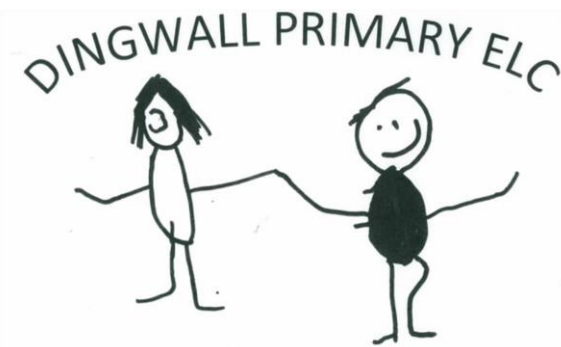


Standard and Quality Report 2022/23



**Bun-sgoil Inbhir Pheofharain / Dingwall Primary
School and ELC**

HIGHLAND COUNCIL | Ross Avenue, Dingwall, IV15 9UU

Pride, Participation, Perseverance, Positivity and Playfulness

Introduction: Local and National Context

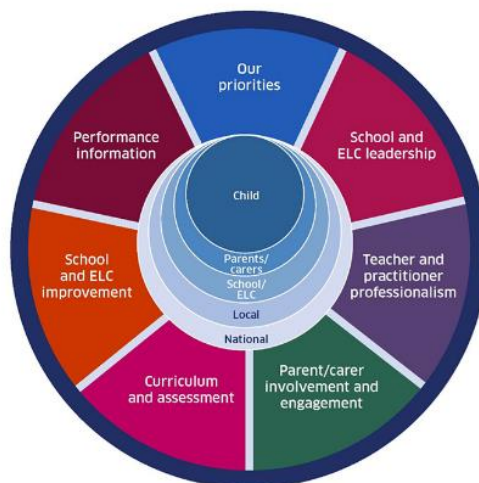
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%

Pride, Participation, Perseverance, Positivity and Playfulness

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

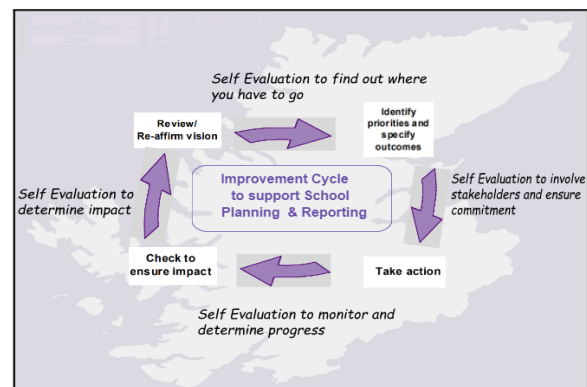
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

School Profile

Pròifil na Sgoile

Pride, Participation, Perseverance, Positivity and Playfulness

The following information can be found on [Parent zone 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 94.6%	Average Class Size 24.6	Meeting PE Target Target Met
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Pupil Numbers 443	Teacher Numbers 25	Pupil Teacher Ratio 18.2
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N3 5.3%	N4 7.1%	P1 9.9%	P2 10.5%	P3 15.3%	P4 11.7%	P5 12.9%	P6 13.1%	P7 13.7%
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SIMD Q1¹ 0-10%	SIMD Q2 20 - 30%	SIMD Q2 50-60%	SIMD Q3 0-10%	SIMD Q5 20-30%	Unknown 0-10%
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ASN² 30-40%	No ASN 60-70%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 10-20%	No EAL 80-90%
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2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading Majority	Writing Majority	Listening and talking Majority	Numeracy Majority
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Gaelic Medium 2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (C1, P4, P7 combined):

Gaelic reading Majority	Gaelic writing Most	Gaelic listening and talking Most
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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.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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

Pride, Participation, Perseverance, Positivity and Playfulness



BUN-SGOIL INBHIR PHEOFHARAIN
DINGWALL PRIMARY SCHOOL
VISION, AIMS AND VALUES



VISION

To create an equitable, active, safe and happy learning environment which promotes **community and opportunity** to enable our children to thrive.

VALUES

Our 5 Pillars - known as the '5 Ps'

- **Pride /**
- **Perseverance /**
- **Positivity /**
- **Participation**
- **Playfulness**

- **Moit**
- **Dìcheall**
- **Deòin**
- **Com-pàirteachas**
- **Àbhach.**

AIMS

- **WE ARE READY, RESPECTFUL, SAFE**
- **DEISEIL, URRAMACH agus SÀBHAILTE**

- **We value Gaelic language and culture**

- **Our practice reflects the United Nations Convention on the Rights of the Child**



DINGWALL PRIMARY ELC
VISION, AIMS AND VALUES



We have a clear vision of what we strive to achieve at Dingwall Primary Early Learning Centre. We aim to provide a happy, safe and nurturing environment for our children. It is a place where children's interests are listened to and valued to lead the learning through high quality play experiences, which positively impact their development.

VALUES

- At the heart of our setting, we value our children's voices and interests.
- We value the freedom of adventure and learning opportunities in outdoor play.
- We value creativity.
- A safe, nurturing environment where our children and their families feel valued as part of our school.
- We value a culture of continuous improvement.

AIMS

- To take a developmental approach to our children's learning and experiences.
- To apply Early Level pedagogy to our learner's experiences, interactions and environment.
- Incorporate the Rights of the Child into the daily life and routines within our nursery.

Our Mission:
To have a positive impact on the lives of the children and families we work with. We wish to create a nursery which feels like a home from home, where children are safe, healthy, active, nurtured, respected, achieving, responsible and included.

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

Pride, Participation, Perseverance, Positivity and Playfulness

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:

Raising Attainment in Numeracy and Literacy

Purpose:

As an ASG we work closely with the ASG Depute Head Teacher for Attainment to improve numeracy and literacy across all levels. Specific to our own school attainment we have consolidated the areas of our last SIP which were not fully met because of the impact of COVID 19 this session. Working with the ASG Depute Head Teacher for Attainment we scrutinised our data and implemented targeted interventions, specific to classes /stages and individuals have been developed to improve numeracy and literacy attainment along with a new ASG tracker to raise attainment.

Progress:

- All teachers are maximising 'learning' time with increasing literacy and numeracy focused opportunities within all curricular areas.
- All classes have summative national assessments to aid moderation of achieving a level for more robust teacher judgements.
- All teachers have engaged with assessment data to identify class, group and individual next steps for learning to improve attainment in literacy and numeracy.
- All teachers have engaged authority and national guidance at class and individual level to ensure all learners are being planned, assessed and tracked effectively

Impact:

- Overall good progress was made in this area.
- All teachers have re-designed timetables to maximise learning time. Daily numeracy / literacy task visible on all classes daily screen to cut 'dead time' particularly at transition times and maximise learning times.
- All class teachers have adopted visible learning journey walls to evidence progression in learning and to refer back to make links to prior learning in literacy and numeracy to improve learning and teaching.
- All teachers complete forward planning formats which monitor breadth of curriculum coverage across all curricular areas.
- All teachers include Numeracy and literacy is evident across all Key Assessment tasks and IDL planners to maximise literacy and numeracy opportunities.
- In line with the national average our 22/23 data shows Listening and Taking: 77.5%
- Overall good progress was made in this area.
- An assessment calendar has been developed to plan out assessment . This includes NSA assessments carried out in P1, P4, P7, SOFA assessment for P2, P3, P5 and P6.
- All class data analysed at planning and attainment meetings with class teachers and individual / whole class next steps for teaching made.
- SLT and Collaborative Lead Attainment meeting to analyse ACEL data and support the analysis, review and interventions for current stages. Target pupils identified.
- Trends in areas of literacy / numeracy identified through planning and attainment and ACEL meeting feeding into planned projects for 2023/24 SIP to improve attainment.
- All teacher peer jotter moderation carried out of writing jotters .
- All teachers use Curriculum progressions in Highland Literacy and Highland Numeracy and to support planning to be progressive and consistent and inline with national benchmarks.
- All classes have an attainment folder contains PEF information, Child Plan strategies, ASL overview Behaviour Plans / Medical protocols / EAL profiles and Form 1st to support knowledge on individual needs in the class to ensure children's individual needs /learning targets are being met.

Pride, Participation, Perseverance, Positivity and Playfulness

- Achievement over time of a level data shows literacy overall are numeracy overall are on the whole consistent.

Next Steps:

Key: Whole School / Gaelic Medium / ELC / English Medium Only

- Robust, planned moderation across stages and across the curriculum to be incorporated into 23/24 Self Evaluation Calendar, including sessions with ASG on judgement of a level in literacy and numeracy.
- Focus on improving literacy attainment across all levels, particularly in writing within First Level.
- Ensure high quality CPD opportunities for teachers for the teaching of writing.
- Ensure opportunities for learning is further enriched and supported by effective use of digital technologies.
- Develop teacher practice on use of skilled questioning to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners.
- Effective differentiation to further be developed into writing. Planning how we will challenge and support individual pupils
- New Gaelic play and learning policy developed March 2023 will be implemented in August 2023 to improve learner experiences.
- Moderate how efficiently staff are co-constructing success criteria and when this is appropriate.

School Priority:

Promoting Positive Relationships

Purpose:

To develop a quality health and wellbeing provision for our school community, ensuring we meet the needs of all learners. To equip our young people with the skills and qualities required to be successful learners and effective contributors.

Progress:

- The ethos and culture of our school reflects a commitment to children’s rights and positive relationships.
- Increased opportunities for Pupil Voice to positively impact the direction of the school.
- The learning environment is now built on positive, nurturing relationships across our school and ELC.
- All staff have engaged with continuous professional development to improve positive relationships impact behaviour.

Impact:

- Overall good progress has been made.
- All children have developed knowledge on The united Nations Convention of the Children. Class Charters are on display in all classrooms. Rights Respecting Bronze award gained and feedback report from assessor used to make Silver action plan.
- Refreshed vision, aims and values made in consultation with pupils, parents and stakeholders. Ongoing from August.2023 to reflect our school culture, which our whole community feels part of.
- Our ELC and P1 children added our new value pillar- ‘Playfulness’ Pupil voice has been gathered to design this pillar to give children choice.
- New spaces have been developed across our school – Nurture room, sensory room, a play patio and redeveloped Garden/Growing spaces. Pupil voice has been incorporated through a ‘you said, we did’ approach in the design of these spaces.
- All staff wear restorative practice questions on lanyards having a positive effect of children reflecting and engaging in conversation to identify root causes of behaviours.

Pride, Participation, Perseverance, Positivity and Playfulness

- All teacher and Pupil Support Assistants have demonstrated positive relationships and restorative practice based on trauma informed/positive relationships training.
- New whole school Positive Relationships Policy introduced - developed by pupils, parents and stakeholders and children and teacher feedback identifies children feel there is improved behaviour, particularly in the playground.

Next steps:

Key: **Whole School / Gaelic Medium / ELC / English Medium Only**

- Further develop outdoor learning spaces and increase outdoor learning opportunities for all our pupils. Build on Forest School programme developed in our ELC this session.
- Gather pupil voice and parent voice on how the Dingwall Positive Relationships Policy is impacting their learning.
- Develop leadership opportunities across all stages. Timetable citizenship group events for whole school participation.
- Implement the Silver action plan developed by our Right Respecting Group.
- HIGOURS to be introduced to structure the Pupil Voice Group next session.
- A new Gaelic Value Pillar to be introduced.

School Priority:

Promoting equity through our Family Centre

Purpose:

Implementation of a Family Centre to support Community Engagement in our school and close the poverty related attainment gap. The Family Centre has incorporated mental health support, employability, promotion of birth to 5 childhood development, learning for sustainability, intergenerational Gaelic Language and culture and a Baby Bank to provide essential items to families to support our children throughout the Cost of Living crisis. We have worked in collaboration with the community midwives and health visitors, to work to meet the needs of our local community.

Progress:

- We have developed effective systems in place to promote equity of success and achievement for all our most disadvantaged children
- All teachers have developed knowledge on the 'Cost of the School Day.
- Family Learning on Learning for Sustainability has positively impacted equity for our learners.

Impact:

- Overall very good progress as been made in this area.
- Targeted support has been provided to families through: PEEP sessions, Play Therapy Support with completing NDAS referral forms. Baby Bank initiative linked with Early Years Community Practitioner, Midwives, Women's Aid and Health Visitors Gaelic Baby and Toddler Group, Collywobbles - Anxiety /Support. Mikeys Line - Mental Health / Suicide awareness support.
- Targeted initiatives have been implemented in our Family Centre and across the school to impact the Poverty Related Attainment Gap. Welly Boot Swap / Cosy Coats for all / Halloween costumes.

Pride, Participation, Perseverance, Positivity and Playfulness

Evidenced in family learning floor book - Parent Voice.

- Our Family Centre initiative improves equity for targeted pupils through community partnerships.

Pre loved uniform bank and Sustainable Christmas Market

Open sessions at Family Centre used as a tool to engage families to come into our Family Bank and then be given the advice to support their wider family life to impact attainment e.g - Words Up Key Messages from acting P.T given.

- Gaelic language and culture has improved in the ethos and visibility across our school, evidenced in pupil and parent surveys - March 2023.

Next steps:

Key: **Whole School** / **Gaelic Medium** / **ELC** / **English Medium Only**

- Acting PT to now evaluate how we are effectively going to show impact / evidence how these groups are promoting equity of success/achievement for our disadvantaged children.
- Pupil/Parent surveys to be carried out June 2023 to evaluate how attitudes towards pre-loved clothing have changed.
- Survey parents on **how** many are choosing to use pre-loved uniform without the school badge for next session.
- 5 year + plan to evaluate vocabulary at Early Level and Speech and Language referrals to show impact.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

- PEF teacher and PEF EYP who have worked with specific groups and individuals to raise attainment in literacy and numeracy.
- PEF Interventions in Early Level have shown clear evidence based improvement in literacy attainment. In P1 phonological awareness assessments we now have 30/37 (81%) pupils scoring over 9/12. In P2 22 of the 31 targeted children have now achieved 12/12 in the PA tracker
- PEF intervention in targeted literacy and numeracy has shown evidence based improvement in literacy and numeracy attainment. In P3, P4 and P5 in Highland Diagnostic Numeracy Assessments All PEF targeted children are now working in First Level.
- PM Benchmarks for selected pupils show that each child has progressed in their reading ability/level. This is has been further exhibited and measured by the PEF teacher in terms of the difficulty of texts read as reading books in class.
- Spelling assessments using both Vernon and Blackwell Tests show that each targeted child assessed has improved in terms of their spelling ages.
- The P6 cohort have improved their levels of comprehension as demonstrated by results assessed by the PEF teacher as they have progressed to work on texts of increasing difficulty.

Pride, Participation, Perseverance, Positivity and Playfulness

- Baseline assessments on phonological awareness, PM benchmarks, Blackwell Spelling and Highland Numeracy Diagnostic have been carried out with all PEF targeted pupils with First and Second Level to set individual next steps and monitor progression.
- Evidence that in all PEF pupils targeted the gap has been closed.

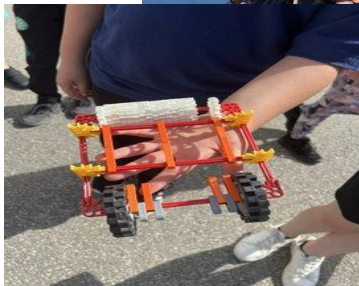
Wider Achievements:

Coileanaidhean nas fharsaingeachd

- Most learners are successful and confident at sharing their achievements.
- A new wider achievement tracker has been developed to track achievements through our school value certificates. This will be implemented at the start of session 23/24.
- Gaelic achievements are celebrated across the school World Gaelic Week/ Mod / Shinty / Film G/Seachdain na Gàidhlig.
- Pupils take on a range of responsibilities and contribute to the life of the school, the wider community and as global citizens.
- All pupils have the opportunity to develop confidence in presenting to classes, whole school events to visitors and parents, school shows (Nativity, Gaelic Concert / Town Hall Concert. Termly whole school Head Teacher Achievement Assembly).
- Pupil achievements are celebrated in a planned format. Newsletter / Canteen TV monitor / weekly assemblies.
- ELC - P3 and P4 - 7. End of term achievement assembly. Children perform talents / PSA choice award / Star of the Term.
- Our vision of 'Community and Opportunity' ensures all pupils have access to local competitions and events such as American football, STEM Club, Gaelic lunchtime club, Gaelic homework Club, Shinty, Dance Club, Netball, Dodge Ball Club, Badminton / Gardening Club and Rotary competitions



- **Our Shinty Team reaching the National Shinty Final in Fort William.**



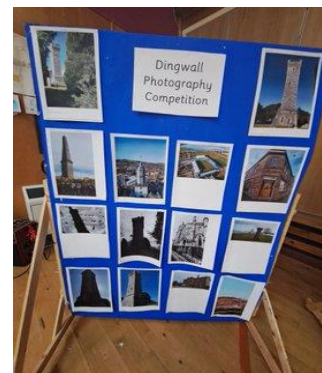
- **Cross Country and Running Series Success! Medal places at every event this session!**

- **STEM CLUB and STEM Leader awards.**



- **Winning the North of Scotland Rotary Quiz.**

- **'Our Dingwall' Photography Competition**



- **Netball competitions run throughout the year.**

Pride, Participation, Perseverance, Positivity and Playfulness

Comments from learners, families, stakeholders and staff

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

Comments from Parents on Gaelic being Valued within our School this session:

Really enjoyed the gaidhlig concert at Christmas and was pleased with how well the children were able to sing in gaidhlig. I very much like that Gaelic is used in school newsletters and correspondence from the head teacher, I feel it promotes inclusion for the Gaelic medium pupils
My son often felt that children in Gaelic didn't have the same opportunities as children in English medium - this had significantly changed this session. Thank you for all the hard work from everyone
The Gaelic cafe has been great. Could the EM pupils be invited to it? Or those learning Gaelic as 1+2

Comments from Gaelic Children this session on improved focus on valuing Gaelic across our school:

Gaelic is amazing in our school

The Management Team and the teachers have made Gaelic better for students as all the children now learn Gaelic.

Comments from Parents in ELC parent survey for Care Inspectorate:

'Staff spend time getting to know us, they have lots of empathy for our children'

'It means the world to me that I know that I am leaving my son in the care of kind, caring and experienced staff in an environment that he genuinely likes being in'

Comments from HMI Inspection Survey showed:

62% of parents **strongly agreed** that the school is well led. 27% of parents **agreed** the school was well led. 0.88% **disagreed** that the school was well led this session.

Comments from English Medium Children this session on school improvement:

'The nurture room is a space where we can go if we are not feeling ourselves or if we have a problem and someone is there to listen to us'

'I like going to the nurture room for my breakfast because I feel better when I go to class in the morning'

'I like counting collections in maths because I can count faster now. I like playing with the different objects and making patterns'

'We don't call people 'The Gaels' in our school anymore. We have Gaelic children. We are all one now.'

Comments from ELC children during this session on improvements:

'I like playing with all the mud outside. I love getting messy'. 'I like snack and all the yummy food we get'

'I like when Calamari Shannari comes to visit us'

'I like music'

Comments from Community stakeholders and parents on our Curriculum Rational development next session:

What Makes you feel proud of Dingwall and Our school?

'Sense of inclusiveness and community – A' cumail gaighlig beo anns an coimhairsneach' – 'good teaching staff who go above and beyond' – 'good leadership' – 'parents feel included'. Although Dingwall Primary is a large school it doesn't feel like one'.

What are your dreams for Dingwall Primary School:

'To keep going with promoting a safe, inclusive environment' – 'For kind hearted children' – 'Happy Children'

'For my child to keep enjoying coming to school'

Parent Comments from our Family Centre Play Therapy Sessions:

"My child has finally found his voice." Class Teacher of P7 boy

"When I'm in the Play Space I go out of my body and just sort out all the stuff in my head." P4 girl

"The emotional outbursts have really reduced – they're practically non-existent now." Class Teacher of P4 girl.

Pride, Participation, Perseverance, Positivity and Playfulness

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	SECONDARY
QI 1.3 Leadership of change	Very good	Good	Choose an item.
QI 2.3 Learning, teaching and assessment	Good	Satisfactory	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Good	Satisfactory	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Satisfactory	Choose an item.

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

Project 1 – Raising Attainment through high quality learning, teaching, assessment and moderation.

Project 2 – Health and Wellbeing

Project 3 – Rights Respecting Schools – ASG Project

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 or by contacting the school office

Pride, Participation, Perseverance, Positivity and Playfulness