



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

**Dunvegan Primary
Bun Sgoil Dhun Bheagain**



Kindness, Hard work, Sharing, Respect, Honesty, Happiness, Friendship

Introduction: Local and National Context

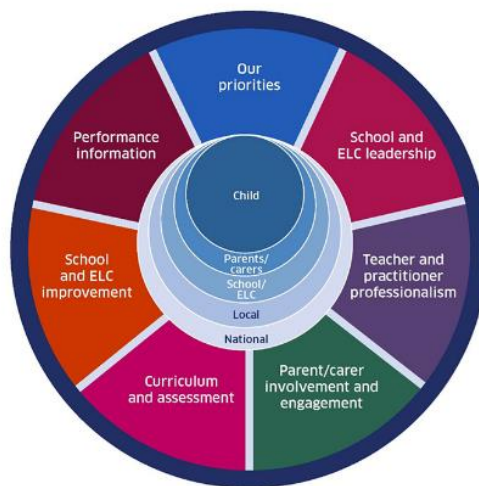
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

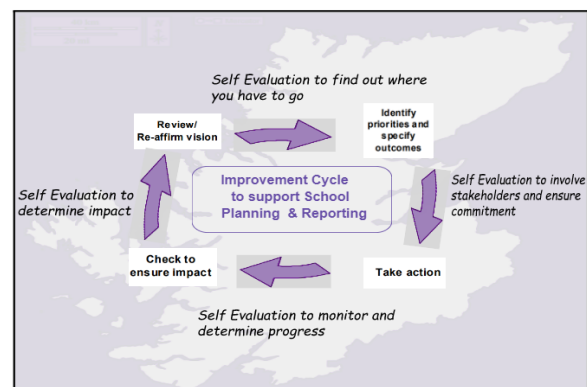
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Sam Muir
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.

Attendance
91.5%

Average Class Size
11.3

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
50 (+17 nursery)

Teacher Numbers
5

Pupil Teacher Ratio
8.7

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

Dunvegan Primary School is located in a rural, coastal setting serving the local community of Dunvegan, Harlosh, Roag, Glendale and Milovaig in northwest Skye.

There are 50 children attending the school spread between our two Gaelic medium classes and two English medium classes. We have 17 children in our Gaelic medium nursery. Parents can choose for their child to be educated through the medium of Gaelic or English when enrolling them for Primary 1. Dunvegan Primary is clustered with Carbost Primary and Nursery, a rural dual class school with a school role of 20, and 6 early years children.

The headteacher has overall leadership responsibility for Dunvegan Primary School and Carbost Primary School. Staff and children from both schools work together regularly.

As the school roll comprises a small number of children, attainment and progress are 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. All of our pupils who face barriers to learning are making very good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Very good progress

Writing

Very good progress

Listening and talking

Very good progress

Numeracy

Very good progress

Gaelic Medium (delete if not relevant):

Gaelic reading

Very good progress

Gaelic writing

Very good progress

Gaelic listening and talking

Very good progress

The school was inspected in December 2023.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Vision

Dunvegan Primary School strives to be a happy and nurturing school that fosters positivity, curiosity, resourcefulness and creativity. Working with the community to enrich our village, we hope to thrive and flourish and become an important part of the community around us.

Our Values

- ❖ Kindness
- ❖ Hard work
- ❖ Sharing
- ❖ Honesty
- ❖ Friendship
- ❖ Happiness
- ❖ Respect

Our Aims

To help our children become Successful Learners; Effective Contributors; Confident Individuals and Responsible Citizens we will:

- Learn together with our parents, family and the community and celebrate everyone's individual talents and achievements.
- Play, explore, question, and use our imaginations to learn both in school and outside in our school grounds and local area.
- Develop the skills to lead our learning and join in to make improvements to our school and our community.

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:

Improved approaches to learning and teaching

Purpose:

To raise overall attainment in core subjects by establishing shared understandings of high quality learning, teaching and assessment.

Large cohorts of pupils were not achieving as expected. Almost all Gaelic Medium learners were not achieving at the level they should. Low expectations and non-evidence-based teacher judgements combined with inconsistent approaches to planning, assessment and tracking were having a negative impact on pupil progress.

Progress:

- ✓ An Interim Curriculum Rationale was composed for this year of intensive intervention.

Impact:

- ✓ Our Curriculum was focused on developing fundamental knowledge and skills. Our teaching staff were clear on the priorities and

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- ✓ Planning formats were agreed and implemented across the cluster.
- ✓ An Assessment and Parental Engagement Calendar was introduced.
- ✓ School staff engaged in professional development using the Sprint Model to examine and apply the features of high-quality teaching as outlined by Bruce Robertson.
- ✓ Collaboration with other small schools in North Skye was established.
- ✓ Additionality (Principal teacher and 0.4FTE additional teacher) in Gaelic Medium Education targeted learners not on track.
- ✓ Pupil Equity Funding was used to target GME learners not on track.

‘Overall, the impact of this improvement project on attainment has been significant across the whole school. The majority of pupils are attaining at the expected level and 40% of pupils across P1, P4 and P7 have exceeded this. Dunvegan Primary pupils are experiencing higher quality learning that will facilitate further good progress.’

- ✓ were able to establish shared understandings of the school’s overall vision for our learners this year.
- ✓ Planning is consistent, manageable, and informed by Highland Council’s progression frameworks. Class teachers have reported increased pace and a sharper focus on specific learning objectives. Class teachers are planning for assessment which is providing richer assessment evidence. Teacher judgements have improved.
- ✓ Parents are invited to two Pupil-led conferences and two Parent Open Afternoons in the school session.
- ✓ Lesson observations show a marked improvement across the school in delivering better quality teaching.
- ✓ School staff have benefitted from peer assessment and collaborative working with colleagues from other small schools – sharing practice has increased expectations.
- ✓ All pupils in GME have made accelerated progress – the majority are on track and almost all are on track to be at the expected level by the end of session 24/25.

Next steps:

Continue to ensure children experience consistently high-quality learning and teaching supported by:

- Continuation with Teaching Sprints to complete all features of high-quality teaching and create our policy for learning, teaching and assessment at Dunvegan Primary School.
- Continue to provide regular feedback to teachers to assist them in supporting children to reach their full potential.
- Compose a Curriculum Rationale that incorporates the totality of Curriculum for Excellence, the 4 contexts for learning and the 7 principles of curriculum design.

School Priority:

Raise attainment in writing

Purpose:

To raise attainment in writing by establishing collegiate approaches to teaching and the moderation of writing across the Portree High School Associated Schools Group (ASG).

Attainment in writing was low and engagement practices across the ASG were not consistent and collaborative.

Progress:

- ✓ ASG Headteachers worked collaboratively to agree on overall aims, writing trackers and a cycle of moderation exercises.
- ✓ All teaching and management staff across the ASG engaged in a moderation of writing exercise – supported by Collaborative Lead Officers (CLOs) and the Quality Assessment and Moderation Support Officer (QAMSO)
- ✓ A bank of moderation resources was created and made accessible to all practitioners.
- ✓ All school staff engaged in professional development – Stephen Graham approach to writing – 5 x 1.5 hour sessions.
- ✓ A range of moderation exercises and learning walks across our cluster schools.

'Overall, considerable progress has been made in establishing the good practices that positively impact writing attainment. Staff and pupils are benefitting from collegiate approaches to learning, teaching and assessment of writing.'

Impact:

- ✓ Expectations have increased and teacher judgements improved as a result of the moderation exercises – increased use of benchmarks and moderated examples to determine the level of writing and to inform planning of writing.
- ✓ Writing trackers and writing assessment tools help identify and target gaps in learning, which directly impact attainment.
- ✓ A triangulation of writing data is complete (teacher judgement, national assessment, formative assessment of learning evidenced in class) making our data more reliable. This facilitates high quality data dialogue between school staff and appropriate school planning.
- ✓ All pupils are making good progress in writing in line with peers across the ASG and comparative to the National average.

Next steps:

Continue to accelerate children's progress in reading and writing by:

- Engaging in the National Writing Program which focuses on tools for writing and compliments professional development carried out this year.
- Continued participation in moderation activities to support teacher's in arriving at valid and reliable decisions on learners' progress towards, and achievement of, a level.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

This year most of our Pupil Equity Fund (PEF) was used to pay for 7 hours per week of Pupil Support Assistant (PSA) in the multi-composite GM1-4 class of 16 pupils during core literacy and maths lessons. The PSA helped facilitate embed effective approaches to total immersion. The impact of this support has been invaluable. The PSA has played a vital part in the success of the Gaelic learners in P1-4.

A portion of our PEF was used to pay for the Stephen Graham Writing professional development training for staff. The impact of this has been widely beneficial with more children experiencing success in writing.

Wider achievements

Coileanaidhean nas fharsainghe

Overall, it has been a very successful year for all pupils. Our pupils are celebrated each week at assembly with Stars of the Week certificates. Stars of the week enjoy a hot chocolate and cookies with the head teacher and a trophy on their desk for the week. Achievements at home are also celebrated with WOW certificates. Parents send WOW certificates into school and pupils are awarded Squad points. Pupils earn points for their Squads by upholding the school values in class and around the school. The winning Squad receives a treat at the end of each term.

Some of our pupils have achieved accreditation in their music lessons. All pupils participated in swim lessons. We hosted a fantastic Variety Show at Christmas and a community ceildh for seachdain na Gaidhlig. Our Eco Committee organised a community playground refresh day and our Rights Respecting Schools Group have applied for Bronze accreditation.

Our Gaelic Medium pupils created a fantastic entry for Film G and won 1st place for Orain Luaidh and the action song in the local MOD. Our three singing groups shared first place.

Our P5-7 pupils participated in the ASG cross country race, with some of our pupils placing high on the score board – as high as second place.

Our GM4-7 pupils received the Gaelic Trophy at the local shinty tournament. They also enjoyed a football tournament and all of our p5-7 pupils took part in a basketball tournament.

Our pupils have enjoyed after school shinty and football, junk modelling club, Gaelic Arts and Crafts Club and a range of music tuition, which includes our in-house band, The Jaggy Thistles. The Jaggy Thistles and our Strings Group have played a set at every school event throughout the year.

Comments from learners, families, stakeholders and staff

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

Dunvegan Primary pupils are proud of their achievements this year. Almost all of our pupils enjoy school and feel a strong sense of belonging. The majority of pupils are motivated learners who thrive on responsibility and feel their views are valued.

A recent parent feedback survey revealed that almost all parents strongly agree or agree that their child is motivated to learn at school and are supported in their learning. They feel that the school is underpinned by SHANARRI principles (safe, healthy, achieving, nurtured, active, respected, responsible, included).

Parents have expressed that they would like to receive more consistent approaches to the sharing of learning and learner progress through Seesaw our digital profiling application. A few parents are concerned about safety in the school carpark.

School staff feel empowered and encouraged by the positive impact and great progress of our improvement work this session. They are motivated to keep the momentum going and continue with ongoing improvement. All of our school staff take on leadership roles to further accelerate progress.

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
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QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 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.

Our School Improvement Plan for this session has been highly strategic and effective in building the capacity for raised attainment. Our improvement planning moving forward builds on this good work.

Key priorities for improvement planning Prìomhachasan airson planadh airson leasachadh

As identified in our recent inspection report we will:

- Continue to accelerate children's progress in reading and writing in English, and in Gàidhlig Medium Education.
- Embed effective approaches to total immersion
- Ensure that children experience consistently high-quality learning and teaching within the nurturing atmosphere that already exists.
- Ensure learning and teaching is informed by a range of assessments, increased use of technology and continued use of national advice, such as 'The Advice on Gaelic Education'.
- Provide regular opportunities for professional dialogue to support children reach their full potential.
- Increase children's learning across the breadth of the curriculum, including achievements.
- Continue to engage in medium- and longer-term planning that enables more challenging learning for children and, for those in English Medium Education, extends Gaelic (Learners).

This will be supported by:

- Continuation of the learning and teaching project
- Curriculum review and refresh
- A focus on tools for writing writing
- A robust calendar of moderation and data analysis activities
- Development of learning and teaching in numeracy and mathematics through revised planning, tracking and resources.

Planning ahead A' planadh air adhart

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://www.dunveganprimaryschool.com> or by contacting the school office.