

2022/23



Dalneigh Primary School
HIGHLAND COUNCIL ST NINIAN DRIVE, INVERNESS

Introduction: Local and National Context

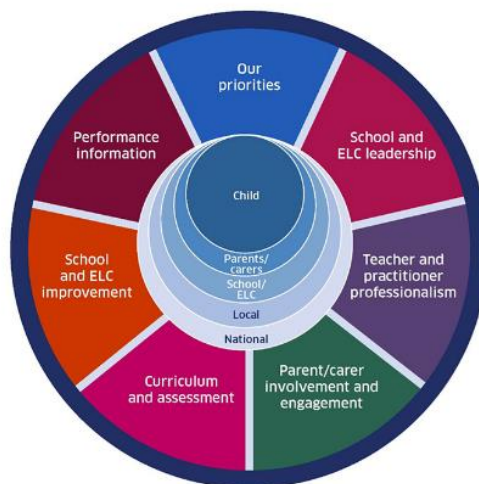
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. 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

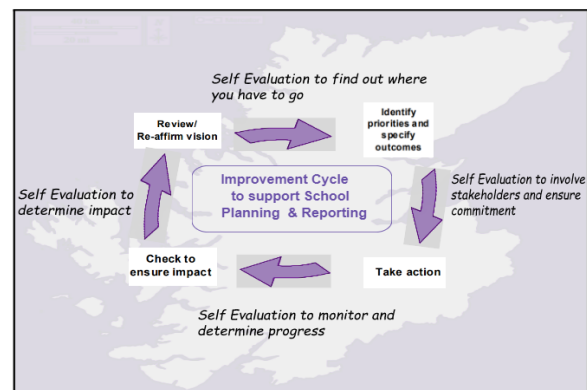
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Rhona MacCormick
Head Teacher
Dalneigh Primary 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 92.3%	Average Class Size 25.8	Meeting PE Target Target Met
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Pupil Numbers 258	Teacher Numbers 15	Pupil Teacher Ratio 17.5
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N3 XX%	N4 XX%	P1 12.4%	P2 14%	P3 11.6%	P4 18.6%	P5 15.1%	P6 15.5%	P7 12.8%
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SIMD Q1¹ 50-60%	SIMD Q2 30-40%	SIMD Q2 0-10%	SIMD Q3 0-10%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 50-60%	No ASN 40-50%	FSM³ 35%	No FSM 65%	EAL⁴ 15%	No EAL 85%
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2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Majority

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

We want our children to be the best they can be!

Our pupils are encouraged to work hard and give their best at all times. We regularly discuss manners and respect, and encourage our children to always do the right thing.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

We want all of our young children to leave Dalneigh Primary with the skills and confidence to succeed at secondary school.

After discussion with pupils and staff, we decided on the following four values;

Respectful Happy Caring Honest.

We refer to our values regularly at assembly and our children encourage each other to follow them.

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:

Develop Listening and Talking Throughout the Whole School

Purpose:

We want to ensure Listening and Talking is taught consistently throughout the school and that our assessments are accurate. We want to be confident that our teaching is progressive and our assessments accurate.

Progress:

- ✓ All staff reported increased confidence using listening and talking in their lessons to support learning.
- ✓ Almost all staff have used the scaffolding provided, Diamond 9 and ABC, when teaching Talking and Listening skills.
- ✓ Listening and Talking is planned for in all classrooms.
- ✓ Almost all staff have Listening and Talking activities at least once each week.

Impact:

- ✓ Most children are able to talk about the activities they have in class to help develop their listening and talking skills.
- ✓ Most children working between P5 and P7 are more able to politely disagree with a viewpoint differing from their own.
- ✓ All staff feel their approach to Listening and Talking has improved over the year.
- ✓ Most teachers report their teaching of Listening and Talking is more structured with specific targets for the children.
- ✓ As a school we feel we have made good progress with this priority.

Next steps:

- **Develop and implement a Listening and Talking assessment guide.**
- **Develop a whole school Listening and Talking policy sharing whole school expectations of what should be taught at each stage and frequency of lessons.**

School Priority:

Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment Across Inverness High School ASG.

Purpose:

The project was developed in response to dips in attainment in both Literacy and Numeracy across Highland. There is a variation in confidence across school in using the Benchmarks.

Progress:

- ✓ Most ASG teaching staff attended all or the majority of collegiate sessions.
- ✓ Almost all staff report that they have a shared understanding of effective assessment and moderation.
- ✓ Almost all staff report that the tracking and monitoring process leads to improved outcomes for learners.
- ✓ Few staff reported that the process has made assessment and reporting less manageable.

Impact:

- ✓ Across the ASG each school aimed to produce one HQAT per term. High-quality assessments provide reliable and valid data to inform all users and stakeholders, including teachers and parents, about how well children have learned and support learning conversations about next steps in learning.
- ✓ Shared understanding of effective assessment and moderation has led to a consistency of expectations supporting professional judgement across our ASG. To support this most staff use a quality body of evidence to support assessment judgements and decisions about next steps.
- ✓ Analysis of data by teaching staff using robust tracking and monitoring means that staff can plan next step in learning, closing identified gaps in children's learning.
- ✓ Through self evaluation, ASG teaching staff recognised there was a lack of confidence and consistency in teacher professional judgement, this led to a shared improvement plan supported by our CLO.
- ✓ In year one of this project we have made good progress resulting in improving staff confidence and consistency

Next steps:

- Further developing staff capacity in providing secure professional judgement in using benchmarks by working across our ASG ~ 3 x CAT sessions
- Enhance leadership at all levels by working with our CLO to support our ASG QUAMSO

Purpose:

Following discussion with teaching staff, IDL was identified as an area staff wanted to develop to ensure progression of skills and coverage of Es and Os.

Progress:

Content:

- All staff have a better understanding of IDL
- All classes work on the same theme at the same time
- All staff are clear about the experiences and outcomes that are to be included in the IDL theme.
- Time is given specifically to planning for IDL to allow staff time to work together.
- We have incorporated links within the community to develop the use of real-life contexts to support learning

Impact:

- ✓ All staff have benefited from planning together to ensure there is a progression of skills being developed and all staff have found this to be a good support.
- ✓ All staff feel more confident planning for IDL however recognise that they require further training to develop their skills further.
- ✓ Pupil voice is now more evident within planning and experiences in all classes.
- ✓ We have made better links with our local community and this is helping to build a sense of citizenship for the children.
- ✓ We have made good progress with this priority of the course of session 2022-23

Next steps:

- Staff will continue to plan together at the start of each term and ensure coverage of the Es and Os. This planning will incorporate the four contexts for learning.
- Staff will continue to plan learning with a clear focus on the knowledge, understanding and skills that need to be taught/developed in order to complete a task successfully.
- Staff will ensure tasks are challenging, engaging, creative, open ended and allow for personalisation and choice – children will be able to show their learning in their preferred way

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The main focus for PEF was to support our learners in literacy and numeracy throughout the school. One PSA focused on numeracy, one on literacy and one on nurture and literacy. We also funded a class teacher to support numeracy for three days each week and she worked closely with the PSA for numeracy. Funding was also used to support children attend trips, expand our numeracy resources, additional reading books and outdoor play and learning.

PSA and teacher support in numeracy was targeted. The pupils they worked with were identified following assessments and the impact of interventions measured termly. All children receiving additional numeracy support made progress and identified gaps in learning were plugged.

Our literacy PSA supported identified children with phonics practise and additional reading. This targeted input ensured gaps were plugged and learning consolidated for those requiring it. All classes were supported by a PSA for writing lessons and all staff reported that this made a big difference to what children were able to produce.

Our nurture group supported 6 children from P1 during terms 1- 3. The class teacher reported all children's listening skills had improved as well as their turn taking.

Funding was also used to support children's trips, including the P7 residential trip. This ensured that the cost of the trip was not a barrier to anyone attending.

Further resources were also purchased to support us on our outdoor learning and play journeys.

Wider achievements

Coileanaidhean nas fharsainghe

We have had a very successful year with our wider achievements!

- We entered teams into the Baillie Cup, Inter-School Sports and McRobert Cup
- We were awarded our Green Flag.
- We had two choir entries and two class entries to the Inverness Music Festival
- Feis Rois work with our P5 classes
- Primary 7, 6, 5/6 and 5 had swimming lessons at the Aquadome.
- Our P7 class undertook cycling proficiency.
- Pupil voice was evident in our Eco Group, Pupil Council and our Rights Respecting Group.
- Some of our P7 children were trained as Playground Leaders.
- Children have benefited from attending a number of lunchtime and after school clubs such as basketball, shinty, football, choir, lego, French and drawing club.

Comments from learners, families, stakeholders and staff

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

Our pupils say

- Our discos and concerts are fun!
- Maths Week is good because children are playing and learning
- We like our playground boxes
- We like having visitors to our school
- We have great space in the field to run around and play lots of games.
- We have amazing displays along the corridors showing the fantastic work we have been doing.
- The Fairy Garden is a great place to go and play.
- We enjoy reading and writing lessons
- We enjoy doing talks to class and at assembly.
- Dalneigh is amazing at welcoming new pupils and making them feel at home.

Our parents say

- Staff and children are very welcoming.
- We are very happy with Dalneigh primary School.
- The support we get from all the staff is great.
- The school go way above and beyond with their activities.
- Very happy with my children's learning.
- A warm and encouraging school.
- School is pupil orientated and welcoming.

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	Very 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.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Improving Literacy Outcomes For All learners.
- Continuing to Develop IDL at Dalneigh
- ASG Moderation

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website dalneighblog1.wordpress.com or by contacting the school office