



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Watten Primary School



RESPECT
HAPPINESS

HONESTY
CARING

FRIENDSHIP
POSITIVITY

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%

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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.

Miss L Swanson
Acting Head Teacher
Watten 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
95%

Average Class Size
15

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
33

Teacher Numbers
2

Pupil Teacher Ratio
16.5:1

We have had no exclusions this year.

Watten Primary school is located in a rural setting serving the local community of Watten in Caithness.

There are 31 children attending the school, ranging from P1 – 7. P1-3 are taught together in a multi-stage class and P 4-7 are taught in a separate multi-stage class.

Normally the headteacher has overall leadership responsibility for Watten Primary School and Thrumster Primary School. Since February, an Acting Headteacher has covered the leadership post in Watten Primary School in addition to another rural school.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is satisfactory. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. A few children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Satisfactory progress

Writing

Satisfactory progress

**Listening and
talking**

Good progress

Numeracy

Satisfactory progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision

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Through our values: we are guiding and encouraging to believe and achieve.

Values:

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Our Aims:

To provide safe, nurturing (bright) and happy learning environments with wide and varied learning experiences to utilise/ make the most of the unique environment.

To value, respect and include everyone promoting teamwork and skills for life.

To provide an engaging, challenging, and creative curriculum (supporting) enabling all children to reach their potential.

To develop relationships with children, parents, partners and the community to provide opportunities for all learners to achieve.

Reviewed June 2023 (pupils, parents, partners and staff)

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:

To develop a consistent approach to teaching and learning across the school.

Purpose:

To continue to develop high-quality learning and teaching, which is brisk paced and challenging. Using long-term structured planning across all curricular areas.

Progress:

The HT reviewed and developed a structure to forward planning that reflected the Highland Council Planning documents.

Some staff have started to track the experiences and outcomes across CfE.

Impact:

Some progress has been made in this area.

Staff have a clearer understanding of the expectation for planning, linking the experiences and outcomes of the curriculum

Tracking has supported the SMT and staff to ensure breadth of curricular opportunities.

Tracking and attainment meetings have supported staff to develop confidence in their judgement of pupil's curricular levels.

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The HT leads tracking and attainment meetings with staff, three times per year, this professional dialogue support's teacher judgement.

Professional learning includes ASG moderation and moderation of learning alongside cluster schools.

Staff have taken part in Stephen Grahame Writing Programme

Assessment calendar in place to support assessment across the academic year

Teachers report that moderation events has supported their ACEL judgements and consolidated their knowledge of assessment of a level. Sharing ideas and gaining an understanding of wider pedagogies has had a direct impact on teacher's own classroom practise.

Staff feel that their CPD writing training has supported them to structure learning and teaching in some aspects of their classroom practise. Staff feel that the training would support them in teaching a single stream class. Documents have been used to support understanding of where pupils are within a level, resulting in sounder teacher judgements.

Breadth of assessment across school has supported the evidence of children's level. Assessment's, along with teacher judgement, leads to next steps and targeted interventions where required.

Next steps:

Create policies for marking, and agree expected standards for learning and teaching across the school. Use the Highland Council Progressions to support planning, ensuring the 7 principles are embedded in teaching, learning and assessment.

Review the assessment calendar to meet the needs of the school.

Use the Highland Council Framework for Learning, Teaching and Assessment to support professional development meetings and observations.

Continue moderation activities.

Seek opportunities to visit other schools to support teacher's pedagogical practise.

School Priority: Accelerate progress and achievement in writing

Purpose:

Raise further attainment in writing, using assessment for planning and teaching, to increase the pace of learning for identified pupils.

Progress:

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Impact

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Staff have taken part in a series of CPD sessions as part of the Stephen Grahame writing programme.

Staff have started to implement the practises of Steven Grahame into their daily learning and teaching.

Staff have used the criteria for success at each level to support teacher judgement,

Some progress has been made in this area

Staff feel that the structure of writing has supported children to produce more structured writing.

Staff feel that a wider breadth of genre has been covered in response to the training.

Clearer intentions for learning means that children are able to talk about the features of language and grammar.

Clearer learning intentions and success criteria support children to achieve success in writing.

The infant class have had a more structured approach to Grammar in response to the training

Next steps: Review the impact of the Stephen Grahame writing and decide as a staff how to continue to develop writing across the school so there is a greater impact to all learners.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Equity Fund supported individual learners to develop skills across literacy and numeracy. Some progress was made in these areas. A more robust and detailed approach will be embedded using the Pupil Equity Fund for 2025-26 to support the acceleration of learning for those pupils identified as requiring support to achieve success.

Wider achievements

Coileanaidhean nas fharsainghe

Pupils enjoyed a visit to a local animal farm. A local storyteller and an author visited the school to share stories with the pupils. Pupils took part in creative workshops lead by a literacy partner. The P1-3 class welcomed visitors from Wick Heritage Centre; a local librarian; a farmer and local wool enthusiasts. Both classes took part in learning in the local community. The P4-7 pupils visited the Newton Room. All pupils took part in the Caithness Science Festival along with pupils from across the ASG. The whole school visited the cinema at Christmas time. The P1-3 visited the local Arts Centre to watch a live performance. All pupils performed carols and ceilidh dancing at a Christmas community event in the village hall. Some pupils have taken part in 1:1 music lessons in trumpet, chanter, strings and woodwind. The P1-3 pupils took part in Kodaly music sessions whilst the P4-7 pupils took part in Feis Rois. Senior pupils completed their Bikeability training sessions. HLH lead lunch time activities. Pupils took part in Zumba sessions. The pupils took part in fundraising events for Children in Need and the Blythswood Shoe Box Appeal. All pupils have taken an active role in pupil groups including the FLAG, JRSO, ECO & Pupil Council. The FLAG pupils completed a sponsored litter pick in the village park. The school gifted handmade gifts to members of the community. The P1-3 class made and sold dog biscuits at a local event

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to raise funds for Guide Dogs for the blind. The P7 pupils attended a residential trip with other schools from across the ASG; they participated in enhanced transition session with one other school and they attended an ASG PE sessions in Wick High School. The P4-7 class took part in Rural School sports and Highland games with other ASG schools. The P1-3 performed a Dramatised song the local music festival whilst some individuals entered the verse speaking and music section.

Comments from learners, families, stakeholders and staff

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



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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

The 2024-25 session has seen an Acting Headteacher cover the Headteacher post from February and staffing stabilise in the P4-7 class. We anticipate that the appointment of a new Headteacher and a full staff cohort come August 2025 will allow us to improve our provision.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Learning, Teaching and Assessment
Play Pedagogy
Raising Attainment

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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.

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