



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2024

Dornoch Primary School



Achieving, Belonging, Caring

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 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present Dornoch Primary School's Standards and Quality Report for Session 2024-25. This forms part of our quality improvement framework and provides important information regarding our school's progress to date and next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of what we do. We continue to develop that 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 improvement. We inform our decision making and actions through the process of looking inwards, outwards and forwards.

Looking inwards – this 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

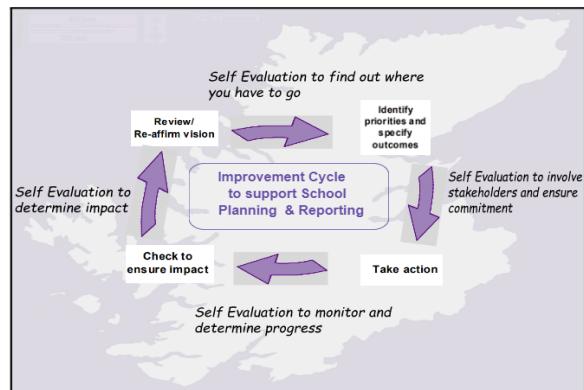
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools and establishments, learning communities and learning from educational research.

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 opportunities 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.

Norman H Ross
Headteacher
Dornoch Firth 3-18 Campus

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 94.97%	Average Class Size 25.14	Meeting PE Target Target Met						
Pupil Numbers (inc nursery) 171 (+36 nursery)	Teacher Numbers 7	Pupil Teacher Ratio 24:1						
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N4 15	N5 21	P1 23	P2 16	P3 26	P4 31	P5 26	P6 25	P7 24
SIMD Q1¹ XX%	SIMD Q2 XX%	SIMD Q2 XX%	SIMD Q3 XX%	SIMD Q5 XX%	Unknown XX%			
ASN² 43%	No ASN 57%	FSM³ 12%	No FSM 88%	EAL⁴ 5%	No EAL 95%			

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Majority

Dornoch Primary School is located in a rural, and coastal setting serving the local community of Dornoch, Embo and Birichen in the south east part of Sutherland

There are 176 children attending the school and 43 children in nursery, ranging from N4 - P7. P1 - 5 are taught separately in single stage classes, along with a P6/7 composite and P7 class. There is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Dornoch Firth 3-18 Campus schools, including Bonar Bridge Primary School. The headteacher is supported by a Depute linked to Dornoch Primary School, and a campus Principal Teacher, who also has a teaching commitment in Bonar Bridge Primary. Staff and children from both schools work together regularly, along with staff and pupils from Dornoch Academy.

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

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 good or satisfactory. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. The majority of children who face barriers to learning are making satisfactory 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	Satisfactory progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Dornoch Primary School is part of the Dornoch Firth 3-18 Campus. Each of our three schools share our vision, values and aims.

Our campus is a close group comprising of Bonar Bridge Primary and Nursery, Dornoch Primary and Nursery and Dornoch Academy. Our schools are committed to working with everyone involved in the learning of our children and young people. We strive towards an inclusive, nurturing, family-oriented ethos for all our pupils. We are delighted to welcome new learners to each of our campus schools.

We want our children, families and staff to be happy, resilient and flourish in all aspects of their development and learning. We are hard-working with a strong focus on the wide range of achievements that are open to our children and young people. Our young people are supported to work creatively and effectively, and to fulfil their aspirations. We aim to have learning led by our pupils' curiosity; where they develop imaginative solutions to problems; we encourage pupils' open-minded responses to complex issues. We work hand-in-hand with partners to provide a tailored education for all young people in order to prepare them for learning, life and work.

Our 3-18 curriculum rationale is focused and aspirational. It is built around the four contexts of learning (curriculum areas and subjects; interdisciplinary learning; ethos and life of the school; opportunities for personal achievement). To ensure that we remain a vibrant and progressive campus, we re-visit our rationale on an annual basis with our partners and school community. This means that we both build on our past and continue to prepare our pupils for a full and successful life as global citizens in the 21st century.

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:

Raising Attainment

Purpose:

Raising attainment continues as a national priority. As a school, we have to make sure that we are raising attainment for children affected different circumstances, including rural deprivation.

Progress:

1. Collegiately planned mathematics courses continued this session to from Early level to end of primary BGE. Collective approaches to literacy across sectors is still in place, with input from secondary staff.
2. Our collectively agreed system allows for data interrogation across levels and across time. This has improved the timing and breadth of our early interventions.
3. We put arrangements into place to utilise PEF for appropriate interventions around numeracy, for pupils who would benefit.
4. We continued to review and develop our assessment timescales and processes.
5. We have continued working on Moderation across levels (and into secondary BGE), alongside support and input from the authority quality improvement team.

Impact:

1. The majority of our children achieve national expectations in numeracy and mathematics, and the majority of our children make satisfactory progress in literacy and English. Good practice in raising attainment is shared across primary and secondary sectors. Consistency of expectations at different levels of achievement feed into progress across our schools.
2. Our approaches to literacy and numeracy are impacting positively on children's engagement. We need to further develop our use of assessment data to measure the difference that our approaches make.
3. At the beginning of this session, appropriate pupils were identified and targeted for differentiated support. We were also able to use this support to focus on wider pupil groups
4. Through our timings of assessments, our staff know which assessments to carry out and when, and how and where they should record the results. Working collaboratively, our staff created assessments that link across different curricular subjects. These have supported them to gather a wider range of information about the progress our children make.
5. This has demonstrably supported our teachers' in making judgements of achievement of a level. Moderation across levels (and into secondary BGE) has increased staff confidence in making judgements of achievement of a level.

- 6. As a campus, we have increased focus on our transition processes to highlight pastoral needs, as well as mental health and well-being.
- 7. We have embedded a refreshed and revised system for pupil profiling, to ensure parity between our primary schools.
- 6. Transition information sharing for pupils and teachers has broadened effectively, with planned and focussed iterations. into overall improvement of data analysis in relation to raising attainment.
- 7. Increased data sharing and opportunities for early intervention, alongside improved pupil voice. Data collection from parents / carers has also been improved

Next steps:

- Work is underway to refresh our campus vision, values and aims, with a focus on raising attainment across our campus, ensuring learner and staff voice are gathered effectively to inform and direct our strategic and day-to-day work.
- We will continue to develop our primary BGE tracking and monitoring systems to broaden our use of available data, focussing on the timing and frequency of tracking and monitoring analysis.
- We will continue to support and direct level / class / department approaches to raising attainment across our schools.

School Priority:

Learning, Teaching and Assessment

Purpose:

To raise attainment through high quality teaching and learning, with well-planned, appropriate assessment embedded across our curriculum.

Progress:

- 1. We continued to focus on our collegiate approach to literacy and numeracy across our two primary schools.
- 2. We continued to utilise our practice of professional development working groups across the ASG. We have worked to tailor our improvement processes to allow individual, level or class improvements to be pursued.
- 3. We continue to use local and campus attainment analysis to inform planning.

Impact:

- 1. Working together, our staff have improved approaches to planning for literacy and numeracy. They have planned progressive learning well for children in literacy and numeracy across different timescales.
- 2. We now need further review of how we approach school improvement, with a specific focus on self-evaluation. How we compose our SIP working groups needs to be reviewed to further analyse and measure the impact of our collegiate working.
- 3. As an ongoing improvement strategy, our future planning continues to be focussed on next steps in learning, teaching and assessment, for individual pupils and cohorts.

4. Last session, we focussed inclusion and behaviour. This session, we collectively worked on approaches to positive relationships, ensuring we gathered staff and pupil voice to improve our shared understanding of how we manage and support young peoples' and adults' expectations.

5. Again, this session, an assessment timetable was planned and implemented for the whole school.

6. Our staff worked to ensure consistency and inclusion within their separate classrooms.

4. Our children and staff embody the school values of achieving, belonging and caring very well, with almost all children being confident, polite and enthusiastic learners. Almost all children behave very well.

5. This continued to provide clarity about what assessments were to happen and when – and was also used to explore how outcomes of assessments should inform next steps in learning.

6. Our staff created well-organised, inviting learning environments. Most children engage actively in their learning, and our staff use praise and encouragement, along with the school values to support children's behaviour.

Next steps:

- We will complete our campus vision for high quality learning, teaching and assessment across the campus, ensuring learner and staff voice is at the centre of our strategic and day-to-day approaches. We will ensure that our vision is appropriate for each setting within the campus. We will have a robust, shared understanding of what high quality learning and teaching looks like. This will be shared and understood with our learners and partners.
- We will review, consolidate and improve our tracking and monitoring systems to enhance our interrogative approach to data, that will inform how we improve our learning and teaching.
- We will continue to support appropriate level / class / department approaches to high quality learning and teaching across the campus

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

- Across all our schools, we continued to plan for additional support for attainment in Numeracy, allocating funding towards the teaching of Numeracy, and through focussing support on pupils identified as appropriate for PEF.
- Staff movement and availability has impacted our planning to deliver PEF support at the breadth we had anticipated. We plan to engage the teacher initially used to deliver PEF, going forward. This should facilitate a higher degree of consistency of experience for our pupils.
- Our analysis of attainment of PEF-identified pupils illustrates that a satisfactory level of progress is being made.
- We continued to allow classroom teachers to focus on pupils at risk of missing out on numeracy progression and attainment, through our tracking and monitoring systems.
- We will once again evaluate this approach for 2025 – 2026. We plan for less staff movement in 2025 – 2026. We will continue to intervene for our PEF identified pupils to ensure almost all or all show progress with performance in numeracy.

Wider achievements

Coileanaidhean nas fharsainge

- Bikeability training is regularly provided.
- The school has fundraised for Highland Hospice and Children in Need.
- Dornoch Primary is a Silver Rights Respecting School – we are working towards Gold.
- Our pupils regularly visit local care homes – Oversteps and The Meadows
- The school participates in all East Sutherland Schools Sports Association events
- The school is the holder for the Kindness Award

Comments from learners, families, stakeholders and staff

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

TBC

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	Satisfactory
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Satisfactory

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

1. Delivering high quality learning, teaching and assessment, in every classroom, for every pupil.
2. Raising Attainment, through improving literacy, numeracy and attainment outcomes for every pupil

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.