

Castleton Primary School Standards & Quality Report Session 2024 – 2025

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2024 - 2025 and to share our improvement priorities for 2025 - 2026. Throughout last session we took forward our improvement priorities as detailed in our school improvement plan. Using our approaches to self-evaluation, we have detailed in this report the impact of our work and identified how we plan to continue to improve outcomes for our children and young people.

The context of the school

Castleton Primary School, is a fantastic place to learn. Whole school nurture is at the heart of all we do. Our learners, through a Creative Classrooms approach, develop the skills to lead their own learning and a life long love of learning.

We have a highly committed staff team of teaching, support for learning and clerical staff who all play a very important part in supporting our 346 learners (June 2025).

The community we serve is diverse. Approximately 20% of our learners have English as an Additional Language. 85% of our learners live in SIMD1 and SIMD2. Just over 51% of our learners have an identified additional support need.

We have built many strong partnerships in Castlemilk. We work closely with our Learning Community Schools. We are well supported by many organisations in the community such as the Jeely Piece Club, Castlemilk Youth Complex, Castlemilk Parish Church, and Castlemilk Library. We have partnerships with UTD Sports, Little Dynamos and Jaxx Dance.

Our parent body are very supportive and we have an active Parent Teacher Committee (PTC). Our PTC work tirelessly to support our school and all learners.

Our whole school community lives our School Values of Respect, Responsibility, Honesty, Care, Teamwork and fun to achieve our School Vision –

You are an important part of our happy, healthy school where we are the best we can be.



Our achievements and improvements 2024 – 2025

Key developments (leadership of change) (Q1 1.3)



We were very excited to be the only school in Glasgow who were part of a pilot with Screen Scotland to develop a new Film and Screen Curriculum. Miss Kerr (DLOL) took part in training during summer 2024. She worked on the project with P5-7 and feedback from the learners was used to influence the Film and Screen Curriculum, being launched across Scotland in September 2025.

One class was able to see what goes on behind the scenes in TV production when they spent the day at the BBC studios.

Almost all learners further developed their digital skills through focussed coaching in all classes. This was led by our Digital Leaders however to ensure sustainability all classes up skilled learners to become “Digital Coaches” in the various apps available on iPads.

Mrs Butler (DHT) completed Into Headship and her main leadership focus was on raising attainment in reading. Our focus was on raising the profile of our reading culture in Castleton. All staff took part in training using material from the Open University on Developing Reading for Pleasure. We have dedicated daily time for this and will see the benefit of this in the coming year as the learners engage in this activity. They continue to enjoy listening to novels read to them by staff. Our Literacy Leaders have been busy auditing our class libraries and will continue this work in session 25/26.

Two classes were involved with the National Literacy Reading for Pleasure project. The classes had one visit to the Mitchell Library and two visits to Castlemilk Library. At each visit the learners were able to select a new book, which they were gifted. Learners were very motivated to read these books.

Targeted support was used at P2. A teacher was trained and implemented Steps to Sounds to small groups of learners. This had a positive impact on their progress in reading.

Catch Up Literacy, delivered by SFLWs, continues across P3 & P4 and continues to have a positive impact.

Developments in learning, teaching and assessment (Q1 2.1)

Almost all teachers use a “Creative Classrooms” approach to learning, teaching and assessment. By adopting this approach, we design experiences that encourage learners to question, imagine and problem solve in ways that are meaningful to them. Learners are given choice and a voice in how they learn, making connections across the curriculum and to the wider world. Meta – skills are integrated into learning and teaching to provide opportunities for practice. Learners can explicitly recognise and explain the development of their skills.



This approach nurtures independence, collaboration, resilience and empowers learners and leads to a lifelong love of learning.

Ms Scott & Mrs Burrows, our P6 teachers, both shared their approaches at Glasgow Improvement Challenge to class teachers from across Glasgow.

Mrs Nicol our DHT has been leading Creative Classrooms and has presented to Glasgow Newly Qualified Teachers and at the Headteacher's Conference. We have welcomed many visitors to our school to see our practice and speak to staff.

Progress in promoting well-being equality and inclusion (QI 3.1)

There is a strong inclusive culture across our school community. We continued our work embedding Inclusive Education across the curriculum. Our focus for 24-25 have been on Anti Racism. This has been led by Mrs Wilkie, PT. We hosted training for our Learning Community, led GCC EAL team in February 2025. This increased our understanding of bias and racism. Almost all staff will now challenge all manifestations of racism. One of the EAL team has carried out 6 sessions with a P5 class. She also supported our Equalities group to re write GCC Anti Racism Charter in child friendly speak. This will be launched in Term 1 25/26



Almost all staff are highly skilled in ensuring the needs of all learners are met. We continue to reevaluate how we support inclusion. This became a key feature of training and a rethink of use of spaces to support children's needs. Mrs McIver, HT and Mrs Ravey, SFLW visited Torglen LCR to discuss strategies and resources we could use to adapt a space to better support a few children.

We continue to work with Lifelinks to provide one to one counselling for a few of our children. This year we included P5 to provide earlier intervention.

We continue to support learners Health & Wellbeing through providing Lego Therapy and Talking Mats. Learners are supported to organise their thoughts and express their views.

Progress in learners's learning /raising attainment and recognising achievement (QI 3.2)

The teachers and SLT have a very good understanding of our learners. We work hard to remove any barriers to learning for all children. Reading was targeted at P2, P3, and P4. These groups were targeted and supported at different points throughout the year by class teacher and SFLW. Most pupils made progress in these targeted groups.

All staff have high expectations and a clear understanding of what they need to do to support attainment. SFLWs are deployed effectively to support learning.

In P1 less than half of our learners are achieving in line with national expectations in Literacy and most in Numeracy. In P4 most of our learners are achieving in line with our national expectations in Literacy and Numeracy. In P7 the majority of our learners are achieving in line with our national expectations in Literacy and most in Numeracy. Almost all our children have made progress across the curriculum

There has had a positive impact on the progression in writing in almost all children. Teachers have taken part in training and almost all teachers have improved their skills in the teaching of writing.

Our pupils have had opportunities to contribute to the life of the school and wider community. Almost all children have been involved in looking after the school grounds and recycling. Most children are involved in a school-based club.

We have a wide range of Pupil Leadership Groups who impact positively on the quality of learners' achievement. Our STEM Leaders took part in the Primary Engineers programme. The Equalities Leaders have worked with the EAL service to produce a child friendly version of GCC Anti Racism Charter. Our Sports Leaders played an active role in organising Castleton Sports' Festival, held at Torglen Football Centre. They also help lead PE lessons for our younger children.



Both our work in school and through clubs have resulted in many achievements including–

- Playmaker Award for our Sports Leaders
- Swimming Awards for P7 & P6
- John Muir Award for all P6 children

We have been able to organise many "experiences" for our children. These have included visits to Science Centre, water sports at Pinkston, Millport, the theatre, the BBC Studio, the cinema and many more.

We celebrate our learners' achievements both in and outwith school at our "Sharing" Assemblies and "Above & Beyond" Assemblies. Achievements are also celebrated on Seesaw.

Pupil Equity Funding

PEF has been instrumental in enabling us to support the wellbeing of all our children but with a particular focus on those in SIMD 1 & 2. We have funded two additional class teachers and additional hours for Support for Learning Workers.

PEF enabled all teachers to have additional time – Relationship Time. This was protected weekly time where teachers could build relationships with their learners
PEF has enabled us to continue having a part time Health & Wellbeing Teacher. The teacher focussed on Roots of Empathy with P5 and Lego therapy with individual children across P4 & P5.
We have a constant focus on COST OF THE SCHOOL DAY and use PEF to support us reduce all costs.



PEF has ensured that all children have the same opportunity to attend –

- After School & lunchtime clubs
- Class trips & experiences
- Whole School trips & experiences

We provide school uniform for any families who need it. We have donation drives twice a year & work with ApparelXchange to promote preloved uniform for all.

Attendance and Exclusion data

Our attendance level at the end of 24/25 was 85.4%. This continues to be a focus for improvement. We are working closely with families to support our learners attend school. We are working with schools across Glasgow to use our attendance data to highlight patterns of poor attendance and address these in the most appropriate way.

This session we had 1 exclusion. This is an increase from previous years.

Our improvement plan priorities 2025 – 2026

Grand challenge 2023-2026: To improve the Wellbeing and Learning of almost all pupils.

Our School Improvement Priorities for 2025/26 –

- To improve literacy attainment of most learners with a particular focus on P1, P4, P7.
 - Scottish Book Trust Project – improve learners' confidence, creativity, risk taking and motivation to write.
 - Developing deeper reading into writing and talk for writing connections.
- To ensure inclusion and equality leads to improved outcomes for almost all learners.
- To improve learners performance/ progress through effective feedback.



How Good Is Our School 4 Quality Indicator (QI)

Evaluation

Leadership of Change (QI 1.3)

Good

Learning Teaching and Assessment (QI 2.3)

Very Good

Ensuring Wellbeing Equality and Inclusion (QI 3.1)

Good

Raising Attainment and Achievement (QI 3.2)

Satisfactory

How to find out more about our school

Contact us directly if you require further information about our school or if you wish to comment on this report.

Our contact e-mail address is: Headteacher@castleton-pri.glasgow.sch.uk

Our telephone number is: 0141 634 6913

Our school address is: 70 Dougrie Road, Castlemilk, Glasgow G45 9NW



Further information is available in: Seesaw, School handbook and our GLOW Blog launching September 25