



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Cauldeen Primary School

PRIMARY/ELC



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%

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.

Use school overview dashboard to support completion: [School Overview Dashboard](#)

Attendance 89.4%			Average Class Size 19.9			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 239 (+67 nursery)			Teacher Numbers 19			Pupil Teacher Ratio 12.4		
N3 XX%	N4 XX%	P1 14.2%	P2 14.2%	P3 15.5%	P4 16.3%	P5 12.6%	P6 14.2%	P7 13%
SIMD Q1 ¹ 20-30%		SIMD Q2 10-20%		SIMD Q3 0-10%		SIMD Q4 40-50%		SIMD Q5 0-10%
Unknown 0-10%		ASN ² 50-60%		No ASN 40-50%		FSM ³ 40-50%		No FSM 50-60%
EAL ⁴ 10-20%		No EAL 80-90%						

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

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

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

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our values were updated last session and are now 'Respect, Safe, Responsible'. We are still in the early stages of developing these new values and this year we added in the 'rooted in kindness' as a link to our school being all things to do with trees. This was discussed in term 4 and will be further added to next session.

Our plan for next session is also to revisit the VVA of ACORN ELC and Butterfly. We will need to discuss if they will have their own separate values or align with school values and how this works as a cohesive whole school.

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](#).

School Priority 1: Raising Attainment A consistent Approach to learning and teaching Pedagogy with a focus on Literacy (P1-7), Butterfly P1/2, ELC YEAR 2		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
Literacy For All~YR2 ✓ Established reading schools profile and create action plan in order to achieve Core award by end of school year (on track) ✓ Create links to ELC to also support RFP in ELC ✓ Development of Literacy Leaders pupil committee to lead pupil voices and changes ✓ Creation of a whole school library for all ✓ Made links with local library to support ✓ Audited Reading for Pleasure resources and creation of improvement plan to modernise and ensure representation	Aim for Silver accreditation next session Next steps carried forward into SIP 26/27 Continued work with ELC and P1-3 creating a literacy rich environment and progressive literacy planning Continued development of the reading schools framework	You may decide to use this box instead of the section below / equally you may decide to utilise both sections OR below section only

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of our pupil group through our resources. Use of PEF funds to support new resources-Across all areas (Mainstream, ELC and Butterfly) ✓ Audit of Core reading resources and creation of an improvement plan to modernise to ensure representation of our pupil group and books that support literacy difficulties and phonological awareness. Used PEF funds to support new resources across mainstream, ELC and Butterfly Targeted Literacy Intervention ~YR2 ✓ Used literacy Assessments to establish a list of P4-7 pupils who have low reading ages to receive targeted literacy intervention 4 days/week. Progress was tracked through the intervention and reassessed through the literacy assessments at set intervals. If low/no progress, pupils will then be transferred to a dyslexia tracker. ✓ Targeted Interventions carried out by PEF Teacher (0.1) ✓ After term 4 last session, following on from all Assessments (class and national) and tracking, children who had no other factors and not making desired progress were analysed using a dyslexia tracker and specific areas of difficulty were identified. This session, we linked interventions to match area of difficulty and track progress of interventions. If no progress was made, consideration of an identification of dyslexia using new Highland Council Dyslexia Policy. ✓ Training awareness given to staff to complete dyslexia trackers, who was suitable. Creation an area of ASN google classroom for dyslexia professional support, such as strategies, interventions, policies, toolkits etc. ✓ Borderline P1,4,7 who are borderline received targeted literacy group intervention 2-3 days/week. Progress will be tracked through the intervention and reassessed through the literacy assessments at set intervals.	Training for staff on new curriculum resources Continue	
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IDL and HQATS~YR 2 ✓ Additional CAT session reintroducing Quest and IDL/HQAT. ✓ One book linked IDL projects in all classes to raise profile of literacy National Improvement Writing Programme ~YR 2 ✓ All class teachers attended one day NIWP training programme ✓ Staff discussed around how we progress writing at early, first and second levels, including how we support early mark making and oral story telling at ELC and P1 level Digital Literacy~ CF YR2 ✓ Creation of new school website ✓ Digital Teacher lead to support training for teachings in how to use website and update on the process of digital profiles. ✓ Creation of a Digital Pupil leadership group ✓ P6 and 7 classes to trialled digital profiles. ✓ Digital leaders supported classes to improve digital literacy skills through peer learning and support. Consistency for All ✓ Created and continued development of a staff handbooks, accessible to all that houses all information requested through feedback from staff in June 2025. Additionally, contains new protocols and policies, as well as Highland Council policies. Staff to be given time to read policies and discussion.	Continuation of annual book idl Ongoing Ongoing development	
Impact		
This year we saw an improvement in progress of literacy from the beginning to end of year. ASN pupils moved to borderline and borderline moved to achieved. Staff cited better improved communication.		

School Priority 2: Nurture For All (P1-7, ELC and Butterfly Rooms) YR 2

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Consistency for All		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
Rights Respecting Journey ✓ Whole school worked towards targets for silver award and achieved it by: ✓ Using Pupil Group to establish what needs to occur to increase engagement from pupils ✓ RRS Lead linked with HT regularly to maintain progress ✓ RRS staff and pupil questionnaires put out and data used to inform practice ✓ Supported development of RRS within our community Health and Wellbeing ✓ Established community links such as Mikeysline to link with school to provide further support to classes with mental health, resilience and transition. ✓ Staff feedback forms termly to discuss strengths and pressures for all staff and how we get it right. Seasons for Growth: Ran 2 cohorts with a max of 6 pupils identified through ASN staged process with requiring support with change, loss and bereavement. Outcomes supported mental wellbeing and reassurance, improved resilience, attendance both at school and in class. Targeted Nurture Groups ✓ Created Rolling list of pupils needing support, so nurture groups are specifically targeted around specific skills and are time limited.	Work towards Gold Accreditation, steps outlined in 26/27 SIP Continue links with community. Create a way to evidence and plan all these links Continue to use these feedback forms Create a new HWB progressive curriculum planner Continuation of a minimum of two cohorts per year. Creation of a Cauldeen Targeted Support policy clarifying what Nurture groups look like at Cauldeen, target audience and intended outcomes.	

✓ Group targets are reviewed and evidence recorded to identify which pupils have had what support and progress made. ✓ PEF, low attendance (<80%) and part time timetables were the priority with a focus on improving and increasing time in school and in class. Pupil Voice and Participation ✓ Established whole school committee afternoons where every child is on a committee, with the focus being on pupils leading and participation in school improvements Consistency for All ✓ Established a whole school classroom behaviour support plan alongside ASN support and guidance around further de-escalation strategies.-Behaviour communication policy and parent document already sent out for consultation during term 4, allowing for better communication between home and school during incidents and exploration of the why these occurred. ✓ Introduction of walkie talkies whole school to aid faster and more efficient communication and reduce mobile phone use.	Use of Boxall profiles for Nurture to identify targets and support improvement Revisit committees to increase pupil voice using ES Pupil Voice toolkit Creation of early and first level junior skills academy Wider achievement celebration and tracking Use of committee assemblies to support pupil voice Full Behaviour policy to be sent out term 1 for consultation with parents.	
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Impact		
Rights Respecting Journey: Impact: Received our Silver Accreditation Award Health and Wellbeing: Creation of community and lifelong links for children with agencies. Making health and wellbeing a priority. Utilising strengths of other agencies to meet educational outcomes. Seasons for Growth: Supporting pupils through loss enables them to be able manage mental wellbeing and have an impact on attendance and engagement Targeted Nurture Groups: increase attendance and build longer timetables for pupils who are struggling in class. Develop transitions to support class learning. Pupil Voice and Participation: Increased pupils voice and pupil engagement in development of an area of the school. Consistency for All: Increase better communication for all		

School Priority 3: IRA ASG: Improving Attainment through Sharing Standards		
School Improvement Plan Priority 3		
Summary of progress and impact	Next steps	Stakeholder Views
✓ Moderation Pairs/Trios created with 1-3 other schools. IRA staff (Literacy, Numeracy, Health and Wellbeing) to support moderation activities with P6/7 teachers if available.	Next session the IRA focus will be looking and developing an understanding of the new Curriculum cycle.	

✓ Term 1 – 30/9/25 Cauldeen- introduction and sharing of moderation tools, Short Team building with partners set up. Use of Moderation Collaborative resources for this. ✓ Teaching staff to attend Raising Attainment Strategy – September In-service ✓ Term 2 – moderation with partner school, agree tool (s) to be used and implement for the following term in classes (Date agreed mutually within 3rd – 7th November) ✓ Term 3 – moderation with partner school, bring evidence of learning and tool used to assess and moderate (Date agreed mutually within 26th – 30th January) ✓ Early Term 4 – In-service day- 7th May (2 hours) – review the plan for the year, rest of content TBC following feedback from each session. ✓ Staff survey: Pre and post. ELC Staff ✓ Monthly visits to setting. 4-5 offered across the year Informal coffee & look round? – set up a programme for this at the start of the year so that the diary is there for all to plan. ✓ Staff survey: Pre and post.		
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Impact		
Staff were able to use these opportunities to look at how they were using the National Improvement Writing programme and share good practice. ELC staff were able to look at good practice, resources and lay out and bring these ideas back to our school for implementation.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

1. 0.3 Literacy Attainment Development teacher~ **Impact: Core Reading Schools award achieved by end of session, Raised attainment in Literacy in all year groups.**
2. Literacy Resources~ targeted intervention tools, new reading for pleasure books, decodable readers **Impact: £14000 spent on core readers, new curriculum for literacy, and reading for pleasure. Used also to establish and create a new school library with modern diverse books. Readers also purchased to support readers with dyslexia.**
3. 0.1 targeted intervention class teacher taking small literacy groups to support P4-7 ASN literacy **Impact: Raised attainment in all year groups. Improved identification and monitoring of gaps in learning, leading to higher attainment.**
4. 15hours PSA targeted Intervention groups, led by Literacy Attainment Teacher **Impact: as above**
5. 0.1 Class teacher development time- 2 cohorts of SFG to support pupils through change and loss and improve attendance and wellbeing
~targeted groups of children with a focus of low attendance to encourage engagement **Impact: 2 cohorts completed with almost all children engaging and motivated in the group, leading to a more positive focus.**
6. 0.1 Class teacher development time-Achievement of targets to meet Silver status, Development of Pupil Voice across school, Development of RRS in our community **Impact: Silver award accreditation in January 2026**

Wider achievements

Coileanaidhean nas fharsainghe

We achieved our Silver Accreditation from Rights Respecting Schools

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We received a £11 800 grant from Big Breakfasts continue to support Breakfast For All, including staffing
Our Parent Council purchased markings for the playground and also refreshed our current equipment
We were able to take children to Art Therapy all year, using donations to pay for the taxi
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. Staff ran the Edinburgh marathon to raise money for the school.
MFR Grants have supported grants for Sensory Bus, Resources for Butterfly and for Mainstream Additional Support for Learning
Butterfly parents have fundraised to purchase £5000 worth of new play equipment for the unit.
P6/7 children went to London on their residential and experienced a West End play, Tower of London and the Natural History Museum amongst other activities.
A group of our senior pupils ran Playground Leaders each week in the playground
All pupils participated in our new committees each month, where every pupil supports an area of the school.
We used PEF resources to purchase £14000 worth of new literacy resources, including core readers, reading for pleasure and textbooks.
We ran an extended transition for P7 pupils to attend the secondary more often to sustain positive change
We have applied for accreditation of our Reading schools Core award (Awaiting outcome)
We have developed a new school library, reading committee and reading champions each week to highlight reading
We have created a weekly bulletin for staff, highlighting priorities, professional reading and upcoming events
We have created a weekly Head Teacher update for all parents, highlighting the focus of assembly (linking to values, rights and SHANARRI), updates, policies and opportunities for increased feedback.

Comments from learners, families, stakeholders and staff

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

Staff

- *I really enjoyed my class and they bonded really well together in a composite class.*
- *I enjoyed almost everything I did this year. I am particularly proud of the library and the new books we have purchased and also feel like the interventions that were put in place, particularly for primary 4's were a success. I also really enjoyed my first time mentoring, this was an extremely fulfilling role and one that I felt was good for my professional development.*
- *London trip, football extravaganza, ASN groups(highlights)*
- *Castles project*
- *Pulling together to achieve our silver RRS award. Whole school attending the football at IRA with such positive feedback.*
- *The committees have been successful in my opinion.*
- *Getting new strips and bags and that they have been used not just for competitions. Many more children can get a chance to wear them for the 5k events and running to the Aquadome. Euroquiz competition ,Bikeability*
- *Seeing older age group able to have social interactions with each other*
- *One of my biggest highlights has been celebrating the milestones achieved by the children in my class. Watching their confidence, independence, and abilities grow throughout the year, and seeing them flourish within both themselves and their learning environment, has been incredibly rewarding. Supporting their progress and knowing I've played a part in their development has been the most fulfilling aspect of my role.*
- *Working alongside such a great bunch of Cauldeen staff (at all levels) who are conscientious, kind, approachable, flexible, supportive and good fun! Shona has been incredible in 'holding my hand' with all the P7 things. Tracy - it's great to have someone to support me with ASN issues and manage issues that are bigger than classroom level. Some other highlights were the transition events between the IRA and the school, Day 1 events for the P7s and the recent football tournament. The swimming sessions are great too for the upper classes.*
- *The class! Lovely bunch to teach and have fun with and to see their progress over the year. Also job -share partner- we work so well together...not a single moment of tension between- at least that I'm aware of!! She may have a different perspective!!*
- *Whole school activities- soak the staff, fun run, football day & world book day.*

Parents

- *Had a good year. Lots of great learning opportunities. Committees were good, my child would have liked more of these or longer in each group. Friday email updates are useful and informative.*
- *Lots of things. Communication. Variety of activities for children to take part in. London trip. Swimming. They are generally happy so we are happy.*
- *A great start for my daughter into school, she loves going everyday, the breakfast and after school clubs are essential for me to work and somewhere she can make friends and play*
- *London trip and silver award in Right respecting school*

Pupils

What have been the best things about this school year?

- *P.E. - Gymnastics, Art, Badminton. Maths, High Jump, Football at ICT Hub, Reading.*

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- *Being with my teacher, Being with my teacher and PSA, being with my friends, The football day, 6-7 day, Panto, tennis at Bellfield park.*
- *Art lessons, reading, P.E., maths, French, learning money. We have enjoyed committees, football, making hot chocolate, tennis.*
- *London trip, swimming ,p.e., music, athletics competitions*

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	Weak	Satisfactory
QI 2.3 Learning, teaching and assessment	Weak	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Satisfactory	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Weak	Satisfactory
Other QIs reviewed	Add comment	

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

This year we raised attainment in Reading and are hoping to achieve the same in Writing n

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

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26/27 SIP Improvement will be the final year in this cycle of improvement with the same headings, but with the next steps based off the achievement the outcomes in 25/26.

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 [ADD LINK](#) or by contacting the school office.