



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

**Bun sgoil Dhun Bheagain
Dunvegan Primary School**



Introduction: Local and National Context

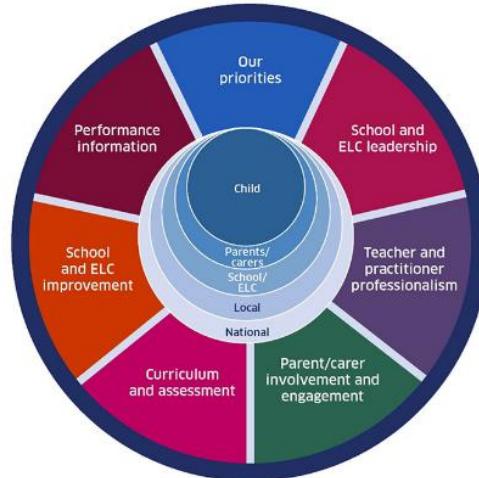
Ro-ràdh: Co-theacsa ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework *How Good Is Our School?*⁴ are referenced.

Links to these sources (and others referenced) can be found here:

[National Improvement Framework Improvement Plan](#)
[HGIOS? 4](#) and [HGIOELC](#)
[Health and Social Care Standards](#)
[National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

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

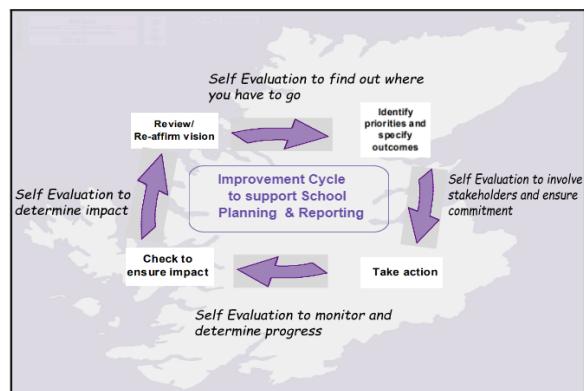
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Sam Muir
Head Teacher
Dunvegan Primary School

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 93.6%	Average Class Size 12.5	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 50 (+11 nursery)	Teacher Numbers 4	Pupil Teacher Ratio 12.5

We have had no exclusions this year.

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

There are 50 children attending the school spread between our two Gaelic medium classes and two English medium classes. We have 11 children in our Gaelic medium nursery. Parents can choose for their child to be educated through the medium of Gaelic or English when enrolling them for Primary 1. Dunvegan Primary is clustered with Carbst Primary and Nursery, a rural dual class school with a school role of 17, and 7 early years children.

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

As the school roll comprises a small number of children, attainment and progress are expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy. All of our pupils who face barriers to learning are making very good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Good progress	Good progress	Good progress	Good progress

Gaelic Medium:

Gaelic reading	Gaelic writing	Gaelic listening and talking
Good progress	Good progress	Good progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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

Dunvegan Primary Values

DPS Values: Determined Proud Successful
Dicheallach Proiseil Soirbheachail

What does that look like for pupils?

TEAM

Determined Dicheallach
Pupils are resilient, try new things, help others, work hard, seek solutions, and strive for improvement.

Successful Soirbheachail
Pupils use their strengths, they set targets and work hard to achieve their personal goals. They support and encourage others, appreciating the importance of diversity and inclusion in being a successful school.

Proud Proiseil
Pupils take pride in what they do. They are proud to be part of DPS. They value Gaelic language, culture, and heritage, and care for the environment. They are valued members of a tight knit community.

DPS Values: Determined Proud Successful
Dicheallach Proiseil Soirbheachail

What does that look like for staff?

Determined Dicheallach
Staff work hard to help pupils develop talents, skills, and abilities. They find solutions to problems, strive to be better, and ensure the best education for pupils.

Successful Soirbheachail
Staff have high expectations of all pupils, plan innovative learning experiences, deliver quality lessons, track progress of all pupils, and challenge pupils. They model a good work ethic and ensure daily success for every pupil.

Proud Proiseil
Staff love their job, cherish every pupil, and promote Gaelic Language. They take pride in their pupils' Gaelic culture and heritage, make community links, and focus on children's rights and environmental protection.

DPS staff foster growth through taking pride in their pupils, setting high expectations for all pupils and ensuring a nurturing and successful learning environment for all.

OUR AIMS

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

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

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

Improving numeracy at first and second level.

Purpose:

This project was developed in response to dips in attainment in Numeracy across Highland.

Progress:

- ✓ Baseline assessment data was gathered via SOFA/SNSA/MCNG and Highland Numeracy Diagnostic Assessments.
- ✓ Highland Council's newly refreshed numeracy framework was introduced and embedded in planning and tracking practice.
- ✓ All teaching staff engaged in professional development on how to use the new numeracy frameworks to inform planning and tracking of pupil progress.
- ✓ All teaching staff tracked and monitored numeracy progress throughout the academic year using the schools tracking and monitoring system.
- ✓ Targeted short term interventions were put in place for individuals not on track at any point through the academic year.
- ✓ A comparative study of numeracy assessment data was carried out in May.

Impact:

- ✓ All pupils who do not have additional support needs are achieving the expected levels in numeracy with less than half of pupils attaining higher than the national average for their age.
- ✓ All pupils with additional support needs have made significant progress with individual targets.
- ✓ Teaching staff have successfully implemented a strategy for the reinforcement of numeracy skills through the wider curriculum and beyond the classroom.
- ✓ Teaching staff have utilised well the opportunities for mixed ability working within multi-composite classes to support sufficient support and challenge for pupils.

“Overall, good progress was made in this area. Teaching staff feel that the gaps in numeracy skills are closing, and pupils are engaging well. With continued momentum, pupils are expected to continue making good progress.”

Next steps:

All teaching staff across the Carbst and Dunvegan Cluster will use Highland Council's 'Number Sprinkles' to inform planning for numeracy learning for multi-composite classes across the 2025/26 session. This will facilitate collegiate planning and moderation of learning. The school's Annual Assessment Calendar will outline when to carry out diagnostic assessments in line with the Number Sprinkles' annual overview.

Purpose:

Carbost and Dunvegan Cluster was part of the Central Moderation Program this session. Cluster teaching staff completed the Assessment and Moderation Self-evaluation Toolkit in the May in-set day – the results provided direction for our improvement project. Our moderation and assessment activities carried out in session 2023/24 had positive impact on teacher judgements and expectations – we were keen to continue the momentum.

Progress:

- ✓ Management and teaching staff engaged in collegiate self-evaluation of our assessment and moderation processes – priorities for improvement were identified.
- ✓ Our School Assessment Calendar was updated.
- ✓ A three-year collegiate moderation activity calendar was put in place to ensure coverage across curricular areas and practices.
- ✓ Management and teaching staff engaged in professional development in relation to the Learning, Teaching and Assessment Cycle – focusing on placing the child at the centre.
- ✓ Tools to support moderation were put in place: Writing rubrics, tools and end of year targets for literacy and numeracy and planning for High Quality Assessment Tasks.
- ✓ Teaching staff moderated assessment and use of moderation in school, IDL planning, numeracy and professional judgements of attainment levels.
- ✓ The head teacher met with other moderation leads and QAMSOs from across Highland on three occasions to evaluate and review practice.

Impact:

- ✓ Staff are engaging in high quality discussions around pupil attainment.
- ✓ Teacher judgments of attainment levels are based on shared understandings of attainment level guidance.
- ✓ Teaching staff can justify, and evidence judgements made about attainment levels.
- ✓ There are consistent approaches across the cluster to assessment and analysis of assessment data.
- ✓ As a result of collegiate moderation activity, teaching staff are driving decisions on improvements to planning and assessment.
- ✓ Expectations and standards are increasing across the cluster because of collegiate moderation activity.

“Our assessment and moderation practices are good. Assessment is integral to our planning and teaching, and we use a range of assessments, which provide us with reliable evidence. We value collegiate moderation activity in ensuring good practice in this area.”

Next steps:

Management and teaching staff will update our Assessment and Moderation Evaluation Toolkit, review and evaluate our progress, and use the tool to determine our next steps in improving assessment and moderation across the cluster and beyond.

Increased moderation activity across the ASG.

Purpose:

Continuation of 2023/24 SIP project. Following a period of instability in staffing and leadership, which impacted pupil attainment, it was apparent that to ensure consistency and high standards regardless of changes to staffing, a blueprint for teaching and learning at Carbost and Dunvegan Cluster needed to be established.

Progress:

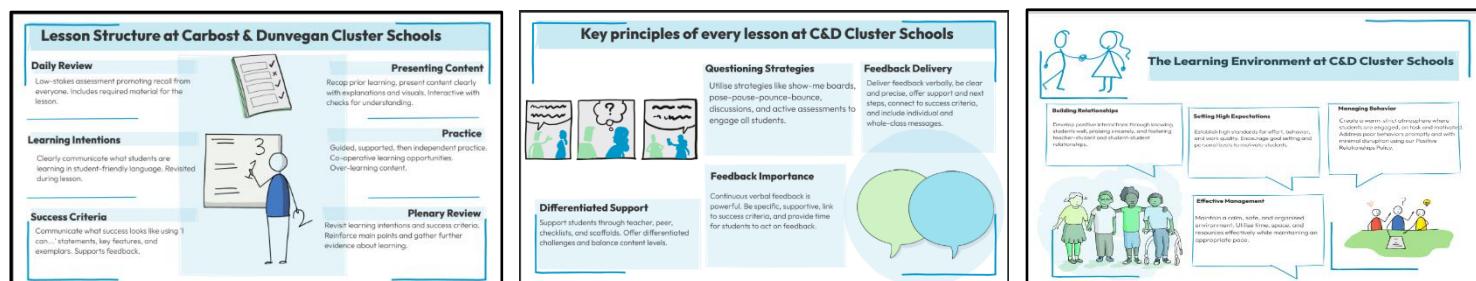
Content:

- ✓ Teaching staff completed all Teaching Sprints to implement the 12 features of high-quality teaching in their lessons.
- ✓ Termly lesson observations were carried out followed by self-evaluation and feedback.
- ✓ Elements covered last session were further embedded into practice.
- ✓ Management and teaching staff collaborated with colleagues from similar context schools in North Skye to complete the Sprints.
- ✓ Teaching staff carried out learning walks to observe good practice in other classrooms.
- ✓ A Learning and Teaching Blueprint for Carbost and Dunvegan Cluster was created.

Impact:

- ✓ Lesson observations show consistently high-quality learning and teaching across the school.
- ✓ The majority of pupils are attaining higher than the national average in literacy.
- ✓ Attainment levels in literacy and numeracy have increased for the majority of pupils.
- ✓ Assessment data shows that historical gaps in learning are decreasing at an accelerated pace.

"We are satisfied that the substantial work carried out in relation to this priority resulted in consistent high-quality teaching and learning, and as a result, better outcomes for learners."

**Next steps:**

Ensure that the above blueprint for learning and teaching at Carbost and Dunvegan Cluster acts as guidance for current and new staff. New staff should complete professional development in relation to this learning and teaching blueprint as part of induction. The blueprint will communicate to parents an expectation of teaching and learning for all pupils who are taught in our schools.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

This year, the largest portion of our PEF was allocated to additional support in the lower Gaelic Medium class. This support helped the class teacher to achieve the 'high-quality total immersion approaches' praised in our recent HMIe report.

In addition to this, a smaller portion was contributed to the purchase of a new reading scheme and books for EM1-3 pupils. Following extensive research, the decision was made to purchase Collins Big Cat books. A donation from the Dunvegan Community Trust allowed us to buy the full range of books including guided fiction, non-fiction and phonetic readers.

Wider achievements

Coileanaidhean nas fharsainge

Overall, it has been a very successful year for our pupils. One pupil from each class is rewarded for upholding our school values each week at assembly receiving a Star of the Week/Roinnag na Seachdain certificates, a hot chocolate with the Head teacher and a trophy on their desk. Achievements at home are also celebrated with WOW certificates. Parents send WOW certificates into school and pupils are awarded Squad points. Pupils earn points for their Squads by upholding the school values in class and around the school. The winning Squad receives a treat at the end of each term.

Some of our pupils have achieved high levels of accreditation in their fiddle exams. All pupils participated in swim lessons. We hosted a fantastic Variety Show at Christmas.

Our Gaelic Medium pupils entered the local MOD and won 1st place in Orain Luaidh and the action song. They are also entering the Inverness MOD before the end of the term.

Our P5-7 pupils participated in the Skye School cross country race and won 1st boys and girls. We trained hard and all pupils ranked well. We also enjoyed participating in the Skye Schools football, basketball and country dancing festivals.

Our GM4-6 pupils took part in Gaelic football and shinty tournaments.

Many of our pupils have experienced success playing football and shinty with the North Skye Shinty and Football clubs.

The Jaggy Thistles and our Strings Group meet every week to practise and have played a set at every school event throughout the year.

Our pupils develop life skills through Forest Schools and Enterprise projects.

Comments from learners, families, stakeholders and staff

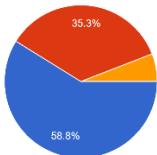
Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Our recent parental feedback survey shows that, overall, parents are happy with the service provided at Dunvegan Primary. They would like to see more collaboration between Gaelic and English medium and increased opportunities for wider achievement through extra-curricular clubs. Many parents feel that communications have improved over the last session. Parents appreciate learning outside of the classroom such as Forest Schools and local trips, and are keen to support the school in achieving this.

Our pupils said that they would like more technology and opportunities for wider achievement through afterschool sports and clubs.

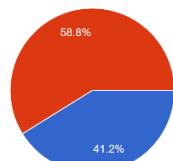
Do you feel that your child feels safe in school?

17 responses



Do you feel your child is supported at school?

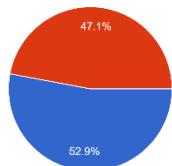
17 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

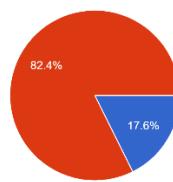
Do you feel that we treat your child as an individual?

17 responses



Do you feel your child's needs are met?

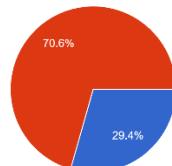
17 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

Do you feel your child is motivated to learn at school?

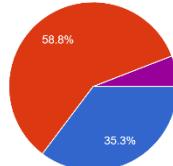
17 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

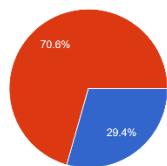
Do you feel your child gets a broad range of learning experiences and opportunities to learn in different ways?

17 responses

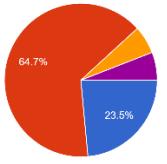


- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

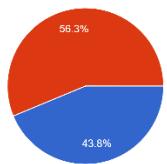
Do you feel that we support your child to be an independent learner?
17 responses



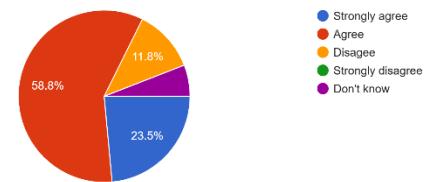
Do you feel that communications from the school are sufficient and effective?
17 responses



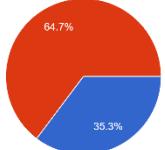
Do you feel that relationships are positive between you and the school?
16 responses



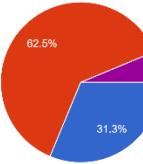
Do you feel that the school keeps you well informed of your child's progress?
17 responses



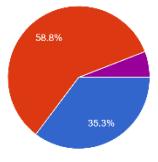
Do you feel that we have a safe, healthy, active, nurtured, achieving, respected, responsible and inclusive school?
17 responses



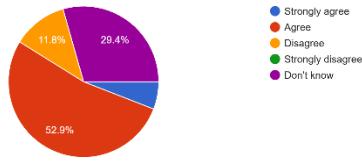
Do you feel that you have opportunities to be involved in improving the life and work of the school?
16 responses



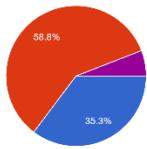
Do you feel like you have a good understanding of the strengths and needs of the school?
17 responses



Do you feel that there are opportunities for wider achievement for your child?
17 responses



Do you think we celebrate successes and achievements of our pupils at Dunvegan Primary?
17 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

Keep up with the learning through interesting activities and trips so learning is not always just in the classroom

Somehow monitor her to see if she is struggling before she would have to put her hand up and ask for help.

Set them more challenges.

He is an independent learner. Self directed. He teaches himself coding and Irish Gaelic off his own back. More allowance and faith in of his own self direction perhaps

I think the learning that happens in the classroom is brilliant - and there is nothing I would change there. Also they have been enjoying the forest school afternoons and the Skye Dance sessions. I think one aspects that could possibly be worked on would be to create opportunities for learning to happen across EM and GM as peers in different language streams do not get very many (any?) opportunities to learn together in a formal way. This wouldn't be such an issue if the school was larger but due to its size I think there would be a benefit of more crossover. sometimes the focus (in my opinion) is slightly too much towards the learning of Gaelic which means that the EM and GM peers do not get to mix very much at all and I think there could be a benefit of sometimes the focus being on whole school cohesion and wellbeing

What could we do better to support and develop your and your child's wellbeing?

8 responses

Maybe more mixing with other small school as high school approaches (for the upper classes)

Mine- earlier bus pick up in the morning. The school day is so short.
Children - it would be good to try and organise more after school activities out of school IN Dunvegan.
Consistency of teachers.

I think for the p6's preparing them for the transition to high school is going to be key. Giving them more confidence to do more things without teacher support

Not sure

I feel that my child's well being is really well supported, I feel that staff know my child well and can monitor any situations if they were to arise.

The school has been very helpful.

As above. With an increased mixing of EM and GM - which I understand can't be done all the time as GM have to learn Gaelic but I'm sure there is space for a bit more.

I think the children (and I know the parents do) pick up on the fact that there seem to be more school trips and events open to GM children. I realise that the reasoning behind this is for the GM children to have space to practice their language skills outside the classroom. However at these GM only events there are many other skills being developed by the children and I think this is unfair on the EM children. And I think it would be great to address this imbalance. Why can't there be EM only trips that mirror these - sports trips, making film trips, history trips, trips to cities, trips to singing competitions ... the list goes on. It would be great to see the EM schools get together to do some of these things to try and bridge this gap

For my own wellbeing it would be great to know a little more about what goes on in school. Like the structure of the week such as when things like assembly happen and what goes on there. And the squads, who is in which squad, the purpose of them, what the names of the squads are etc . And I think there are other groups they are in (eco committee etc?) - but again I don't know as that hasn't been communicated

Maybe if teachers had the capacity for a one on one short chat a couple of times a term to allow children to express any worries they have which they couldn't raise in the front of the whole class

What additional opportunities do you think we could offer at Dunvegan Primary?

9 responses

It would be nice if the EM had as many opportunities as GM to mix but that's not a school issue, it's a wider problem.

Sports

Art. Choir. After school activities.

Sports afterschool clubs?
Huge undertaking I know.
Sorry 😊

If im absolutely honest I think its a great school. However, I wish I could see more awareness of the problems of the over feminisation of education being openly tackled.
My son constantly complains about boisterous behaviour or slightly risky behaviour being completely closed down.

more sporting opportunities and some extra curricular activities that include English Medium

This is more a wish list than what is actually possible:
Choir - it would be amazing to have an opportunity for singing
Drama club
More after school sports in Dunvegan

Cross country running club

As above - other extra curricular clubs would be great.

What things do you think works well in the school?

7 responses

I find it really community minded and I like how much they are encouraged to support and celebrate each other.

Care. Integration of pupils across the upper and lower classes.

The team, the nurturing of the children, the link between parents and teachers (if parents choose to engage)

All the children just seem to respect, help and nurture each other

Most things. I think its a great school and hope my comments aren't taken the wrong way. There's always room for improvement but that doesn't mean we don't appreciate deeply the positives and great considerations we have received.

In what ways could we better celebrate the achievements of our pupils?

5 responses

I think the school is excellent at this already

Regular public sharing. E.g music grades, swimming passes, start of the week.

Could the kids create a monthly online newsletter?

A school party

I love the way successes are celebrated at DPS - this was not a thing when my son attended, and it's so lovely to see.

Most things. I think its a great school and hope my comments aren't taken the wrong way. There's always room for improvement but that doesn't mean we don't appreciate the positives and great consideration we have received.

Lots and lots of things. I think the school is basically brilliant. All the things I've mentioned are just little things, as at base I think the school is a happy place and I'm really glad my kids go to this school.

I think the playground is amazing and I really hope the new school keeps all the wild parts - as I think it is so great for the kids to have so much space and freedom to explore nature (tree climbing, den making etc)

The xmas show is great - really nice to see everyone altogether. The days where parents/carers come in to the class and do something with the children in the class

Teachers are all really good and friendly and want the best for the kids. I think the headteacher is doing a really good job.

I would like to see more hooking up between DPS & CPS.

Some idea of where the kids are in terms of being on target.

Perhaps allow children a better access to telling their own view and being able to voice their doubts about how certain rules and regulations affect them.

The portree mod is open to both EM and GM. It would be great to see EM taking part in this - especially as this is an event where they can take part (lots of Gaelic events are for GM only) so it would be great if EM could do a class song or poem?

There could be more participation of parents in the learning environment. For example if there was a bit more communication between parents and class teacher then maybe some parents could help out in some of the areas - I think the parents have a wide knowledge and expertise and I think it would be great to be able to tap into this more. Not that it has to be very often, but the class could probably do a few trips to visit different relevant parents. And as the classes are so small something like a WhatsApp group for the parents of each class and the class teacher, and the class teacher could easily communicate 'we're doing a topic on crofting' and then some parents might have a weaving studio that the class could visit, or livestock or a tannery etc. I can imagine this being hugely beneficial for all involved.

What things do you think we could do better?

10 responses

Most improvements are things that are out of the school's hands i.e. the level of funding/support they get. I think the staff in Dunvegan are amazing and you can feel how much everyone puts in.

Consistency of teachers. Not so much the school, but the Highland Council. I'm a small school, the children appreciate knowing who their teachers are going to be. I'm not sure if the 'son the wheel' policy each summer is the right approach.

I'm aware that the Gaelic is given more funding, however I do feel that it is slightly unfair that they are galavanting here there and everywhere and the English pupils get nothing. I mean their end of term school trip every year in a trip to the Dunvegan Castle.....oh wow. Shall we go in the bus this year to make it more exciting.

Continue links within the community

When the new school is built it will be an amazing opportunity for everyone

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	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

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

Raise attainment across the curriculum through a focus on reading.
Provide increased opportunities for wider achievement.

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