

STANDARDS AND QUALITY REPORT DOCHGARROCH PRIMARY SCHOOL

2022/23

Dochgarroch Primary School, Inverness IV3 8JG

Introduction: Local and National Context

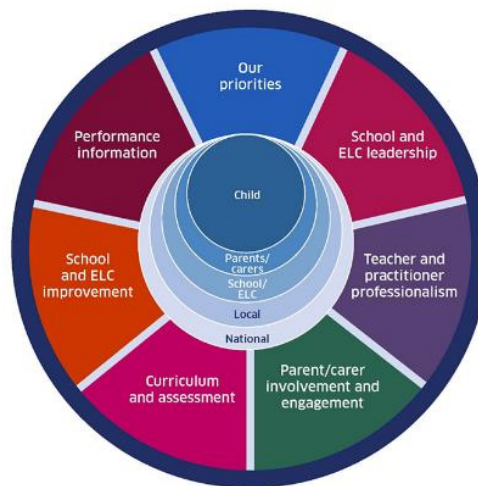
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%

RESPECTFUL

INCLUSIVE

HAPPY

HARDWORKING

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

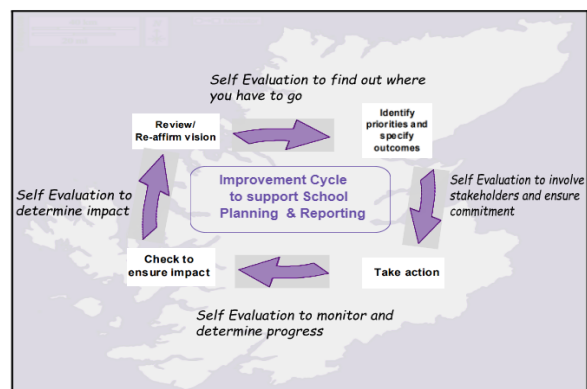
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Name Shonagh McBean
Acting Head Teacher
School Dochgarroch, Teanassie and Tomnacross Primary

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

C

Average Class Size

14

Meeting PE Target

Target Met

Pupil Numbers

14

Teacher Numbers

2

Pupil Teacher Ratio

8.5

N3
XX%

N4
XX%

P1
c%

P2
c%

P3
c%

P4
c%

P5
c%

P6
c%

P7
c%

SIMD Q1¹
c%

SIMD Q2
c%

SIMD Q2
c%

SIMD Q3
c%

SIMD Q5
c%

Unknown
c%

ASN²
c%

No ASN
c%

FSM³
c%

No FSM
c%

EAL⁴
c%

No EAL
c%

2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

C

Writing

C

Listening and
talking

C

Numeracy

C

We have had no exclusions this year.

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

Dochgarroch Primary School is located in a rural setting serving a small community around the area of Loch End, by Loch Ness.

There are currently 18 children attending the school and 8 children in nursery, ranging from N3 – P5. P1 - 5 are taught in composite classes and there is a separate nursery for 3 and 4 year olds. At present, we have a full time teacher, and a 0.5 teacher. At times, the P1-5 class are taught as big group, and at other times they are taught as two separate classes.

Dochgarroch is part of a Tri-cluster - the headteacher has overall leadership responsibility for all three schools. The headteacher is supported by a Principal Teacher who has 0.1 management time for the ELC, and a shared 0.2 management time for the cluster.

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 good. Most children achieve appropriate CfE levels in literacy and numeracy.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Good progress	Good progress	Good progress	Good progress

Gaelic Medium (delete if not relevant):

Gaelic reading	Gaelic writing	Gaelic listening and talking
Choose an item.	Choose an item.	Choose an item.

We have had no exclusions this year.

Cluster Vision, Values and Aims – Update April 2019

VISION: (what we want for all our children/staff/parents.)

**DREAM, BELIEVE,
ACHIEVE TOGETHER.**



VALUES:

RESPECTFUL

INCLUSIVE

HAPPY

HARDWORKING

Our AIMS

In school we will:

- develop skills for learning, life and work to help prepare us for our futures.
- know how to make good choices and always try our best
- be a good friend and be supportive to others no matter how different they are to us
- be confident in ourselves, believe we can do anything and achieve our own special successes

RESPECTFUL

INCLUSIVE

HAPPY

HARDWORKING

Review of progress for session

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

ASG Priority: Place Value

Purpose:

Pupils across the ASG will have a consistent experience of learning and teaching within place value which is supported by an early to third level progression.

Progress:

- Staff moderated and discussed place value planning formats in ASG group levels during September Inset.
- In ASG CfE Level groups staff planned, delivered and reflected on place value lessons and resources, linked to identified E's and O's
- Staff discussed outcome of series of lessons and used evidence to moderate across schools against benchmarks
- Due to external circumstances limited progress was made.

Impact:

- Staff more confident at assessing achievement of a level for place value and shard standard across ASG
- Discussions around progressions highlighted differences in learning and teaching and the need to have a more consistent progression across Highland
- Consensus of opinion that progression planners were similar across establishments.
- Google Classrooms established to enable staff from across the ASG to share planners/resources in CfE level groups.

Next steps:

- This action plan has highlighted the need for a more consistent approach to teaching numeracy and maths across Highland
- As an ASG it was decided to halt making our own progressions as the authority announced we were all to use the HNP from August 2023
- Plan for more opportunities for joint working across the ASG, including looking at progression pathways and completed pieces of pupil work.
- PE progression pathways to be developed and shared
- Health and Wellbeing working group to be established, with members from all ASG schools, to finalise progression pathway
- ASG training on The Promise and Inclusion
- Moderation of NSA and SOFA data within schools and across the ASG
- Writing rubric to be used to support moderation of writing at all stages across the ASG.

School Priority: Improving Attainment in Literacy

Purpose: To raise attainment in writing in Dochgarroch and increase teacher confidence around achievement of a level. We want our children to be more engaged and better participants in writing lessons. We want our children to understand where they are within their writing and what their next steps are.

Progress: All teaching staff attended Talk For Writing training. All teaching staff completed the 4 Literacy for All training session, and two teachers (from cluster) completed Literacy Leader training. Cluster developed reading progression pathway to support teachers in planning for effective progress. New resources purchased to support reading at Early and First Level (Decode and Develop range bought from Stage 1 – 8) Staff have started to engage with the Literacy for All resource bank, focusing on early identification of literacy difficulty and related interventions.

All pupils have experienced at least one Talk for Writing cycle.

Impact:

- ✓ All teachers are using Talk for Writing approaches in their classrooms. The majority of teachers have found the approaches to teaching writing helpful and are beginning to embed Talk for Writing in their practice.
- ✓ Staff are able to locate and use a range of resources, assessment and guidance from the Literacy for All website. Staff have found the amount of information overwhelming, so have focused on specific areas of interest only.
- ✓ Our new reading progression as supported teaching staff to plan effectively and increased their confidence when making assessments around achievements of a level. New resources are being used well to support children who are slightly below expected levels. There is a better pace to learning as children are working with texts that are appropriate in their level of challenge.

Next steps:

- This session, teachers will continue to work through the Talk for Writing cycle in their own class settings. In session 2024/25, we will agree a cluster policy around what writing looks like in our schools.
- We need to ensure that new staff to the team are upskilled in these approaches. This will be done through in-house training, peer observations and mentoring support.
- As a team, agree which literacy for all assessments are being used at each stage, and begin to introduce these to our assessment calendar. Ensure new staff are able to access literacy for all materials and are supported with their implementation.
- PSAs and teaching staff to begin to use some core Literacy for All resources to ensure that we maximise the potential learning within literacy lessons.
- Moderation of reading to be completed across the cluster to ensure that children are using resources which are the correct level. We also need to ensure we have consistent approaches to learning and teaching.

Improving Literacy Across the Early Level

Purpose:

To improve attainment in literacy across the Early Level in both ELC and P1 settings.

Progress:

Staff attended training around Words Up and Emerging Literacy. Staff visited other settings within the cluster to share good practice and support self-evaluation. ELC environment has been improved and is now rich in opportunities for literacy and numeracy.

Teacher collated data from developmental overviews to target Term 1 learning.

Using the data from Phonological Assessments ensured that learning throughout the P1 year was driven by a developmental approach to learning.

Impact:

- ✓ Almost all P1 pupils achieved Early Level across literacy and numeracy.
- ✓ An increased understanding of developmentally appropriate pedagogy in P1
- ✓ Stronger partnership between ELC and P1 including more effective use of data
- ✓ Feedback from self-evaluation and HMIE highlights the improvements to the ELC experience.

Next steps:

- ✓ Link the Talk for Writing principles to ELC play.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our PEF money is used to support pupils who struggle with anxiety or emotional regulation. Sensory resources have been purchased and we funded some additional Pupil Support Assistant Time. This time is used to take individuals or small groups for relaxation and sensory breaks throughout the day. We have found this to be an effective way of supporting their emotional regulation and will continue with these interventions next session.

Wider achievements

Coileanaidhean nas fharsainghe

All pupils at Dochgarroch participate in swimming lessons each year through Highlife Highland Schools programme. We also link with Active Schools to deliver some taster sessions and weekly football input with their Young Leaders. Our whole school enjoyed a trip to Eden Court to see the Christmas Panto and made use of our local area with trips to Nairn beach, Abriachan Forest, the local forest and the canal / An Talla. Our parent council led a hugely successful fundraising campaign in which all pupils were involved, developing many key skills for learning, life and work. Visits from a range of valuable partners have enhanced our learning experiences. This year, these partners include Ross County, Kodaly music, High Life Highland, Kinmylies Parish Church and Farm Ness.

Comments from learners, families, stakeholders and staff

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

Our families say that:

RESPECTFUL

INCLUSIVE

HAPPY

HARDWORKING

- ✓ We have a strong sense of community and work together with our families to provide good experiences for our children
- ✓ We make good use of our local area to enrich our curriculum
- ✓ We provide good outdoor learning experiences for our young people
- ✓ We are accommodating of individual needs and flexible in our approaches to learning

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	Good	Satisfactory	Choose an item.
QI 2.3 Learning, teaching and assessment	Good	Satisfactory	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Good	Good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good	Choose an item.

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Teanassie is in a good position to take on the recommendations from HMIE as our Head Teacher has returned to work and we have a more stable staffing situation.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

1. *Teaching and Learning – Passionate about Pedagogy*
2. *Improving our Curriculum*
3. *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 [Tri-cluster website](#) or by contacting the school office