

# Standards and Quality Report

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2021/22



**Dingwall Primary School**

HIGHLAND COUNCIL, ROSS AVENUE, DINGWALL, IV15 9UU

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

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.

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 in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we are progressing towards achieving these positive outcomes and changes.

## Our School

As the largest Primary School in the Highland authority, with 485 pupils, Dingwall Primary School serves a diverse catchment area with a wide range of SMID codes. At present, there are 14 English Medium classes and 4 Gaelic Medium classes. 19% of our pupils are FSM entitlement.

Our ELC, housed in hatted accommodation within the school grounds, accommodates 31 4-year-olds and 12 3-year-olds. An inspection by the Care Inspectorate on 3.10.17 rated all areas inspected as very good or good. Our ELC is led by a Senior Early Years Practitioner, 5 EYPs and 1 Support Worker.

The school was last inspected by HMIE in January 2008 with all areas rated as either good or very good.

Care Commission last inspected the nursery in 2008 and areas were rated as very good.

The Head Teacher retired at the end of this session. An Acting Head Teacher commences in August 2022 along with a new Acting Depute Head Teacher. There are 3 Principal Teachers in the school and 1 vacant PT post.

We currently have 22 members of Teaching Staff, 15 Pupil Support Assistants and 1 Teacher for the Deaf based within our school for one day per week. We have 2 Additional Support Needs Teachers.

A member of staff is currently on secondment funded by PEF money to deliver early intervention to improve the Attainment Gap.

The school currently houses 'The Lighthouse', which is separate from Dingwall Primary and provides enhanced provision delivered and managed by the authority for ASN pupils.

There were no school exclusions in session 2021/22.

We have an active Parent Council who meet monthly with SLT, to work together to bring positive change to our school and wider community.

This session we have been in Covid Recovery, where there have been many staffing challenges and high pupil absence rates. Our Standards and Qualities report reflects the impact and the next steps to be put in place as we move into a new school session.

## Our School Vision, Values and Aims

**Our School Motto is – 'I am Ready' / 'Tha mi deidseil'**

**Our 4 Pillars underpin our school Values (These are known by Pupil's as the 4 Ps)**

**Pride, Positivity, Participation and Perseverance.**

**In 2022 our ELC added a 5<sup>th</sup> Pillar – Play – Our ELC will lead this in session 2022/23**

Our full ELC Vision, Values and Aims can be accessed here:

[Dingwall Early Learning Centre Vision, Aims and Values.](#)

At Dingwall Primary we aim to provide a positive environment to enable the children within our care to be Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

## Pupil Voice: what is working well in our school?

***Pride, Perseverance, Positivity and Participation***

Our children and young people identified the following strengths for our school this session:

Pupils commented that they enjoyed the opportunities of responsibilities in Eco group, Pupil Council and House Captains as well as extra curricular post school and lunchtime clubs, including netball, football and the taster rugby and American Football sessions.

The children also welcomed the return of swimming, assemblies as a time to reinforce our school values and to be together with other classes. The children also commented on the return of visitors to the school providing Feis and Drama workshops.

The children also enjoyed our end of term achievement assembly to hear about 'good news' from across our school.

Children enjoy getting to run their own lunch time clubs, such as Highland and disco dancing.

### **Pupil Voice: what changes would you like to see made?**

Our children and young people identified the following changes they would like to see and the difference these changes could make:

Our children would like the Gaelic and English divide to be improved particularly in the playground.

Our children would like better playground games and activities to make break times more fun and for less fall outs, which happen a lot, particularly in football.

Our children would like for everyone to be kind to each other.

Our children would like the school environment to be better to make the school a nice place to learn.

Our children would like their to be more lunch time and after school clubs.

Our children would like to see more groups to lead in the school next session.

### **Our Improvement Journey Headlines Session 2021/22**

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

## Improvement Project 1:

**Primary focus:** School and ELC improvement

**Year of Project:** 2

**Purpose: Recovery from Covid-19 school**

In response to the impact of school closure from Covid 19 and the impact of staff and pupil absence, we aim to reintroduce and enhance the delivered curriculum to focus on health and well being, the recovery of learning, teaching and assessment and a focus on attainment, identifying new or widened gaps in achievement.

**Progress and impact:**

The focus of our collegiate time during Term 1 centred on resetting the expectations of planning and trackers in place at Dingwall Primary for current and new members of staff, after Covid disruption. SLT monitored these throughout the session at planned meetings to ensure ALL staff engaged with all profiling, planning, and tracking.

**The impact is evident in all teachers completing agreed planning and tracking in place to identify gaps in learning and next steps for pupils, resulting in effective transition meeting between teachers to ensure progression in learning and for targeted support to be put in place through ASN Teachers and the PEF Teacher.**

All staff engaged with CPD on the importance of emotional check ins during school closures resulting in some classes introducing daily emotional check ins and promoting mindfulness lessons within the classroom environment. The P1 class teacher worked with ASN teachers to identify pupils who would benefit from a Mindfulness lunch time club. The focus was on building strategies to deal with anxiety and stressful situations.

**The impact is demonstrated by some staff beginning to engage in this process and thus resulting in positive engagement with the children, who are confident at sharing their emotions. When surveyed, the children who attended the mindfulness lunch club could identify strategies they could use to support them when faced with challenges in the future.**

ELC and P1 staff attended weekly Early Level meetings with Mrs Macaskill to ensure that there is consistency and effective planning in developing the environment, experiences, and interactions in line with Realising the Ambition guidance.

**This is evident in the P1 and ELC environments through the removal of most tables and chairs and the incorporation of loose parts play, natural resources, fine motor skill spaces and meaningful and developmentally appropriate continuous provision. The outdoor environment is central to Early Level practice.**

Moderation on key assessment tasks took place throughout the year. Staff were split into Early, First and Second Level groups, to self and peer evaluate their assessment tasks.

**The result of which, showed clear improvements in parental engagement and high quality assessment snapshots in some Early and First Level classes, with information now included on how parents could support their learning and next steps at home.**

Transition opportunities also returned and Primary 1 adopted the approach of a new programme of events for new P1 entries which was self evaluated against the Realising the Ambition – Effective Transitions guidance, focusing on communication and collaboration. We held 4 different events, including a parent and child fine motor skills morning, a Garden School session and classroom visits. We also introduced the new Early Level Padlet and Google Site, to encourage parental engagement in nursery and P1.

**The impact was demonstrated through parents commenting positively in surveys on increased parental involvement and communication at Early Level and how they could support their child's learning at home.**

SNSA and MCNG for P1, P4 and P7 were carried out in Term 3 to provide feedback on attainment and these scores were tracked alongside teacher's key assessment tasks and our school tracking document.

**The impact was provision of a range of data and evidence in making judgements on Achievement of a Level. These were moderated by the H.T and gaps identified, and next steps made for next session in learning and teaching along with the newly appointed Depute Head for Attainment – seconded by the authority for the Dingwall ASG.**

**Against the national average for achievement of a level (67% for Literacy and 75% for numeracy) – Dingwall Primary demonstrated the following:**

Literacy	Numeracy
P1 – 69%	P1 – 84%
P4 – 67%	P4 – 81%
P7 – 60%	P7 – 88%

**Next steps:**

- Monitor continuation on emotional check in and encourage use by all C.Ts
- Revisit expectations of planning, tracking and assessment cycle with all new staff.
- Implement a new focused observation approach cycle to planning and personalised next steps across Early Level.
- Moderation and( feedback on high quality assessment tasks by SLT
- Robust conversation about moderation for new staff.
- Classroom observation/peer visits to take place consistently through all stages.
- PRDs need to be reintroduced for [all staff](#) using GTC coaching wheel.
- Introduce an extended range of citizenship groups, including school prefects, Digital Leaders, UNCRC and Equalities and Diversity groups.
- Work with the ASG Attainment Depute Head to scrutinise our tracking and monitoring to assess specific gaps in learning and make next steps for teaching.
- Self Evaluate our School using the Key Questions in Family Learning and Community Engagement.
- Parent voice to be enhanced with regular surveys given to parents of ELC and the school.
- A pupil voice group to be started with a ‘you said, we did’ approach.

**Improvement Project**

**Primary focus:** School and ELC improvement

**Year of Project:** 2

**Purpose: Improve attainment in literacy**

Learners will experience a whole school focus on promoting literacy through engaging, challenging and enjoyable lessons. Teachers will be aware of relevant educational principles and pedagogical theories to inform their professional practice and produce quality lessons and support pupils who may be struggling. Learners will have increased attainment in Literacy, with almost all pupils making good progress from previous levels.

Words Up training will continue to support quality engagements in the Nursery.

**Progress and impact:**

ELC staff developed the 6 Key Messages from Words Up training to support quality engagements with pupils. Along with P1 teachers in English and Gaelic medium we produced Words Up training videos for the local authority promoting the good practice within our school on commenting rather than over questioning to develop children’s vocabulary and speech at Early Level.

**The impact is our Early Level staff now knowing how to promote language acquisition in the early years through a variety of strategies and can confidently support parents with speech and language concerns and use the strategies in collaboration with speech and language therapists. Our Gaelic Medium Teachers from P1-3 now report on being more confident at promoting literacy through play in P1.**

**The Acting DHT commented on reported observing the ‘commenting rather than questioning approach’ as being evident throughout the setting in a range of the interactions.**

Pie Corbett reading books were bought in as whole class readers from P3 – 7, to promote comprehension, fluency and challenge.

**Across all these classes The Pie Corbett resources and the approach to whole class reading has been adopted alongside group reading from P3 – 7.**

The PEF teacher focused on phonological assessment and targeted teaching for those scoring less than 5. This formed a targeted group which then tracked and monitored.

A continued targeted approach with emerging reading skills was carried out with pupils from P2 upwards. Pupils were identified by various means such as FSM, Risk Matrix, Headteacher Information (“At Risk” pupils), SNSA results and Class Teacher judgments. The PEF teacher carried out a range of assessments such

as PM Benchmarks, Highland Numeracy Assessments, YARC, Vernon Spelling and ORT Keyword assessments. Targeted support was then given by PEF teacher for the duration of the year.

**The impact was recorded through the following measurable data from the Session:**

**June 2022- We have 37/44 (84%) P1 children scoring over 9/12.**

**The 7 children who have not met the target yet will receive targeted intervention in 2022/2023 to address any gaps.**

**June 2022- We now have 58/62(94%) P2 children scoring above 9 in the PA tracker.**

**51 children (82%) have scored 12/12.**

**4 children continue to require significant intervention with regards to phoneme blending and segmentation.**

Decodable phonic readers were bought to support alongside Jolly Phonics and for an intervention to children not progressing with ORT.

**The impact is individuals and groups of children identified from literacy assessments as requiring support with decoding are now supported with these texts, rather than continuing on with sight bases word books.**

### **Next steps:**

Looking at our Data with the Depute Head Attainment Teacher a plan has been put in place for P6 classes to scrutinise teacher judgement of a achieving a level along side a variety of assessment information. (class work, high quality assessment tasks, baseline reading assessments).

Staff to access the literacy and numeracy training provided by Highland Council as part of their CPD plan.

Peer learning visits to observe how Pie Corbett Reading books are impacting reading development.

Introduction on Literacy Leader programme from Dingwall Academy with P6.

Attainment meetings to be carried out with Class Teacher with H.T/D.H.T during Term 2.

Moderation of writing as an ASG.

Baseline reading assessments to be completed with P6 at during Term 1 – to ensure progress in reading attainment is being made.

EAL & Form 1 profiles to be monitored by ASN Teachers.

Words Up Key Message of the Month to be shared with parents and encouraged at home at Early Level.

Reading for enjoyment to be promoted in P6 and P7 classes.

Yark assessments to be carried out with all P5 pupils.

## **Improvement Project 3:**

### **GME Project:**

**Primary focus:** School and ELC improvement

**Year of Project:** 1

**Purpose:** Oral language improvement following from difficulties associated with Covid-19 school closures. Only 5 of our 70 Gaelic Medium Education pupils have a Gaelic speaking parent in the home environment, therefore the majority of our GM children received a huge reduction in their immersion in Gaelic Language through home learning during Covid.

### **Progress and impact:**

An oral language programme was created to support fluency and to ensure a clear progression through aspects of oral grammar. The programme was implemented by all our GM teachers. The teachers met monthly to review the implementation of the programme and to moderate their assessments of oral language. The GM principal teacher led these meetings.

**The MCNG results showed that this is having a positive impact and is helping to develop skills in reading and writing.**

**Introduction of MCNG assessments showed that most children are achieving expected levels for their stage.**

**Moderation of pupil's oral language from teacher's peer assessing their judgements showed agreed teacher judgements across all stages.**

Phonics teaching reviewed and developed to work alongside a play based learning approach with a strong emphasis placed on the acquisition of oral language. The P1 and P2/3 GM Teachers attended emerging literacy training and play based learning training delivered by the authority, reforming their practice by introducing a play based approach to learning in P1GM and playful learning approaches in P2/3.

**The impact is evident in the change in the learner environment, with clear spaces for play and the visible Gaelic vocabulary on display. The open area outside the classroom now provides opportunity for learner choice and play based learning experiences around measure, capacity, number and writing experiences. The P.T observations of the interactions between the teacher, PSA and the children as using Words Up key message strategies to promote Gaelic Oral Language skills and key vocabulary as identified in the oral language progression as evident throughout the play.**

Focus on promotion of Gaelic Language and culture by producing a programme of health, wellbeing and literacy activities for Seachdain na Gàidhlig (World Gaelic Week).

Gaelic through QR codes in the playground with sound clips of common words and phrases and competitions at home. High profile Gaelic speakers also gave workshops with the classes.

First level teachers produced videos shared on SeeSaw of the children reading books as a way to support parents with helping their child/ren with their reading at home.

**Dingwall Primary was chosen as one of the school winners by the authority for this week and the judges commended on the excellent variety of engaging Gaelic lessons which places a greater focus on parental engagement in Gaelic. Parent surveys commented on the increased focus from the school on GM education and pupils expressed their enjoyment at the variety of activities, commenting on the visits from high profile Gaelic Speakers and Singers as their favourite lessons in inspiring them to continue their learning in Gaelic after Primary School.**

### **Next steps:**

Introduction on GLE as part of our 1+2 languages approach to bridge the gap between English and Gaelic in our school and to promote the value and respect of the language in our whole school community

Gaelic language displayed in all areas of our school.

Go Gaelic QR code clips shared across our school.

P7 Gaelic Leaders to promote Gaelic across the school, through Gaelic buddies, word or phrase of the week in assemblies and the teaching of Gaelic songs to pupils in English and Gaelic medium.

Implementation of 'Cupan' our Gaelic Community Café to promote intergenerational Gaelic conversation across all of our community from Croileagan to school, to secondary to care homes.

Gaelic Baby Group to start in our Family Centre to encourage language from birth and encourage English speaking parents to learn Gaelic.

Creation and implementation of Gaelic Play Policy.

Creation and implementation of Gaelic Learning and Teaching Policy.

Share and promote our Gaelic developments with the community through our Dingwall Gaelic social media pages.

## **Evaluation of Progress**

We believe we have made the following progress this session:

### **Quality Indicator**

### **School self-evaluation**

**Leadership of Change**  
1.3 Good

2.3 Satisfactory

***Pride, Perseverance, Positivity and Participation***

**Learning, teaching and assessment**

**3.1** Good  
**Ensuring wellbeing, equality and inclusion**

**3.2** Good  
**Raising attainment and achievement**

Our children and young people believe we have made the following progress this session:

**Theme 1** Good  
**Our relationships**

**Theme 2** Good  
**Our learning and teaching**

**Theme 3** Satisfactory  
**Our school and community**

**Theme 4** Good  
**Our health and wellbeing**

**Theme 5** Good  
**Our successes and achievements**

Our overall evaluation of our school's capacity for continuous improvement is:

**We are confident in our capacity for continuous improvement.**

**Planning Ahead**

Full details of the school's 2022/23 improvement priorities and actions are detailed in the school improvement plan, which can be accessed on our website <https://dingwallprimaryschool.wordpress.com/> or by contacting the school office.