



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Dochgarroch PS and ELC PRIMARY



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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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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

91.4%

Average Class Size

11

Meeting PE Target Target Met

Pupil Numbers (inc nursery)

21

Teacher Numbers

2

Pupil Teacher Ratio

6.5

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 10 children attending the school, ranging from P2- 7. This past year the pupils have been taught in a P2 – 7 single multi-stage class. We have a lovely nursery catering for 3–5-year-olds with 11 children attending a range of full and part time placements..

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.

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Overall children are making the following progress:

Reading

Good progress

Writing

Satisfactory progress

**Listening and
talking**

Good progress

Numeracy

Good progress

We have had no exclusions this year.

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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 1: Pedagogy: Improving Attainment through Sharing Standards with IRA ASG		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
Across the Associated Schools Group and South Loch Ness Cluster, steady progress has been made in improving the consistency, confidence, and accuracy of teacher professional judgement in numeracy within the Dochgarroch and Aldourie cluster schools. . Staff engagement in moderation activities, professional dialogue, and collaborative working has led to a clearer shared understanding of standards, particularly through the use of CfE-aligned numeracy rubrics. Almost all practitioners now report increased confidence when making attainment judgements, supported by their growing use of agreed moderation tools and	- Streamline and refine the use of numeracy rubrics to ensure they are manageable, purposeful, and used consistently across learning experiences. - Increase opportunities for focused moderation activities particularly for borderline attainment decisions in November and May.	Staff are concerned about the time needed to complete rubrics and feel the process needs to be refined. Staff feel numeracy rubrics are helpful in supporting professional judgement of a level but need other evidence alongside them. In a school survey all children felt that they knew what they were learning, but only 50% felt

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shared exemplification. However, there is concern about the number of rubrics produced and how often it is possible to use them. Across the cluster, there is emerging consistency in planning, assessment, and tracking approaches. Numeracy rubric-based assessment is at the early stages of being developed in classroom practice and is starting to be used effectively to inform next steps in learning. This has strengthened the quality of assessment evidence and reduced reliance on isolated judgements. Transition arrangements have also strengthened through improved use of SEEMiS data. Across all classes, learners are becoming more aware of success criteria and next steps in numeracy, with increasing opportunities to reflect on their own progress. Feedback is becoming more consistent and is starting to be linked to shared expectations. Overall, there is early classroom evidence of improved attainment in numeracy. Borderline predictions are still quite prevalent, indicating that judgements are still not based on secure, moderated evidence. Dochgarroch ELC The ELC has made progress in strengthening numeracy and maths across the setting. Staff have engaged with training materials which have supported more confident use of the language of maths within daily practice. This is increasingly evident in play-based learning experiences and interactions, helping build children's early mathematical understanding. Numeracy evidence in learner profiles is starting to display clearer and good quality evidence of progress over time, and not just isolated achievements.	• Embed consistent approaches to formative numeracy assessment and evidence gathering across all stages. • Ensure attainment judgements are based on a broader range of moderated evidence over time. • Further develop school tracking systems to identify attainment patterns, support interventions, and improve accuracy of predictions. • Increase learner involvement in self-assessment, target setting, and reflection on progress in numeracy. • Further develop high-quality feedback approaches that clearly identify strengths and next steps.	they knew how to do well in their work. Most felt that their teacher explained things clearly. Most children felt they were given good feedback by teachers and then were given time to fix and improve their work. Most children recognised that feedback helped them to do better. Less than half of the children felt that their work was pitched at the right level for them. The majority of children only sometimes or rarely enjoyed their learning. In the survey the majority of children felt supported in class with everyone being included. Children's comments about what helps them learn better included: Having peace and quiet in class Using my fidget tool When the classroom is hot Not using textbook Working with my friends so that when I get stuck I can have help More fun! Children comments about what makes them proud: I am proud of my maths as I have gotten fater and I get more correct! All my work!
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Staff have strengthened their approaches to planning by planning over a shorter period, allowing greater adaptability. Staff feel more confident in changing plans 'in the moment' to respond to children's engagement, unexpected interests and assessment evidence. These plans are annotated to reflect any changes.		
Impact		
On Staff Increased confidence and greater consistency in professional judgement Improved ability to use data meaningfully to inform planning Stronger shared understanding of standards across schools On Learners Starting to develop an understanding of using success criteria and next steps More consistent experience of high-quality feedback On Attainment & Progress More accurate and reliable tracking data Better identification and support of learners requiring intervention Overall, the work undertaken has led to a more consistent, confident and collaborative approach to assessment across the cluster, resulting in improved quality of evidence and more reliable attainment data. ELC More, meaningful observations of children's play and interactions Developing identification of significant learning (not just activity recording) Clear links from observations → next steps in learning Evidence that planning is more child-led, not pre-determined topics Planning identifies key vocabulary, questions, and teaching points Adults use skilful interactions to extend learning in play Starting to develop a greater focus on depth of learning, not just breadth of activities		

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School Priority 2: The 3 Ps: Pupil and Parent Participation		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
Progress has been made across the school community in strengthening pupil voice, collaboration, wellbeing and learner participation. Across the school through classroom visits, there is growing evidence of increased engagement from pupils, and staff in shaping learning experiences to include community partnerships. Pupil participation has increased through learner consultation activities, but these should be more formalised to show the impact from them sharing their views. Pupils are increasingly involved in decision-making linked to classroom learning and wider school initiatives. Learner voice activities have supported meaningful pupil reflection and participation in the life of the school. Parents and carers engage termly with school learning through questionnaires, feedback opportunities and participation in school-led activities such as classroom visits as well as parental interviews. The Parent Council is usually well attended by parents. From the small number of questionnaires, evidence indicates parents are happy with the school but again impact should be more formalised to evidence the collaboration and communication across the school community. Pupils are becoming more confident in reflecting on their learning and are starting to identify personal strengths through personal learning targets and pupil profiles. Learners are starting to be more able to articulate their progress, interests and next steps. Wellbeing tracking indicates positive trends in learner engagement, confidence and sense of belonging. Staff observations and pupil feedback suggest that learners are developing greater independence, resilience and self-awareness.	- Continue to formalise and embed learner voice approaches across all stages and include younger year groups more. - Further develop pupil leadership and participation opportunities with a focus on sharing impact to strengthen their understanding - Build further opportunities for real-world and interdisciplinary learning. - Continue moderation and collaborative planning opportunities with cluster schools. - Continue to strengthen family engagement and partnership working with a focus on sharing impact on their engagement.	From the small number of responses made in the Parent Questionnaires we see: All parents either strongly agree or agree that their child likes being at school and staff treat their children fairly and with respect and new their child as in individual. All parents agreed that their child was safe at school. Parents felt that the learning activities were hard enough and their child was making good progress. All parents agreed that their child receives the help they need to do well and their child's emotional wellbeing was supported. Most parents felt their child was making good progress at school and were satisfied with the quality of teaching in the school. The majority of parents felt that they received helpful regular feedback about their child's learning, and it reached them at the right time but would like to be more involved in activities where they can learn together.

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Within the classroom there is a developing consistency in nurturing approaches, supporting positive relationships, inclusiveness and learner wellbeing. A positive culture of trust and shared responsibility is growing across the school community. The majority of pupils and parents report feeling listened to and valued in decision-making processes. Staff are increasingly facilitating opportunities for learners to influence their learning and share regularly with parents. Classroom observations and learner feedback show supportive relationships, engagement and participation for most pupils. Increased collaboration and shared responsibilities are contributing positively to classroom ethos and overall school climate with most children keen to help out when asked and take on classroom roles. Across the school, learning is starting to be increasingly connected to real-life and meaningful contexts. Most pupils are engaging in more authentic learning opportunities which promote communication, creativity and collaboration. Links between learning and real-world experiences are supporting increased engagement and motivation. Staff are noticing improved learner participation and deeper understanding when contextualised learning experiences are used. Dochgarroch ELC ELC staff are not yet systemically collating and analysing developmental overviews together to identify gaps in learning and shape targeted next steps in planning learning experiences. The HT needs to be more aware of building this into Quality Assurance calendar. Working with Holm Primary ELC created an opportunity to share effective practice, leading to improved quality in floor books. It has also supported consistency and confidence across the setting and staff are keen to visit other settings to share good practice, as time and staffing allows.		Most parents are comfortable approaching the school with questions, suggestions or a problem.
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Impact		
Impact on Learners • Pupils are increasingly confident in sharing their views, contributing ideas and taking on leadership responsibilities. • Learners demonstrate improved self-awareness and are beginning to reflect on their strengths and next steps • Increasing learner engagement, participation and motivation is evident across learning experiences. • Pupil wellbeing, confidence and sense of belonging are contributing to a positive learning environment. • Increased opportunities for real-world and purposeful learning are helping learners apply skills more meaningfully across different contexts. Impact on Teaching and Learning • Professional dialogue and collaborative planning across the cluster are starting to strengthen consistency in learning, teaching and assessment approaches. • Increased use of responsive and learner-centred approaches is supporting greater learner engagement and inclusion. • Moderation activities and collaborative work with cluster schools are improving staff understanding of progression and standards. • Tracking and monitoring systems and attainment meetings are supporting staff identify learner needs more effectively and provide targeted support. Impact on Relationships across the school community • A strong culture of trust, inclusion and shared responsibility is evident across the school community. • Relationships between staff, pupils and families are strong • Pupils report feeling listened to, respected and valued within their classrooms and wider school environment. • Positive relationships and nurturing approaches are contributing to safe and secure classroom ethos across the school, with almost all pupils participating consistently in learning and teaching opportunities and wellbeing. • Collaborative working with cluster schools is strengthening shared practice and professional learning. ELC • Staff are starting to make more effective use of observations and interactions to plan targeted learning experiences. Working with Holm PS has strengthened confidence and consistency in professional judgement. As a result, children are experiencing improved continuity in learning and make more sustained progress across the early level.		

School Priority 3: Curriculum: Rationale and Learning for Sustainability

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School Improvement Plan Priority 3		
Summary of progress and impact	Next steps	Stakeholder Views
- The refreshed curriculum rationale for topic themes to include sustainability is increasingly reflected in classroom practice and supports a more coherent vision across the cluster schools. - Learning experiences are starting to become more relevant, meaningful, and connected to local contexts, children's rights, sustainability, and real-world issues. - Teachers are making stronger more purposeful links between curriculum areas, DYW skills, UNCRC articles, and Global Goals within interdisciplinary learning. - Lessons are purposeful and becoming more engaging, resulting in increasing learner participation and motivation. - Pupils demonstrate increased confidence in contributing ideas and influencing aspects of learning. - Learners show greater awareness of their rights, responsibilities, and role within the school and wider community. - Increased learner voice is evident in classroom activities, curriculum planning and in the life of the school.	- Continue to update the curriculum rationale over the three-year cycle (2026-2027 - Year 2) consistently across both cluster schools. - Engage with other schools to share good practice around the themes of children's rights, sustainability, and real-world issues. - Ensure the curriculum rationale clearly reflects local context, pupil voice, children's rights, sustainability, wellbeing, and equity. - Continue to strengthen interdisciplinary learning with clearer links to DYW, UNCRC, and Global Goals using global and local contexts. - Through the new Curriculum Improvement Cycle start to work with the new curriculum statements about what children should know factually, understand conceptually and be able to do in and across different disciplines. - Continue to develop more consistent approaches to profiling and celebrating wider achievement across cluster schools - Continue to Increase opportunities for learners to engage in community-based and outdoor learning experiences. - Increase opportunities for parents and families to engage with curriculum developments and improve	Staff wish to have more opportunities to share good practice and engage with colleagues in other schools. Staff wish to offer wider arrangements to engage parents in their child's learning. Staff wish training to develop their understanding of 'responsibility of all 'in literacy and numeracy and health and wellbeing. Most children felt that they were becoming independent and were learning how to take responsibility and lead their own learning. In our pupil survey most children agreed or strongly agreed that they got to talk about their ideas, explain their thinking and would ask for help if they needed it. Children's comments about what helps them learn best: Time with the teacher talking about my learning Fun learning jobs

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• Staff confidence has increased in delivering learning linked to social and global issues. • Teachers are increasingly skilled in using local contexts, partnerships, and community links to enrich learning experiences and seeing the value in already established activities. • Stronger partnerships with local organisations, families, and community groups are beginning to enhance curriculum delivery. Dochgarroch ELC • Through engagement with the Literacy Learning Environment Tool, Highland Literacy Framework, Emerging Literacy training materials and the continued use of Words Up strategies, practitioners continue to develop greater confidence and consistency in creating language-rich environments. Staff are better equipped to model language, extend children's vocabulary and use effective interactions that support communication and literacy development across all areas of learning. • Children benefit from increased opportunities to hear, understand and use rich vocabulary within meaningful contexts. As a result, they demonstrate improved communication skills, greater confidence in expressing their ideas, and enhanced engagement in conversations, storytelling and play-based literacy experiences. Improvements in early	communication with families around the purpose and impact of curriculum changes, providing opportunities to learn alongside their children. • Involve parents in learning showcases, projects, and pupil leadership opportunities.	When it is quiet Working with my friends Working on my personal targets
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language and emerging literacy skills support children's readiness for future learning.		
Impact		
• Learners experience a more coherent, relevant curriculum that reflects real-world contexts and prepares them for life beyond school. • Learners are developing as informed, citizens who understand their role in local and global communities. • Teaching is increasingly based on engaging, purposeful lessons with real-life contexts, skills-focused, and engaging through stronger interdisciplinary learning with meaningful links from the local community leading to improved learner motivation and participation. • Learners are becoming active participants in their education, through increasing learning participation in planning demonstrating greater confidence in expressing their ideas, and ownership of learning. • Staff are more confident and skilled in delivering a cohesive, values-driven curriculum, delivering social, global and sustainability themes through interdisciplinary learning and making better use of existing partnerships, leading to improved learning experiences. Dochgarroch ELC Impact on staff • Increased confidence in planning and delivering high-quality language and literacy experiences. • More consistent use of effective questioning, modelling, and language-development strategies across the setting. • Improved understanding of emerging literacy approaches. • Greater consistency in implementing Words Up and language-rich interactions throughout daily routines and play. Impact on learners • Improved listening, attention, understanding and communication skills. • Greater engagement in stories, conversations and literacy experiences. • Improved early literacy skills, including phonological awareness, oral language and comprehension. • Increased confidence in expressing ideas, needs and feelings. Impact on setting • More consistent and effective literacy-rich learning environments. • Improved quality of interactions between staff and children.		

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Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The Pupil Equity Fund has funded 4 hours extra PSA time which have allowed children to be supported out in the playground during break and lunch. The presence of a consistent adult during these unstructured times has provided additional support for all children but in particular our ASL children who find social interactions, transitions and playground expectations challenging. Through proactive supervision and relationship-building the PSA has helped children regulate their emotions, resolve conflicts positively and access support before incidents escalate. This has contributed to a calmer and more inclusive playground environment where most children feel safe, understood and supported.

The PSA supports friendship development and encourages positive social interactions. For our neurodiverse learners, this has reduced anxiety, increased engagement in play and improved confidence in interacting with peers. Children benefit from clear routines, consistent expectations and timely intervention, leading to fewer behavioural incidents and a more positive experience during break and lunch times.

At a whole-school level, improved supervision has led to a reduction in playground incidents, fewer referrals for behaviour concerns and increased learning time as children return to class settled and ready to learn.

Wider achievements

Coileanaidhean nas fharsainghe

Through all this year we've learned and played, such happy memories we have made,
From songs with Mr Thompson bright, Kodály singing felt just right.

A Loch Ness boat trip, what a day! A writing prize had come our way,
Across the waves we laughed and cheered, a celebration long revered.

At the Aquadome we swam with might, lauging and splashing with delight,
Each stroke improved, each length we tried, with growing strength and beaming pride.

John Orr showed countryside ways, with nature walks and learning days,
From paths to wildlife all around, new knowledge in the wild we found.

The author James Campbell we have met, at a cluster day we won't forget,
Stories sparked our minds to write, inspiring us with pure delight.

With Keiron's help we rode with pride, in Bikeability we learned to glide,
From wobbly starts to balance true, our confidence and skills all grew.

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To P2-7 Fèis Rois music came full of cheer, as Calum taught us to sing by ear,
We clapped and played and found the beat, with Scottish rhythms strong and sweet.

At UHI with Aldourie friends, our learning about energy never ends,
We explored new ideas and ways to see, how power shapes our future to be.

With Steven from Cèilidh Rocks we learned, how volcanoes crack and burn,
Eruptions, lava, earth's deep core, a world of science to explore.

When Santa came by Stagecoach bus with cheer, it reminded us all that Christmas was near,
With waves and smiles and joy so bright, he filled our day with pure delight.

For the Christmas fair we made with care, bright crafts and gifts for all to share,
To raise some funds we worked as one, with lots of laughter, joy and fun.

At Eden Court we laughed with cheer, as the story of Snow White was made clear,
With Aldourie friends and mums and dads, the happiest time we've ever had.

The Creaker tale we read together, through every twist and stormy weather,
A class of minds all swept away, by words that led our thoughts astray.

With clay we shaped both wild and tame, each animal we tried to name,
Our hands created, minds set free, in messy, joyful artistry.

Chromebooks open, screens aglow, making PowerPoints to proudly show,
We typed and clicked and learned anew, presenting all the things we knew.

Ann Gunn came in with stories kind, From Kinmylies Church, God's love in mind.
Her visits warm, her words so wise, A welcome guest we all would prize.

From CEAR we met creatures rare, a corn snake sliding without a care,
A scorpion small, a bearded dragon too—Mr Miyagi came to view!

Fish eggs resting in the cold, a classroom story to behold,
At Whin Park streams we set them free, a splash of life for all to see.

Fly fishing lines cast to and fro, with Inverness Club we learned the flow,
Patience, skill, and gentle art, a quiet joy for every heart.

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On cluster days with friends so near, from Aldourie PS full of cheer,
We learned and laughed as one big team, in every game and shared dream.

At Black Isle Showground we did go, to learn of jobs we didn't know,
Countryside lives and careers so wide, with curious minds and eyes opened wide.

At the Baillie Cup we ran and jumped with all our might,
Meeting Inverness schools to compete in friendly delight.

With Jammin Andy dancing free, we moved with fun and energy,
Fitness, rhythm, steps in time, a joyful, active, dancing time.

Mrs Robertson's farewell festival last week, with smiles so wide on every cheek,
We celebrated all we've done, with joy, with pride, with songs and fun.

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



A family feel where children are at the centre.

Comas airson leasachadh leantainneach

PRIMARY

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QI 1.3 Leadership of change	Choose an item.	Good
QI 2.3 Learning, teaching and assessment	Choose an item.	Good
QI 3.1 Wellbeing, equality and inclusion	Choose an item.	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Choose an item.	Good
Other QIs reviewed		

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

Improvement Priority 1 Action Plan:	Pedagogy: Improving Attainment through Sharing Standards, IRA ASG +Dochgarroch PS.	
As an ASG – School tracking data will indicate increasingly accurate judgements (in overall literacy and numeracy) – Almost all staff report improved teacher confidence in making judgements – Staff will be more aware of and utilise the moderation tools available to them to support their judgement – Head Teachers will develop a mutual understanding of sharing standards through Learning Walks in partner schools As South Loch Ness Schools Cluster – Teachers will demonstrate increased confidence and consistency in developing and using numeracy rubrics aligned with CfE benchmarks.		

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- Teachers will integrate rubric-based numeracy assessments to better inform planning and next steps.
- Staff will collaboratively moderate the use of rubrics to ensure consistency and shared standards across the South Loch Ness Schools Network.
- Teachers will integrate rubric-based assessment to better inform planning and next steps.
- Learners will understand success criteria in numeracy more clearly and be more involved in tracking their own progress.
- Learners will receive more consistent, constructive feedback based on shared expectations.
- Learner progress in numeracy will be more accurately tracked and supported.
- Learners' attainment in numeracy will rise

Improvement Priority 2 Action Plan:

The 3 Ps: Pupil and Parent Participation

Expected outcomes:

- Enhanced pupil and parent participation
- Improved learner self-management and wellbeing
- Increased innovation and collaboration with pupils and parents
- Culture of trust and shared responsibility with pupils enhances classroom and school climate.
- By connecting learning to real-world contexts, this will create authentic and purposeful learning opportunities which will support raising attainment.

Improvement Priority 3 Action Plan:

Curriculum: Rationale and Learning for Sustainability

Lead: Louise Robertson

Expected Outcomes

Makes lessons more purposeful and engaging for both teachers and pupils.

Pupils develop into confident, responsible, and engaged citizens.

Empowering pupils and creates a more inclusive and relevant curriculum, increasing engagement and motivation to learn.

Teachers become more confident and skilled in dealing with complex issues like poverty, inequality, and mental health within the classroom. They gain a deeper understanding of pupils' rights and needs, allowing them to provide more effective support.

Awareness and understanding of children's rights are increasing and we are giving more responsibility and choice to our pupils across the school community.

Teachers find new ways to connect classroom learning to real-world contexts and global challenges.

We are gathering wider evidence of learners' achievements and celebrating them.

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Wider parental and community engagement with the life of the school.

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 by contacting the school office.

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