

Standards and Quality Report

2021/22



Dalneigh Primary School

HIGHLAND COUNCIL | ADD ESTABLISHMENT ADDRESSES

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

Dalneigh provides education for children in P1-7 and also 3 and 4 year olds in our ELC. There are currently 258 children within the school and 26 in the nursery. Our school roll continues to increase each year.

Currently 36% of our children are entitled to Free School Meals; this is a slight increase since last session. 50% of our children have an ASN level of 2 or above, an increase of 2% and 9% of our children are EAL.

We have continued to work hard to improve our attendance and reduce the number of children arriving late to school. Our relationships with all partners are positive and this has helped us to have no exclusions this session.

Our attendance has taken a dip over the last year and is currently 87%. Our attendance had previously been 94%. We are working hard to improve this figure and find ways to support our families.

At Dalneigh we work hard to ensure all children are given a variety of experiences and opportunities and we work with parents to provide a range of after school activities. We have continued to develop links with other agencies as we look to provide a variety of experiences for our children.

Staffing has continued to be extremely challenging this session. We have operated without a full complement of staff almost all year. Despite this, we have pulled together as a team to ensure we do our absolute best for the children in our care.

Despite the challenges, the school continues to move forward and we have managed to keep the positive ethos within our school. Relationships are at the heart of all we do and we work hard to ensure positive relationships are to be had with all members of the school community.

Our School Vision, Values and Aims

At Dalneigh Primary School we work with parents and the wider community to ensure our children have the confidence and the skills to enter the world of work. The children learn in a respectful and nurturing environment and are encouraged to be the best they can be. Following a piece of work with an outside agency, Tree of Knowledge, the children came up with the following values for our school.

Happy – the Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. At Dalneigh we recognise that happy people both learn and do better.

HONEST, HAPPY, CARING, RESPECT

Respect – at Dalneigh we show respect for ourselves and others, showing respect for all people, being polite to each other and using good manners.

Caring – at Dalneigh we learn to care for ourselves and each other. We also strive to be good citizens by caring for our local community and our wider world through work in our citizenship groups and raising money for charities.

Honest – at Dalneigh we are truthful to ourselves and others. We work to be people others can trust creating a safe environment for learning and achieving.

Pupil Voice: what is working well in our school?

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

- Children have enjoyed growing the vegetables. It was good to see the children tasting vegetables and seeing pictures of what they made at home.



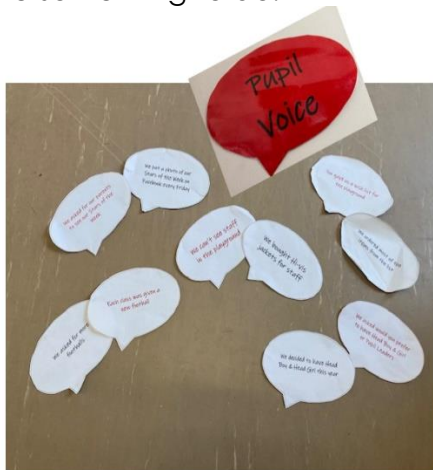
- Almost all of our children enjoy coming to school and are confident to ask for help when they need it.
- Most of our children feel valued and listened to by staff.
- Our senior pupils enjoy their responsibilities: buddies, playground leaders and house captains.
- The children like voting for their house captains.
- The children recognise that den building is helping them to share and develops other skills too, such as problem solving.
- The children recognise that we have lots of good resources in the school to help them learn.
- Chromebooks are valuable to support learning in the upper school.
- Maths is fun because we like learning new things.
- The children appreciate the work put in at transition time to ensure a smooth move to the next class.
- Den building is helping us to develop our skills and help us to share.
- Our School Improvement Plan is displayed in all classrooms.



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.

- Children should respect the school property and then we would have more to play with. They also need to respect the toilets and garden as things get damaged.
- We would like more equipment in the playgrounds to play with.
- We would like more stars of the week at assembly and return to hot chocolate as the reward.
- The children would like to see more sports activities throughout the year and not just when we are practising for an event.
- We would like to see more after school clubs and lunchtime clubs so that we have something to do.



- We would like to help clean up the park area to make it nicer for us when we go to play there.
- Children would like more adults in the playground. Fluorescent jackets bought to make them more visible.
- The children would like to see the Reading Challenge brought back as they enjoyed this.
- The children would like a book club in the library more sports clubs and a gardening club.
- Some children's behaviour could improve and this would help the school to be better.
- We would like the reading challenge to come back as we enjoyed that.

- We would like a football pitch drawn out on the grass.

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: Recovery from Covid 19 Impact

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: *The purpose of this project was to focus on Health and Wellbeing, the recovery of learning and teaching and also focus on improving attainment following the impact of Covid 19.*

Progress and impact:

Health and Wellbeing

Children's wellbeing was at the heart of our work last session. Emotional check-ins and soft starts were the starter in every classroom to allow every child to have a positive start to the school day. We continued to use the Leuven Scale to track pupil's engagement in class and further supported identified children with Clarity Walks. This allowed children time outside to switch off and appreciate their surroundings

We achieved our RRS silver award and have a plan in place to achieve our gold award. Children's rights are regularly discussed at our assemblies and updates are shared in our monthly newsletter home. Our children have a greater awareness of their rights and can talk more confidently about what they need from the adults supporting them to achieve their rights.

Our local community have been a super support as we have worked to develop our garden area. Hawthorn Allotments have supported us as we started class planters for growing fruit and vegetables. The children chose as a class what they wanted to grow and looked after their planter as the fruit and vegetables grew. Lifescan also supported us with their Community Project and helped us to paint tyres for planters for the children to grow flowers.

As a school we recognised our children had missed out on lots of play and socialising and wanted to provide opportunities for this in school. We provided opportunities for loose parts play and invested in den building materials which allowed our children to develop their turn-taking and teamwork skills.

Staff participated in Zones of Regulation training in Term 3 and this became a platform for children to talk about readiness to learn. Children were encouraged to use strategies discussed to 'get to' the green zone and ready to learn. The children are talking about this in class and we will be building upon this next session.

Good progress was made to support the Health and Wellbeing of our pupils. Positive relationships are at the heart of all we do and they have helped us to provide the necessary support to our children.

Recovery of Learning and Teaching

As staffing allowed, we identified children for targeted support. PM benchmarking was primarily used to assess children's reading, particularly at P5, P4 and P7. In the early years, children were identified using phonics assessments and programmes of work were put in place to plug identified gaps.

The government funded support teacher was used to identify and plug gaps in maths. This was supplemented with a PEF funded teacher three days per week. Diagnostic assessments were completed for all children throughout the school and supports put in place at individual, group and class level. The assessments allowed us to see patterns and areas of weakness throughout the school and support appropriately.

PEF funded PSAs were also used to target support in both maths and literacy throughout the school. At times it was not possible to have this in place consistently due to staffing pressures.

Our teachers are analysing data more effectively and progress of pupils is discussed with SMT termly.

Our children came back to school following lockdown reluctant to work for sustained periods. We have used the Leuven Scale to measure engagement of children in lessons and have looked to see how this can be improved for our least motivated. We work hard to remove barriers to learning for all children.

We have continued our play journey and all staff have undertaken outdoor learning training with their class. Staff are more confident to take learning outside and make use of loose parts and our den making equipment.

Staff have worked incredibly hard to get our attainment back to pre-Covid levels and the majority of children are now on track with their learning.

Attainment

SNSA assessments were completed in Term 2 for our P4 and P7 children. This allowed us to identify any gaps in learning and adjust teaching accordingly. Our P1 children completed the assessments in Term 4 to allow for as much teaching time as possible. The information gathered from the assessments was used alongside class teacher observations and further assessment information to confirm achievement of CfE level at these stages in the school.

Our attainment showed good improvement this session from the previous year when we had been impacted heavily by Covid.

P7

	L and T	Reading	Writing	Numeracy
2019	78%	74%	53%	67%
2021	59%	52%	26%	26%
2022	81%	81%	63%	74%

P4

	L and T	Reading	Writing	Numeracy
2019	56%	69%	53%	56%
2021	73%	53%	30%	28%
2022	65%	68%	55%	55%

P1

	L and T	Reading	Writing	Numeracy
2019	72%	84%	79%	72%
2021	81%	52%	52%	74%
2022	86%	72%	55%	67%

We have continued to use INCAS at P2, P3, P5 and P6 to allow us to monitor the progress of children over time. The assessments allow us to identify areas requiring further input either individually, as a group or at class level. As we have been using INCAS consistently over a period of time, we have a good record of progress by the time the children reach P6.

Attainment is discussed termly with class teachers as part of our planning meetings. We identify children who are on track and children who will achieve with support. We then direct support accordingly while supporting those who will take longer to achieve a level. We recognise that some children will take longer to achieve in their learning and we support them to do this.

Class teachers take time to discuss with children their learning and next steps. The majority of children working at second level know what they need to do to move forward in their learning. Children file work they are proud of in their profiles.

Ensuring targeted support was in place was difficult for most of the session due to the high level of staff absence due to Covid. Pupil attendance was also impacted by Covid and resulted in interrupted learning throughout the session. We recognised that our writing attainment was not as good as we liked and this became a main focus for development. See below for details.

Next Steps:

- Continue to use Zones of Regulation throughout the school.
- Continue our emotional check-ins.
- Use the wellbeing wheel during terms 2 and 4
- Continue to use the Leuven Scale to track engagement in terms 1 and 4.
- Monitor the attendance statistics monthly and support families as necessary.
- Continue to work towards our Gold RRS award. Continue to share our journey with parents and as a school through assemblies, newsletters and Google classroom.
- Continue to develop our play journey.
- Continue to develop learning outdoors and further develop and garden.
- Use PEF to help ALL children benefit from school trip experiences.
- Continue to use PM Benchmarking, SNSA, INCAS, diagnostic maths assessments and phonic assessments to monitor progress.

Improvement Project 2: Improve Attainment in Writing

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose: *To improve writing across the school. The content of writing will have improved as well as the technical aspects. Children will be able to write longer pieces of writing.*

Progress and impact:

We undertook further Stephen Graham this session. This was extremely useful as he visited our school and worked with some of our classes, modelling what we should do in the classroom to improve writing. All staff greatly benefited from this and staff confidence in teaching writing improved. Children benefited from a clear structure and the scaffolding enabled all learners to write at their level. From

visits to classrooms, it was clear to see the impact of the training with all children engaged in their writing.

Mr Graham is also happy to look at what we are doing in school and offer feedback and advice as necessary.

Mrs Kinnear has created an overview of text types and this has been linked to events in the school to ensure children's writing has a purpose and children have experiences to draw upon. All staff work on the same text type at the same time allowing for supportive conversations and advice shared.

We have moderated four text types throughout the year; recount linked to the COP summit, procedure linked to Scotland, descriptive linked to a wordless book and recount linked to a school event such as our whole school walk.

Targets have been created for each text type and shared with staff. The structure is very clear and easily followed.

Next steps:

- Continue to develop writing throughout the school.
- Continue to work on the same text types at the same time throughout the school.
- Continue to seek advice from Stephen Graham as necessary.
- Continue to moderate writing pieces regularly throughout the session.
- All staff to be given time out from class to look at the development of vocabulary. Pull together ideas for sharing.
- Look at resources available to support the development of vocabulary.
- All PSAs to have Words Up training.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
Leadership of Change	1.3 Good
Learning, teaching and assessment	2.3 Good
Ensuring wellbeing, equality and inclusion	3.1 Good
Raising attainment and achievement	3.2 Good

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

Theme 1 Very good
Our relationships

Theme 2 Very good
Our learning and teaching

Theme 3 Excellent
Our school and community

Theme 4 Very good
Our health and wellbeing

Theme 5 Excellent
Our successes and achievements

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

We have some concerns about our capacity for continuous improvement.

Planning Ahead

Full details of the school's 2022/23 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.