

# *Dunbarney Primary School*

**Standards & Quality Report  
Session 2024-25**



**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	Very Good

The gradings are based on evidence gathered from on-going self-evaluation processes.

### 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 four years: -

CURRICULUM AREA	Primary One Early Level				Primary Four First Level				Primary Seven Second Level			
	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25
<b>Listening &amp; Talking</b>	91%	95%	93% AA	96.2% AA	96%	88%	97% AA	93.9% AA	94%	96%	100% All	100% All
<b>Reading</b>	84%	80%	86% Most	92.3% AA	88%	85%	91% AA	93.9% AA	87%	93%	100% All	95.8% AA
<b>Writing</b>	81%	80%	76% Most	80.8% Most	79%	73%	78% Most	78.8% Most	87%	71%	100% All	100% All
<b>Numeracy</b>	88%	90%	90% Most	92.3% AA	88%	82%	88% Most	87.9% Most	74%	61%	100% All	100% All

AA = Almost All

By June 2025, attainment data indicates that **almost all** learners (90–100%) in Primary 1 achieved Early Level in **listening and talking, reading, and numeracy**, with **most** (75–90%) achieving Early Level in **writing**. At First Level, **almost all** learners in Primary 4 achieved expected levels in **listening and talking and reading**, while **most** attained the expected standard in **writing and numeracy**. At Second Level, **all** learners (100%) in Primary 7 achieved the expected level in **listening and talking, writing, and numeracy**, with **most** attaining the expected level in **reading**. These outcomes reflect strong progress across the curriculum and demonstrate the positive impact of targeted support and high-quality learning and teaching.

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 for listening and talking, reading, writing and numeracy.

We are very proud of our SNSA data this session with the following percentage of children on track or above the average expected bands for their age and stage:

Primary 1		Primary 4			Primary 7		
Literacy 96% AA	Numeracy 100% All	Reading 90.6% AA	Writing 87.5% Most	Numeracy 84% Most	Reading 95.8% AA	Writing 100% All	Numeracy 100% All

Our children are performing very well at a national level when we compare the SNSA data to national cohorts.

Using our data and knowledge of our pupils we continued with literacy and numeracy interventions using some of our Pupil Equity Funding. 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 make effective use** of the PKC tracking system, with the introduction of Seemis Progress and Achievement function this year, to monitor and project pupil progress across curriculum levels. Termly tracking meetings between senior leaders and class teachers provide structured opportunities to identify emerging attainment gaps and plan targeted interventions or changes to teaching approaches. A wide range of data informs our decision-making, including evidence from pupil jotters, National Standardised Assessments, Big Maths, individual reading and spelling assessments, and intervention tools such as Wave 3 and High 5. These are further supported by assessments carried out in collaboration with our Primary Pupil Support Teacher. Staff across the school are confident in using data to inform planning, raise attainment, and improve outcomes. This includes engaging with local and national benchmarks to support meaningful comparisons. Looking ahead, we will continue to develop our use of the new Progress and Achievement Attainment Data tracking system (new functions shared through senior leaders as this is rolled out), ensuring this remains a collaborative and embedded part of our improvement work in 2025–26.

**Almost all our children are eager, motivated learners.** In the most effective lessons across our school, learners are fully engaged in meaningful experiences where success criteria are co-constructed, giving children greater ownership of their learning. Across most lessons observed this session, there has been a consistent application of our agreed four-part lesson structure. This includes clear learning intentions and success criteria, effective questioning, opportunities for learner feedback, and the use of assessment for learning strategies, including self and peer assessment. **Our school continues to promote positive relationships** and leadership through House and Buddy Activities, which provide opportunities for children to work collaboratively across stages and classes. Leadership opportunities are embedded throughout the school and include roles such as Student Council, Digital Leaders, Planet Protectors, Global Goals Ambassadors, House Captains and Play Leaders. **This session, we surveyed all children** to gather their views on participation in leadership and extracurricular opportunities. In response to their feedback, we have taken steps to close any gaps where children indicated they were not currently involved. As a result, we have seen an increase in pupil-inspired and pupil-led lunchtime clubs across all stages, including Art, Writing, Sports, and Coding Clubs. **Wider achievement continues to be a strong focus**, with a broad range of extracurricular opportunities offered. These include our longstanding Makaton Choir, as well as swimming, football, netball, gymnastics, coding, art, writing, reading and drama clubs. **All children have participated in educational excursions** this year, supported by generous funding from our Parent Council, ensuring equitable access for all. **Our children have actively engaged in interschool sporting events** such as rugby, cross country, netball, football and athletics and disability sports events. During 24/25, they also benefited from gymnastics club, Bikeability Levels 1 and 2, with the support of staff, parents, and volunteers. **Individual Learners have shared and celebrated success** across the year and this is encouraged and facilitated through Learning Journals and weekly whole school assemblies. **Looking ahead, we will continue to build** on these successes and learner interests. We will continue our system to track wider achievements and participation in leadership and extracurricular groups to ensure all learners have equitable access and opportunities to thrive. **We continue to work closely with our community link workers and Bertha Park teaching staff** to support a smooth transition for our Primary 7 pupils. All P7s took part in wellbeing workshops focused on managing anxiety, with strategies also shared with parents. This year, we continued 'The Decider' skills to Primary 5, helping pupils recognise and manage their thoughts, feelings, and behaviours. Our successful nursery-to-P1 transition programme was also delivered again, and we look forward to welcoming our new starts in August 2025. **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. The playroom has inviting interactive displays relating to ongoing interests and provides space for individual, solitary play and small and large group activities. They received a super Care Inspectorate inspection outcome this session.

### **Ensuring Well-Being Equity and Inclusion**

At Dunbarney Primary, we foster a nurturing, inclusive, and rights-based environment where we want every child to feel safe, valued, and supported. As a UNICEF Gold Rights Respecting School, we embed UNCRC principles across school life, promoting consistency and respect through shared values and class charters.

In 2024–25, one of our school improvement priorities focused on the nurturing principle **"The classroom offers a safe base,"** recognising the importance of the learning environment in supporting wellbeing. Through staff collaboration, we developed a set of 'non-negotiable' expectations for classroom layout, routines, and ethos to ensure all learning spaces are calm, consistent, and emotionally safe. We aim to make every classroom a welcoming space where children feel secure, supported, and ready to learn. Clear routines, consistent adult responses, and quiet areas help pupils build strong relationships and grow in confidence. Looking ahead to 2025–26, our focus will shift to the principle **"All behaviour is communication,"** deepening staff understanding of emotional needs and strengthening our whole-school approach to behaviour and relationships.

We partnered with Brian Donnelly (Orbis Training & Consultancy), a national expert in anti-bullying and inclusive practice, to deliver staff training, lead pupil workshops (P4–P7), and co-develop a new Anti-Bullying Policy aligned with the Perth and Kinross strategy. This work has strengthened staff confidence and pupil understanding of respectful relationships. The new policy will be shared with the school community in Term 1 of the 2025–26 session. Building on this, we will continue our collaboration with Brian in 2025–26 to co-create a comprehensive **Positive Relationships Policy**, ensuring a consistent, restorative, and rights-based approach to relationships and behaviour across the school.

We have fully implemented the new CYPSP paperwork, with staff trained to use it consistently to plan and review support. The CIRCLE Framework continues to guide inclusive practice, with regular reviews of learning environments to reduce barriers and support regulation.

These developments reflect our ongoing commitment to wellbeing, inclusion, and equity for all learners.

This session, we welcomed our new Pupil Support Teacher, Mrs. K Lloyd, who has worked strategically with SLT, teaching, and support staff to review the effectiveness of existing targeted interventions. As a result, we have strengthened our support offer by introducing new literacy interventions such as the 5 Minute Box and the Nessy online programme. These complement our established supports including Wave 3, Hi 5, Toe by Toe, and Phonics Revision. In numeracy, staff continue to use Big Maths (one of our maths resources) to identify gaps and implement targeted interventions. These approaches remain central to our bespoke support for learners.

## 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. Miss Kelly, headteacher, has been in post since January 2023, and has built positive relationships with staff, children, parents and the wider community. This, along with increasingly effective communication skills and drive for continuous improvement, in partnership with our Depute Head Miss Dow, has ensured a successful transition into the leadership role. 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.

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. Our staff are increasingly taking on responsibility for leadership roles that drive school improvement. Miss Menzies serves as our School Improvement Lead, with Miss McCall leading on Writing Improvement. Mrs Drysdale oversees our Nurturing Schools initiative, while Mrs Chan is responsible for driving forward our Digital Schools agenda. Additionally, Ms Anderson and Miss Mathieson have been instrumental in advancing our work on the Global Goals and sustainable development.

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. Our Student Council has played an active and impactful role this session. Members successfully surveyed learners, (homework, Learning Journals and leadership roles/clubs) input and consulted others on new policies (Homework and Personal Mobile Device Use), and consistently represented pupil voice through regular, planned meetings. Minutes from these meetings were shared with their classes, ensuring transparency and communication across the school. They were also made available in school for visitors to see and shared in parent newsletters produced. The introduction of suggestion boxes has led to several positive changes based on pupil feedback. These include the addition of new playground equipment, extra music during lunchtime, updated classroom resources, improved soap dispensers throughout the school, upgraded furniture, and the installation of new blinds across the building. 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 competed 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.

As a Local Management Group (Bertha Park School Cluster), we identified the need to strengthen partnership working across our schools. In session 2023–24, we reinforced our commitment to collaborative professional learning by re-establishing Teacher Learning Communities. In addition, we worked closely with the Educational Psychology team to engage in *Solution Circles*—a structured, collaborative approach that has supported us in identifying and addressing key areas for improvement in our practice. This partnership has enhanced reflective dialogue and fostered shared problem-solving across the cluster.

### In session 2025-2026 we will:

- Continue building professional knowledge and understanding of the Nurturing Principles and apply 'All Behaviour is Communication' as our focus for development in our school context. This will link to our partnership work with Brian Donnelly Orbis Tech to launch our new Anti-Bullying Policy and form our Positive Relationships Policy.
- Participate in another cohort of National Improving Writing Programme to improve writing attainment in identified P4 and P5 class cohorts building on our infrastructure for sustainable spread across the school beyond the initial programme timeline in 24-25.
- Continue to write and complete our Learning, Teaching, Assessment and Moderation Policy (including our approaches to teaching Literacy and Numeracy)
- Work towards becoming a recognised [Problem Solving School](#).

## Attendance Data

Schools are required to publish attendance data: 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. We have reduced this gap between desired attendance but still have work to do on this. Our attendance is higher than the PKC average of 91%.

School Session	2021-22	2022-23	2023-24	2024-25
<b>Percentage Attendance</b>	95.1%	95.1%	95.1%	95.3%