



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

St Clement's School, Dingwall



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
91.1%

Average Class Size
6

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
54

Teacher Numbers
13

Pupil Teacher Ratio
4.1

SIMD Q1¹
0-10%

SIMD Q2
20-30%

SIMD Q3
40-50%

SIMD Q4
20-30%

SIMD Q5
0-10%

Unknown
0-10%

ASN²
100%

FSM³
28.6%

EAL⁴
0-10%

We have had no exclusions this year.

St Clement's Special School is in Dingwall serving the North Area of Highland (From North Kessock to Invergordon)

There are 54 children attending the school ranging from P1-S6, there is a nursery which is currently closed. Pupils all have Additional Support Needs and have been through the joint admission's (JAG) process before being given a place at St Clement's.

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 Headteacher has overall leadership responsibility for St Clement's Special School. The Headteacher is supported by two Principal Teachers.

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.

Attainment

P1-S3 – Broad General Education

In a Special School most children in Broad General Education will be working between pre-early milestones and early level. A few may be working within first in some areas. Children are assessed and their progress is tracked. Interventions are put in place where we feel a child is not making progress as expected in relation to their potential. For some children their progress may be lateral due.

Almost all children and young people will use a range of communication systems to communicate with each other and adults. These include but not exclusively signing, symbols and assistive technologies.

S4-S6- Senior Phase

Most children and young people are working towards accreditation at level 1 and 2 in a range of curricular areas. A minority of learners may be working at level 3 or 4 in some areas.

This year all children and young people have attained accreditation in the following areas.

Maths, English, Creative Arts and have attained awards in the Duke of Edinburgh award scheme.

Destinations of School Leavers

All our school leavers are going on to positive destinations.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

At St Clement's school we are: **Inspiring ambition and nurturing happiness.**

We aim to:

- Create a happy, secure and safe environment in which all members of the school community treat each other with respect.
- Deliver a curriculum which helps enables every pupil to achieve their full potential.
- Promote equality, inclusivity and neurodiversity.

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: StC Learning Policy Implementation		
Summary of progress	Next steps	Stakeholder Views
✓ We have made good progress within this priority. The Learning Policy has been shared with all staff. ✓ All staff within the BGE follow the StC guidance around tracking and assessment. ✓ A range of resources have been developed to support progressive target setting and consistent, effective methodology in literacy and numeracy. Learning achievements are visible throughout the school and this allows for all adults to engage in conversations with children regarding their learning progress and next steps. Children are becoming more familiar with their learning and progress through more consistent use of LI and SC. Bespoke target setting resources are used by teaching staff to set appropriate, progressive targets for learners.	Continue to review and improve The StC Learning Policy with all stakeholders. To modify and fully implement the StC Quality Assurance Calendar with a specific focus upon learning visits and tracking meetings. Continue to review data to identify next steps at individual, group and whole school levels. To repeat surveys annually to ascertain the degree to which learning partners (Parents / Carers / PSAs) understand: ➤ the targets set for learning;	Stakeholder (PSAs, Pupils, Parents / carers) views have been sought through: ➤ surveys; ➤ engagement with the Parent Council; ➤ engagement with the Pupil Council; ➤ informal discussion. Measurements have been taken to review progress related to stakeholders awareness of: ➤ the targets set for learning; ➤ achievement related to learning targets; ➤ how learning can be supported; ➤ how learning is celebrated;

Approaches to planning, tracking and assessment: ➤ identify areas of strength for individuals, groups, classes & the whole school; ➤ identify developmental needs for individuals, groups, classes & the whole school; ➤ support the identification of interventions likely to address learning needs; ➤ measure the impact of interventions for individuals, groups, classes & the whole school in Literacy / Numeracy / Health and Wellbeing; ➤ inform the deployment and acquisition of resources; ➤ monitor learner progress against clearly defined standards and progressions; ➤ support the moderation and development of standards; ➤ support consistent judgements relating to progress reflecting the language of support.	➤ achievement related to learning targets; ➤ how learning can be supported; ➤ how learning is celebrated; ➤ how learning out with school can be shared, celebrated and used to improve attainment in school. To use all data to inform the second phase of this project with a narrowed focus upon: ➤ how all stakeholders can support learning; ➤ how achievements are communicated and shared with stakeholders,	➤ how learning out with school can be shared, celebrated and used to improve attainment in school. Stakeholders have evaluated current systems and made suggestions as to how we can better share, support and celebrate learning in and out of school. This feedback will form the basis of our School Improvement Plan for next session.
Impact		
Attainment measured against benchmarks from Feb 25 to Feb 26 has: ➤ increased by 9% in Numeracy; ➤ remained static in L&T; ➤ increased by 5% in Reading; ➤ increased by 6% in Writing. As of Feb 26 individual targets were set for learners at an average of: ➤ 33 per pupil in Numeracy for the session so far; ➤ 15 per pupil in L&T for the session so far; ➤ 28 per pupil in Numeracy for the session so far; ➤ 22 per pupil in Numeracy for the session so far. Most targets have arisen from progression libraries and link in with schemes of work in place throughout the school. A recent authority visit reported that learning intentions and success criteria were used to support learning in the majority of classes.	StC Parent Survey Most parents / carers report having enough information about learning targets set for their child. A majority of parents / carers would like more information about how to support learning at home. Most parents / carers report that they get enough information about their child's achievement in school. Most parents / carers report that they know enough about how the school celebrates achievement. A majority of parents / carers would like to be more involved in celebrating achievement. HC Parent Survey Majority of parents / carers reported that their child's learning was hard enough. Less than half of parents / carers reported that they did not know if learning activities were hard enough.	

	Almost all parents / carers reported feeling their child is making good progress in school. Almost all parents / carers reported felt they received regular feedback about learning and development. Almost all parents / carers felt they understood how assessment was used to support learner progress. A majority of parents felt they were given advice to support learning at home. A significant number of parents did not feel they got advice that helps them support learning at home. StC PSA Survey A majority of PSAs report being aware of learner targets all or most of the time. Almost all PSAs would like to know more about individual / group learning targets. A majority of PSAs report being involved in the ongoing assessment of learning targets. A majority of PSAs report wanting to become more involved in ongoing assessment / planning of next steps. Most PSAs reported feeling confident when supporting learning all / most of the time. A majority of PSAs report wanting further input on how to support learning.
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School Priority 2: Maths Mastery – Raising Attainment in Numeracy		
<i>Summary of progress</i>	<i>Next steps</i>	<i>Stakeholder Views</i>
➤ Progressions were reviewed / amended to better meet the needs of our learners. ➤ Supplementary resources were produced to support learning and teaching in all four areas (add / subtract / multiply / divide). ➤ Complimentary approaches / resources were created for Time Training and Money Mastery; linkages have been made clear to all staff. ➤ Methodological advice has been developed for addition / subtraction and shared with teaching staff and PSAs.	To develop problem solving resources to place Maths Mastery skills in relevant contexts. To develop problem solving resources to place Money Mastery / Time Training skills in relevant contexts. For multiplication and division methodological advice will be developed and shared with staff.	Parents / carers are keen to learn more about Maths Mastery. Parents / carers / learners informally report enjoying Maths Mastery as it makes progress measurable and builds resilience / resourcefulness given that it differentiates to and individual level across all four operations.

A format is now in place to record and process Maths Mastery results in all four areas. This allows us to track: ➤ individual learner progress across the four main operations; ➤ group / cohort progress across the four main operations; ➤ % participation rates across the four main areas.	Ongoing review of data to inform next steps at individual / group / cohorts and school level. A plan is in place to share methodology with all stakeholders through videos / in person learning sessions and a dedicated Google Classroom.	
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Impact

Maths Mastery targets are evident throughout teacher's planning. Almost all learners are making quantifiable progress when engaged with Maths Mastery. It is hoped that Maths Mastery has contributed to the 9% increase in Numeracy benchmark Achievement. Participation rates are varied: ADD @ 57% SUB @ 50% MULT / DIV @ 39% Participation data has been shared with staff and will be used to inform next steps.	Parents / carers are keen to learn more about how Maths Mastery works and how they might support this learning at home.
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School Priority 3: Achieving Rights Respecting Schools Silver Award

Summary of progress and impact	Next steps	Stakeholder Views
Very Good progress was made in this area with St Clement's school successfully achieving the Silver Rights Aware award. This priority focused on the NIF driver "Placing the human rights and needs of every child and young person at the centre of education" Alongside the Highland Priority of "We will maximise opportunities for our children and young people". The CRC is placed front and centre at St Clements this session. Through weekly assemblies, designated teacher led learning through the school and time given on INSET days and staff meetings all staff and most pupils are	Follow recommendations from RRSA ACCREDITATION REPORT SILVER: RIGHTS AWARE This highlights our next steps on our journey to Gold.	

growing in their understanding of how the UNCRC underpins all that we do. Surveys were carried out of both staff and pupils, and the results informed our plan on how to progress and then how successful we had been. The Pupil led RRS steering group have chosen the 5 Rights which act as our Charter Rights. These are displayed through the school. All our pupils experience how St Clements facilitates their rights. With support, some of our pupils can talk about what this means for them. Articles 23 & 29 are particularly relevant for us as special school. Examples of how these rights are facilitated include: Participation in the DofE Award Scheme and the John Muir Award, Opportunities for swimming and horse riding, pupils having work experience with local firms and charities, taking part in local and national disability sports events.		
Impact		
• Improved School Ethos and Relationships: improved relationships between staff and students. • The school environment is more positive, secure, and respectful, this supports student wellbeing and enhances pupil-teacher relationships. • Enhanced Pupil Voice and Engagement: Most students report feeling more empowered, listened to, and valued, following a pupil survey. Most feel they have more opportunities to participate in decision-making.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF 1 Sharing Learning

- ☐ We have made good progress within this priority. The Learning Policy has been shared with all staff.
- ☐ All staff within the BGE follow the StC guidance around tracking and assessment.
- ☐ A range of resources have been developed to support progressive target setting and consistent, effective methodology in literacy and numeracy.

PEF 2 Primary Riding for the Disabled (RDA)

This programme had a huge impact on all pupils attending, the level of engagement and achievement from all pupils involved increased over the 10 week block. Unfortunately, the RDA had to pause operations and is only just managing to start up again in May of this year. The same cohort of pupils will attend for the final 5 weeks of term. Staff, both school and RDA, have given feedback detailing the benefits they have seen for the cohort of pupils involved.

PEF 3 Outdoor Learning, S2/3

Reach 4 Reality, R4R, have been working with a cohort of S2/3 pupils on a weekly basis, using the medium of Outdoor education to deliver lessons based on the literacy, numeracy and Health and wellbeing outcomes of the curriculum. Pupil engagement has been good with almost all the pupils taking part in all the learning activities. Accompanying staff have given feedback of how beneficial they see these experiences for the pupils and how well the pupils are engaging with the lessons and their peers. R4R staff are completing evaluations for school staff to allow trackers to be updated capturing learning that has taken place during this intervention.

Wider achievements

Coileanaidhean nas fharsainghe

Duke of Edinburgh Award, Bronze and Silver,
Participation in Disabilities sports at regional level,
Swimming lessons,
Work Experience,
College attendance,
Drumming lessons,
Horse Riding,
Community Gardening,

Cycling, Rock Climbing, Canoeing,

Transition activities such as visiting L'Arche, Nansen, Cantrybridge, Perrin Centre, Isabel Rhind Centre,

Exploring new experiences for leisure such as the gym, Castle Experience, Seagull trust,

Exploring new experiences to understand the world around them such as visits to the airport and hospital, using public transport to travel in local community,

Managing personal finances,

Links with community through spending time at the local Care home and playing games with the residents.

Comments from learners, families, stakeholders and staff

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

From a recent survey, all parents say their child enjoys being at St Clement's, all parents say their child is treated fairly and with respect, all parents feel their child is safe at school, all parents say the school knows their child as an individual, all parents understand how their child's progress is assessed. Most pupils say they can talk to staff if they have worries, the majority of pupils feel they are treated fairly and with respect, almost all pupils say the school helps them understand and respect other people. Almost all staff say they feel involved in the school's ongoing self-evaluation, most staff feel the school's visions and values underpin their work, all staff feel that children are encouraged and supported to treat others with respect.

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:

	5-18
QI 1.3 Leadership of change	Good
QI 2.3 Learning, teaching and assessment	Good
QI 3.1 Wellbeing, equality and inclusion	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	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

Improving Pupil engagement, inclusion and attainment across all learners.

Supporting, Sharing and Celebrating Learning.

Reviewing school Vision, Values and Aims.

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 <https://sites.google.com/invernessroyalacademy.org.uk/StClementsschoolingwall/all-about-st-clements> or by contacting the school office.