



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

WATTEN PRIMARY SCHOOL



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%

KINDNESS - TEAMWORK - HAPPINESS - HONESTY - CONFIDENCE - HARDWORK

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
94%

Average Class Size
16

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
31

Teacher Numbers
2

Pupil Teacher Ratio
16:1

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

Reading

Most

Writing

Most

**Listening and
talking**

Almost all

Numeracy

Most

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. This year, an Acting Headteacher has covered the leadership post in Watten Primary School in addition to another rural school.

KINDNESS - TEAMWORK - HAPPINESS - HONESTY - CONFIDENCE- HARDWORK

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 good. 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:

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

**Listening and
talking**

Good progress

Numeracy

Good progress

We have had no exclusions this year.

KINDNESS - TEAMWORK - HAPPINESS - HONESTY - CONFIDENCE - HARDWORK

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Values : KINDNESS - TEAMWORK - HAPPINESS - HONESTY - CONFIDENCE- HARDWORK (updated 2026)

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 1: Streamline Planning and Assessment		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
Some progress has been made in this area. Following the introduction of the new Curriculum Improvement Cycle (CIC), the priority was adapted to focus on preparing staff, pupils and families for implementation. Through professional dialogue, staff	To implement the new assessment and moderation cycle planner.	

KINDNESS - TEAMWORK - HAPPINESS - HONESTY - CONFIDENCE- HARDWORK

professional learning and information shared at the open afternoon, all staff and most parents have developed a basic understanding of the CIC, the implementation timeline and what this will mean for our schools. Staff have responded positively to the proposed changes and are optimistic about engaging with the refreshed curriculum. This session, teachers adapted their planning to include overviews that demonstrate breadth and coherence in learning. Staff have also reviewed the new interdisciplinary learning formats in preparation for implementation in 2026/27, and a planning, moderation and assessment cycle has been developed collaboratively for use next session. Teachers have become increasingly aware of the importance of ensuring progression, breadth and coherence across learning experiences and are well placed to implement the CIC successfully.	To use the IDL planning documents when planning for learning and teaching. To support staff and parents to understand the Curriculum Improvement Cycle in advance of it being implemented fully across Scotland. To work with colleagues across the ASG to implement the refreshed framework.	
Impact The collaborative design of a new planning, moderation, and assessment cycle has strengthened professional expectations, ensuring that all teachers are now more better placed to plan for meaningful learning, teaching and assessment. Engagement with the new planning Interdisciplinary Learning (IDL) formats has upskilled staff. Staff are better placed to plan IDL opportunities, that meet the principles of curriculum and include pupil voice, consequently improving the LTA provided to pupils. Through the strategic use of open afternoons and communications, most parents have gained an understanding of the CIC timeline and its benefits, leading to increased parental awareness about the CIC.		

Sharing the new curriculum framework for the school community has ensured that parents feel informed and included in the school's improvement journey, creating a shared expectation of learning standard successes. The modification of teacher planning to prioritize breadth and coherence has directly resulted in a more balanced learning experience, allowing pupils to better transfer skills across different subject areas. The implementation of the newly created moderation and assessment cycle ensures that teacher judgements are robust and directly aligned with the curriculum benchmarks.	
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School Priority 2: Creating inclusive classrooms to support all learners to achieve.		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
Good progress has been made towards this priority. The Head Teacher and Class Teachers have undertaken a detailed analysis of the CIRCLE Framework, while all teaching and management staff have completed the Open University CIRCLE course, strengthening their understanding of inclusive practice. Staff have used the CIRCLE audits to begin developing more inclusive classroom environments. In partnership with the ASN Teacher, the framework has also been used to analyse the needs of an individual learner and identify targeted next steps. This work has built staff confidence and capacity, placing the school in a strong position to implement the CIRCLE Framework fully across the school next session.	Using the framework to shape/plan the learning and teaching for all learners in the school during the 2026/27 academic year. To use the framework to support staff to better meet the needs of individual who has ASN. To create learning environments that are nurturing and homely. Reflective of the Therapeutic Classroom model. To train our PSA staff to enhance their understanding ASN and strategies to support learning.	

Impact	
Impact Staff have developed a stronger understanding of the CIRCLE Framework and its application to learning and teaching. Completion of the Open University CIRCLE course has increased staff knowledge and confidence in inclusive practice. Collaborative professional dialogue has strengthened staff capacity to identify barriers to learning and plan effective next steps for learners with additional support needs. Learning environments are becoming increasingly inclusive through the use of CIRCLE audits and targeted adaptations. Partnership working with the Educational Psychologist has led to positive changes in classroom environments and daily routines to better meet learners' needs. The increased use of visual supports is enhancing communication, accessibility and learner independence. Classrooms are becoming calmer, more nurturing spaces that support engagement and wellbeing. Children's views are being gathered and used more effectively to inform planning and support. Staff make effective use of pupil support assistants, the ASN teacher and targeted interventions to support learners, reflecting strengths within HGIOS Quality Indicator 3.2. Staff are engaged, motivated and well placed to implement the CIRCLE Framework fully across the school next session.	

To continue to increase the use of digital skills and resources to support learning and profiling.	
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School Improvement Plan Priority 2		
Summary of progress and impact	Next steps	Stakeholder Views
Good progress has been made in this area. Staff are increasingly confident in using digital platforms such as Daily 10 and Touch Typing to support learning and teaching and recognise the need to further expand the use of digital tools across the curriculum. Staff have also used the school's social media platform to share learning and achievements with families. Some progress has been made in profiling. A profiling model has been created with staff. Following consultation with parents, the younger class now uses floor books to capture and celebrate learning, while pupils in the upper class have begun developing digital profiling skills through the use of Google platforms. Progress in this area has been slower than anticipated but we are confident in our capacity to improve in this area.	To finalise and share online digital profiles with parents. To continue to build on pupil profiles to include assessment evidence, targets and children's current levels across curricular subjects. Further embed meta-skills in the school through assemblies, planning for learning and teaching and profiling. Invest in digital literacy and numeracy programmes to support learning and to ensure robust data is gathered to improve outcomes for pupils.	
Impact		
Impact A clear Digital Learning Policy has been developed, providing consistency and direction across the school. Parent consultation has helped ensure that digital learning developments reflect the needs and views of the school community.		

Pupils have developed a greater understanding of digital citizenship through lessons on digital profiles and online identity.

Digital learning opportunities have supported the development of key meta-skills, including communication, creativity, collaboration and critical thinking.

Floor books in the infant stages have enabled pupils to reflect on and share their learning experiences.

Touch-typing skills have improved pupils' confidence and efficiency when producing written work digitally.

Daily use of digital devices has increased pupil independence, allowing learners to access learning at their own pace and level of challenge.

Digital tools are being used effectively to support recording, editing and presenting learning, improving accessibility and learner engagement.

Senior students have developed the skills to build their own digital platform to share learning online with their families.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Equity Fund supported individual learners to develop skills across literacy, numeracy and health and wellbeing. Progress was made in these areas with all learner's making some progress. Most learners made very good progress in literacy and health and wellbeing. Most learners made good progress in numeracy.

Wider achievements

KINDNESS - TEAMWORK - HAPPINESS - HONESTY - CONFIDENCE- HARDWORK

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 pupils took part in fundraising events for Children in Need and the Blythewood Shoe Box Appeal. A local storyteller and an author visited the school to share stories with the pupils, and all children submitted artwork to a local art exhibition following this visit. 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 in the school show and at the local Christmas shopping evening at the Christmas community event in the village hall. The school gifted handmade gifts to members of the community. Some pupils have taken part in 1:1 music lessons in trumpet, chanter, strings and woodwind. Some pupils entered individually into the local Music Festival in the music making and verse speaking categories. The P1-3 pupils entered a dramatised song and following a block of weekly music lessons with a music specialised the P4-7 class entered in the music making category. The P1-3 pupil took part in Kodaly music sessions whilst the P4-7 pupils took part in Feis Rois. Senior pupils completed their Bike Ability training sessions. HLH led lunch time activities and the P6 pupils achieved their Young Leader Awards. The P1-3 have been visited by a local musician as part of a block of music lessons. The P7 pupils attended a residential transition trip to Fairburn with peers from across the ASG; they participated in enhanced transition session with children from other schools 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 P7 planned and led a successful pudding and quiz evening for the school community. All children took part in World Book Day activities. All children were active in their House teams and completed various House Team Challenges. All children entered work into the local village Autumn and Spring Fayres.

Comments from learners, families, stakeholders and staff

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

Please click on the link to access the comments:

https://docs.google.com/presentation/d/1O_Xw4TqwI24v3NyYFbRxeV5IPvowDvXBMzznVp6qQtU/edit?usp=sharing

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

KINDNESS - TEAMWORK - HAPPINESS - HONESTY - CONFIDENCE - HARDWORK

Prìomhachasan airson planadh airson leasachadh

The Curriculum Improvement Cycle
Imbedding The Circle Framework
Improving our Environments

Planning ahead A' planadh air adhart

Full details of the school's 2026/27 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.

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