

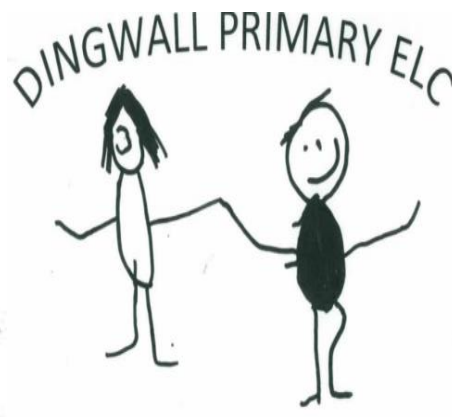
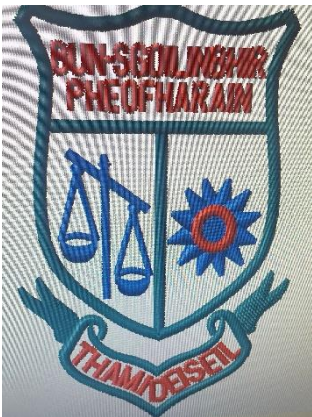


# Bun-sgoil Inbhir Pheofharain agus Sgoil-àraich Dingwall Primary School and Early Learning Centre

## STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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2023-2024



### Introduction: Local and National Context Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

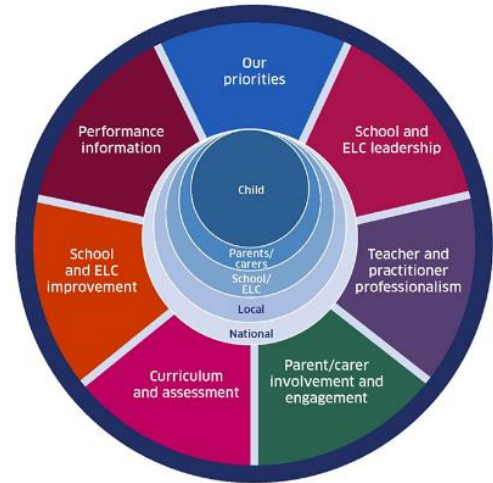
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This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

## 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

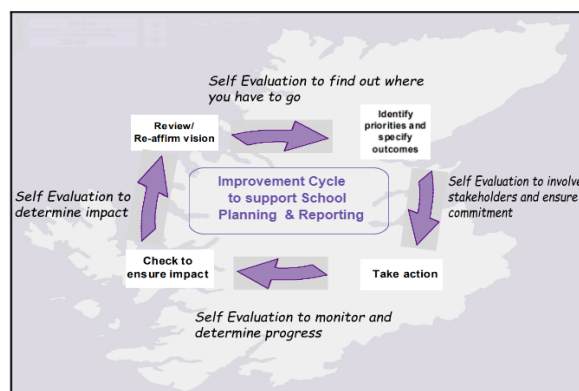
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

### 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 daonnan 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> 90.7%	<b>Average Class Size</b> 23.4	<b>Meeting PE Target</b> Target Met
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<b>Pupil Numbers (inc nursery)</b> 422 (+ 56 Nursery)	<b>Teacher Numbers</b> 26	<b>Pupil Teacher Ratio</b> 16.4
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<b>N3</b> 5.4%	<b>N4</b> 7.1%	<b>P1</b> 12.3%	<b>P2</b> 11.6%	<b>P3</b> 13.5%	<b>P4</b> 18%	<b>P5</b> 13.7%	<b>P6</b> 15.4%	<b>P7</b> 15.4%
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<b>SIMD Q1<sup>1</sup></b> 0-10%	<b>SIMD Q2</b> 20-30%	<b>SIMD Q3</b> 50-60%	<b>SIMD Q4</b> 0-10%	<b>SIMD Q5</b> 10-20%	<b>Unknown</b> 0-10%
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<b>ASN<sup>2</sup></b> 40-50%	<b>No ASN</b> 50-60%	<b>FSM<sup>3</sup></b> 70-80%	<b>No FSM</b> 20-30%	<b>EAL<sup>4</sup></b> 0-10%	<b>No EAL</b> 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>
Most	Majority	Most	Most

**Gaelic Medium** 2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (C1, C4, C7 combined):

<b>Gaelic reading</b>	<b>Gaelic writing</b>	<b>Gaelic listening and talking</b>
Most	Most	Almost all

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

Our Values Our school community feel that our school is built using five pillars, which underpin and support everything about being a part of Dingwall Primary School.

These pillars are: Pride Positivity Perseverance Participation Playfulness

<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



BUN-SGOIL INBHIR PHEOFHARAIN  
DINGWALL PRIMARY SCHOOL  
VISION, AIMS AND VALUES



DINGWALL PRIMARY ELC  
VISION, AIMS AND VALUES



<b>VISION</b>	<b>VALUES</b>	<b>VALUES</b>	<b>VALUES</b>
<b>AIMS</b>	<b>VALUES</b>		<b>AIMS</b>
<b>VISION</b>	<b>VALUES</b>	<b>VALUES</b>	<b>VALUES</b>
<b>AIMS</b>	<b>VALUES</b>	<b>VALUES</b>	<b>AIMS</b>

## 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:

## Improving Literacy Attainment

### Purpose:

This project has been developed in response to dips in attainment in Numeracy at the end of Second Level across Highland. As an ASG we are working closely with the appointed Depute Head Teacher for Attainment to improve numeracy across all levels, with a specific focus on Second Level numeracy as an ASG

Specific to our own school attainment and Standards and Qualities we are consolidating the areas of the 2021/2022 SIP which were not fully met because of the impact of COVID 19 Working with the ASG Depute Head Teacher for Attainment to scrutinise our own school data, we have found specific discrepancies in the moderation of our current P6 literacy between teacher judgement and SNSA results. Targeted interventions have been identified below which are specific to our school context along with the ASG focus

### Progress:

- Steven Graham Writing Programme of training delivered to all teaching staff to provide high quality writing lessons for all pupils.
- Jotter Moderation implemented by Principal Teachers responsible for improvement in this area with their level.
- Reading 'Our Dingwall Way' developed to provide consistent expectations of aspects of Reading throughout each week.
- All teachers engaging in NSA data to support evidence of children's achievements and identify pupil's next steps.
- All teachers completed writing rubric to support judgement of a level.

### Impact:

- ✓ P4 Numeracy Band 8/9s improved by 1.77% this year.
- ✓ P4 Reading Band 8/9s improved by 6.44% this year.
- ✓ P4 Writing Band 8/9s improved by 6.35% this year.
- ✓ P7 51% – 56% reading improved in band 8 and band 9 reading.
- ✓ P7 reading improved from 27% to 41% in band 10 and 11
- ✓ All teachers surveyed feel they feel more confident with judgement of a level in writing.
- ✓ Achievement of levels in Gaelic literacy is predicted to increase by 3%.
- ✓ When surveyed, all Gaelic teachers stated that they were more confident with the judgement of writing

- All teachers completed Inservice training on moderation from the authority
  - More concise approach across the school to assessment and moderation
  - Decodable books implemented at Early level and the beginning of First level to improve attainment of Gaelic reading levels.
  - Gaelic writing moderation carried out with other GM practitioners to positively impact judgement on attainment of a level.
  - All Early Years Practitioners engaged with observation training.
  - New planning the environment and curricular links have been added too.
- ✓ All teachers are now engaging with the authority moderation toolkit to support moderation across all curricular areas.
  - ✓ All Early Years Practitioners now responsible for planning literacy and numeracy rich areas within their rooms which change weekly. This is evidenced in increased pupil engagement in literacy activities, through floor books.
  - ✓ All pupils now have literacy observations and targets included in their profiles.
  - ✓ Parent feedback comments have included: 'So happy to see next steps in observations' 'A welcomed surprise to see targets achieved'.

### Next steps:

Key: Whole School / Gaelic Medium / ELC / English Medium Only

- Further develop teaching and learning strategies in reading and writing at second level, with more evidence of writing and length,
- Increased focus on punctuation strategies within writing.
- Reading assessment to be consistent across levels to identify individual gaps and next steps for pupils.
- Reading for information to be focus of classroom observations in Term 2
- Continue Steven Graham writing training – 4 remaining sessions.
- Reading Ambassador Award to be achieved
- Continued focus on raising attainment in writing from ACEL Data
- Tracking ELC literacy benchmarks through High Quality Observations

### School Priority:

## Health and Well Being

### Purpose:

- Improvement in children and young people's health and wellbeing through Highland Well Being Wheel
- Improvement of Parent/carer engagement and family learning and equity from ELC to P7
- To develop a quality health and wellbeing provision for our school community, ensuring we meet the needs of all learners. To equip our young people with the skills and qualities required to be successful individuals and effective contributors.
- Whole school, family and wider community focus on valuing Gaelic language and culture.

### Progress:

#### Content:

- ✓ Tracking of children's attendance each month has identify which children/families require more support.
- ✓ Supportive phone calls and meetings have improved families awareness of the importance of increasing attendance and to take steps towards these improvements.

### Impact:

- ✓ Monthly attendance rates have been shared with class teachers so they are aware of the children who they could support to improve attendance.
- ✓ 14 children's average attendance percentages (since August) are now showing between 4% and 15% increases.

- ✓ Children, families and staff members have voiced what they feel should be included in our Playground Expectations charter.
  - ✓ The placing of PSAs outside has been carefully planned, using 'zones'.
  - ✓ Children have voiced what they like and don't like about their play spaces outside, as well as creating their own designs, sharing their ideas for improving our play spaces.
  - ✓ P4/5G and P5A have worked together to
- ✓ There is a reduction in significant behavioural challenges outside during playtime and lunchtime evident from PSA meeting self evaluation.
  - ✓ Staff members supporting playtimes outside are now spread more evenly across the playground to better support play.
  - ✓ Children and staff members now have a shared understanding of how to improve our play spaces next session.
- ✓ Our Family Centre has been relocated and enhanced this session.
  - ✓ Sustainability drives are held regularly and link to reducing the cost of the school day. We have worked collaboratively with other schools in the ASG to share practice around this.
  - ✓ Outside agencies are regularly engaging with our school families and wider community. This has included Health Visitors, Midwives, Mikey's Line, Citizen's Advice, Community Police, Baby Groups,
- ✓ Almost all of our wider community who responded to our engagement survey knew of our Family Centre.
  - ✓ The majority of respondents' children have benefitted from the sustainability drives on offer this session.
  - ✓ The most popular sustainability drive available was the provision of school uniform, with 86% of those asked, benefitting from it.
  - ✓ 14 families are currently engaging with Mikey's Line Counselling Service.
  - ✓ Our current Baby Sensory group is running at capacity with a waiting list for future sessions.
  - ✓ When asked how the Family Centre has benefitted our school and community, responses have included:
    - "Creating links with the community and breaking down barriers in terms of stigma."*
    - "Helps to support relationships with school prior to nursery and school admission."*
    - "It is providing products to children where needed to thrive in life."*

### **Next steps:**

Key: Whole School / Gaelic Medium / ELC / English Medium Only

- Gaelic Phrases of the Week- Linked to outdoor learning
- Opportunities for links to Gaelic Vocabulary in the outdoor environment
- Increased opportunities for outdoor play
- Support for teachers and pupils with consistency in approaches to low level classroom behaviors
- Mental Health and Health and Well Being
- Improve outdoor learning learning and teaching approached
- Improve outdoor spaces
- Embed playground charter.
- Review of Recognition Wall approach.
- ELC and Sgoil Ariach pupils to learn the playground charter before coming into P1
- Consistent approaches to encouraging positive behaviours across the school

### School Priority 3:

## Rights Respecting School, Equalities and Diversity and Digital Skills

### Purpose:

- Working within the Rights Respecting Schools framework to make Dingwall Primary a safe and inspiring place to learn, where all children are respected and are aware of their rights under the UNCRC.
- Supporting all children to fulfill their potential by placing them at the centre of decisions about their learning.
- Ensuring that positive relationships are fostered throughout the school.
- A children right's approach is embedded into all aspects of school life.
- Making the social and emotional wellbeing of all children a priority.
- To ensure that all staff are able to support our children to reach their full potential in regard to using digital tools. To equip our pupils with the skills and qualities required to be successful learners and confident individuals.
- Digital e-safety, parent engagement and digital 360 tool, digital leaders

### Progress:

- ✓ Silver RRS plan has been implemented.
- ✓ Awareness raising of the UNCRC within the school and wider community, through class lessons, staff training and regular updates to parents on weekly newsletters.
- ✓ Improved relationships within the school community as pupils are given the opportunity to have their voices heard.
- ✓ A focussed nurture classroom with a dedicated nurture teacher has worked with groups of targeted children throughout the year.
- ✓ Inclusion of all is ensured through raising awareness of diversity, e.g. through the celebration of Deaf Awareness week and Cleft Lip and Palate Awareness week.
- ✓ All teachers are aware of the Read Write Software installed on laptops and chromebooks.
- ✓ Most PSAs are able to support children effectively in terms of ICT support. (Note-The planned INSET day course led by the Digital Collaborative Lead was cancelled).
- ✓ All teachers are aware of online websites/subscriptions used within our school to raise attainment.
- ✓ Information regarding additional digital tools/websites is shared with staff by the principal teacher and other members on a regular basis.
- ✓ All teachers make good use of digital resources as part of their planning process.
- ✓ To raise awareness of Digital Learning throughout our school.

### Impact:

- ✓ Dingwall Primary school has achieved Silver RRS Accreditation.
- ✓ All children are aware of their rights under the UNCRC.
- ✓ Almost all staff reported that they feel more confident around delivering lessons on children's rights.
- ✓ Almost all pupils speak positively about their relationships with peers and staff in the school.
- ✓ All staff are aware of the need to foster positive relationships with pupils, and most wear "Restorative Conversation Prompts" cards on their lanyards to help with pupil interactions.
- ✓ All pupils involved in nurture groups report a sense of belonging and demonstrate improved emotional regulation in school.
- ✓ The majority of pupils can describe that they feel included and valued at school.
- ✓ Most children are confident in using software to aid their literacy skills.
- ✓ A few children require extra support to ensure that learning environments on the Chromebooks are adapted to meet their needs e.g. background colours/ fonts and use of the Read/Write toolbar.
- ✓ The majority of classes use Sumdog Diagnostic Assessments to provide additional information to aid teacher judgement regarding pupil abilities.



Digital safety information has been shared effectively with all parents.

Digital Leaders were selected from our P7 cohort after an application/ interview process.

- ✓ The majority of children use our Sumdog subscription at home ensuring that learning in numeracy and literacy can continue at home.
- ✓ The majority of teachers post links to digital learning sites as part of planned home learning activities.
- ✓ Digital safety has been incorporated into the weekly newsletter for parents after a poorly attended parental session was held at the end of the previous session. An online safety message of the week from the National Online Safety Centre is sent out to all parents detailing advice on pertinent issues.
  
- ✓ All staff and pupils stated that they have benefitted from having a Digital Leader team to assist with a variety of IT related issues.
- ✓ The team offer a problem-solving service for staff and pupils.
- ✓ The team have led coding lessons using Microbits in many classes across the school.
- ✓ The team have taught ICT skills to many classes to help pupils access a variety of software packages such as Google Slides.
- ✓ All classes will have access to Digital Leader run ICT events during Activity Week.
- ✓ All staff and pupils have access to information collected and presented by the leaders shared on our digital screen located in the canteen.

#### Next steps:

- Staff survey to gather information regarding levels of ICT abilities within our setting.
- Ensure that all staff can access online training to increase their skill set and broaden their knowledge of software/ websites available on school laptops and Chromebooks.
- Training in Read /Write software to be incorporated into our School Improvement Plan to ensure that all staff are confident in using Read /Write software to help raise attainment in literacy.
- Partipate in an AI project with support from a Collaborative Lead Officer to enhance learning experiences
- School to obtain Digital Schools Award Scotland.
- P7 Digital Leaders to cascade their knowledge to P6 Digital leaders to ensure a smooth transition each year.
- Achieve Gold Rights Respecting School Award
- Ensure digital skills are being promoted and tracked through observation in ELC
- Gaelic P1 and Sgoil Araich to work together on Rights Respecting Schools within Early Level in Gaelic Medium

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

Nurture Teacher		<ul style="list-style-type: none"> <li>• 44 children experienced Nurture input throughout the session</li> <li>• Out of 269 targets that were set for children, 193 were achieved. More than 193 were achieved within the Nurture group setting, however not always reflected in the class setting.</li> <li>• 100% of children surveyed (21 children) stated that they have enjoyed coming to Nurture Group.</li> <li>• When children were asked what the Nurture group has helped them with, some responses included: “making me feel calmer”, “helps me talk more”, “makes me feel good”, “helps me come to school”, “being resilient, “more confident and making new friends”.</li> <li>• 100% of teachers reported that their pupils benefited from coming to Nurture Group, noticing an improvement in their pupils.</li> <li>• The area which teachers felt children had improved most in was ‘emotional control/regulation’, closely followed by ‘peer relationships/social interactions’</li> </ul>
Attendance Monitoring (Jan-June)		<ul style="list-style-type: none"> <li>• 14 children have (significantly) increased their attendance rate.</li> </ul>
P1 Data		<ul style="list-style-type: none"> <li>• 98% of children have achieved their fine motor skills (<i>1 child hasn't yet achieved – Child's Plan level 4, ASD diagnosis</i>)</li> <li>• 95% of children have achieved at least 9/12 Phonological Awareness (<i>2 children not yet achieved 9 – both child's plan level 4, requiring significant support</i>)</li> </ul>

## Wider achievements

### Coileanaidhean nas fharsainghe

- Gaelic pupils from P4-7 took part in DYW activities, creating a news item for BBC An La.
- Successful Gaelic Ceilidh and Gaelic Cafaith calendar held to engage with the Gaelic community in Dingwall.
- Shinty team made it to the National Indoor Finals in Fort William.
- Gaelic achievements celebrated across the school (Mod / Shinty / Football / Seachdain na Gaidhlig)
- Silver Rights Respecting School Award Achieved
- American Flag football team won the regional, and Scottish Tournament and attending UK final.
- School Nominated in COSLA and Highland Council staff award for contribution to Sustainable living in the community through Family Centre initiatives.
- Participation in Rotary and Euro Quizes
- Participation from pupils in Dingwall Community Events - litter picking, St Clements Fun Run
- Participation in Loch Ness 5K run by a team of pupils
- Participation in Scottish Maths Challenge – pupils gaining a Silver and a Bronze Award
- Partnership created with local care home with regular community engagement opportunities
- Partnerships created with local agencies -Mikey's Line
- Family Centre highlighted as good practice by the Whole Family Wellbeing Programme
- Success for athletics team and individuals in the Ross-shire Winter Running Series



## Comments from learners, families, stakeholders and staff

Pride – Participation – Playfulness – Positivity – Perseverance

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

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## **Comments from Parents on Gaelic being valued within our school this session:**

Cafe Gaelic is a great way to involve parents and the wider community.

Great to see Gaelic on school communication and in shows by both Gaelic and English medium pupils.

The Gaelic cafe has been wonderful and it's a great opportunity for parents/children to be sociable. It also creates a great bond between the children.

"I like the 'Phrase of the Week'.

"Thanks to all staff for all they do for our children to have a positive experience with learning at school."

## **Comments from our P7 Digital Leaders regarding their role:**

"I've enjoyed getting to know some of the other children."

"My confidence has increased".

"My computer skills have definitely benefitted. There were things I didn't know on the Microbits but I know them now."

"I will probably continue IT at the academy."

"I've learned new coding skills."

"I like helping people."

"I've become a bit better at talking to people".

"I've been working problems out in a different way."

## **Comments from our ELC parents:**

'It has been great to see next steps for my child in their learning and how I can support them at home'

'We have seen an improvement in the outdoor area'

'I like that we are now getting more information on what my child has done in their day'.

Comments from School Improvement Plan review:

'We feel the school has a strong sense of community'.

'I think that that the school has benefited from a P.E teacher as Dingwall Primary has excelled in sport this year'.

'It's good to see lots of different extra curricular activities being offered this year. My child has loved STEM club'.

## 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	Good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Satisfactory	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	Satisfactory	Good

Our overall evaluation of our capacity for continuous improvement is:

good

(Add further comment if required)

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

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Project 1- Literacy – improving learning, teaching, moderation and assessment

Project 2 – Health and Wellbeing

Project 3 – STEM/Music- curriculum experiences

## 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://sites.google.com/dingwallacademy.org.uk/dps/home>

or by contacting the school office: 01349 862081