

Dunbarney Primary School

**Standards & Quality Report
Session 2023-24**



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 process which includes an analysis of quality assurance evidence, attainment data and progress made within the school's improvement priorities.

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:-

CURRICULUM AREA	Primary One <i>Early Level</i>			Primary Four <i>First Level</i>			Primary Seven <i>Second Level</i>		
	2021/22	2022/23	2023/24	2021/22	2022/23	2023/24	2021/22	2022/23	2023/24
Listening & Talking	91%	95%	93% AA	96%	88%	97% AA	94%	96%	100% All
Reading	84%	80%	86% Most	88%	85%	91% AA	87%	93%	100% All
Writing	81%	80%	76% Most	79%	73%	78% Most	87%	71%	100% All
Numeracy	88%	90%	90% Most	88%	82%	88% Most	74%	61%	100% All

AA = Almost All

By June 2024, almost all children [90%-100%] in primary one has achieved early level as expected for listening and talking, whilst most children [75%-90%] have achieved early level in numeracy, reading and writing. Attainment at first level is showing that most children [75%-90%] in primary four have achieved the expected level in writing and numeracy. First level listening and talking and writing attainments show that almost all [90%-100%] of children have attained the national level at this stage. In primary seven, all [100%] of our learners have attained their second level in listening and talking, reading, writing and numeracy.

We can compare our attainment data with PKC data, and we see that our attainment levels at P1, P4 and P7 are above PKC average projected achievement of levels (from March 24 projections) for listening and talking, reading and numeracy. Our P4 and P7 results were also above PKC average projected achievement of level for writing with P1 sitting just below this. Dunbarney's results are comparable nationally and we can see that our attainment of a level for listening and talking, reading is higher than our national average and comparative authorities average (based on 22/23 data) at P4 and P7, whilst matching these at our P1 stage. Our attainment of a level for writing is higher than our national average and comparative authorities average (based on 22/23 data) at P7.

Using our data and knowledge of our pupils we continued with literacy and numeracy interventions using some of our Pupil Equity Funding. Parents are consulted at Parent Council meetings when PEF spend plans are created. All learners benefitting from PEF continued to progress as per the predictions set for them. A variety of interventions and additional support through 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.

Our school continues to use PKC tracking to track and predict pupils' progress through curriculum levels. In depth tracking meetings are held each term between management and class teachers which provide another opportunity to discuss any potential attainment gaps developing and to plan how we target interventions effectively. We are more effectively using our suite of data to inform our tracking of children's progress across the years and to help us plan next steps in learning for groups and individuals. Developing this further to include using the new Progress and Achievement Attainment Data tracking system being rolled out cross PKC will continue to be a collegial activity in the coming session 2024-25.

Almost all our children are eager, motivated learners. In the most effective lessons across our school, the children are fully engaged in learning experiences and success criteria is appropriately co-constructed, providing learners the opportunity to have greater ownership 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. Opportunities for wider achievement are well planned with a range of sporting, musical and cultural experiences provided for children through after school activities and clubs. Of note is the longstanding Makaton Choir and Intergenerational project in the community through Capability Scotland. Extracurricular opportunities on offer this year included: Makaton choir, football club, netball club, gymnastics club, coding club, art club, reading club, drama club and many more! Our children have engaged widely with interschool events including rugby, cross country and County Sports, netball and cricket. During Spring 2024, children have had the opportunity to engage with sports providers at school and have had rugby, tennis, cricket and judo tasters. Bikeability levels 1 & 2 as well as Cycle Run were delivered across second level this year again with the help of staff, parents and Bikeability volunteers. Recently, our senior pupils won their PKC schools netball tournament securing the gold. We will continue to build on these successes and our learner's interests next session whilst devising a system to track our children's wider achievements and their participation in groups to ensure all learners have equitable access to these.

We continue to work closely with our community link workers and teaching staff at Bertha Park to support the transition of our primary seven pupils. All of our P7 pupils have participated in wellbeing workshops led by our community link worker across the session with the strategies and approaches to managing anxiety, with information being shared with parents too. For the first time this year, we have been using 'The Decider' skills to teach our P5 learners the skills they need to recognise their own thoughts, feelings and behaviours, enabling them to monitor and manage their own emotions and mental health. 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.

Our after-school provision 'The Village Club' is calm, homely and nurturing with direct access to outdoors. The children all engage and participate in their activities, and staff show care towards the children and give them ownership of their learning.

Ensuring Well-Being Equity and Inclusion

Our 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. We are committed to embedding children's rights in the life and work of the school, having gained our RRS Gold Award status in April 2021. All classrooms have created a class charter and staff focus on using a shared language and this is helping to provide a more consistent approach across the school. All children are supported to fulfil their potential and "Be Their Best Selves".

Along with other PKC schools we have adopted the Circle Approach which supports inclusive practice and collaborative working amongst professionals. All our teaching staff regularly engage in CIRCLE to evaluate learning environments and ensure that they are calm, purposeful and reduce barriers to learning. A review of the areas within the school has been undertaken to more fully utilise learning spaces to support dysregulated children.

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 have been surveying pupils, parent and staff on their understanding of the Six Nurturing Principles, we will select one as our focus next session, aiming to (under the guidance of our Educational Psychology Team) increase practitioner knowledge, awareness and 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.

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 Learn" 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

Our 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. Our school promotes the vision of 'being your best self' and our values of honesty, ambition, respect and kindness underpin the work and life of our school. This is visible across our school and understood and referred to by learners and staff.

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]. Almost all 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.

Our Pupil Council has been re-established and have met regularly across the year to engage with aspects of HGIOURS documents to lead progress and change in our school. They have undertaken a recent homework survey for all learners and the results of this will help to shape our future discussions and the creation of a new Homework Policy/agreement for consistency in approaches to this across our school community in 2024/2025.

Our senior pupils undertake a range of leadership roles, planned opportunities are in place for the majority of children to develop leadership skills, House Captain system, Pupil Council, and Digital group. Several learners across the school have also planned, advertised and led a number of lunchtime clubs across the stages this year. Our P6 learners completed their 'Play Leaders' qualifications and have gone on to organise a play rota in the playground at lunchtimes as well as hosting sports clubs in term four.

Our teaching staff are part of collegiate groups directly related to the quality improvement plan and are encouraged by our senior leadership team to engage in and initiate change, identifying what is working well and what needs further developed.

As a Local Management Group (Bertha Park School Cluster) we identified that we would like to develop better partnership working across schools. In session 2023-24, we reinforced teacher learning communities through effective use of a 'goal, plan, do, review' model of professional enquiry. All teachers identified areas of their teaching practise they would like to improve using the PKC Learning, Teaching and Assessment toolkit before discussing and planning changes to their teaching practice which they measured small tests of change for then reported back to one another to share findings and best practice. Teachers continue to want to make time for professional reading as part of their professional development, the new PKC professional lending library will support this.

In session 2024-25 these two aims will be merged again, and teachers will work collaboratively with colleagues from other LMG schools to enhance their learning, teaching and assessment skills within supportive professional networks. Inter school collaboration will support teachers' professional development, ability to look outwards and learn from other settings and to engage in high quality professional dialogue on issues which impact learners in the classroom.

In session 2024-2025 we will:

- Align with national priorities to promote and improve school attendance for our learners.
- Build professional knowledge and understanding of the Nurturing Principles and apply 'environment' as our focus for development in our school context.
- Continue to work together to develop consistency of approaches in all aspects of Learning, Teaching and Assessment across our school and LMG.
- Participate in the National Improving Writing Programme to improve writing attainment in identified P4 and P5 class cohorts with a view to building an infrastructure for sustainable spread across the school beyond the initial programme timeline.
- Participate in the Perth and Kinross Numeracy Schools Programme to provide an opportunity for teaching team to enhance knowledge, skills and understanding of highly effective teaching approaches/pedagogy in numeracy and mathematics which as a result, improves outcomes for learners.

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.

