



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2023-2024**

**DALNEIGH PRIMARY SCHOOL**

*Dalneigh Primary School*



**Dail an eich**

# Introduction: Local and National Context

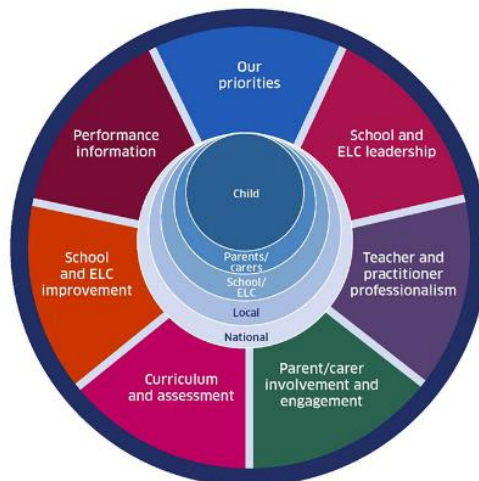
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and 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 our practice. 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

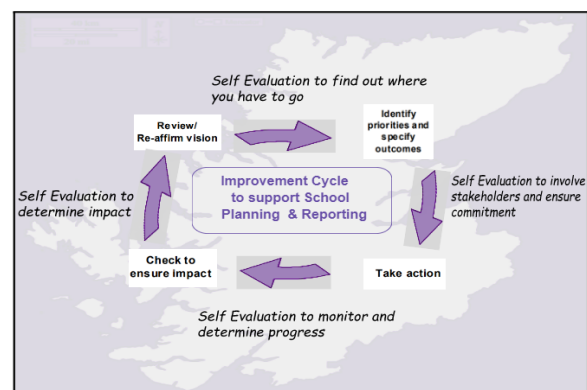
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Name  
Head Teacher  
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.

<b>Attendance</b> 90.2%	<b>Average Class Size</b> 25.2	<b>Meeting PE Target</b> Target Met
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<b>Pupil Numbers (inc nursery)</b> 252 (+40 nursery)	<b>Teacher Numbers</b> 14	<b>Pupil Teacher Ratio</b> 17.5
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<b>N3</b> XX%	<b>N4</b> XX%	<b>P1</b> 11%	<b>P2</b> 14%	<b>P3</b> 14%	<b>P4</b> 11%	<b>P5</b> 20%	<b>P6</b> 15%	<b>P7</b> 15%
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<b>SIMD Q1<sup>1</sup></b> 50-60%	<b>SIMD Q2</b> 30-40%	<b>SIMD Q2</b> 30-40%	<b>SIMD Q3</b> 0-10%	<b>SIMD Q5</b> 0-10%	<b>Unknown</b> 0-10%
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<b>ASN<sup>2</sup></b> 50-60%	<b>No ASN</b> 40-50%	<b>FSM<sup>3</sup></b> 80-90%	<b>No FSM</b> 10-20%	<b>EAL<sup>4</sup></b> 10-20%	<b>No EAL</b> 80-90%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Majority	Majority	Most	Majority

We have had no exclusions this year.

<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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We want our children to be the best they can be!

Our pupils are encouraged to work hard and give their best at all times. We regularly discuss manners and respect, and encourage our children to always do the right thing.

We want all of our young children to leave Dalneigh Primary with the skills and confidence to succeed at secondary school.

After discussion with pupils and staff, we decided on the following four values;

**Respectful      Happy      Caring      Honest.**

We refer to our values regularly at assembly and our children encourage each other to follow them.

## Review of progress for session

### Ath-sgrùdadh air adhartas airson an t-seisein

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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:

**Improving Literacy Outcomes for all learners.**

#### **Purpose:**

We have been working on the different areas of literacy over the last year and will continue to embed and further develop our previous work. Staff will become more confident to meet the needs of ALL learners in their classroom while implementing agreed strategies in all areas of literacy.

#### **Progress:**

- ✓ **All staff participated in Literacy for all training.**
- ✓ **Teachers have had time to plan the different genres of writing each term.**
- ✓ **Targeted interventions have been put in place for identified children.**
- ✓ **Listening and Talking is planned for and timetabled for each term.**
- ✓ **We are making better links when planning to ensure our IDL and writing complement each other and the children have experiences to write about.**

#### **Impact:**

- All staff have an improved knowledge of literacy difficulties.
- Our support teachers are working with Literacy for All to produce a clear system for supporting children with literacy difficulties at Dalneigh.
- All children have experienced practical activities linked to their IDL and this has helped them to have experiences to write about
- All teachers have planned IDL together to ensure we have progression across the school.

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The IDL experiences have linked to our writing genres.

- All teachers have made good use of data to identify gaps in learning and provide appropriate interventions to support children.
- All teachers plan for listening and talking and children's skills in this area are improving. Our assessment and tracking is now more robust in this area.

#### Next steps:

- **Continue to improve attainment in all areas of literacy across all stages of the school.**
- **Continue to use Stephen Graham resources to support writing.**
- **P4 teachers to attend National Improvement Writing Programme in Terms 1 and 2.**
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#### School Priority:

#### ASG Moderation

#### Purpose:

**As an ASG we wanted to ensure we had a robust and rigorous approach to moderation and assessment .**

#### Progress:

- ✓ Most of the primary schools in our ASG have staff trained as QUAMSOs who attended 6 QUAMSO training sessions and 4 additional training and planning meetings with our CLO.
- ✓ Staff training was tailored to build staff capacity in their own identifies areas for development.
- ✓ Most of the ASG teaching staff attended all or the majority of the collegiate sessions.
- ✓ Staff and children completed at least 4 High Quality Assessment Tasks and P1 staff continued to use focused children sheets.
- ✓ A planned ASG approach to profiling and reporting on all 8 curricular areas through HQATs / focused children and parental engagement sessions developed for session 2024/2025.

#### Impact:

- Across the ASG, almost all classes produced one HQAT each term. HQATs demonstrate children's learning in specific curricular areas.
- Having a shared understanding of effective assessment and moderation has led to a consistency of expectations supporting professional judgement across our ASG.
- Almost all staff use a quality body of evidence to support assessment judgements and inform next steps in learning.
- All teachers have increased confidence in their own professional judgement using data and moderation of children's work.
- As an ASG we have improved consistency in achievement of levels.
- ASG moderation sessions have allowed for staff to have

professional dialogue and share good practice.

- All staff use available data to inform next steps in learning.

#### Next steps:

- As an ASG we are going to continue our moderation journey looking at profiling and parental engagement.
- Ensure as an ASG, our profiles have a consistent content.

#### School Priority:

### Continuing to Develop IDL at Dalneigh

#### Purpose:

IDL had been identified as an area staff wanted to develop to ensure coverage of Es and Os. The journey was started in the previous session to ensure children experience a variety of subjects linked to the 4 contexts.

#### Progress:

- Staff have planned for IDL together and this has ensured progression throughout the school.
- Planning has ensured coverage of almost all Es and Os in Social Subjects.
- All staff have been making links to UNCRC when planning IDL.
- We are planning our writing to link with our IDL to ensure children have experience of what their writing is about.

#### Impact:

- ✓ Staff are more familiar with the benchmarks for social subjects.
- ✓ Almost all Es and Os are covered within a 3 year cycle.
- ✓ Planning as a staff team has ensured progression across the school and has also helped plan for engaging IDL titles.
- ✓ Our IDL planning ensures there is a theme running throughout the school.
- ✓ Children are making links to children's rights throughout their learning.
- ✓ Children are experiencing many practical activities linked to their IDL and this is supporting their writing.

#### Next steps:

- We need to continue to look at the skills development within IDL and ensure we have progression.
- Develop a skills tracker to ensure progression across the school.

## Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

Almost all of our PEF budget was used to provide additional PSA and teacher support for numeracy and literacy.

Our PEF funded maths teacher, 3 days per week, Mrs Kennedy, worked closely with class teachers to support children requiring additional input to plug identified gaps. She also supported the maths PSA working with children in the infant department. Interventions were closely monitored to measure impact and were adapted as necessary.

Identified children were monitored closely and data showed an improvement in attainment for the majority of the children.

Mrs Kennedy also supported our Family Club on a Monday afternoon for ELC – P3 pupils and their families. This was also supported by a PSA to encourage quality family play time. Activities on offer were all to support literacy and numeracy.

Our literacy PSA has focused on children identified by their class teacher requiring additional input to improve phonics, reading and fine motor skills. This has mainly been in P1- P3 and has involved 1:1 work

HONEST HAPPY CARING RESPECT

as well as small group work. The targeted support has ensured all children have progressed and for some achieved the next level in their learning.

During term 2 and 3 we also had additional literacy teacher support for one day per week. The teacher also focused on children identified by class teachers to receive additional support with grammar and punctuation. This additional support helped to get some of our P7 children on track with their writing as well as children at P5 and P3.

We have continued to operate a Breakfast Club that is free to ALL children. This has also been supported by Inverness Caledonian Thistle Community Group and has helped to improve the attendance of our children as well as reduce the number of children arriving late to school.

More children have benefitted from small group sessions in our nest. The sessions have included baking, craft and play and having time to chat and have snack. This has helped to encourage turn taking and sharing and as the group is small with two adults, children get more time with an adult to chat and play.

## Wider achievements

### Coileanaidhean nas fharsainghe

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We have continued to offer our children a variety of experiences. Some of these are:

Baxter's 5k

Interschool sports

ASG sports event for P1-5 children

Sharing children's success out with school

Weekly star of the week assembly with certificates

Enterprise activities linked to our Christmas Fete

P7 residential trip

Choir and class entries at the Inverness Music Festival

Variety of after school and lunchtime clubs

Feis Rois, Kodaly and our resident musician provide music experiences to all of our children.

Our senior classes have benefited from swimming lessons.

## Comments from learners, families, stakeholders and staff

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

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Our pupils say

- We like meeting new people and making new friends
- It's amazing!
- I think Dalneigh is amazing because it's lovely, welcoming and friendly. You can make friends quickly.
- We learn fun stuff.
- All of the staff are really nice.
- You get helped if you are finding things tricky.
- Everyone is kind.
- The school accepts who you are, what your personality is.
- We are a team.
- The food is good.
- You can learn a lot.



## Our parents say

- Enjoy coming to the class assembly.
- Parents are happy with the way PEF is used to support children's learning.
- My child loved the P7 residential trip and is still talking about it.
- My child is well supported at school.
- Staff are amazing and so supportive.
- Inclusive. Staff always go over and above.
- Plenty of opportunity for people to get active.
- Good community spirit.
- Very caring school.

## Our staff say

- It is a lovely school
- It's a very special place and once you come here, you don't want to leave.
- School is very welcoming, children are friendly and are very aware of the Dalneigh School community.
- Dalneigh Team mentality obvious -children are very proud of the school.
- Children are able and willing to contribute to all aspects of school life.
- Our children demonstrate a great understanding of the different comprehension strategies when reading.
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## Our stakeholders say

- The school is welcoming, friendly, accommodating, helpful, parents and professionals feel comfortable and welcomed. Headteacher Rhona MacCormick is a proud headteacher of her school and staff, helping parents at every corner where possible. **Sheena MacKay Community Early Years Practitioner.**
- The care and support extended not only to the students but also to the wider community is exemplary, showcasing how schools can deeply embed themselves within their communities. Observing the interactions between teachers and pupils, it is evident that the teachers go the extra mile to foster relationships that have a profound positive impact on the students. Rhona and her team have supported our project beyond our expectations, and because of that, it is no surprise that our greatest impact has been at Dalneigh among the four schools our project runs. **Daniel Lamond, Assistant Trust Manager, ICT Community Trust**
- What a lovely community they have at Dalneigh school. **L Wells Practice Lead**
- To meet a range of learners needs (which continues to increase over time at Dalneigh) they reach out to other professionals for help, and are very collaborative in their approach to making positive change. Dalneigh staff are creative with space, with strategies to support individual learners, and where there is a need to set up additional intervention (for individual and/or groups of children) they work together to make this happen and consistently use their positive relationships with other professionals to seek out further advice and support where needed. **Kirsty Henry Educational Pdychologist.**

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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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
<b>QI 1.3</b> Leadership of change	Very good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good	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

### Prìomhachasan airson planadh airson leasachadh

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- Continue to improve literacy outcomes for all learners throughout the school and ELC.
- Ensure consistency with profiling throughout the ASG.
- Improving Health and Wellbeing outcomes for all our children with a focus on the wellbeing indicators.

## Planning ahead

### A' planadh air adhart

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Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://dalneighblog1.wordpress.com/> or by contacting the school office.