



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Dingwall Primary School & ELC / Bun-sgoil & Sgoil-àraich Inbhir Pheofharain



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%

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance% 92.6%	Average Class Siz 23.8	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 404	Teacher Numbers 24	Pupil Teacher Ratio 17
N3 %	N4 XX%	P1 15.1%
		P2 13.4%
		P3 13.4%
		P4 11.9%
		P5 13.9%
		P6 18.6%
		P7 13.9%
SIMD Q1¹ 0-10%	SIMD Q2 20-30%	SIMD Q2 50-60%
		SIMD Q3 0-10%
		SIMD Q5 10-20%
		Unknown 0-10%
ASN² 30-40%	No ASN 60-70%	FSM³ 30-40%
		No FSM 60-70%
		EAL⁴ 0-10%
		No EAL 90-100%

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

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

Kind Hearts, Curious Minds

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	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.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



Our vision, values and aims were refreshed this session:

School Motto – ‘Curios Minds and Kind Hearts’.

Values – We are always ‘Ready, Respectful and Safe’ to all.

Vision: ‘Our Dingwall’ ensures Every Child Included, Every Voice Heard, Every Future Inspired.”

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 1: Reading Attainment		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
- All teachers have participated in collegiate sessions to begin to develop a Core Reading Policy and views have been sought from all staff on the Dingwall Core Reading Lesson Standard. - All pupils are now experiencing an increased range of reading experiences throughout their week, through timetable Head Teacher moderation at Planning and Attainment Meetings.	Reading Policy will be completed, ensuring consistency in reading opportunities across the ‘learning and teaching week’ across all classes. All pupils will complete a book-based IDL project in Term 1 and this will include High Quality Assessment task	Feedback from Reading Schools: “Dingwall Primary School achieved Reading Schools Silver accreditation In April 2026. The Reading Schools framework is both relevant and supportive to School Improvement Planning by mapping key areas across quality indicator headings

Kind Hearts, Curious Minds

• In all classes reading experiences have increased through participation in the Reading Schools scheme. • All pupils have experienced participation in the celebration of reading events, such as World Book Day and Reading Schools Week, parents/carers being invited in for book swaps and storytelling. • All classes visit the local library at least once a term and engage with Library staff over the selection of books and engage in new literature. • All class teachers received CPD from Scottish Book Trust School Regional Outreach Co-ordinator for Highland on the impact of reading for enjoyment opportunities. • ELC have attended Book Bug sessions to increase vocabulary exposure and listening and talking skills. • 1 P1 teacher, 1 ELC practitioner and our DHT participated in Education Scotland Early Level Reading Attainment Project which led to increased staff confidence and improvements in attainment for phonological awareness. • All ELC practitioners contributed to improvements in ELC environment; creating literacy rich environments. • SLT observations identified that the ELC spaces are showing improvements in literacy rich environments . • “Reading Buddy” project implemented across the school from ELC – P7 -P4 class has had weekly peer reading sessions with ELC. Throughout Term 4 all classes have linked up with a class at another stage to read together. - All class teachers were provided with guidance on how to train pupils on Peer Reading strategies and how to support pupils to maximise the benefit from the process. - A combination of Head Teacher and Peer observations have been implemented across classes.	with explicit links to reading benchmarks for assessment. Reading Buddy scheme will be fully embedded across all classes and ELC. Almost all pupils in P4-7 will be trained as paired reading partners. Gold Reading Schools Accreditation will be achieved. This will happen through: - Parent workshops for how to use Scottish Government “Read Write Count” bags - Working with local library on continuing regular class visits and ensuring all pupils have the opportunity to get their own library card. - Working with local businesses to raise the profile of reading e.g. through the development of a reading trail through the town and putting book reviews recommendations in shops/businesses. - Head Teacher reading observations will focus on implementation of reading policy and higher order thinking skills. - Principal Teacher Management time and Pupil Equity Funding will focus on ensuring ‘borderline’ and ‘non achieving pupils’ receive	from How Good Is Our School 4 (HGIOS4). Dingwall Primary School have shown commitment to developing and sustaining the Reading for Pleasure culture of their setting, successfully meeting, and exceeding the criteria at each level of accreditation. They have consistently engaged with their local Regional Outreach Coordinator from Scottish Book Trust to ensure best practice. Research proves that reading for pleasure supports equity and wellbeing, impacts learners' attainment, and encourages critical thinking, creativity, empathy, and resilience. Including a focus on reading not only benefits literacy attainment, but can have significant impact across the curriculum, as well as considering pupil voice, recognising The United Nations Convention on the Rights of the Child (UNCRC) and ensuring the health and wellbeing of learners. Reading Schools champions pupil voice, placing learners at the very centre of reading activities.” Feedback from Dingwall Library: “The library staff very much enjoy the class visits from Dingwall Primary School. We have noticed that with each visit, the children are becoming more enthusiastic and confident about asking us for information about books they are interested in, which gives us the opportunity to highlight the associated
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- Gaelic Medium Oral Literacy and Reading Policy engagement by Gaelic Medium Teachers has started. - Silver Reading School Accreditation was granted in April 2026 and Action plan submitted for Gold accreditation in May 2026 and has been accepted.	targeted reading interventions. GL assessment tool with be implemented to achieve this.	services we offer. The teaching staff are doing a fantastic job in encouraging the children to engage with the library in these visits – good for both the children’s education and the future of the library service!” Reading Feedback from pupils:: “I love the playground book trolley because I like to read at lunchtime” (AS P6) “I like going to the library. The lady helped me find a book about animals” (AH P3) “I like the Bookbug. it’s fun reading new books” (S - P1)
Impact Reading NSA Comparison Data Charts for P1 2025/26 compared to 2024/25 show: Assessment cohort increased from 43 to 51 pupils and Median attainment score increased significantly. Upper quartile scores improved, indicating stronger performance across a larger proportion of pupils. Highest scores increased, demonstrating greater attainment among higher-achieving learners. Overall score distribution shifted upwards, reflecting improved standards across the cohort. Reading NSA Comparison Data Charts for P4 2025/26 compared to 2024/25 show: Highest-attaining learners achieved higher outcomes in 2025/26 than in 2024/25 so we now need to focus on our borderline pupils to improve attainment. P7 NSA Data Median attainment increased slightly between 2024/25 and 2025/26. Highest-attaining pupils achieved even stronger results in 2025/26. The majority of pupils continue to attain within Bands 9 and 10, demonstrating strong reading performance. Again, this indicated that borderline pupils should be a focus next session in reading attainment – our PEF funding will be used to address this. Achieving Silver Reading Schools accreditation has had a significant impact on our whole-school reading culture. Reading for enjoyment opportunities are now planned for in all classes.		

All teachers have implemented an engaging reading corner in their classroom and most teachers have reported increased pupil engagement in reading activities and greater enthusiasm for book discussions in teacher feedback survey. All teachers have embedded reading experiences across the curriculum, with most classes visiting the local library at least once a term. The accreditation process has increased partnerships with families and increased participation in reading events and initiatives such as World Book Day and Reading Schools Week. Our Silver accreditation recognises the sustained commitment of pupils, staff and families in developing an inclusive and supportive reading culture and provides a strong foundation as we continue working towards Gold accreditation. All ELC staff have engaged in training in how to support children to develop phonological awareness skills. In a staff survey, all staff report agrees that it has increased their confidence in how to support children and has provided more structure to their focussed group times with their key children. SLT observations demonstrated all EYPs were effective in developing phonological awareness skills with children. 100% ELC focus group (12 children due to start P1 in August) developed rhyme awareness. 80% P1 children developed rhyme production.	
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School Priority 2: Curriculum Rationale		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
✓ Children, staff and families contributed to refreshing our Vision, Values, Aims & Motto. We now have a new motto: 'Curious Minds, Kind Hearts.' ✓ New Curriculum Rational developed by Staff, Pupils and Parents. ✓ All pupils have participated with embedding 'Kind Hearts' through assembly focus. ✓ Writing and handwriting policies have been created with staff and are now embedded in all classes. ✓ Reading policy is being developed and will be finalised Term 1 next session. Most teachers report the reading policy so far has enhanced their confidence in improving reading attainment in their class. ✓ All Gaelic Medium staff have carried out self evaluation visits to other settings to share good practice.	- We now need to focus on 'Curious Minds'. This will be our Project 3 in our School Improvement plan to encourage Higher Order Thinking Skills across all curricular areas. - Whole school policies for Science and Health and Well Being will be developed to ensure consistency across the school in expectations as part of the 'Our Dingwall Way' lesson standard.	Teacher responses in teacher survey on how Curriculum Development this session had improved practice stated: 'I have a more focused reading lesson, children are settled in the routine and I can focus on working with groups'. 'I am continuing to use Steven Graham as a basis for writing lessons. Widened my range of reading resources to include topical and current world events to help engage learners'.

✓ 1 Principal Teacher and 1 Class Teacher attended monthly Education Scotland Science Network curriculum improvement cycle webinars. These webinars extended the teachers' knowledge of the curriculum and progression of skills. They also allowed the opportunity to provide feedback about proposed curriculum updates and developments. ✓ All ELC staff have used Literacy and Numeracy progression frameworks to assess and track ELC pupil progress at 3 points in the year. This has helped staff to be clear on where the children are and what opportunities they need to provide next to progress children's learning.	- Reading policy to be completed and embedded across the school. - Continue to engage with developments being shared from the curriculum. improvement cycle team and Gaelic Medium Teachers to attend Gaelic specific CPD events. - Continue to embed the use of the progression frameworks and attainment trackers.	'Worked closely with stage partner for moderation and assessment of levels'. 'Shared good reading practice with ASG and second level teachers within Dingwall Primary'. 'I've used higher quality questioning during reading sessions and making better links between reading and writing'. 'Use of decodable readers into P2, regular revision of phonics with all groups, reinforcement of blending skills, reading pairs, choral group reading, children listening to the texts during reading sessions' 'Choral reading, 1:1 interventions, use of talking tins for fluency practice, opportunities to listen to book, daily short-burst writing' 'Learning to Read in the Early Years" course has been valuable in helping me to refresh my organisation of reading groups and gave good ideas of how to hear children read aloud. Our early morning starters have helped reinforce handwriting and number bonds. 'Regular, structured core reading sessions. Constructive feedback, both oral and written'
Impact 59% more ELC children are on track in Literacy than at the beginning of the session and 51% more ELC children are on track in Numeracy than at the beginning of the session. 100% ELC staff have reported an increase in knowledge and confidence in supporting children's progress in learning in Literacy and Numeracy. School now has a clear and refreshed vision, values and aims, which is now visible and is beginning to be embedded across the life and ethos of the school. All support staff, ELC and Gaelic staff recognise how our Curriculum Rational encompasses all the areas of school life that make our school unique and have a shared understanding of how this impacts higher quality learner experiences for all our pupils, through community links.		

From Teacher Survey Data Showed: Most teachers (88%) felt they were confident implementing the new writing policy. Almost all teachers (94%) felt the new handwriting policy had impacted handwriting positively. All teachers (100%) said they had engaged with the benchmarks more this session in reading to contribute / strengthen to judgement of a level. There has been a reduction in 'Stage 2' of our Staged approach to incidents of behaviour this term, through our positive relationships policy since introducing 'Kind Hearts' as part of our whole school approach to behaviour in the playground.	
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School Priority 3: Creativity through UNCRC		
School Improvement Plan Priority 3		
Summary of progress and impact	Next steps	Stakeholder Views
- Paul Hamlyn Music Project implemented in collaboration with Feis Ross. 2 Teachers participated in music training in collaboration with Feis Ross. - Gold Rights Respecting School Award has been achieved this session. 'All teachers now explicitly link Rights to all areas of the school's work and are visible on displays, linked across the curriculum and prominent on school communications'. 'There is a strong focus on health and wellbeing where pupils are clear that the school supports them to be healthy'. 'Pupil voice is now valued highly with a range of pupil voice groups giving opportunities for Rights to be discussed and changes made within the school. - All pupils participated in the 'Dingwall 800' Art Project ' collaboration with local artists and Dingwall Museum.	- Two class teachers will hold staff training sessions to roll out new music and resources to class teachers. - Gold Action Plan Next Steps state that we should continue to: - Focus on the precision of language used when discussing rights with pupils, ensuring the rights language is true to the content of the UNCRC. Use UNICEF UK's Myths and Misconceptions resources will support staff. - Continue to explore with children and staff, the meaning of key concepts underpinning a child rights approach, for example dignity and equity, and how these are enacted in school practice. - Continue to embed the UNICEF RRSA Charter Guidance and focus on the language of 'respect for rights' so that relationships are seen as mutually respectful. When charters are next reviewed, include actions for duty bearers as well as for rights holders, ensuring this language is explicitly used and understood.	Gold Rights Respecting School Ambassador (EB) <i>"I feel proud that our school made improvements to progress from Silver to Gold Award this year. I think it makes our school really stand out. I think it is important that both adults and children know and respect each other's rights."</i> Feedback from Siobhan McIntyre Feis Rois/Dingwall 800 Project Director. 'Beyond bringing local children together, these events have provided an important outlet for creativity, structure and meaningful intergenerational connection. Free and accessible community spaces have helped children build confidence, develop social skills and form stronger relationships with both peers and their local community. In the aftermath of Covid's impact on social interaction, initiatives like these play a vital role in reconnecting

• Most pupils were involved in creating lanterns for the ‘Bright Burgh Trail’ and some children attended art workshops to create puppets for the ‘Pollinator Parade’. • Class trips promoted engagement and appreciation of art to the local museum and P3/4 and P4 classes visited Inverness Art Gallery to view the William Gilles Exhibition. • Parent engagement art sessions with pupils from ELC to Primary 7. • MFR fundraising money funded new art resources for all classes to promote creativity skills across the school. • High Quality Assessment (Term 2) focused on Art experiences and outcomes increasing staff engagement with the art experiences and outcomes. • Gaelic Medium classes held a ‘Showcase Ceilidh’ to perform and celebrate music talents to the Gaelic Community to increase the visibility of music across the school calendar. • High Quality Assessment (Term 2) focused on Art experiences and outcomes increasing staff engagement with the art experiences and outcomes. • All teaching staff have engaged with Education Scotland ‘Creativity’ progression framework, leading to changing ‘Golden Time’ to ‘Creativity Time’. Resources are timetabled so that all children get access to a wide range of creativity materials through the term.	- Continue to develop campaigning and fundraising activities from the perspective of rights, justice and equity so all children are seen as rights holders rather than just recipients of charity, perhaps linking with UNICEF UK’s OutRight Advocacy Toolkit . - Campaign and use UNICEF UK’s Youth Consider planning opportunities for campaigning as the outcome of IDL topics, as done in the Primary 7 class. • From success with over 90% of parents attending our art gallery and Winter themed arts and craft session, we will make this an annual event to collect parent self evaluation data. • We will make more effective use of parent surveys to gather more effective parent voice for planning next steps. • Continue to ensure Gaelic Medium pupils are supported to attend community events that promote Gaelic Language and Culture such as the Mod and Film G. • Start to use the Creativity Skills progression tracker in termly overview planning each term, to ensure coverage of skills.	communities and supporting children’s emotional and social development.’ Parent Voice – Whole school art gallery/Parent engagement art session Parent Art Gallery Comments: “Every pupil between school and nursery should be so proud of themselves, their artwork was amazing, and the crafts in class were fabulous as well.” “Well done DPS - I love this! True showcase of your amazing skills for 800 years of the town.”
Impact Highest attendance at a parent open afternoon. Almost all (93%) parents attended the art gallery and parent art and craft parent/child winter craft session’. This event had the highest uptake of parent participation that we have		

recorded and impacted positively on teacher/parent relationships – with engagement from parents in the classroom environment. All pupils were assessed using expressive arts experiences and outcomes this session, to give individual next steps for progression in this curricular area. Implementing a High Quality Assessment task focus on art ensured consistency and progression of skills in art is evident within our school. From P1 -P7. In the SIP parent survey most parents (71%) felt that creativity skills had been more evident across this session. P1-3 pupils now have increased music experiences across the school week. ‘A strategic approach to embedding children’s rights in school life has been guided by recommendations from the Silver report and is now evident in learning and teaching’. Gold Rights Respecting Schools Report – November 2025.	
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Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Early Literacy Interventions	93% identified children achieved 8 or more in phonological awareness assessments	- 100% identified P2 children achieved 8 or more in the phonological awareness assessments - 83% identified P3 children achieved 8 or more in the phonological awareness assessments - 90% identified P4 children achieved 8 or more in the phonological awareness assessments - 100% identified P5 children achieved 8 or more in the phonological awareness assessments
Numeracy Interventions	75% identified children are now on track for first 3 areas of HNP assessments	- 100% identified children progressed through at least 1 level in at least 1 area of the HNP assessments - 50% identified P3 children are now on track in at least 1 area within the HNP numeracy assessments - 86% identified P4 children are now on track in at least 1 area within the HNP numeracy assessments - 100% identified P5 children are now on track in at least 1 area within the HNP numeracy assessments
Nurture Group	33% identified children achieved all 3 personalised targets from Boxall Profiles	- 100% identified children achieved 2 out of 3 personalised targets from Boxall Profiles, within the Nurture group setting - 78% targets from Boxall Profiles were achieved within the Nurture group setting - 33% targets were achieved out-with the Nurture group setting
Attendance	Whole school attendance has increased from 91% to 93%	There are now 25 pupils below 80% attendance, compared to 29 in February, 32 in December, and 43 in October, demonstrating an overall downward trend in this cohort. While some pupils have demonstrated significant improvements in attendance, with increases of up to 25%, others have shown more moderate gains ranging from 1% to 5%.

Wider achievements

Coileanaidhean nas fharsainghe

This session we participated in:

Intergenerational Care home visits to Wyvis House

Engineer Awards

Ross-Shire Cross Country Winter Running Series

Inverness 5k team

Ross-Shire Swimming Gala

Rotary Quiz

Euro Quiz

First Aid Training

Bikeability

Gaelic Football Competition

Ross-Shire Schools County Sports

Blythswood Shoe Box appeal

Pupil voice lunch clubs, Chess, Wildlife, Netball and Kindness Club, Football

Prefects attend the Remembrance Sunday parade

Enterprising Maths Challenge

Weekly 'Top Table' and 'PSA Choice' and 'Class Stars of the week'

Dingwall 800 Community Events



Kind Hearts, Curious Minds

Comments from learners, families, stakeholders and staff

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

Parent comments:

Creativity Survey:

- 'Increased creativity opportunities, an increased enthusiasm for topic learning from my own child, making links with the local community, improved plans for the outdoor spaces'.
- 'The art fair was fantastic - great community feel about it'.
- 'My child has loved the creativity afternoons, where they come home and tell me about what fun they have had. I don't mind when they come home messy as I know they have had a fun day at school!'.

Teacher Comment:

Paul Hamlyn – Music Project:

- Working with the musicians through the Paul Hamlyn Foundation Music Development Project has been a real pleasure and has provided me with fresh ideas and inspiration for incorporating Music within other areas of the curriculum. The children now regularly sing their lunch orders to me, and we use musical notes to aid memorising the alphabet and to word build. It's clear to see the small group of children learning the penny whistle becoming empowered through their skills and success and they are now writing their own tunes with confidence and pride. I feel much more confident leading our newly named "Singing Squad" which now provides opportunities for music, movement, singing, signing and body percussion to over 100 children in Primaries One to Three. I look forward to continuing to work on this group with the support of the musicians next year as we add in the playing of musical instruments and singing in harmonies and rounds. The Inservice Day was a welcoming and supportive atmosphere with teachers and musicians sharing and receiving new ideas, strategies and resources to promote the love and enjoyment of Music in school.

Children's Comments:

UNCRC Gold Award:

'I like that we have achieved the Gold Award because it shows how well we know our Rights and how well we make sure all people's Rights are respected in our School'.

'Our Gold Award shows people that we don't discriminate against if you are a boy or a girl, or because of the colour of your skin or if you have a disability in our school'.

'We make sure everyone is included in our 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
QI 1.3 Leadership of change	Very good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good
Other QIs reviewed		

Our overall evaluation of our capacity for continuous improvement is: Good

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Project 1: ASG Project -Improve Pupil engagement, inclusion and attainment across all learners through the Circle Framework.

Project 2: Improving Reading Attainment.

Project 3: 'Curious Minds' – Higher Order Thinking Skills.

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 contacting the school office.