

School Improvement: *The overall quality of education provided by each school and its effectiveness in driving further improvement.*

This session and last progress in our development priorities was impacted by the COVID Pandemic. Our development priorities have been influenced by the need to take time to reconnect as a community, reintroduce aspects of our work that has changed, such as in person meetings, pupils' groups, parent information sessions and moderation visits by staff in school and beyond.

Our Development Priorities in session 2021– 22:

- Continue to develop Visible Learning to ensure pupils have ownership of their learning know the progress they are making and next steps.
- Further develop our Literacy Programme and achieve accreditation in the Reading Schools Programme.
- Work together to further develop consistency of standards in Learning and Teaching across the school.
- Work together with partners from Bertha Park LMG to promote knowledge and understanding of the UNCRC to embed a Right Respecting approach in all our schools.
- Introduce L3 British Sign Language in our upper classes in line with other Bertha Park LMG schools

Scottish schools have a long-standing commitment to continuous self-evaluation. We are committed to securing the best possible future for our young people. This is supported by publications such the National Improvement Framework as well as HGIOS4 and HGIELC.

All are available via Education Scotland Website .

PKC School are required to self evaluate using HGIOS4. Please see below for where we consider Dunbarney School to be.

HGIOS Evaluation	Level
1.3 Leadership of Change	5 Very Good
2.3 Learning, Teaching and Assessment	5 Very Good
3.1 Ensuring wellbeing equity and inclusion.	5 Very Good
3.2 Raising Attainment and Achievement	5 Very Good

Attendance information School are required to publish attendance figures annually.

School Session	2018-2019	2019-2020	2020-2201
Percentage attendance	96.4%	96.2%	96.6%



## Dunbarney Primary School Standards and Quality Report Session 2020-21



*Honesty Ambition Respect Kindness*

School Leadership: *The quality and impact of leadership within schools and at all levels, including all members of staff.*

All members of staff have a leadership responsibility. This contributes to a shared understanding of our collective responsibility to be the best that we can be as a school community. During periods of Remote Learning staff worked together to support each other in the delivery of high-quality learning experiences for all our pupils. Using the Seesaw App and Microsoft Teams we ensured that our school community stayed connected and learning in the most challenging of circumstance. All members of our community report increased confidence in the use of digital methods of learning and communication. Feedback from parents about our Remote Learning offer was very positive. Areas of strength included the quality of feedback provided and the support for individuals. Parents also commented positively on the range, variety and challenge of activities. Feedback that there was on occasion too much work was taken account of and "Catch Up" Days were scheduled.

At Dunbarney we have an expectation that all pupils will take responsibility for being the best that they can be and living by our school values. There is a shared understanding that children should appreciate the rights to which they are entitled and respect the rights of others. Our positive ethos is linked to our House System, and senior pupils take a leadership responsibility in planning House Activities. P7 pupils were creative this session in how they used digital technologies to communicate with and support younger pupils including setting up Christmas craft activities with instructional videos as well as making videos of older children reading books that they shared with younger classes. Pupils in P5 and P6 managed this session to develop their leadership skills and understanding as Global Citizens through participation in the John Muir Award. We intend to continue this next session.

Next Session we will continue to develop our commitment to leadership at all levels. We look forward to re-establishing in person meetings of our Pupil Council, Our RRS committee and Reading Award Steering Group. We intend to reintroduce weekly Learning Journey meetings where representatives from each class meet with management to share something they are proud of. We anticipate being able to relaunch our Buddy System which involves pupils from P5 onwards having leadership responsibilities in supporting younger children.

Teacher Professionalism: *The overall quality of the teaching workforce and the impact of their professional learning on children's progress and achievements.*

As mentioned above all staff worked well as a team to support each other in periods of Remote learning and whilst in school. Collegiate working in terms of sharing ideas and offering support and encouragement to colleagues has been an example of good practice this session. Staff have undertaken training in teaching of literacy, become involved in PKC Working parties and undertaken professional research to enhance their skills.

A third member of Support staff was trained in the delivery of Wave Three, a highly successful literacy intervention.

Our commitment to ensuring the highest level of staff skills and professionalism will continue next session. We intend to reintroduce in person meetings for moderation, and visits to classrooms as well as continuing to work together to embed changes we introduced to support a Visible Learning approach at all stages.

Parental Engagement: *the ways in which parents, families and professionals work together to support children's learning.*

*This session Parent Council meetings went ahead using Zoom. Attendance at meetings doubled through this approach. Parental engagement and support during the pandemic has been exceptional.*

*Parents have supported their children's progress through engagement in Remote Learning and they have supported and encouraged staff through feedback in surveys and by contacting us to express their support and appreciation. Communication using social media and digital tools such as videos and SWAYs has developed this session. Virtual transition activities from Nursery to P1 and P7 to Bertha Park have been well planned and appreciated by parents. In June 2021 we launched a new school website which is hosted on the glow platform.*

*We intend to reintroduce child & parent learning sessions which we had started pre pandemic. We look forward to sharing Assemblies, open events and fund-raising activities with our parents and wider community.*

In June 2021 the school achieved Gold Level Accreditation as a UNICEF Right Respecting School. The assessors were impressed by the "Articulate and confident children with excellent knowledge of rights, the CRC and the benefits of the RRS approach to their lives." The assessors also noted that. "It was evident that children's rights are embedded across the school and underpin every facet of school life."

Assessment of Children's Progress:

We have developed the use of P&K tracking materials and teachers meet with management throughout the year to discuss the progress of pupils. The maths working party developed a series of maths baseline assessments which are used across the school to identify progress and next steps for pupils. Attainment in maths is improving year on year.

We have developed and started to use a baseline writing tracking system which we continue to fine tune next session,

As well as teacher judgement as to how children are progressing we also use Scottish National Assessment materials to inform our judgements. To ensure all children are supported to achieve their potential we track the progress of individuals and intervene as appropriate. We use interventions to support the progress of individuals and groups of pupils. Children needing extra support in developing key literacy skills will, for example, participate in the Wave Three Programme. In Session 2020-21 five children were supported through Wave 3. Other interventions used successfully for individuals and groups include Hi Five, Phonic Code Cracker and The Power of 1, and 2 for maths. We can see the positive impact of these interventions and will continue to use them next session. We introduced Maths Master Classes to support progress in maths. These involve children mixing across year groups so have not been possible this session. We look forward to reintroducing them.

.Attainment

We have been working together to raise attainment in writing and numeracy. The table below shows the percentage of children secure or better at the expected levels in Reading, Writing and Maths in P1, Early Level, P4 First Level and P7 Second Level over the past three years.

	Primary One			Primary Four			Primary Seven		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
L&T	84%	85%	71%	70%	93%	89%	89%	77%	96%
Reading	84%	79%	68%	77%	70%	71%	89%	77%	88%
Writing	72%	79%	68%	67%	70%	68%	79%	67%	88%
Numeracy	84%	94%	81%	87%	74%	64%	82%	77%	75%

This session most children are achieving as expected in reading, writing and maths in P1 and P4. The majority of children are achieving as expected in P7. We will continue to focus on the key areas of literacy and numeracy in the coming sessions to ensure all our young people achieve their academic and personal potential.

Next session we will continue to use P&K Tracking and continue to develop the use of in-house assessment approaches to ensure consistency and appropriate impact on children's learning and progress.