

STANDARDS AND QUALITY REPORT

2022/23



Dunvegan Primary School
HIGHLAND COUNCIL | ISLE OF SKYE IV55 8GU

Introduction: Local and National Context

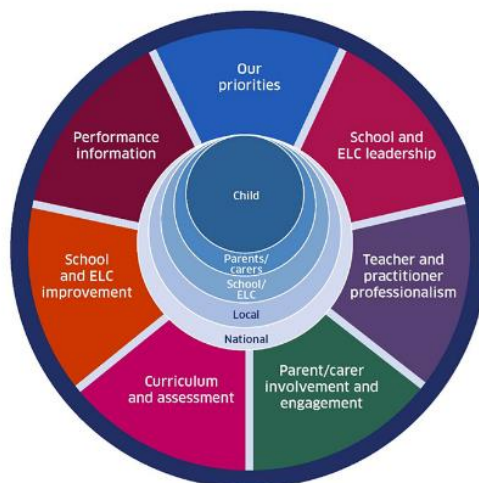
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

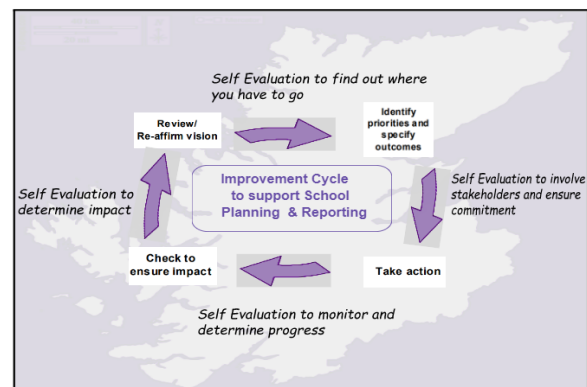
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

*Samantha Muir
Head Teacher
Dunvegan 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
95.4%

Average Class Size
11.5

Meeting PE Target
Target Met

Pupil Numbers
47

Teacher Numbers
4

Pupil Teacher Ratio
12.8

Dunvegan Primary School is located in a rural, coastal setting serving the local community of Dunvegan, Harlosh, Roag, Glendale and Milovaig in northwest Skye.

There are 47 children attending the school spread between our two Gaelic medium classes and two English medium classes. We have 17 children in our Gaelic medium nursery. Parents can choose for their child to be educated through the medium of Gaelic or English when enrolling them for Primary 1. Dunvegan Primary is clustered with Carbost Primary and Nursery, a rural dual class school with a school role of 22, and 6 early years children.

The headteacher has overall leadership responsibility for Dunvegan Primary School and Carbost Primary School. Staff and children from both schools work together regularly.

As the school roll comprises a small number of children, attainment and progress are 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. Children achieve appropriate CfE levels in literacy and numeracy. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

Listening and talking

Good progress

Numeracy

Good progress

Gaelic Medium:

Gaelic reading

Satisfactory progress

Gaelic writing

Satisfactory progress

Gaelic listening and talking

Satisfactory progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Vision

Dunvegan Primary School strives to be a happy and nurturing school that fosters positivity, curiosity, resourcefulness and creativity. Working with the community to enrich our village, we hope to thrive and flourish and become an important part of the community around us.

Our Values

- ❖ Kindness
- ❖ Hard work
- ❖ Sharing
- ❖ Honesty
- ❖ Friendship
- ❖ Happiness
- ❖ Respect

Our Aims

To help our children become Successful Learners; Effective Contributors; Confident Individuals and Responsible Citizens we will:

- Learn together with our parents, family and the community and celebrate everyone's individual talents and achievements.
- Play, explore, question, and use our imaginations to learn both in school and outside in our school grounds and local area.
- Develop the skills to lead our learning and join in to make improvements to our school and our community.

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:

A reflective culture for improvement

Purpose:

To increase capacity for improvement and develop a collegiate approach to self-evaluation, resulting in shared accountability and increased practitioner agency.

Rationale:

Staff share values in that they seek better outcomes from the children in their care. Following two extended school closures and change of school leadership, it was essential to start at the beginning and build on good reflective and collegiate practices.

Progress:

- School and early years staff engaged with a range of Authority and Scottish Government guidance to participate in a calendar of self-evaluation activities.
- School staff collegiately evaluated and interpreted a range of qualitative and quantitative data.
- A school Positive Relationships Policy was devised and implemented.
- Pupil Voice was valued through the establishment of a Pupil Council, Eco Committee and Rights Respecting Schools Group.
- A whole school reward system is linked to school values.

Impact:

- School staff, parents and pupils have clear and shared understandings of the school's strengths and development needs; Staff are feeling motivated and excited for the forthcoming plans for improvement.
- Early years staff are improving their practice with succinct targets and increased learner engagement.
- School staff have been able to plan appropriate interventions and supports for pupils not on track in their learning.
- All pupils identified as not on track in their learning are beginning to make progress.
- Pupils with significant barriers to learning are accessing an individualised programs for learning and making progress.
- A significant improvement in behaviour and learning attitudes is evident; Pupils are reflecting and evaluating choices and behaviours in line with the Positive Relationships Policy.
- Pupils are highly motivated and driving positive change within our school; Several worthwhile projects are underway.
- Pupils increasingly consider and reflect on the school values to inform their conduct in class and around school.

Overall, considerable progress has been made in building capacities for improvement through reflective practices. Dunvegan Primary School is in a good position for further improvement in session 2023/24.

Next steps: To extend our collegiate and reflective practices to include our cluster school, the ASG and the wider community.

Purpose:

To ensure all learners feel safe, secure and happy in their learning environment. Increased neurodiversity in schools since the Covid-19 pandemic has profound impact on pupil's capacity to engage and progress in learning.

Rationale:

With increased neurodiversity within our school, it is imperative for the learning and well-being of the whole school community that measures are taken to safeguard, protect and promote good mental health for all. Staff in the school are dedicated to the welfare of the children. Dunvegan Primary has a skilled team of Pupil Support Assistants. Careful consideration of staff, pupil and parent capacities and capabilities were continually regarded following a challenging and highly unstable two years.

Progress:

- The Zones of Regulation was implemented as a whole school approach to protecting and promoting positive mental health.
- A Nurture Room offering development of skills for learning, life and work was made available to pupils with ASN two days per week.
- ASN spaces were developed to include a sensory breakout space. The Rainbow Room was improved to suit the needs of all learners with ASN.
- Individualised learning programs and timetables were created for those who cannot access the full core curriculum.
- Breakfast club was established 5 mornings per week.
- School staff engaged deeply with a range of professional development activities.
- Ocean School is an integral part of the English Medium Primary Curriculum.
- Equine Assisted Coaching Sessions were made available to increase pupil well-being.
- Systems have been put in place to track and monitor pupil well-being.
- The Pupil Council began auditing and evaluating how well we meet their health and well-being needs using How Good Is OUR School.

Impact:

- The Zones of Regulation has provided a framework for high quality discussions around emotional and behavioural regulation; Pupils are beginning to have increased self-awareness and tolerance for others.
- Pupils achieve a wide range of skills and targets in the Nurture Room with Mrs Morrison. Her nurturing approaches help build resilience and confidence so that children make positive steps forward.
- With access to the sensory sling and punchbag in the breakout space, children with neurodevelopmental disorders engage in core learning activity for increased periods of time, resulting in significant progress in literacy and maths.
- All pupils with additional support needs are making good progress with individual targets and some exceeding expected projections.
- Breakfast Club users are better prepared and ready for learning. Some children use the facility every day. Some children with sensory needs experience a calmer start to the day.
- EM5-7 Pupils have contributed positively to local biodiversity and achieved a John Muir Trust Award through their Ocean School activities.
- Individual targets have been met and pupils experience increased confidence through Equine Assisted Coaching.
- Most pupils reported in a school survey that they feel safe and happy at school.
- Pupil Voice drives change and improvement in health and well-being.

Overall, the equity, health and well-being initiatives implemented as part of this project has had significant impact upon learners' experiences at school, not only for those with additional support needs, but for all pupils. Dunvegan Primary School is a highly nurturing environment where children say they feel valued.

Next steps: To further embed the principles of The Zones of Regulation and develop pupil awareness of the well-being wheel and UNCRC.

Kindness, Hard work, Sharing, Respect, Honesty, Happiness, Friendship

Purpose:

To identify areas of good practice and areas for development, moderate planning and assessment within classes and measure impact of changes.

Progress:

- Seesaw was introduced as an online profiling and tracking tool.
- Literacy and Numeracy Continuums have been rolled out to track progress for individual pupils throughout their primary school journey.
- Two attainment meetings with the Head Teacher and individual class teachers took place to track progress and plan for intervention, support or challenge.
- High Quality Assessment Tasks form part of a bigger picture of pupil attainment.
- Collegiate meetings to analyse school attainment data took place for both English and Gaelic Medium.

Impact:

- Seesaw provides high quality evidence of learning. Parents enjoy regular snapshots of learning which facilitates discussion and links with home. Seesaw is the preferred method of home and school communication. The platform must be further embedded in practice to be an effective tracking tool.
- Continuums for English Medium learners ensure learners are progressing through the required skills, knowledge and understanding. It has aided smooth transition between stages offering continuity and progression in learning.
- Several pupils were identified as being behind the expected levels in their learning through attainment meetings. Targeted supports were put in place and the majority are making appropriate progress towards being back on track. A few pupils have been identified as having persistent barriers to learning requiring Child's Plan staged intervention.
- Assessment processes, in-school moderation tasks and evaluations has highlighted the need for significant considerations of the curriculum and learning and teaching processes.

In terms of the intended outcomes, the project did not develop as expected. However, the activities conducted proved to be imperative in guiding the school's priorities for session 2023/24.

Next steps: A refreshed and revised curriculum for Dunvegan Primary with a plan to improve the quality of learning experiences.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The Pupil Equity Fund has provided the school with a Nurture Room and PSA two days per week. The PSA collaborates with class teachers to decide which pupils could benefit from Nurture Support. Class teachers devise targets and the PSA plans experiences and activities to help pupils achieve these targets through real life experiences. Pupils achieve a wide range of skills and targets in the Nurture Room with Mrs Morrison the PSA. Her nurturing approaches help build resilience and confidence so that children make positive steps forward. Some children benefit from blocks of input and others have ongoing access to Nurture support.

Wider achievements

Coileanaidhean nas fharsainghe

Upper English Medium pupils achieved a John Muir Trust Award for their marine and shore studies.

All pupils participated in two weeks of swimming lessons.

Ocean School collected and recorded official research data from Dunvegan shore to inform scientific study.

Our Gaelic Medium Learners achieved third place in verse and Orain Luaidh at the MOD

Lower English Medium pupils helped make an animation for 'Stop Motion Studio'

Our strings pupils participated in the MOD

P1-7 girls came third in the Primary Indoor Shinty Tournament

Some of our pupils enjoy recorder, pipe band drumming and strings lessons.

P1-7 pupils can take part in weekly craft and bible classes.

Comments from learners, families, stakeholders and staff

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

In general, parents feel that there have been improvements to organisational structures, safeguarding, health and well-being that are clear to see.

Parents of Gaelic medium learners are concerned about continuing instability in staffing and poor attainment levels.

Parents of Gaelic Medium learners are also encouraged by increased communications and plans to improve GME.

A few English Medium parents have expressed concerns about challenging behaviours and the learning climate in school.

Teaching staff feel that the school is on a positive trajectory for improvement. They are motivated and eager to progress with improvements.

Visitors, parents and staff comment on the warm nurturing ethos of the school.

Staff feel that we are a great team who work well supporting each other and are all deeply committed to improving outcomes for our children. We love working at Dunvegan Primary School.

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	Satisfactory	Good	Choose an item.
QI 2.3 Learning, teaching and assessment	Satisfactory	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	Weak	Weak	Choose an item.

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Our Improvement Plan for this session was designed to increase our capacity for improvement. We feel we have been successful in achieving this and look forward to progressing with the next stage – Raising Attainment through improved Learning and Teaching.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Raise attainment in GME by implementing a Gaelic Medium Education Intervention that will reframe Gaelic learning at Dunvegan Primary and Nursery.

Raise attainment by revising our curriculum, quality assurances, assessment processes and the tracking and monitoring of progress.

Raise attainment by improving writing.

Continue to foster positive relationships, mental health, and well-being.

Extend collegiate approaches to planning and moderation of learning across the cluster and ASG.

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 <https://www.dunveganprimaryschool.com/> or by contacting the school office