



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Dunbeath Primary School and ELC

Introduction: Local and National Context

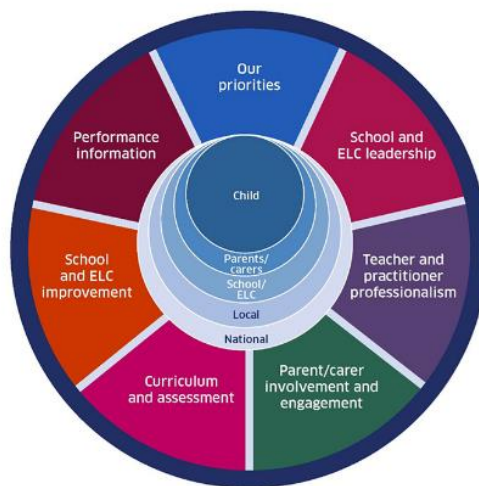
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

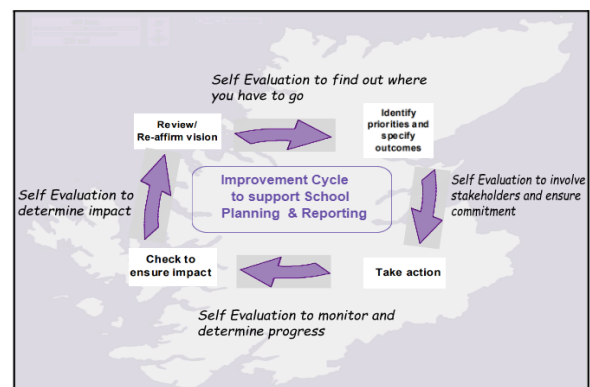
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Denise Walsh
Head Teacher
Dunbeath Primary School and ELC

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
XX%

Average Class Size
15

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
30

Teacher Numbers
2

Pupil Teacher Ratio
15:1

We have had no exclusions this year.

Dunbeath Primary School and ELC is located in a rural, and coastal setting serving the local community of Dunbeath and Berridale area on the east coast of Caithness

There are 30 children attending the school and 0 children in nursery due to being mothballed 2023-24. The school children, ranging from P1 - P7 are in P1 – 3 and P4 -6 are taught in 2 multi-stage classes.

The headteacher has overall leadership responsibility for Dunbeath Primary School & ELC and Lybster Primary School.

As the school roll comprises a small number of children, attainment and progress will be 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 satisfactory. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Majority of children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

Listening and
talking

Good progress

Numeracy

Good progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our vision is for our pupils to be happy, confident and well-rounded individuals who aspire to be the best they can be. As a school, we want to guide and support our children by giving them the knowledge and skills to achieve their destiny. We want all pupils to be proud of themselves and feel that they are part of the school and wider community. Dunbeath Primary is a school where everyone is made to feel welcome. There is a happy, friendly atmosphere and everyone is caring and supportive of each other. The children are mannerly,

Be the Best You Can Be

respectful and understand the importance of keeping themselves safe. We think the teachers are great and they support us with our learning. We all work hard and staff encourage and help us to achieve success. We experience a wide range of activities and opportunities, including outdoor learning and global citizenship. We have fun in our learning. We show good sportsmanship and celebrate each other's achievements. We work in partnership with our families and the wider community. They support us and we like to do things to help them. We know our rights, show respect and are inclusive which can be seen through our positive attitudes and good behaviour

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 Attainment in Reading

Purpose:

Our school data indicates that a significant number of our pupils do not make the progress in reading that we would expect. Pupil engagement with books and reading more generally is also not as frequent as we would like. To read for pleasure.

Progress:

Content:

- Succeeded in raising the profile of reading across the school.
- Lead colleague taken part in training to develop their skillset
- More suitable resources were purchased (through DSM and PEF)
- Book Bug programme launched to encourage reading at home
- More purposeful and regular use of the Mobile Library
- Staff and older pupils modelling reading more regularly

Impact:

- More children are reading more regularly and more confidently for themselves and for an audience
- The percent of pupils predicted to achieve expected level for reading in P1,4,7 combined has increased meaning that most learners now achieve expected level in reading
- Teachers view that the increased abilities in reading has also impacted on pupil writing
- Improved abilities in reading has allowed pupils to access other areas of the curriculum more confidently
- Pupils are able to engage in conversations about reading more confidently

Next steps:

- Continue to embed approaches
- Continue to restock library with a focus on equalities and diversity

School Priority:

Improving the Health and Well-being of all our learenrs

Purpose:

A significant number of pupils at our school are not ready for learning because of a variety of factors that affect their health and well-being. This affects their ability to focus and so make progress in their learning.

Progress:

Content:

- Identified pupils who needed to develop social skills and planned purposeful activities such as baking and gardening (funded through PEF)
- Embedded 'Mile a Day'
- Soft start/reflection time given to focus classes
- Friendship groups established
- Understand about the rights of the child

Impact:

- Fewer incidents of extreme behaviours during the school day
- Pupils are more focused in learning and this is reflected in the increased numbers of pupils in P1,4,7 predicted to achieve expected levels in reading, writing and numeracy for their age and stage
- Children ready to learn

Next steps:

- Continue to embed approaches
- Develop a more consistent approach to gathering pupil views and reviewing provision to meet needs (Glasgow Motivation and Well-being Profile)

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

PEF is used to employ a PSA to support with developments in raising attainment in reading and ensuring children are ready to learn as part of our HWB priority.

Having extra staff ensures that all children are safe – due to new RA in October 24, PSA hours reconfigured to support all break & lunchtimes to aid with inclusion for all.

Wider achievements **Coileanaidhean nas fharsainghe**

Young Leaders – outwith school clubs – football & multi-sports

Visitors – Martial Arts, Feis, Kodaly, and STEM activities

Music collaboration with local musicians, Feis, Kodaly and Violin lessons

Caithness Klics

Visited –Dunbeath Heritage Centre & Day Centre

Enhanced transition visits – P6 child

Tri Sports – rural schools, and Highland Games

Sports day events

Performance for parents

Enterprise projects

Comments from learners, families, stakeholders and staff

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

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 |
|--|--------------|--------------|
| QI 1.3 Leadership of change | Satisfactory | Satisfactory |
| QI 2.3 Learning, teaching and assessment | Satisfactory | Satisfactory |
| QI 3.1 Wellbeing, equality and inclusion | Satisfactory | Satisfactory |
| QI 3.2 Raising attainment and achievement/Securing children's progress | Satisfactory | Satisfactory |

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

- Consistent High Quality Teaching and Learning to impact on attainment.
- Developing a more robust planning system to ensure appropriate coverage across the curriculum

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 [ADD LINK](#) or by contacting the school office.