|  |
| --- |
| **Context of the School** |
| We aim to develop the capacity of our pupils by developing their attitudes, knowledge and skills so that they will flourish in their LEARNING, their LIFE and eventually their WORK in their fast-changing world. Our vision for the children at Dallas Primary School is that they will become successful in their learning, confident in themselves, effective in their contribution to the school, the community and society and able to make responsible decisions now and in the future.  The development of our aim and vision is evident in the developing attributes of the children. Upon visiting the school, you will notice that they are Loyal, Enthusiastic, Aspiring, Resourceful and Neighbourly which is what they LEARN at Dallas Primary School.  Being a small, rural school, our curriculum is tailored to our learners taking into consideration their experiences and the opportunities of the local area, including our strong local partnerships.  Pupil roll: 34 Physical capacity: 57 Functional Capacity: 49  P1-4 -18 pupils (3 P1s, 5 P2s, 4 P3s , 6P4s)  P5-7 -18 pupils (6 P5s, 8 P6s, 4 P7s)  Staffing: FTE 2.72 (Mrs Williams and Mrs Wilson in P1-4, Miss MShane and Mrs Grant in P5-7 and Mr Custudio, PE McCrone). ASN 0.12 (Mrs Forgie)  SIMD: 6.2  Attendance: 92.72% Exclusions : 0  Dallas Primary have achieved Gold Woodland School status before due to our approach to outdoor learning and use of woodlands and garden space. The school have also received a Rotary Presidential citation for the sixth consecutive year for work to support local and global community. The school we be assessed at Gold for then UNICEF RRS Award in 2024. In June 2023, staff and pupils worked with Education Scotland to create a short film to show how LfS is integrated into our curriculum.  Improvements in attainment, measured through continual assessment, show growth across the school, with particular growth within reading. Almost all P3-7 pupils made at least one year’s growth in reading, in Accelerated Reader star reader assessments. Developments in learning and teaching within writing have shown improved engagement and independence in learning, which is reflected in individual attainment progress and growth, particularly at first level. Recent P4 SNSA results show marked improvements in both reading and writing when compared to previous years’ results.  The Dallas positive relationships policy as well as the Decider Skills approach for resilience, which has been embedded this year, supports a nurturing and positive ethos for learners in Dallas Primary. |

|  |  |
| --- | --- |
| **Priority 1** | |
| **Attainment - Refine Learning and teaching pedagogy** | |
| **Key links to**  **Moray Education**  **Priority Area(s):** | Learning, Teaching and Assessment  Curriculum  Empowering leadership at all Levels  Closing the poverty related attainment gap |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **NIF Priorities:** | **NIF Drivers:** | | **Children’s Services Plan:** | | **HGIOS?4 QIs:** | | | |
| Placing human rights and needs of every child and young person at centre  Improvement in children and young people’s health and wellbeing  Closing the attainment gap between the most and least disadvantaged children  Improvement in skills and sustained, positive school leaver destinations for all young people  Improvements in attainment, particularly in Literacy and Numeracy | | School and ELC Leadership  Teacher and practitioner professionalism  Parent/carer involvement and engagement  Curriculum and assessment  School and ELC Improvement  Performance Information | | Priority 1 – overcoming challenges – disability, neurodiversity  Priority 2 – Tackling child poverty  Priority 3 – Improving CYP mental wellbeing  Priority 4 – Strengthening Family Support  Priority 5 – Improving CECYP outcomes | | 1.1  1.2  1.3  1.4  1.5 | 2.1  2.2  2.3  2.4  2.5  2.6  2.7 | 3.1  3.2  3.3 |

|  |
| --- |
| **Progress and Impact** |
| Power Up Your Pedagogy by Bruce Robertson has been utilised for professional development throughout the year both in school and as part of ASG moderation. Improved consistency in the use of Learning Intentions and Success Criteria across the curriculum have supported pupil progress and facilitated high quality learning discussions between staff and pupils and peers. Teaching staff have tried new approaches and had the opportunity to moderate with colleagues across the ASG. Teacher feedback on our focused development on learning and teaching pedagogy has been positive, affirming current practise and revisiting prior learning. Learner engagement remains very good across the school, observed during walkthroughs and QIO learning and teaching visit.  The creation of digital pupil profiles this session has further enhanced pupil awareness of learning and progress, particularly in P5-7, with pupil able to lead their own learning and set next personal steps. Pupil surveys conducted as a result of a teacher practitioner enquiry on profiling show that all P5-7 learners are more aware of their learning and progress across the curriculum.  A whole school approach to Listening and Talking, aligned to Reading organisers has allowed for more accurate professional judgement when assessing listening and talking. Learners are explicitly assessed in this area with a learning block focus for assessment. All P7 learners have achieved second level or beyond in Listening & Talking and reading. 20% of P6 learners have also achieved second level in Reading and Listening and Talking.  Standardised assessment data in numeracy shows significant growth with almost all learners in P2-7 achieving one year or more growth in INCAS Number 1 and 2 assessments. The majority of learners showed more than one year’s growth in reading and spelling. Accelerated Reader assessment data indicates that the majority of learners are reading above their chronological age, with 29% of learners reading at least two years above their chronological age and 18% three years or more above their chronological age.  Targeted support for learners working below national benchmarks has had a significant impact on writing at all levels, with all learners who accessed interventions progressing with Technical Target phases in writing. In numeracy, Maths Recovery and Highland Numeracy interventions have been effectively utilised to support numerical thinking and performance data from Sumdog and INCAS shows improvement for all learners.  In pupil and parent end of year surveys, almost all learners report that they enjoy learning at Dallas Primary and all parents report that their child enjoys school. (83% parent survey return). |
| **Next Steps** |
| * Continue to develop pedagogical approached to improve learner experience. * Embed the use of profiling, including fortnightly learning conversations. * Create a Listening and Talking policy and progression to ensure progress in this area is maintained and consistent across the school. |

|  |  |
| --- | --- |
| **Priority 2** | |
| **Curriculum - Building a Gold Rights Respecting School** | |
| **Key links to**  **Moray Education**  **Priority Area(s):** | Learning, Teaching and Assessment  Curriculum  Empowering leadership at all Levels  Closing the poverty related attainment gap |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **NIF Priorities:** | **NIF Drivers:** | | **Children’s Services Plan:** | | **HGIOS?4 QIs:** | | | |
| Placing human rights and needs of every child and young person at centre  Improvement in children and young people’s health and wellbeing  Closing the attainment gap between the most and least disadvantaged children  Improvement in skills and sustained, positive school leaver destinations for all young people  Improvements in attainment, particularly in Literacy and Numeracy | | School and ELC Leadership  Teacher and practitioner professionalism  Parent/carer involvement and engagement  Curriculum and assessment  School and ELC Improvement  Performance Information | | Priority 1 – overcoming challenges – disability, neurodiversity  Priority 2 – Tackling child poverty  Priority 3 – Improving CYP mental wellbeing  Priority 4 – Strengthening Family Support  Priority 5 – Improving CECYP outcomes | | 1.1  1.2  1.3  1.4  1.5 | 2.1  2.2  2.3  2.4  2.5  2.6  2.7 | 3.1  3.2  3.3 |

|  |
| --- |
| **Progress and Impact** |
| Rights and Global Goals have been fully integrated into a three year cycle of learning and pupil experience. This has allowed for consistency and progressing in learning about rights.  Parental engagement in learning about rights has been promoted through home learning activities displayed on the learning block home learning grid (64% parental engagement with tasks). The Right of the Month has linked to planned learning and often a chosen charity or topical learning context to support wider understanding of rights learning. Impact has not yet been measured.  A school enterprise event in December, a Fairtastic for a Fairer World was extremely well attended by the local community and parents (100% parental engagement). During this event learners taught the public about the Global Goals through creative games, activities and stalls. This learning activity supported pupil understanding and allowed them to share their knowledge with others. Feedback following the event was extremely positive with all adults who completed a survey reporting that they had learned more about the Global Goals following their visit.  Pupil leaders also chose the theme of Young Activists for World Book Day and dressed as the activists from the Little People Big Ideas series as well as inviting local author of children’s book, ‘Activists who changed the world’ to join us for the morning. This supported pupil and parent understanding of learning about rights and its relevance across the curriculum. Pupil and parental verbal feedback was positive. |
| **Next Steps** |
| * Further activities to promote parental involvement and understanding of Rights learning within the curriculum. * Gold RRS visit – September 2024. |

|  |  |
| --- | --- |
| **Priority 3** | |
| **Wellbeing - Develop Pupil Wellbeing and Resilience** | |
| **Key links to**  **Moray Education**  **Priority Area(s):** | Learning, Teaching and Assessment  Curriculum  Empowering leadership at all Levels  Closing the poverty related attainment gap |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **NIF Priorities:** | **NIF Drivers:** | | **Children’s Services Plan:** | | **HGIOS?4 QIs:** | | | |
| Placing human rights and needs of every child and young person at centre  Improvement in children and young people’s health and wellbeing  Closing the attainment gap between the most and least disadvantaged children  Improvement in skills and sustained, positive school leaver destinations for all young people  Improvements in attainment, particularly in Literacy and Numeracy | | School and ELC Leadership  Teacher and practitioner professionalism  Parent/carer involvement and engagement  Curriculum and assessment  School and ELC Improvement  Performance Information | | Priority 1 – overcoming challenges – disability, neurodiversity  Priority 2 – Tackling child poverty  Priority 3 – Improving CYP mental wellbeing  Priority 4 – Strengthening Family Support  Priority 5 – Improving CECYP outcomes | | 1.1  1.2  1.3  1.4  1.5 | 2.1  2.2  2.3  2.4  2.5  2.6  2.7 | 3.1  3.2  3.3 |

|  |
| --- |
| **Progress and Impact** |
| Dallas Primary worked in partnership with Moray Food Plus to deliver boys and girls group for P5-7 to promote wellbeing. Kit Bag sessions were held weekly over two learning blocks to support learners with their mental wellbeing and friendships. All pupils reported improved confidence in a questionnaire following their sessions. Partnerships with SEBN, SONAS and CAMHS have supported identified learners to improve their wellbeing through a range of interventions. Wellbeing wheel conversations show that the majority of P5-7 learners have improved wellbeing outcomes across all indicators.  Decider Skills was rolled out across the school with all learners taught the key strategies for controlling their ‘fizz’. Learners created information videos about each strategy to share with parents and a ‘Kids Teach the Parents’ event is planned for 20024/25 to teach parents about Decider Skills. Almost all learners are beginning to use strategies learned to support their wellbeing and resilience.  Weekly Forest Skills sessions have continued throughout the year, as well as cooking and creativity learning on Wellbeing Wednesday. Our school garden has been developed as a space for relaxation to promote wellbeing, with weekly gardening sessions and the addition of our reading neuk. Pupil feedback has been very positive with almost all learners reporting that Wellbeing Wednesday has a positive effect on their wellbeing.  Wild passports have supported skills development during Forest sessions and all learners in P3-7 have progressed through level one of their Wild Passport.  Learning for sustainability has been fully interwoven through planned learning within a three-year cycle of learning, with a final learning context in Learning block 4 this session exploring sustainable villages and sustainable food. In May we were visited by Education Scotland who made a short film about Learning for Sustainability at Dallas. Pupils also populated the LfS sketch note which has been shared with parents and colleagues. Learners are more aware of what it means to live sustainably and how this learning relates to almost everything they do. Pupils were interviewed as part of the LfS visit and almost all learners could talk confidently about learning for sustainability at school.  A digital safety progression has been created to support learning about digital safety across the school. This is used as key learning within technologies in 2 learning blocks throughout the year. Learners are more aware of digital safety, however this has not significantly impacted upon digital behaviours out of school. Further focus in this area is required next session to embed learning and support parents. |
| **Next Steps** |
| * Fully integrate digital safety progression into technologies curriculum. * Kids teach the parents digital safety event * Digital wellbeing award * Further staff training - Decider Skills due to staff change * ‘Kids Teach the Parents’ event is planned for 20024/25 to teach parents about Decider Skills * Further develop garden with sensory experiences * Update wellbeing progression |