, on track to get Silver mid next session, RRS assemblies, Creation of RRS board
- ✓ Most families engaged in attendance events; Parenting Course ran for the first time with the majority of those offered a place attending (May 2025)
- ✓ As of May 2025, the majority of children with below 80% attendance had increased their attendance (12/17), the majority of children on part time timetables have increased their time in school, 28% of part time attenders are now attending full time.
- ✓ 100% of children who have attended Seasons for Growth have above 80% in their current attendance, 26 additional children were

- ✓ Through Creation of a Community Lead within our school, our community cupboard was set up to support our families. Additional grants were received in order to fund Breakfast for All to around £13,000
- ✓ supported through social and emotional groups using the same time
- ✓ All pupils engaged in the health and wellbeing survey allow staff to identify which children required support and in which area of wellbeing.
- ✓ All children have access to a breakfast when they arrive at school, including fresh fruit and all families have access to additional food and resources through our care cupboard
- ✓ Good Progress was made in this area

Next steps:

- ✓ Silver accreditation for Rights Respecting Schools
- ✓ Continued increase in parental engagement across committees and supporting development of our values, rights and community
- ✓ Further participation by all children in engaging in committees, including leading community events and support
- ✓ Further development of our new values and embedding rights within the school
- ✓ Continuation of development of Zones of Regulation and Wellbeing folders

School Priority:

Improve Learning and Teaching

Purpose:

- Improvement of different aspects of Learning and Teaching in order to raise attainment
- Local authority focus on Pedagogy and what constitutes effective approaches to teaching and learning

Progress:

- ✓ Introduction of the national Improvement Writing Programme (NIWP) to one class. Class Teacher and Head teacher attended training.
- ✓ PT ASN attended training for Attention Autism
- ✓ Series of High Quality Assessment Tasks(HQATS) developed this year, focusing on parental engagement with timetabling.
- ✓ Teacher engaged in Self-evaluation around 2.3 and identified areas that are most challenging through RAG system.
- ✓ Teachers participated in a Quality Assurance visits and had learning observations.
- ✓ Dyslexia Policy for school created as well as a Google Classroom with support and resources.

Impact:

- ✓ Reading P4~Most children who took part in targeted intervention achieved first level , Reading P7~the Majority of children who took part in targeted intervention achieved second level and an additional 37% made significant progress
- ✓ Almost all HQATS had parental engagement with them
- ✓ Areas for school improvement in 2.3 have been identified for further improvement.
- ✓ All learning observations were summarised as Satisfactory or above.
- ✓ All teachers received training and guidance about new Dyslexia support and identification policy
- ✓ Satisfactory progress was made this year.

Next steps:

- ✓ Development of new curriculum rationale that embeds rights
- ✓ Consistency across jotters and writing was identified as part of a QI visit in Feb 2025 to be developed this session and monitored.
- ✓ Development of understanding of metaskills
- ✓ Establish reading schools profile and create action plan in order to achieve Core award by end of school year
- ✓ Continued development of the NIWP programme across the school.
- ✓ Learning Conversations identified as part of this session's self evaluation to be a focus.
- ✓ Attention Autism to be rolled out to Butterfly staff

School Priority:**Sharing Good Practice across ASG****Purpose:**

- Following our ASG sharing Practice developments for 2023/24, through feedback, staff identified the following for needs this session:
- Teachers sharing good practice (72%)
- Time for dialogue with colleagues (88%)
- Speakers in their area of expertise (64%)

Progress:

- ✓ Staff have 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.

Impact:

- ✓ Pre and post Questionnaire for Digital and Feedback showed increased confidence levels in teaching staff from 3.7/6 to 4.4/6.
- ✓ Pre and post questionnaire on Creativity showed an increase in staff confidence from 3.5/6 to 4.4/6.
- ✓ Good Progress was made in this area

Next steps:

Through evaluation with staff and head teachers, the following themes came through as next priorities

- Continued focus on high quality Learning, Teaching and Assessment
- Continued time for teacher dialogue to improve judgements and share good practice
- Continuing to improve the confidence, accuracy and consistency of teacher judgement through moderation
- Making links with school with similar focus (Learning Pairs/Quads)

Looking forward, our approach must incorporate our Council's Raising Attainment Strategy.

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:

- Acorn ELC staff used development time to reflect on the impact of their interactions on learners, to provide high-quality interactions with the support of speech and language team.
- Acorn ELC staff received training and guidance specific to supporting learners with additional support needs, including use of the Play Steps milestones.
- Acorn ELC staff developed and improved the quiet room, 'the nest', which has been created to support children with ASN.
- Acorn ELC staff have focused on making improvements to the environment including allocation of staff and spaces.
- A new action plan has been created in Spring 2025 to take things forward.

Impact:

- ✓ Most staff feel this training was excellent and had a positive impact on their practice.
- ✓ Some training was given around ASN and play steps, however additional training that was supposed to happen, did not. This will go into the SIP for next session.
- ✓ Almost all children with ASN are accessing the nest for some period of time and most staff are seeing a difference.
- ✓ Staff have made good progress changing the environment and reallocations of staff on the floor. This will continue into the new session.
- ✓ The new action plan has been the result of observations by Childcare Manager, EYESO, HT and Staff views. It feeds into the needs of the ELC and the school improvement plan will run alongside for many things that will support
- ✓ Satisfactory progress has been made in this area

Next steps:

Continue to focus on environment, build in more literacy and numeracy into the experiences, reading schools within ELC, more training around play steps milestones and supporting children with ASN.

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.

Our PEF funds are used to lead different developments within the school and created distributed leadership/leadership for all. These areas include:

- Seasons for Growth~0.1 class teaching time was given to support Seasons for Growth, a programme to support children who experience loss or change. **Impact: 100% of children who have attended have above 80% in their current attendance, 26 additional children were supported through social and emotional groups using the same time.**
- Raising Attainment~0.2 time was given for targeted intervention for identified children to raise attainment in literacy and numeracy. **Impact: Reading P4~87% of children who took part achieved first level , Reading P7~50% of children who took part achieved second level and an additional 37% made significant progress**
- Rights Respecting Schools 0.1 class teaching time was given to support our Rights Respecting schools development this session~ **Impact: Weekly pupil leadership group, On track to get Silver mid next session, RRS assemblies, Creation of RRS board**
- Community~0.2 class teaching time was given this session to support developing links with the local community and support our families **Impact: Average of 80% attendance at Family engagement events, Parenting Course had 6 parents attend (May 2025)**
- All of these developments were also put in place to support raising attendance. **Impact: As of May 2025, 70%of children with below 80% attendance had increased their attendance (12/17), 57% of children on part time timetables have increased their time in school, 28% of part time attenders are now attending full time.**

Wider achievements

Coileanaidhean nas fharsainghe

We achieved our Gold Sports Award from Sports Scotland

We received a £1000 grant from Hilton, Milton and Castle Heather Community Council to continue to support Breakfast For All.

We received a grant for £11,800 to support Breakfast for All, including staffing for next session.

We received Our Gold Sports Award.

We were able to run a parasports curling group and received funding from MFR to purchase equipment

Our children participated in many sports events in our community such as the Bailie Cup, Interschool sports and McRobert Cup. Staff also organised pupils to run in the Inverness 5K

MFR Grants have supported grants for Sensory Bus, Resources for Butterfly and for Mainstream Additional Support for Learning

We participated in 'Lessons at 10' at Downing Street and met the Prime Minister and then spent the afternoon at the Houses of Parliament and pupils were able to meet Angus MacDonald, our local MP.

P6/7 children went to Edinburgh on their residential and visited Holyrood and Edinburgh Castle amongst other things.

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

Creation of the Kindness Team, who support pupils in the playground and 'Fix It' tables in the upper classrooms to support problem solving and mediation between pupils.

Comments from learners, families, stakeholders and staff

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

Pupils:

P4/5

Pupils in P4/5 felt their positives from this year include:

- Cinema
- Big playground
- Nairn beach
- Football team started this year
- All different sports happen
- Topics are interesting (Jacobites, Africa)
- Trips – Culloden battlefield
- It is fun
- Our teachers don't 'pressure' us, they encourage us

P7

'Day 1 has been the most exciting thing this year. I liked go-karting and all the baking. It was so fun to do. The transition day to the IRA was interesting and exciting because we got to explore all the floors. It was such a big place.'

'Some of the things I have enjoyed in P7 are Skills Academy, Day 1 and swimming lessons. I have improved on back crawl and front crawl. I am also happy to work with others in my reading and maths groups.'

'In P7 this year I have enjoyed multiple things including having the IRA teachers coming into our school so that we could get a taste of what the IRA would be like. I also enjoyed when we went up to have a tour of the IRA with all the P7's. I have had the opportunity to take part in lots of extra things such as the Baxter's and Inverness 5K, Interschool Sports, the McRobert Cup, the Community Quiz and Christmas Choir performances and Spring Choir performances. I am currently really enjoying Day 1 as well.'

'Overall, my year has been amazing! I have enjoyed so many things about Primary Seven.'

'I have enjoyed swimming because it is fun and it's nice! I also enjoyed the Halloween Party because we played games and danced. I managed to win a sweetie which didn't really taste nice. World Book Day was really fun because I went as Vee from Dandy's World! And I also enjoyed Skills Academy because we do different things

like sports, baking and other activities. And I really enjoyed playing with my buddy. He's really nice, kind and cool! I also enjoyed doing my P7 jobs because they gave me responsibility!

P5/6 said:

"Our best bits are swimming, PE, playing musical instruments, Playground leaders, Buddies, ceilidh dancing and Kind Team"

"Our favourite bits about Cauldeen are swimming, Kind Team, choir and PE with Mr Morrison and Mr Anderson"

"Our favourite thing about this year is taking part in music lessons, going to 10 Downing Street, looking after the rabbits, visiting Edinburgh, and having Fun Week. We have enjoyed using our chrome books and taking part in the rugby lessons"

"Our favourite thing about this year is Buddies and doing lots of African art"

"Our favourite things about this year were going to Edinburgh, Buddies, PE, STEM and Sports Day"

Staff:

I think the nurture group has worked this year for pupils involved.

I think the mini staff meetings have been positive too as we talk about current topics and we know the time limit for these.

Seeing [child] in our class respond so well to the nurture groups- through the group he has been making great choices, attending class more often and has generally made huge progress!

Parents:

[teacher] has been superb, she reached out several times when my child was upset.

I felt [teacher] was very approachable, encouraging and pro-active in helping us with situations.

Homework - good level, [Child] really enjoys it, and appreciated the feedback she got from putting in the effort and trying her best.

Class trips - I love that the focus is on rewarding good behaviour, Nairn Beach in particular was a great day and gave them all such a boost.

The children are told well in advance who their new teacher will be, giving them time to adjust and chat to their friends.

[Child] has had a brilliant year at Cauldeen. I think the staff team are excellent and work really hard to do extras for the children. [Child] particularly liked running to swimming classes, taking part in the choir, and the Nairn beach trip. The class caterpillars were another highlight along with the Jacobites topic. Academically, I've seen her confidence in reading and writing grow this year and she is much happier to have a go and start the task.

The afterschool club team are also very much appreciated. I get told off by [child] if I pick her up too early from afterschool club. She always wants to stay longer.

Communication between school and parents has been very good this year. I've really appreciated the clear and efficient communication about school closures in bad weather.

Thank you for the work, effort and care that your whole team give to the school.

Community:

'what an absolute pleasure it was to meet and sit near some wonderful children from Cauldeen primary school on Friday.

They were so polite, kind when I dropped my phone, the young girl instantly picked it up for me with a smile, the boys telling us about meeting the prime minister, please congratulate them all for being so joyful and a credit to the school.' Passenger on flight to London for Downing Street trip who emailed 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:

	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	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory

Our overall evaluation of our capacity for continuous improvement is: Satisfactory

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Continuation of Rights Respecting Schools and Vision Values and Aims, Diversity and Inclusion

- Further development of whole school inclusion for Butterfly
- Continuation to develop of our RRS journey towards Silver accreditation
- Continuation of development of our values and visions
- Development of a committee afternoon to create a wider pupil voice across the school and develop a sense of community in every pupil.
- Further development of universal nurture support strategies for HWB implemented and tracked

Development of the Curriculum

- Continued development of IDL /HQAT planning format incorporating RRS, Global Goals and Meta Skills.
- Implementation of further curriculum progressions and a new curriculum rationale

Continuation of Development of Learning and Teaching

- Continued work across the ASG to support and share good practice.
- Continued development to improve using data to support better learning and teaching through judgements and through specific learning and teaching.
- National Writing Improvement Framework to be continued at P4 level and development at early level
- Use of distributed leadership to upskill teachers to lead different areas and support a more in depth development (outlined below)
- Creation of development time for a teacher to focus on raising attainments, with a focus on literacy for this session.
- Further development of Reading Schools

Continuation of Development of Acorn and Butterfly ELC

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website or by contacting the school office.