

Establishment Name

Standards & Quality Report

Session 2025 – 2026

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2025 - 2026 and to share our improvement priorities for 2026 - 2027. 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 lifelong 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 340 learners (June 2026).

The community we serve is diverse. Approximately 23% of our learners have English as an Additional Language. 84% of our learners live in SIMD1 and SIMD2. Just over 65% 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.

In June 2026 we were inspected by His Majesty's Inspectors of Education (HMIe). The report recognised the fabulous work of our whole school community. We all feel very proud of our achievement. You can read our report by clicking on the link –

<https://educationinspectorate.gov.scot/find-an-inspection-report/details/?id=1995>

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 2025 – 2026

Key developments (leadership of change) (Q1 1.3)

We continue with our commitment to achieve the highest possible standards for our children. We can demonstrate the impact of this through our continued progress. We lead change by looking inwards and outwards. We welcome every opportunity to learn and are also happy to share our learning with others. Creative Classrooms remains an excellent way to support our children's learning and Jan Nicol (DHT) has presented to GCC probationers for the third year, on the positive impact this approach has. We have had many visitors to our school who are interested in our approach. This approach features positively in our HMIe report.

Kirsty Wilkie (PT) has presented on Improving Attendance to staff from schools across Glasgow.

Deborah Goodart (Teacher) led presentations at the Create Conference.

Jan Nicol (DHT) spent two days at a Glasgow school working as part of a Collaborative Improvement Team.

Jen Kerr (DLOL) has successfully completed a Post Graduate certificate in Film Production. She has used her skills and knowledge with our children. She is soon to coach in schools across Glasgow.



Developments in learning, teaching and assessment (Q1 2.1)

Creative classrooms is the foundation of all our Learning, Teaching and Assessment. It is embedded across P1-7. We use digital technology to enhance learning an example of this is we have introduced Magna Maths across the school. We enhance learning by having visitors from other organisations such as Scottish Book Trust, Sense over Sectarianism, Bridges and Barriers, to name but a few.

We have reflected on our practice and made improvements with how we support learning through

- Using Curriculum for Excellence Milestone Planners for a few P1s
- Using Understanding Me Profiles for a few children throughout the school.
- Sharing EAL Profiles completed by our EAL teacher who offers support to staff and groups of children

- We use Glasgow Motivation & Wellbeing Planner to support children's wellbeing
- We ensure we use assessment to provide feedback and next steps in learning. We have a strong focus on feedback and continue to develop peer and self-assessment
- Pupil voice is central to all aspects of learning teaching and assessment whether it is through committees, the use of our KWLH (What we KNOW, What we WANT to learn, What we've LEARNED, HOW we want to learn) Grid or throughout demonstrations of learning.
- We made improvements to our teaching of reading. All P1, P2 and SLT attended Glasgow Reads training. P1 and P2 were coached by a Glasgow Reads specialist teacher in the best methodology to support progress.

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. Attendance has been a focus for us. Mrs McIver (HT) and Mrs Wilkie (PT) took part in an Education Scotland project to improve attendance. They have presented their work to colleagues across Glasgow.



As part of our journey to improve attendance we set up Targeted Improvement Groups. Staff built relationships with families and supported children to return to school. Mrs Goodart (Nurture teacher), Mrs Burns (Nurture SFLW) and Miss Palmer (EAL teacher) were key to this initiative. We worked with the Jeely Piece club who transported children to school on a Friday and provided an Active Breakfast Club. This too was successful in increasing a few children's attendance at school.

To give more children leadership opportunities we introduced 14 Pupil Voice Committees where each child from P3-7 took part in a committee. There was positive impact on many aspects of school life through these committees. These will continue in 26/27 as it proved so successful.

We supported children's wellbeing through our creative use of spaces. We introduced the Bubble Room and Pause Place, both named by the children. The Bubble Room is a space where our youngest children have a calm environment with appropriate resources to support their needs. Pause Place is used by our older children if they need time to regulate their emotions.

All our Support for Learning Workers took part in a variety of training opportunities to support children who have Additional Support Needs. We worked with GCC Inclusion Outreach and staff from St Albert's Primary Language Communication Resource.

To support our families, we introduced Learn Together Club. Miss Palmer led this and families had the chance to learn together on a weekly basis. We also worked with NHS, who ran a series of workshops, to support our families around Healthy Lifestyles and Diet.



We continue to work with Lifelinks to provide one to one counselling for a few of our children.

Castleton staff support learners Health & Wellbeing by running small group supports e.g. Seasons for Growth, Draw & Talk, Art as Nurture and Talking Mats. Learners are supported to organise their thoughts and express their views.

Progress in learners' 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.

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

The majority of learners are on track to achieve in Literacy, with most on track to achieve in Numeracy, across the school. Learners who are Not on Track benefit from clear planning and clear strategies to support learning targets. This approach is ensuring progress from prior levels of attainment for almost all learners. Almost all our children have made progress across the curriculum

We took part in Glasgow Reads training. Mrs McIver (HT), Mrs Butler (DHT) and Mrs Nicol (DHT) all attended training to inform our 26/27 School Improvement Plan. All teachers in P1 and P2 took part in Glasgow Reads training and coaching. This is having a positive impact on our attainment in reading.

Literacy is also enhanced through our continued work with Scottish Book Trust. This is led by Mrs Stirling (class teacher). We have had authors and illustrators running workshops for several classes. More workshops are planned for 26/27

We have introduced Magna Maths across all stages. This supports improvements in Maths/Numeracy attainment. In addition, children use digital technology in creative and interesting ways to enhance their learning. Led by Miss Kerr (our DLOL) our children are developing their digital skills progressively and make excellent use of a range of digital tools.



We have introduced a wider range of Pupil Leadership Groups (Pupil Voice Committees) who impact positively on the quality of learners' achievement. For example, our Sport's Committee organised a highly successful Commonwealth Sports' Day for the whole school. Our Drama Committee produced an End of Year School Show.

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

- Anti Racism Conversations at the City Chambers
- Playmaker Award for our Sports Leaders
- Swimming Awards for P7
- Urban Adventure Award for all P6 children
- Wild Woodland Junior Forestry Award for P5/4

We have been able to organise many "experiences" for our children. These have included visits to GOMA, Glasgow School of Art, water sports at Pinkston, Millport, City Halls for the BBC Orchestra 2026, SWGS, the Yardworks and many more.

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



Attendance and Exclusion data

Our attendance level at the end of 25/26 was 84.4%. 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 the same number as 24/25 but an increase on previous years.



Our improvement plan priorities 2026 – 2027

Our School Improvement Priorities for 2026/27 –

At Castleton we are focussing on the Grand Challenges of Progress, Wellbeing and Inclusion

- PROGRESS – Raising attainment in Literacy
- WELLBEING - Improving playtimes by working towards a lasting cultural transformation.
- INCLUSION – Improving impact of Wellbeing and Assessment Plans (WAPs)



Details are available in our School Improvement Plan 26/27 – this is available on our website.

How Good Is Our School 4 Quality Indicator (QI)	Evaluation
Leadership of Change (QI 1.3)	VERY GOOD
Learning Teaching and Assessment (QI 2.3)	VERY GOOD
Ensuring Wellbeing Equality and Inclusion (QI 3.1)	VERY GOOD
Raising Attainment and Achievement (QI 3.2)	GOOD

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 <https://blogs.glowscotland.org.uk/glowblogs/castletonprimaryschool/>