



Dunbarney Primary School
Standards and Quality Report
Session 2021-22



Honesty Ambition Respect Kindness

The purpose of this report is to share evaluative information about Dunbarney Primary School using the Scottish Government Publication How Good is Our School 4 [HGIOS4] as a point of reference.

<https://education.gov.scot/improvement/self-evaluation/hgios4/>

Our self-evaluation grades for four key quality indicators are as follows:

Quality Indicator		Evaluation
1.3	Leadership of Change	Good
2.3	Learning Teaching and Assessment	Good
3.1	Ensuring wellbeing equity & inclusion	Very Good
3.2	Raising Attainment & achievement	Good

The gradings are based on evidence gathered from on-going self-evaluation processes and take account of the unique circumstances of the past two years as we move forward in our recovery from the pandemic.

Attendance, Attainment and Achievement.

The report takes account of teachers' judgements as to pupils' level of achievement as well as assessment information from SNSAs which are national assessments for pupils in P1, P4 and P7

Attainment over the past three years

	Primary One Early Level			Primary Four First Level			Primary Seven Second Level		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
Listening & Talking	85%	71%	91%	93%	89%	96%	77%	96%	94%
Reading	79%	68%	84%	70%	71%	88%	77%	88%	87%
Writing	79%	68%	81%	70%	68%	79%	69%	88%	87%
Numeracy	94%	81%	88%	74%	64%	88%	77%	75%	74%

By June 2022, most children [75%-90%] are predicted to achieve as expected in reading and numeracy. Attainment in writing is showing an improvement from last session at Early and First Level and has remained steady at Second Level. Levels of attainment compare favourably with national levels and comparator schools.

The school continues to use PKC tracking to track and predict pupils' progress through curriculum levels. In addition to this, the school also uses a maths tracking system and has recently introduced a tracking system for writing. We are starting to use SNSA data to support tracking of individuals across the years and to help us plan next steps in learning for groups and individuals. All members of staff, at all levels, are becoming increasingly confident in the use of data to help raise standards. Developing this further will be a collegiate activity in session 2022-23.

Pupils continue to be engaged and enthusiastic in their learning. As Covid restrictions eased we were able to reintroduce House and Buddy Activities which worked well to rebuild our sense of community and shared purpose. Since Christmas, children have been able to engage more widely with interschool events including football tournaments, cross country and County Sports. From Spring 2022, children have had the opportunity to engage with sports providers at school and have had rugby, tennis and judo tasters. Bikeability levels 1 & 2 have recommenced with parental support. Primary Four entered a gardening competition with Keep Scotland Beautiful. Primary Six performed a show in June 2022 for their families and the school community.

We worked closely with community link workers and teaching staff at Bertha Park to support the transition of our P7 pupils. We were also able to reintroduce our successful nursery to P1 transition programme. In response to a parental questionnaire about how parents would like us to rebuild community links, parents indicated that they would find sessions on how to support children in maths helpful. We are looking forward to developing our links with families and the wider community further in the coming session, through a programme of family learning events.

Ensuring Well -Being Equity and Inclusion

The school has been recognised as a UNICEF Gold Level Rights Respecting School and as such continues to Learn About Rights, Through Rights and to look for opportunities to Take Action on Rights.

All children are supported to fulfil their potential and "Be Their Best Selves" as required by UNCRC, Article 29, the purpose of education. All children receive the support they need with no discrimination, UNCRC Article 2.

Along with other PKC schools we started to implement the Circle Approach which supports inclusive practice and collaborative working amongst professionals.

[Inclusive learning and collaborative working - Ideas in practice - Primary \(education.gov.scot\)](https://www.education.gov.scot/learning-and-teaching/learning-and-teaching-approaches/circle-approach)

We will continue to develop this approach next session.

Individuals identified as needing additional support are well supported across all levels. Literacy interventions such as Wave 3 for P2-P3 & Hi 5 for P5-P7, as well as Toe by Toe and Phonics Revision Courses are all well established. Teachers and support staff work with pupils to identify gaps in learning in numeracy and maths using the structure of Big Maths. Where gaps or "Still to Learn" are identified targeted interventions take place.

We have noticed that some children and young people are feeling more anxious about their friendship and seeking reassurance from adults. Next session to support children to be more resilient, we will reintroduce the Bounce Back Resource.

The school uses Makaton to support communication in Nursery and throughout the school. One member of the support staff team is trained to Makaton Level 8. Two teachers undertook further training and we registered to be recognised for the Silver Makaton Friendly Award for the School. Next session we will introduce BSL as

Leadership at all Levels

The school has a long-standing commitment to developing leadership at all levels. All staff are involved in self-evaluation and determining next steps for the school.

The Reading School Group supported the school to achieve Reading Schools Status in January 2022. Next session we will continue to develop reading and literacy at all stages in the school.

The Pupil Council has been re-established and meets regularly. They agreed areas of school life that they felt could be improved and are working on supporting peer relationships and the playground. Senior pupils undertake a range of leadership roles including regular buddy times for games and reading. The senior pupils also organise whole school House Activities based on themes.

Pupils are increasingly taking the lead and fuller responsibility for their own learning. They are becoming confident in using success criteria and the structure of Big Maths and Big Write to determine steps in the learning. Children are increasingly able to talk about what they have 'Still to Learn' [STLs]

To ensure greater consistency in learning and teaching and improved use of learning intentions, success criteria and plenaries, the whole school has adopted the Four Part Lesson Model. This is now in use in all classes by all teachers. Fully embedding this will continue to be a focus next session. Teachers are using a range of formative assessment strategies including learning partners, hot seating, thumbs for understanding, show me boards and exit passes. Self and peer assessment are becoming well established, particularly in writing. Assessment is more consistently linked with success criteria. As an LMG we have identified that we would like to develop partnership working across schools. In session 2022-23, we will have meetings of class teachers from across all our LMG schools. We aim to develop teacher learning communities. Teachers have also identified that they would like to ensure that they make time for professional reading as part of their professional development.

In session 2022-2023 we will:

- Continue to implement the Circle Inclusive Learning Approach
- Reintroduce Bounce Back Resilience Building Programme
- Continue to develop our approaches to the teaching of literacy and approaches to reading
- Continue to work together to develop consistency of standards in Learning and Teaching and understanding of assessment data.

Schools are required to publish attendance data. There has been a slight dip in attendance this session.

School Session	2019- 2020	2020-2021	2021-2022
Percentage Attendance	96.2%	96.6%	95.1%