



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Dalneigh Primary School



Happy Honest Caring Respect

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.

Rhona MacCormick
Head Teacher
Dalneigh Primary School

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
91.3%

Average Class Size
24.6

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
246 (+27 nursery)

Teacher Numbers
14

Pupil Teacher Ratio
17.4

N3
XX%

N4
XX%

P1
13.4%

P2
11.4%

P3
14.6%

P4
13.8%

P5
11%

P6
22%

P7
13.8%

SIMD Q1¹
50-60%

SIMD Q2
30-40%

SIMD Q2
0-10%

SIMD Q3
0-10%

SIMD Q5
0-10%

Unknown
0-10%

ASN²
63%%

No ASN
47%

FSM³
33%

No FSM
67%

EAL⁴
14%

No EAL
86%

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

Reading

Majority

Writing

Majority

**Listening and
talking**

Most

Numeracy

Majority

We have had no exclusions this year.

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

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

We want our children to be the best they can be!

Our pupils are encouraged to work hard and give their best at all times. We regularly discuss manners and respect and encourage our children to always do the right thing.

We want all of our young children to leave Dalneigh Primary with the skills and confidence to succeed at secondary school.

After discussion with pupils and staff, we decided on the following four values;

Respectful Happy Caring Honest

We refer to our values regularly at assembly and our children encourage each other to follow them.

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:

Improve Literacy Attainment Across the School

Purpose:

Despite having improved our writing data, we were still beneath the Scottish average at P1, P4 and P7. Our data at P4 was lower than P1 and P7 and had been over a number of years. Our children told us they enjoyed narrative writing and would like to do this each term. Both the children and teachers liked the structure of the Stephen Graham approach to writing as it helped ALL children to write. We noticed we had a dip in attainment between P1 and P4.

Progress:

- Our P4 teachers took part in the National Improving Writing Programme and implemented this in their classrooms all year.
- A group of PSAs have undertaken Words Up sessions 1 and 2 with SALT practitioners.
- Staff have continued to implement the Stephen Graham approach to writing.

Impact:

- ✓ Most children in P4 have achieved first level in writing. 80% of P4 children.
- ✓ P4 teachers state the majority of children (74%) have achieved first level in literacy. The improvement in writing has increased this figure by 17% on last year's figure.
- ✓ PSAs are now using pause and wait to allow children more time to process what has been said.
- ✓ PSAs are also more aware of the number of questions that they ask the children and are trying to limit this.
- ✓ The structure works well in P1 – P4 and the majority of our children in P1 achieved early level in writing and in P4, most children

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achieved first level.

At second level we don't feel it has the same impact and we need to look at how we supplement this format.

- **Staff have continued to engage with our Listening and Talking planning and we have improved our tracking in this area.**
 - ✓ Most children in P1 and P7 are on track with their Listening and Talking while in P4 almost all children are on track.
 - ✓ We have improved our tracking of Listening and Talking, ensuring consistency at all stages of the school.
- **All staff are working hard to improve all areas of literacy throughout the school. Staff have engaged in training, moderation and peer visits.**
 - ✓ Our combined literacy data is now the same as or better than Highland data (2023) with the exception of P1.
 - ✓ Our combined literacy data is better at P4 than Scottish data (2023).
 - ✓ We have introduced Wraparound spelling and this is having a positive impact in all areas of the school. Almost all children are engaging well with the approach to spelling and can talk about how it has helped them.
- **All staff have engaged with Literacy for All and we are working on consistency with approach to this.**
 - ✓ All staff have completed information gathering trackers for children in their class they have literacy concerns for.
 - ✓ All staff attended a CAT session with Jenny Wilson to look at the process involved with Literacy for All.
 - ✓ Most staff are engaging well with completing chronologies and all form 1s are up to date.

Next steps:

- **Evaluate our writing at second level to establish the gaps in our writing programme at second level and identify ways to improve this.**
- **Continue to look at our writing tracking and how we record information.**
- **All staff to continue to engage with Literacy for All and ensure all interventions are recorded on chronologies consistently.**

School Priority:

ASG Moderation and Profiling

Purpose:

Through self-evaluation as an ASG, we identified the need to develop and align our approaches to profiling and profiles.

Progress:

- We have worked with our ASG colleagues to agree what our profiles should contain.
- As an ASG we have met three times to share progress, what's working well and what not working.
- Profiles have been monitored over the session by SMT.
- Staff have shared what is working well for them.
- Profiles have been made available to parents during parents meetings.

Impact:

- ✓ All of our children have a profile and almost all children have now started to include work they are proud of as well as achievements in and out of school.
- ✓ We have a good approach to ASG profiling due to clear guidance from the Local Authority as to what a profile should include. However, there is currently no set format for ASG profiling, including digital or paper.
- ✓ Across all stages of the school there is a consistent approach to the content of our learners' profiles.
- ✓ At early level, less than half of our ASG children have ownership of their profile.
- ✓ At first level the majority of learners have ownership of their profile.
- ✓ At second level, all children have a pupil's profile which is individual to the learner.
- ✓ Most of our parents have engaged with their child's profile at parents meetings.

Next steps:

- Focus on reading moderation as an ASG.
- Continue to develop our profiles and profiling as an ASG.

School Priority:

Improving Health and Wellbeing Outcomes for all Learners

Purpose:

We carried out the HWB survey with our P4 -7 pupils last session and although the results weren't awful, we were disappointed with the results. Our children didn't seem to know information we expected them to know.

We are also aware that some of our children are highly anxious, and we want to ensure we are doing our best to support them.

Progress:

- We achieved our gold RRS school award in November.

Impact:

- ✓ Almost all children can talk about their rights and explain what this means for them.
- ✓ Almost all relationships within the school community are positive; pupil-pupil, staff-pupils, staff-parents and staff-staff.

- **We have introduced 'Keeping Your Cool in School' from P1 – P7. This is a resource to support children develop and maintain positive relationships.**
 - **The HWB survey was carried out again this session with each class teacher from P2 – P7 undertaking the survey with their class.**
 - **We have worked with CALA this session to develop play in the playground at break times.**
- ✓ We have had no exclusions this year.
 - ✓ Pupil voice is strong in the school and all children have an opportunity to contribute to discussion about school development.
 - ✓ Most classes have engaged well with 'Keeping Your Cool in School' and children enjoy the scenarios they are presented with.
 - ✓ Children are beginning to relate to the scenarios and thinking about responses to situations.
 - ✓ The survey showed almost all children feel safe in school, with ALL children in some classes feeling safe for some elements.
 - ✓ Almost all children reported they felt active in school with ALL children in P5 responding positively to all aspects of being active in the survey.
 - ✓ Almost all children responded positively about relationships in the school in the survey.
 - ✓ In all other areas of the survey most children responded positively.
 - ✓ Almost all staff attended a CAT session looking at the importance of play and sharing of ideas of simple games and activities.
 - ✓ Different activities are put out each day by classes to ensure children have access to resources to play with.
 - ✓ Observations show children working together and encouraging each other more than previously.
 - ✓ Children are making up their own games and making creations with loose parts.
 - ✓ All children talk positively about their experience with CALA and all children engaged well with the activities.

Next steps:

- Continue to develop play at all stages of the school.
- Link resources to our HWB plan for ease of use.
- Redo the HWB survey in two years time to ensure children are still feeling positive about HWB supports in place.
- Continue to look at SHANARRI in classes and assemblies.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Almost all of our PEF budget was used to provide additional PSA and teacher support for numeracy and literacy.

Our PEF funded maths teacher, 3 days per week, Mrs Kennedy, worked closely with class teachers to support children requiring additional input to plug identified gaps. She also supported the maths PSA working with children in the infant department. Interventions were closely monitored to measure impact and were adapted as necessary.

Identified children were monitored closely and data showed an improvement in attainment for the majority of the children.

Mrs Kennedy also supported our Family Club on a Monday afternoon for ELC – P3 pupils and their families. This was also supported by a PSA to encourage quality family play time. Activities on offer were all to support literacy and numeracy. Mrs Kennedy has invited different organisations to Family Club and children have experienced music, messy play and input from the library.

Our literacy PSA has focused on children identified by their class teacher requiring additional input to improve phonics, reading and fine motor skills. This was very focused work and all children working with the PSA made progress at their level. Confidence in their literacy skills increased for all pupils with some children who previously had been unwilling to read aloud, asking to read aloud.

We have continued to operate a Breakfast Club that is free to ALL children. This has also been supported by Inverness Caledonian Thistle Community Group and has helped to improve the attendance of our children as well as reduce the number of children arriving late to school.

Wider achievements

Coileanaidhean nas fharsainghe

We have continued to offer our children a variety of experiences. Some of these are:

- ✓ Almost 40 children took part in the Baxter's 5k.
- ✓ Children from P6 and P7 represented the school at the Inter-School Sports
- ✓ We entered a team into the McRobert Cup
- ✓ All children participated in our Christmas Concert
- ✓ Most of our P7 children attended their residential trip
- ✓ We achieved our Gold Rights Respecting School award.
- ✓ We achieved the Gold Reading Schools award.
- ✓ We have a wide variety of after school clubs and lunchtime clubs for children to attend

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- ✓ P4 – 7 classes have attended swimming lessons at the Aquadome
- ✓ Feis Rois, Kodaly and our resident musician provide music experiences to all of our children.
- ✓ We have had a Health Week and Maths and STEM week.
- ✓ Our P4-7 classes have taken part in STEM competitions.
- ✓ We have a weekly Star of the Week certificate for each class.
- ✓ We share our children's successes from out with school.
- ✓ We had a sponsored whole school walk and raised over £3500 for Lucky2BeHere.
- ✓ Relaxed Kids has supported some of our pupils

Comments from learners, families, stakeholders and staff

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

Developing the Rainbow Room has been a massive development this year. It's been really good to have a dedicated space to support our children with their social, emotional and learning needs. Staff member

I feel the school has a great dedication to ensuring all children are nurtured, considered and thriving - staff member

I enjoy seeing my memories in my profile - P2/3 pupil

I like Keeping Your Cool in School - P2/3 pupil

We like the new way of spelling - P3

We've been good at setting and reviewing targets - P3

We feel confident using Zones of Regulation - P3

CALA was great fun - P7

Dalneigh is a very welcoming school. – visitor

The children are very mannerly – visitor

It was lovely to see enterprise opportunities for the children at the fete – grandparent

Staff engagement has been strong and enthusiastic, resulting in improved opportunities for all pupils. The school has seen notable progress in children's team building, resilience, problem-solving abilities, and the development of fundamental movement skills. The dedication and motivation of the entire staff team have been instrumental in driving this positive change, fostering a collaborative environment where children thrive – CALA.

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: Good

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

1. Continue to improve writing across the school.
2. Revisit our curriculum rationale.
3. Continue to develop our profiles at all stages 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 on our website <https://dalneighblog1.wordpress.com/> or by contacting the school office.