



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025



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Learn to be adventurous active creative safe
Learn through friendships teamwork challenges and by being me!

Introduction: Local and National Context

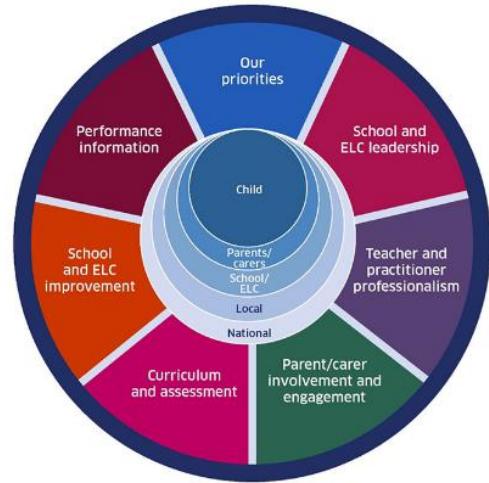
Ro-ràdh: Co-theacsà ionadail agus Nàiseanta

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 [HGIQELC](#)
[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%

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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

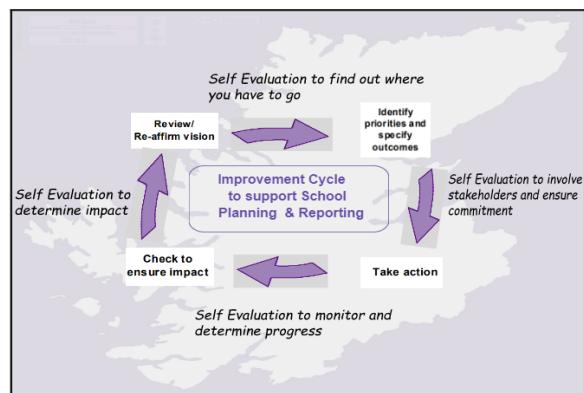
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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-òigrigh daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Louise Robertson
Cluster Head Teacher
Dochgarroch Primary School

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School Profile

Pròfil 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 88.3%	Average Class Size 11	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 17	Teacher Numbers 2	Pupil Teacher Ratio 8.5

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

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Majority	Majority

We have had no exclusions this year.

Dochgarroch Primary School is located in a rural, setting serving the local community of Dochgarroch, Lochend and Abriachan on the north side of Loch Ness.

This year there has been 11 children attending the school, ranging from P1- P6. This past year the pupils have been taught in a P1 – 6 single multi-stage class. We have a lovely nursery catering for 3-5 year olds. The headteacher has overall leadership responsibility for Dochgarroch Primary School and our cluster school Aldourie PS. The cluster was newly formed in August 2024, removing Dochgarroch from a tri-cluster arrangement. Staff and children from both schools have had the opportunity to work together regularly with visits each term.

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 satisfactory. The majority of 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.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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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 The 3P's: Promoting pupil, parent and professionals' participation.

Purpose: to promote pupil, parent and professionals' participation in learning and teaching through the development of inclusive practices in the classroom.

Progress:

- ✓ The new cluster arrangement between Aldourie and Dochgarroch PS and ELC has brought new staff together to share good practice and ideas.
- ✓ Use of the CIRCLE Framework has insured greater inclusive practices in the classroom.
- ✓ Children's needs are being met through universal support within an inclusive classroom.
- ✓ Targeted support by CTs and PSAs is being documented more consistently through form 1s.
- ✓ Digital strategies to support learning within the classroom are being more widely used.
- ✓ Wider achievements are being celebrated across the school
- ✓ Pupil leadership groups have been introduced across classes. These groups have been involved in planning fundraising for charity events and developing curriculum opportunities.

Impact:

- ✓ Children are confident in sharing their needs and ideas and feel involved in their own learning.
- ✓ Parents feel all school staff know their children well and are happy to approach staff about matters relating to their children.
- ✓ Ensuring inclusive universal support for children in the classroom has enabled children to appreciate that they all have different needs and school staff will support each child as an individual. This has created greater awareness between children of each other's needs.
- ✓ Pupil groups more involved in developing playground improvements and learning environments.
- ✓ Good progress has been made in this area

Next steps:

To continue developing the children's knowledge of the Global Goals, the UNCRC, their rights and the importance of respect for the rights of others through all curriculum areas.

Pupils to have greater voice in developing a School Improvement Plan and greater involvement in leadership opportunities.

Research and develop a tracker to measure the progression of meta skills through different curriculum areas.

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Ensure children are aware of the meta skills they are developing and the skills they need to succeed in the future

Further embed celebration of wider achievements in the life of the school.

School Priority:

School Priority : Know Thy Impact! Understanding and Improving pedagogy, assessment and moderation strategies. Sharing Good practice across the IRA ASG.

Purpose: Understanding and Improving pedagogy, assessment and moderation strategies. Sharing Good practice across the IRA ASG Year 2

Progress:

- ✓ New school assessment overview/ policy agreed with staff across the cluster
- ✓ There is now a 3 year cyclical IDL progression plan in place for school session 2025.
- ✓ Pupil profiles demonstrate an improving quality body of evidence of progress in learning
- ✓ High Quality Assessments demonstrate children's strengths and achievements and are shared with parents.
- ✓ High quality feedback is developing across the cluster with children having a greater understanding of their own progress and what they need to do to improve.
- ✓ After use of HC LTA framework staff are clear about the ingredients of a good lesson
- ✓ Collaboration between ASG schools was well received by all staff from both schools
- ✓ Increased level of staff confidence of selected features of pedagogy (retrieval practice and assessment).

Impact:

- ✓ Most lessons are evaluated as good or above across the cluster
- ✓ Our classrooms are calm and purposeful and there is an inclusive welcoming atmosphere around the school.
- ✓ Learners' experiences are more appropriately challenging and better matched to learner's needs.
- ✓ Data shows most learners are making progress
- ✓ Agreed format for High Quality Assessments in collaboration with all teaching staff. Assessment calendar with shared key dates ensures consistency across the school
- ✓ Staff confidence around achievement of a level has continued to improve. Moderation activities evidence this. All staff have improved judgements of attainment and achievement. Attainment at P1, P4 and P7 combined is good. Assessment data is being used more consistently to inform next steps resulting in better matched learning for children
- ✓ Staff have enjoyed the opportunity to be part of ASG working groups on pedagogy and the opportunity to share practice.
- ✓ Good progress has been made in this area.

Next steps:

Continue to work with colleagues across the ASG and with rural schools to develop good practice in the teaching of numeracy and take part in moderation activities in numeracy

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Refocus attention on HNP digital Roadmap to ensure we are teaching numeracy using the most effective strategies to support understanding of number eg story problems, counting collections, choral counting and making maths relevant in a variety of everyday contexts.

A continued focus on what makes a good profile will be focussed on in the coming session and the development of High Quality Assessment Tasks in Literacy, Numeracy and IDL will be shared termly with pupils and families as part of whole school assessment calendar.

Ensure assessment data informs learning and teaching with a robust focus on high quality assessment procedures and the use of assessment data across all stages.

Maintain consistency through regular school planning and tracking meetings and classroom visits.

Embed Quality Assurance built in throughout the year.

Improve teachers understanding and knowledge of what a HGIOS 4 level 5 illustration of learning and teaching is, as an aspiration for all classrooms.

School Priority:

Curriculum Review

Purpose:

To update curriculum values, vision and rationale to include wider cross cutting themes. Examine our thematic grid

Progress:

- ✓ Through parent and pupil consultation school values and vision were updated this year and are now underpinned by SHANARRI, GIRFEC, sustainability, enterprise, RRS, Eco-schools, DYW.
- ✓ Rationale will be updated 2025-26
- ✓ Investigated IDL grids from other small schools with multi composite classes and agreed a new grid for session 2025-2026 to cover the cluster schools over the next 3 years.
- ✓ Children are aware of renewed vision and values but further work is needed to embed in life of the school
- ✓

Impact:

- ✓ High Quality Assessment tasks are being used to give more depth to pupil learning. More pupils understand the purpose of their learning and can talk about what they have done in class.
- ✓ Our pupils have rich experiences which enhance their class-based learning.
- ✓ Pupils feel that they have a stronger voice in what we do next.
- ✓ Learners participate in pupil groups which regularly lead initiatives across the curriculum, eg Charity events, road safety events.
- ✓ Pupil voice is heard; we use our pupil groups to communicate on matters relating to different areas of the school. This means children are involved in decision making and have ownership of the school. This encourages positive behaviour and relationships.
- ✓ We have made good progress in this area

Next steps:

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To expand the three year cyclical IDL progression planners to include clearer links with DYW, community/partner links, Awards/Events and links to UNCRC.

Update curriculum rationales in both cluster schools, involve parents in helping identify local partnerships and links to support curriculum delivery.

Ensure use of Highland Literacy and Numeracy Progression Frameworks are being consistently used and develop focussed use of Writing and numeracy rubrics to show progression within levels.

Explore learner agency by extending opportunities for personalisation and choice in curricular areas through enquiry-based activities for a greater development focus next year if appropriate.

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

By funding our PSA to offer a breakfast club, all our pupils benefit from improved readiness to learn, enhanced behaviour and social skills. It will also be helping alleviate the financial burden on families by providing one meal a day to the children.

Wider achievements **Coileanaidhean nas fharsainge**

Sports:

Charleston Cross Country Interschools competition
Baillie Cup
Swimming lessons
Dance Workshop with Andy McKechnie with cluster school
Summer barbecue and sports evening with Parent Council

The arts:

Inverness Music Festival
Feis Rois
Kodaly Singing
Eden Court Pantomime
Carol Singing at Dores Inn and Tesco Ness-side with cluster school
Into Film Festival at Vue cinema

Curriculum:

Creeping Toad storytelling and book design workshop with cluster school
FarmNess visit with cluster school
Resilience in Nature visits
Winners of Loch Ness Centre writing competition
150th birthday celebration, with school performance and museum.

Charities:

Children in Need collection
Comic Relief collection

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Comments from learners, families, stakeholders and staff

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

The school has become a welcoming, friendly place to visit.
All staff are welcoming, friendly and approachable.
HT response to queries is prompt and helpful.
An inclusive school, allowing all children to take part.
Delighted with the extra trips out and visitors in bringing learning alive.
School is more fun!
Going outside to the woods more is great!
The teachers are nice.

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	Satisfactory	Satisfactory
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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Curriculum

- ✓ Create draft version of rationale to share with all partners
- ✓ Expand three year cyclical IDL progression framework to include links to meta skills, DYW, and links to partners/community
- ✓ Ensure use of Highland Literacy and Numeracy Progression Frameworks are being consistently used and develop focussed use of Writing and numeracy rubrics to show progression within levels.

Participation

- ✓ To continue developing the children's knowledge of the Global Goals, the UNCRC, Meta Skills, Partnership/ community links and events/awards.

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- ✓ Pupils to have greater voice in developing a School Improvement Plan and greater involvement in leadership opportunities.

Pedagogy: Moderation

- ✓ Continue to work with colleagues across the ASG and in particular with rural schools to develop good practice in the teaching of numeracy and take part in moderation activities to raise attainment.
- ✓ Refocus attention on HNP Roadmap to ensure we are teaching numeracy using the most effective strategies to support understanding of number eg story problems, counting collections, choral counting and making maths relevant in a variety of everyday contexts.
- ✓ Ensure use of Highland Literacy and Numeracy Progression Frameworks are being consistently used and develop focussed use of Writing and numeracy rubrics to show progression within levels.
- ✓

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 or by contacting the school office.

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