

Dunbarney Primary School

**Standards & Quality Report
Session 2022-23**



WE ARE A UNICEF GOLD RIGHTS RESPECTING SCHOOL

Children's rights are learned, understood and lived in this school.



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	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 NSAs which are national assessments for pupils in P1, P4 and P7

Attainment over the past three years:-

CURRICULUM AREA	Primary One <i>Early Level</i>			Primary Four <i>First Level</i>			Primary Seven <i>Second Level</i>		
	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23
Listening & Talking	71%	91%	95%	89%	96%	88%	96%	94%	96%
Reading	68%	84%	80%	71%	88%	85%	88%	87%	93%
Writing	68%	81%	80%	68%	79%	73%	88%	87%	71%
Numeracy	81%	88%	90%	64%	88%	82%	75%	74%	61%

By June 2023, almost all children [90%-100%] in primary one have achieved early level as expected in listening and talking and numeracy, whilst most children [75%-90%] have achieved early level in reading and writing. Attainment at first level is showing most children [75%-90%] in primary four have achieved the expected level in listening and talking, reading and numeracy. First level writing attainments report show the majority [50%-74%] of children have attained the national level at this stage. In primary seven, almost all [90%-100%] of our learners have attained their second level in listening and talking and reading, whilst the majority [50%-74%] have attained second level in writing and numeracy.

We can compare this data with PKC and National data on achievement of levels at P1, P4 and P7. Dunbarney's results are comparable with our PKC comparator schools & National attainment in Listening & Talking, Reading, at P1, P4, P7 and Writing and Numeracy at P1& P4.

Using our data and knowledge of our pupils we continued with literacy and numeracy interventions using some of our Pupil Equity Funding. Most learners benefitting from PEF continued to progress as per the predictions set for them. A variety of interventions and additional support through PEF (and carried forward PEF) monies has meant that we have been able to offer a comprehensive and varied "package" of support where required. This is monitored carefully and recorded on our "Closing the Gap" toolkit

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 tracking system for maths and writing. We are using a suite of data, including, pupil progress in children's jotters, NSA data, individual reading and spelling assessments, targeted interventions (Wave 3 & High 5) results as well as assessments carried out in consultation with our Primary Pupil Support Teacher to inform tracking of children's progress 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. This includes knowing our local and national data to enable comparisons to be made with our school. Developing this further will continue to be a collegial activity in session 2023-24.

Most learners continue to be engaged and enthusiastic in their learning. Our school House and Buddy Activities continue to be used for opportunities to work across stages and classes in school to enable building positive relationships and leadership opportunities for the children. Our children have engaged in extracurricular opportunities on offer, most recently art club, Makaton choir- and robotics club. Senior pupils entered a STEM competition hosted by Kilgraston school and returned adorned with praise and prizes as the winning team. Our children have engaged widely with interschool events including rugby, cross country and County Sports, netball and cricket. During Spring 2023, children have had the opportunity to engage with sports providers at school and have had rugby, tennis, cricket and hockey tasters. Bikeability levels 1 & 2 as well as Cycle Run were delivered across second level this year with the help of staff, parents and Bikeability volunteers. Recently, our senior pupils won their PKC schools netball tournament securing a bronze position as well as gold. Our senior boys also experienced success in cricket and one of our teams returned with gold medals, a trophy, and a spot in the tournament finals. Our Girls and Boys teams have gone on to represent Perth in the Scottish National Schools competition. We will continue to build on these successes and interests next session.

We worked closely with community link workers and teaching staff at Bertha Park to support the transition of our primary seven pupils. We also rolled out our very successful nursery to primary one transition programme again this year and look forward to our new starts joining their teachers in August 24.

In response to our parental consultation survey we are looking forward to developing our links with families and the wider community further in the coming session, through family learning events, improved communication methods and involving our families in day to day learning in school. We aim to revise and re-write our policy for the use of SEESAW to create consistency in approach, use and reporting to parents across all stages in school.

Ensuring Well-Being Equity and Inclusion

The school is 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 have adopted the Circle Approach which supports inclusive practice and collaborative working amongst professionals.

Our continuing school improvement will be led by our focus on wellbeing and relationships and our drive to support the growth and development of our children. Alongside Circle Approach, we will be introducing the 6 Nurturing Principles to all our staff team. We will select one as our focus next session, aiming to increase practitioner knowledge and awareness of the impact of early experiences (e.g. Covid years) thus increasing staff confidence about responding appropriately to children and young people’s needs. It will provide us with a framework to develop understanding and support for children in our care.

In 2021-22? we noticed that some children and young people were feeling more anxious about their friendships and seeking reassurance from adults. This session we have supported children to be more resilient, through reintroducing the Bounce Back Resource. Learners have reported that they feel this has supported them in identifying or talking about strategies to apply, thus improving their ability to be resilient and bounce back conflict or friendship matters. Support staff have strengthened this foundation by introducing regular Health and Wellbeing check-ins with children who benefit from this protected time.

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 are registered to be recognised for the Silver Makaton Friendly Award for the School. This session we introduced a Makaton Sing and Sign extracurricular club and the children have enjoyed performing at school assemblies and our village Gala Day.

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. Teachers and support staff have worked with pupils to identify gaps in learning in numeracy and maths using the structure of Big Maths. Where gaps or “Still to Learns” are identified targeted interventions take place. These are well established approaches to support and will feature highly in our bespoke support for learners programmes next year.

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. There has been a change of leadership team this session as Mrs Mitchell retired and Miss Kelly took on the role at Headteacher, securing the post in January 2023 on a part-time basis and then joining the school full-time in May 2023.

The Pupil Council has been re-established and moving forward, there needs to be better opportunities for them to meet regularly and engage with HGIOURS documents to lead progress and change in our school. They previously agreed areas of school life that they felt could be improved and are working on supporting peer relationships and the playground. Our 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 agreed themes, our most recent theme being improving our school and grounds.

Pupils are increasingly taking the lead and fuller responsibility for their own learning. They are increasingly 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]. Most report knowing their Learning Intentions and Success Criteria which enables them to take ownerships of their learning and participate fully in learning conversations, reflecting on prior learning and next steps. Ensuring greater consistency in learning and teaching and contributing to the improved use of learning intentions, success criteria and plenaries, the whole school continues to use the Four-Part Lesson Model. This is now in use in all classes by all teachers.

As an LMG we identified that we would like to develop partnership working across schools. In session 2022-23, we held meetings with class teachers from across all our LMG schools, helping to establish strong 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 2023-24 these two aims will be merged and teachers will form learning and teaching trios with colleagues from other LMG schools; working in them to establish an area for professional reading which will then inform a plan, do, review model for a small scale test of change methods within their classes.

In session 2023-2024 we will:

- Continue to implement the Circle Inclusive Learning Approach.
- Continue to implement Bounce Back Resilience Building Programme.
- Introduce the Six Nurturing Principles and apply one as our focus in our school context.
- Continue to develop the diversity and quality of our approaches to assessing attainment for learners in literacy and mathematics, ensuring appropriate next steps in learning are encouraged.
- Continue to develop our approaches to moderation of literacy and mathematics to raise attainment in literacy and numeracy through improved pace, support, and challenge in lessons across all our classes.
- Continue to work together to develop consistency of standards in all aspects of Learning and Teaching and the understanding of assessment data.
- Continue to work towards our Digital School award and improve the progression of skills in our Technology curriculum.

Attendance Data

Schools are required to publish attendance data: There has been a slight dip in attendance again this session which although slightly higher than PKC average. We need to work closely with our families to increase attendance patterns to at least 96% for our learners and identify reasons/solutions for this data.

