



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Dalneigh Primary School

PRIMARY/ELC



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

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

School Profile

Pròifil na Sgoile

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

Attendance
91%

Average Class Size
23.1

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
235 (29 nursery)

Teacher Numbers
14

Pupil Teacher Ratio
16.2

N3 %	N4 %	P1 10%	P2 12.6%	P3 12.6%	P4 16%	P5 14.7%	P6 11.7%	P7 22.5%
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SIMD Q1¹ 53%	SIMD Q2 37%	SIMD Q2 2%	SIMD Q3 0.004%	SIMD Q5 0.004%	Unknown 0.008%
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ASN² 60%	No ASN 40%	FSM³ 40%	No FSM 60%	EAL⁴ 13%	No EAL 87%
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2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Majority

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

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

Dalneigh Primary School is within easy walking distance of all parts of Dalneigh, the Caledonian Canal, Eden Court Theatre and the town centre. A copy of the catchment area, which populace is around 1,000 people, is available from the school office. The current school role is 233 pupils with a further 40 places available in the early learning centre.

The Headteacher, Mrs Rhona MacCormick, has overall leadership responsibility for Dalneigh Primary School. The Headteacher is supported by one Depute Head Teacher, Mrs Katie Lockhart.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are working beyond the expected level. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Satisfactory progress

**Listening and
talking**

Good progress

Numeracy

Good progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Vision at Dalneigh Primary School and ELC

The Dalneigh team is built upon positive relationships where our children feel valued, included, heard and encouraged to be the best they can be, throughout their learning journey, now and in the future.

Our Values at Dalneigh Primary School and ELC

Kind Respectful Ambitious
Honest Happy



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: Developing our Curriculum Rationale at Dalneigh

School Improvement Plan Priority 1

Summary of progress and Stakeholder Views

We have made very good progress with this priority, we have refreshed our vision, values and aims at Dalneigh, taking account of all stakeholders views.

All parents were given the opportunity to respond to our survey and the majority provided us with feedback. We took time to discuss all our external partners at Dalneigh and we invited them all to

Next steps

We will arrange all staff into mixed groups of class teachers, PSAs and EYP staff to spend time looking at a variety of examples of curriculum maps and to then create different group versions.

We will consult the children through talking circles at assembly. We will ask the children to discuss everything that we do at Dalneigh – using key questions. The children will then return to their classroom and create

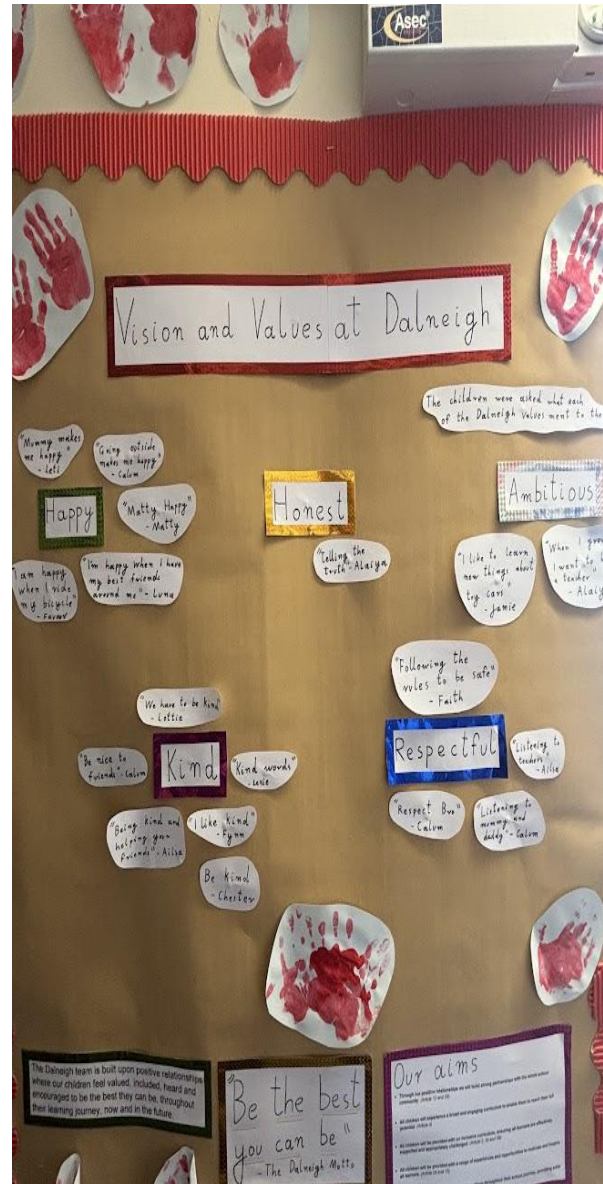
Ambitious Happy Kind Respectful Honest

respond to our survey, almost all responded to our survey. Everyone provided positive feedback. The entire school community were part of this journey, and everyone was given the opportunity to share their voice regarding our values and what we want for our children. As a SLT we met regularly to collate the views as the journey progressed, and then we presented our finalised vision, values and aims to all partners. We launched our revised values to the entire school community, and we held a competition for all children to create a mascot for each value. Although less than half of our families engaged in the competition to make the mascot, all children were involved in the voting process to decide our winning mascots for each of our values. All partners were strongly in agreement that ambitious should be one of our new values as we want there to be no glass ceiling for our children. All staff discussed our local and wider network to identify and enhance our learning opportunities at Dalneigh. We also explored potential employment and career opportunities.	curriculum maps (whole class for P1-4) and then from P5-7 in mixed trios. The ELC team will also ask the children what is important to them at nursery and we will seek to include their views too. Ensure our revised vision and values are throughout the school and in every classroom and the ELC. Currently we don't give out Values certificates. Next session, we want 70% of our children to receive our Values Certificates throughout the year. Every class will have a sketch note displaying Dalneigh's curriculum rationale. Class timetables will ringfence time for outdoor learning on a weekly basis.
Impact	
All stakeholders feel that our revised values represent the ethos of our school and we are now ready to build on this further – creating Dalneigh's Curriculum Rationale. Our vision clearly demonstrates what we want for our children at Dalneigh and all partners are in agreement with this.	



Winning Value Mascots from competition

Vision and Values in the ELC



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Leadership Group Display – Whole School



Examples of our learning journey wall displays. These are displayed in every class to showcase our learning.



School Priority 2: Continue to Develop Writing Throughout the School

School Improvement Plan Priority 2

Summary of progress	Next steps	Stakeholder Views
We have made good progress in this priority, and writing guidance is now in place for starting in August 2026. The majority of our learners are on track with their writing. This is the third year of looking at writing, having moved from Talk for Writing to PM writing. Over the past few years, we have undertaken training in PM Writing and Talk for Writing. We have found that there are elements of both, which work well for our learners. However, we have decided to offer greater freedom to our teachers and not prescribe only one specific resource for writing but to choose, using their judgement, what works best. We sampled all writing jotters to identify which areas the children were finding challenging. We then monitored all jotters, twice within the last year, and provided teachers with individual feedback. We have 4 teaching staff and 2 members of the SLT, who are now trained in the National Improvement Writing Programme. The toolkit which the NIWP provides, allows the teachers to focus on the punctuation, openers, vocabulary, conjunctions.	All staff will use the writing guidance from August 2026 and the SLT will monitor at the end of term 1, a sample of jotters to ensure consistency across the school. SLT to observe writing lessons and children's experiences, twice next session and continue to monitor jotters.	Pupils enjoy story writing more than functional writing.

Impact

We now have guidelines for writing which will ensure greater consistency for our learners, taking account of all genres of writing. We have recognised that our learners enjoy narrative writing and our guidance allows for greater emphasis and opportunities for this.

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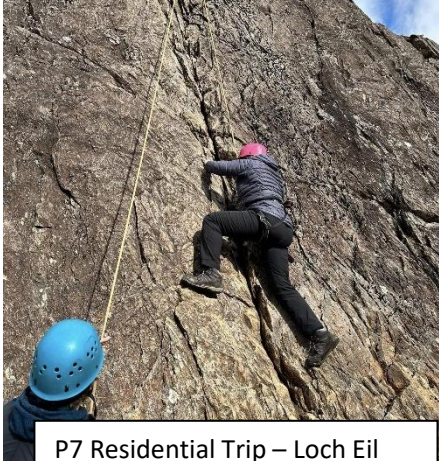
School Priority 3: Develop Reading Moderation Across the ASG		
School Improvement Plan Priority 2		
Summary of progress and impact	Next steps	Stakeholder Views
Almost all teachers attended ASG sessions All ASG teaching staff~ invited to engage in contributing their views, ensuring shared ownership of ASG SIP priority. 3 schools engaged in looking outwards this session and had peer visits across our ASG As yet limited engagement from feeder high school.	Year two of reading moderation programme Build teacher confidence in reading assessment. (almost all staff requested this) Further opportunities to share high quality reading lessons across ASG Raise awareness of Curriculum improvement Cycle with a focus on literacy including new technical framework and language matters toolkit Work with SaLt to raise awareness of universal strategy ~ Words Up and how this supports reading Increase teacher confidence in supporting children with persistent literacy difficulties learning from our link Educational Psychologist. Further invitation to feeder secondary school.	https://highlandcouncil1.sharepoint.com/sites/DalneighPrimarySchool/Senior%20Management%20Team/2025.2026/Term%204/ASG%20end%20of%20year%20evaluation.csv
Impact		
Almost all teachers demonstrate a level of increased confidence in moderating Reading (on a scale of 1:5 55% scaled 3 and above for increased confidence) 60 % of ASG teachers found CAT sessions useful. Staff told us they wanted further guidance around; ~How lessons are structured and ideal lesson ~5 components of reading: ~phoneme awareness, phonics, vocabulary, fluency and comprehension Year 1 has led to a clearer plan for year 2 ~As school leaders we are aware that across ASG we have a spread of knowledge/ expertise.		

Progress and impact of Pupil Equity Fund

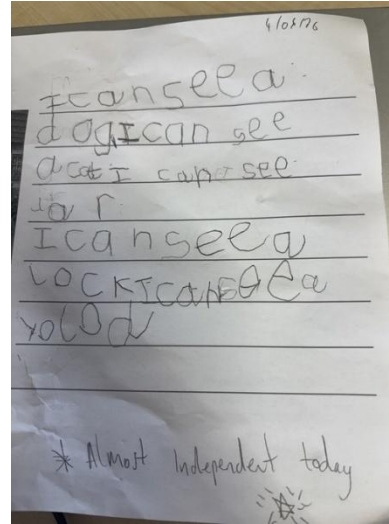
Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our funding has continued to support us with raising attainment for our children, with a strong focus on literacy and numeracy.

- Our Family Club has continued to be successful with up to 30 families engaging on a weekly basis. The Early Learning and Childcare have joined in with this, this session which has helped our prospective new families to feel a strong transition into our school community. We have had more opportunities this year for external partners to join us such as Moo Music, Mikeysline. We have also offered quieter sessions for our children with Additional Support Needs to ensure they are included.
- Mrs Kennedy, our numeracy teacher, funded by PEF, has continued to oversee our numeracy interventions and has ensured that gaps in our children's learning are identified and targeted. She has spent time with our preschool children, to experience numbers and offer practical ideas to support numeracy development. She has worked closely with class teachers and overseeing the PSA who focuses on targeted numeracy approaches. The impact of interventions has been a regular success. Our SOFA and SNSA data highlights the progress of most of our learners within numeracy.
- Our literacy support PSA has been very targeted in her approach. She has focused on 'finger gym' which is fine motor skills in Primary 1 and Primary 2. She has focused on the phonics, reading and spelling for the middle – upper school children. All children have made progress and have shown an increase in confidence in their ability.
- We had 41 out of 52 children attend the Primary 7 Residential Trip to Loch Eil, at a reduced cause, thanks to PEF.
- Following training for the SLT, we have bought in a Lexia Literacy resource as a targeted intervention for the next three years.



P7 Residential Trip – Loch Eil



An example of being part of the literacy 'Finger Gym' literacy intervention group in Primary 1.

Wider achievements Coileanaidhean nas fharsainghe

- Almost all children have attended either a lunch time or afterschool club, this session.
- The children have benefited from additional grant funding to support additional after school and lunchtime clubs. The clubs included gymnastics, biking, digital technology, art and drama. We also experienced success with our Glee club and reached the national finals in Edinburgh.
- Most of our P7 children attended the P7 residential trip to Loch Eil and challenged themselves to try new things.
- All children had experience of enterprise with our Christmas Fete.
- We were awarded a grant for our Breakfast Club and we have used this money to ensure all children get toast in the morning and we have also surveyed our children for what else they would like at Breakfast and Afterschool Club; they asked for more books, art resources and games.
- All children experienced STEM week at Dalneigh, in Term 3, where they had the opportunity to work with partners such as, Jacobs Engineering.
- Our shinty team have taken part in competitions for the first time in several years.
- McRobert Cup, Interschool Sports, Baxters 5K and the ASG Sports Event.
- We participated in Maths competition in Dingwall
- We have continued to work alongside Richard from the Hawthorn Allotments, to develop our garden space.
- The Primary 5 and Primary 6 had experience of bowling at the Bowling club.
- Primary 7 visited the newly renovated Inverness Castle Experience.
- The ELC went on a visit to the Inverness Library and held a Teddy Bear's Picnic, which was positively attended by families.
- Primary 4,5 and 6 have continued to have swimming lessons at the Aquadome.
- Primary 7 have had First Aid Training.

- We held a Health and Wellbeing Week, in May, for all children.
- Primary 7 had an anti-bullying workshop with Safe, Strong and Free.
- We have established Leadership Groups this session for all children with a view of carrying this forward to next year.
- We have started a monthly Reading Café for all
- We have had two discos throughout the year.
- We had a really successful Summer Fete where we raised £2800 which we are going to put towards our outdoor environment.



Our Glee Club were successful at Eden Court and have become Highland Regional Winners. We will be representing the Highlands, in Edinburgh, in June
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Comments from learners, families, stakeholders and staff

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

- Think our values are better – P7 pupil
- I like all our values – P2 pupil
- My favourite value is ambitious – P3 pupil
- We need to show more respect – P3 pupil
- I don't like writing – P3 pupil
- I like when we can write about what we want – P7 pupil
- I love all the green areas around the school - parent
- I like all parent involvement at Dalneigh – parent
- Great staff, always happy to help – parent
- Amazing after school clubs – parent
- Teachers communicating well with parents – parent
- A new sound system in the hall would be good – parent
- Improve the playground – parent
- Love Dalneigh values – parent
- Transition has been really positive and helpful – parent

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
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

- Developing our Curriculum Rationale at Dalneigh (Year 2)
- Refresh our policy on equalities and diversity at Dalneigh.
- Leading Play Pedagogy at Dalneigh
- Moderation of Reading across ASG (Year 2)

Planning ahead

A' planadh air adhart

Full details of the school's 2026/27 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website dalneighblog1.wordpress.com or by contacting the school office.

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