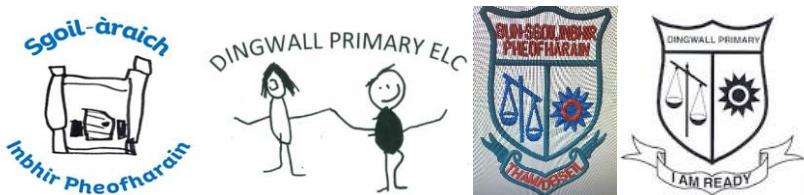




## STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD



**2024-2025**

**Bun-sgoil Inbhir Pheofharain agus Sgoil-àraich  
Dingwall Primary School and Early Learning  
Centre**

Ready - Respectful - Safe

## Introduction: Local and National Context

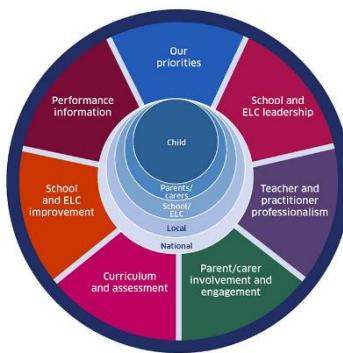
### Ro-ràdh: Co-theacsà ionadail agus Nàiseanta

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% | Over 91%   | 75% - 90% | 50% - 74% | 15% - 49%      | Up to 15% |

Ready - Respectful - Safe

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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**

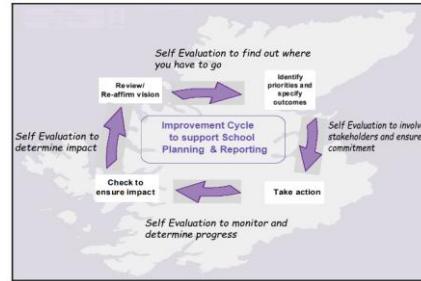
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **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 eolasan deimhinneach, bidh ar cloinn is ar n-digradh daonna a' faicinn na Gàidhealtachd mar dhachaigh.

*Sara Macaskill  
Head Teacher  
Bun-sgoil Inbhir Pheofharain agus Sgoil-àraich  
Dingwall Primary School and Early Learning Centre*

## School Profile Próifil 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<br>91.9%                | Average Class Size<br>24.4 | Meeting PE Target<br>Target Met |
| Pupil Numbers (inc nursery)<br>488 | Teacher Numbers<br>23      | Pupil Teacher Ratio<br>17.7%    |

Commented [AJ1]: Not clear what the % stand for?

|                                  |                     |                               |                    |                            |                  |             |             |             |
|----------------------------------|---------------------|-------------------------------|--------------------|----------------------------|------------------|-------------|-------------|-------------|
| N3<br>XX%                        | N4<br>XX%           | P1<br>13.8%                   | P2<br>12.8%        | P3<br>11.8%                | P4<br>13.8%      | P5<br>17.9% | P6<br>13.8% | P7<br>16.2% |
| SIMD Q1 <sup>1</sup><br>0 – 10 % | SIMD Q2<br>20 – 30% | SIMD Q2<br>50 – 60%           | SIMD Q3<br>0-10%   | SIMD Q5<br>0-20%           | Unknown<br>0-10% |             |             |             |
| ASN <sup>2</sup><br>30 - 40%     | No ASN<br>60 - 70%  | FSM <sup>3</sup><br>10 – 20 % | No FSM<br>80 - 80% | EAL <sup>4</sup><br>0 -10% | No EAL<br>90%    |             |             |             |

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

|         |         |                       |          |
|---------|---------|-----------------------|----------|
| Reading | Writing | Listening and talking | Numeracy |
| Most    | Most    | Almost all            | Most     |

**Gaelic Medium** 2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (C1, P4, P7 combined):

|                |                |                              |
|----------------|----------------|------------------------------|
| Gaelic reading | Gaelic writing | Gaelic listening and talking |
| Most           | Most           | Almost all                   |

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.

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

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

## School vision, values and aims

### Lèirsinn, luachan agus amasan na scoile



**VISION**

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

**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

**VALUES**

Our 5 Pillars - known as the '5 Ps'  
• Pride /  
• Perseverance /  
• Positivity /  
• Participation  
• Playfulness  
Moit  
Ditheall  
Deibh  
Com-pàrteachas  
Abhach.

**VISION**

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 encouraged to lead the learning through high quality play experiences, which positively impact their development.

**AIMS**

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, happy, active, nurtured, respected, achieving, responsible and included.

**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 a safe, nurturing environment where our children and their families feel valued as part of our school.  
- We value a culture of continuous improvement.

**VISION**

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

**AIMS**

## 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: Literacy – Raising Attainment

##### Purpose:

- To increase attainment across all levels in writing, using effective and consistent moderation tools.
- Teachers to engage and use data from Sofa, MCNG and NSA, writing rubrix and own assessments to inform next steps for improvement in planning.
- Increase attainment in reading across all levels through increased teacher engagement in reading CPD opportunities (including Dyslexia identification training).

##### Progress:

###### Content:

- ✓ Staff attended Stephen Graham training on writing throughout the year. This approach has been implemented in all classes.
- ✓ ASG English writing moderation events have taken place throughout the year allowing staff to share best practise across schools.
- ✓ Writing rubrics displayed in staffroom with examples of levels.
- ✓ Most teachers attended 'Literacy for All' dyslexia training – Three Wave model.

##### Impact:

- ✓ Increase in pupils achieving Early Level, First Level and Second level writing attainment at P1,4 and 7.
- ✓ All staff surveyed stated increased confidence in use of writing rubrics and are more confident in moderating writing when assessing the achievement of a level.
- ✓ Staff judgements of achievement are more secure and consistent across the school.

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- ✓ All Gaelic teachers undertook dyslexia training specific to Gaelic.
- ✓ Gaelic staff attended Gaelic specific T4W training.
- ✓ Gaelic staff attended authority led training on phonics, reading and writing.
- ✓ Gaelic Literacy Overview embedded to develop teaching and learning in all areas of Gaelic Literacy.
- ✓ Gaelic staff undertook writing moderation sessions with other GM practitioners.
- ✓ Teacher survey showed most staff have increased knowledge of how to support children who are displaying signs of dyslexia.
- ✓ Teacher survey showed all Gaelic staff are more confident in supporting dyslexic children through the medium of Gaelic and in providing suitable support materials.
- ✓ 100% of P1G attained band 5 or above in the MCNG assessments.
- ✓ 58% of P2/3G pupils are achieving beyond the expected level in reading.
- ✓ 42% of P2/3G pupils are achieving beyond the expected level in writing.
- ✓ Reading Schools Core award achieved and Action Plan for working towards Silver has been accepted. Actions undertaken as part of Reading Schools work have included:
  - Development of a pupil reading leadership group (the "Book Busters").
  - Successful application for a £500 grant from Scottish Book Trust to go towards redevelopment of upper school library spaces.
  - Donation of 2000 books from "Better World Books" arranged to supplement upper and lower school libraries.
  - All staff engaged in reading training on contemporary children's literature.
- ✓ Development of Book Trolleys for the playground.
- ✓ All classes in the school have visited the local library at least once a term and all pupils have their own library card.
- ✓ Provision of a "book share" facility in the school entry hall where families can take books and pass them on when they are finished with them.
- ✓ Principal Teacher attended a year long Scottish Book Trust, Education Scotland endorsed Developing and Sustaining Reading for Pleasure course.
- ✓ Almost all ELC staff have attended 'Planning, Tracking & Monitoring'.
- ✓ Reading and Number Processes progression frameworks are now being used by all EYPs in our ELC to support and challenge our pupils.
- ✓ All ELC children have had Literacy, Numeracy and Health & Wellbeing targets identified, achieved and celebrated with families throughout the year.
- ✓ All Gaelic Medium ELC children have a Gaelic Language tracker in place to track how well
- ✓ Reading attitude surveys carried out across the school have shown that 67% of pupils across the school said they enjoyed reading either "very much" or "quite a lot".
- ✓ 77% of P1-3 pupils and 55% of P4-7 pupils have used, or plan to use, the playground book trolleys.
- ✓ Feedback from Scottish Book Trust on Reading Schools work:
 

"There is clear commitment to developing and sustaining a vibrant and engaging Reading for Pleasure culture at Dingwall Primary School- what an incredible environment you are creating for your learners. The whole staff team show commitment to developing their Reading for Pleasure pedagogy and you have submitted some exemplary evidence for your Core accreditation."
- ✓ All pupils have engaged with class library visits:
  - ✓ "we liked seeing Bookbug" **R (P1)**
  - ✓ "I like going to the library it is great. I look for monster books." **JM (P4)**
- ✓ Initiatives have shown in parent surveys an increase in discussions around reading for pleasure are now taking place amongst families and their children.
- ✓ All staff who attended now feel more confident using curriculum planning documents and understand more about the benefits of this.
- ✓ Planning and target setting for the children is now more progressive and meets the children's needs.
- ✓ Almost all families reported that they are aware of what their children need to develop and their achievements.

they are understanding and using Gaelic within the setting.

- ✓ All Staff know which key vocabulary to focus on.
- ✓ Gaelic P1 teacher will have information passed on during transition which clearly demonstrates each child's understanding and use of Gaelic.

#### Next steps:

- Emerging literacy to be revisited and **all** teachers and PSA trained in approaches. We have signed up to collaborate with Education Scotland with a targeted reading project between ELC and P1.
- Develop reading assessments across Early, First and Second Level.
- Develop consistency in the teaching of core reading across all levels by observing and evaluating current practice and sharing best practise to create a core reading framework. This will align with the 'Our Dingwall Way' principles.

School Priority:

#### Curriculum Experiences -STEAM/Music

##### Purpose:

- To ensure that all staff are engaging with Music and Science outcomes and experiences. This was highlighted in parent and pupil voice (HGIOURS) as an area for improvement.
- To ensure that teachers are teaching gaps in learning highlighted through curriculum rationale development work and self evaluation tools, which highlighted Music and Science as an areas for improvement.

##### Progress:

###### Content:

- ✓ Digital School Award achieved.
- ✓ Some staff attended training on the use of AI in education
- ✓ Some staff attended training in the use of Adobe Creator which incorporated how AI can be used in teaching and learning.
- ✓ P1 teachers have achieved Adobe Creator Educator Accreditation Badges.

##### Impact:

- ✓ All staff have increased use of digital tools and technology to teach and support pupil IT skills.
- ✓ Increase in the use of AI in class lessons. Examples include P1 now using AI technology to illustrate stories and P7 using Twin Pics to increase awareness of the importance of good descriptions in writing.

- ✓ All Gaelic P4-7 children involved in creating films entered National Film G Competition
- ✓ All Gaelic P1-3 using GoChatter to animate stories/pictures.

- ✓ All P4-7 Gaelic Medium Children implemented skills in editing and filming while involved with the Film G project.

- ✓ All P1-P3 children participated in the music sessions from Aiken Drum and and DrumfunTeacher led sessions to teach the use of Musical Apps on the of Chromebooks
- ✓ Music curriculum links incorporated into P1-3 assemblies by Head Teacher.

- ✓ Most P4-7 Gaelic Medium children stated that they are confident in using technology to animate, also using their oral Gaelic language skills.

- ✓ From play observations, most children in P1 are choosing to use the Musical Apps in their play. All Classes have been using DrumBit and Chrome Music Lab.

- ✓ All P1 pupils have bookmarked links to Music apps on the class Chromebooks allowing independent access of music apps.

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- ✓ 6 Children attended Highland STEM leaders event in May 2025.
- ✓ P6 and P7 pupils attend a fortnightly STEM club led by a group of teachers
- ✓ UHI STEM Coordinator delivered CPD staff training in STEAM resources.
- ✓ STEAM play areas in infant garden
- ✓ ELC garden has clear Music and STEAM play areas
  
- ✓ High Quality Assessment tasks in Term 2 had a curricular link to music benchmarks.
- ✓ High Quality Assessment tasks in Term 1 had a curricular link to STEM
  
- ✓ All ELC pupils have evidence in profiles of garden play with musical instruments and a variety of STEAM materials such wooden clocks, musical instruments, increased messy play resources with links to Early Level benchmarks.
- ✓ All P1 children are accessing materials to allow free play and exploration with STEM materials e.g. pipes, water, sand, soil, measuring materials.
- ✓ All pupil profiles have a high-quality assessment task linked to Music outcomes where benchmarks are tracked and individual next steps made.
- ✓ All pupils have a high-quality assessment task linked to science benchmarks which are tracked and individual next steps made.
- ✓ School has received at £900 grant to provide a school visit from the Royal Institute of Science to deliver Science Workshops to pupils and staff training on teaching science.
  
- ✓ All Parents of PEF pupils received a phone call directing them to the Highland Council Music Tuition website if their child had expressed an interest in learning an instrument.
- ✓ School Talent Shows used to showcase and celebrate music achievements.
- ✓ Parent Council funding used for Feis instructor to establish a new Dingwall Primary Ceilidh Band.

**Next steps:**

- Organisation and improvement of STEM / Music resources.
- Continue STEM after school club and STEM Leaders
- Staff to engage in twilight CPD Science Sessions
- Development of Science learning, teaching and assessment tools in our Curriculum Rational. (Project 1 next session).

## School Priority:

## Health & Wellbeing

### Purpose:

From Collaborative Lead visits and the Education Scotland SIF document, we aim to promote positive relationships between pupil and staff across the school.

From pupil surveys we aim to increase the percentage of children who confidently state that they feel safe within our school.

From staff self-evaluations they have identified that they would benefit from health and wellbeing approaches in the workplace.

Pupil, parent and staff self-evaluations have identified that the playground and learner's outdoor learning experiences could be improved to support positive relationships to impact attainment.

### Progress:

#### Content:

- ✓ There is now an addition to our Promoting Positive Relationships policy, where there is a staged approach to supporting challenging behaviours.
- ✓ Whole school certificates developed and used consistently from all staff members throughout the school.

### Impact:

- ✓ All staff within the school are confident in using the staged approach and pupils understand the colour system.
- ✓ Communication between school and home is consistent regarding behaviour.
- ✓ Less escalated behaviours are taking place in school. Evidenced through Pupil Incident Forms.
- ✓ All PSAs and teachers reported that the behaviour leaflets and positive postcards support to de-escalate behaviours.
- ✓ All classes have a class charter.
- ✓ Classes consistently using Recognition Boards to reinforce and celebrate desired behaviours.
- ✓ CTs and SLT making positive phone calls home to celebrate children going above and beyond.
- ✓ Mikeys Line Parent's Project offered families support with Health & Wellbeing.
- ✓ Visits with pupil groups to other schools to see more developed outdoor spaces.
- ✓ Children, staff, families and the community are working together to improve our outdoor spaces.
- ✓ All pupils from the visiting groups have contributed their pupil voice on a 'Playground Vision' and are leading the Playground Improvement Citizenship Group.
- ✓ Playground charter is in place to help children and staff to share the same, high expectations of behaviour and play opportunities outdoors.

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- ✓ Football charter to reinforce playground expectations during football.
- ✓ Quiet zone established in the playground for ASN pupils
- ✓ Most pupils participated in our annual garden day and contributed to the tidy up and planting activities.

- **Next steps:**
- **Consistency in health and wellbeing, learning, teaching and assessment approaches to be developed in our Curriculum Rational.**
- **Health and Wellbeing Highland Progression to be embedded across all classes.**

## Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

- 26 children have accessed 3 x 1.5hour nurture group sessions per week for between 1 and 4 terms over the school year.
- 80 out of 111 targets set from Boxall Profiles have been achieved within the nurture group setting.
- 69 out of 111 targets set from Boxall Profiles have been achieved within the class setting, meaning for 11 targets, children showed they had achieved them within the Nurture setting but not yet fully embedded outwith the Nurture setting.
- 100% of children's Health and Wellbeing wheels have shown improvements in at least 2 areas throughout the year.
- 100% of staff questionnaires highlighted that children benefitted from attending nurture group.
- The highest most significant improvement teachers reported that pupils have made is in regards relationships/social interactions and emotional regulation.
- Staff highlighted the following improvements they could see in their pupils who had received Nurture input: 'less emotional outbursts in class / use the space to air concerns he might not otherwise have / more resilience and strategies for self-regulation and strong relationships.
- P7 teachers reported, 'overall more positive experiences for the whole class, including those not attending nurture". This has resulted in improvements in Literacy and Numeracy attainment in P7.
- 95.5% children reported that they have enjoyed being part of a Nurture group.
- When asked what the Nurture group has helped pupils with, pupils reported: 'being calm and now managing my emotions'.
- Pupils who had attended Nurture group reported that they have learned the following skills - showing me how to stay calm in the future, being more responsible, being able to make new friends, stay focussed, know how to be safe and confident.
- In Primary 1 – 38/44 pupils (86%) have scored at least 9/12 on the Phonological Awareness Continuum.
- 100% of P1 pupils achieved listening and talking Early Level.

## Wider achievements

### Coileanaidhean nas fharsainge

- Dingwall Primary Road Running team competed in the Scottish Championships, Dunfermline
- Our netball team won the Ross-shire Primary netball tournament
- Digital Schools Accreditation achieved.
- P4/5G and P6/7G were both nominated as finalists in the Film G awards P6/7G went on to win the award for Best Youth Group at the Film G awards.
- Participation in Loch Ness 5K run by team of pupils.
- Participation in Rotary and Euro Quizzes
- Gold Rights Respecting School Award application submitted.
- Reading Schools Core accreditation achieved.
- Action plan for silver Reading Schools accreditation has been accepted
- Success for athletics team and individuals in the Ross-shire Winter Running Serie
- P7s received press coverage and community acclaim for their digital detox campaign.
- Upper school pupils participated in the Ross shire Badminton Competition with success and finalist placings in both the singles and doubles rounds.
- Gold Sports Scotland Award accreditation achieved.
- Shinty team competed in the Ross-shire Indoor Tournament and Cupa lomain na h-Òige, achieving 2nd place in both events.
- Gaelic P1-3 winning first prize in the action song competition at Mòd Ionadail Inbhir Pheofharain along with several individual prize winners.
- Successful community engagement through Gàidhlig Cafaidh and Family Cèilidh events.
- Weekly walking bus established and run by volunteers and school staff
- Participation in Scottish Maths Challenge by P7 pupils. Teams competed in Ross-shire Schools Football Tournament with the girls' team emerging as overall winners in their tournament
- P7 and P3 pupils were finalists in the Green Stories Art Competition, Edinburgh.



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## Comments from learners, families, stakeholders and staff

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

#### Digital Leaders:

'I've enjoyed coding club we've been running that on a Thursday. It's helped me with my computing skills. I'm looking forward to doing more at the Academy.' Connor

'I've been teaching people how to use their Chromebooks better. I've been helping people to make games. I will choose computing at the Academy'. Glenn

The P3 teacher teaching coding during Citizenship groups reports that, 'The children are really enjoying these afternoons and are now managing to log on independently and are staying motivated during the lessons. They P7 helpers report that they are happy to using these programs. They are really enjoying making sprites in Scratch and the younger children are really keen to copy the older ones and are desperate to find out how to make Sprites too. The children are now using the vocabulary associated with these programs too.' – Teacher

#### Gaelic Across Dingwall Primary School Parent Questionnaire

"I feel that Gaelic is valued across Dingwall Primary and that the pupils are given opportunities to use and develop their Gaelic language skills." - Parent

"Gaelic is more visible around the school and my children are given the opportunity to explore Gaelic music and culture." - Parent

"The Gaelic events, like family ceilidh's and Gaelic Cafaidh are really good and I would like to see them continue." - Parent

#### Mikey's Line Parent Pilot

"All the skills I've learned and practised from these workshops are completely life changing for me and my family. I feel so positive for our future and really feel I'm able to break the generational cycle giving my children the tools to have a healthy mindset." - parent

"I have really enjoyed this workshop." "I think it should be rolled out for everyone as we all have so much to learn." - parent

#### Music Improvements:

'I liked the pupil led music show. I especially liked the piano players. I think they have real talent and they played amazingly. I would like to play the piano too!' – pupil

#### Staff Standards and Quality self-evaluation survey on School Improvement Plan impact comments.

- 'Pupils are learning to move forward with the technology and resources of the world. They are learning life skills that a lot of them may need for future jobs etc. such as how to use a computer/laptop'.
- 'Pupils have enjoyed exploring basic AI with things like "Twin Pics" to enhance their ICT learning.'
- A lot of the pupils have been able to try something new and push themselves out of their comfort zone (for example. joining the ceilidh band, auditioning for the talent show).
- Pupils in my class have had the opportunity to both perform and participate in music throughout the year. I have more requests this year than any other from children expressing an interest in learning an instrument.
- The pupils are more openminded in approaching music within the classroom. There has been an improvement in online music resources that pupils can learn on.
- Our children are confident performing on stage and perform to a high standard. They have good experiences performing in front of an audience and enjoy singing.
- Pupils with musical talent get the chance to thrive in lessons. Children have realised that learning an instrument is an accessible opportunity for them.
- Children have had experiences that they may otherwise never had and it gave some children a chance to shine.

## 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 |
|----------------------------------------------------------------------------------|--------------|---------|
| <b>QI 1.3</b><br>Leadership of change                                            | Very good    | Good    |
| <b>QI 2.3</b><br>Learning, teaching and assessment                               | Good         | Good    |
| <b>QI 3.1</b><br>Wellbeing, equality and inclusion                               | Good         | Good    |
| <b>QI 3.2</b><br>Raising attainment and achievement/Securing children's progress | Satisfactory | Good    |

Our overall evaluation of our capacity for continuous improvement is:

Good

## Key priorities for improvement planning Priomhachasan airson planadh airson leasachadh

From our self evaluation processes, including the views of pupils, parents, stakeholders and staff, along with our data analysis our priorities for improvement next session are:

- Project 1 – Embedding our Curriculum Rational – 'Our Dingwall'
- Project 2 – Raising attainment in reading
- Project 3 – Health and Wellbeing - Embedding Policy and Practice

## Planning ahead A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [Dingwall Primary School](#) or by contacting the school office.