

# Standards & Quality Report

## Session 2025–26



### Honest, Ambition, Respect, Kindness

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, Equality and Inclusion	Very Good
3.2 Raising Attainment and Achievement	Very Good

### Vision, Values and Aims

At Dunbarney Primary School, our vision is to ensure children feel nurtured, confident and motivated to achieve their full potential, enabling them to be 'Their Best Self'. Our values of Honesty, Ambition, Respect and Kindness are central to the life and work of the school and are embedded consistently across learning, teaching, relationships and the wider school community.

- Honesty means taking responsibility for our actions, owning our mistakes, telling the truth and sharing our thoughts in a genuine and respectful way.
- Ambition means having a go, working hard and keeping trying, even when learning is challenging, so that we make progress and feel proud of being our best selves.
- Respect means caring for people, places and our world, following our school rules and understanding that we are part of a wider community.
- Kindness means showing care through warm, friendly and helpful actions, ensuring that others feel welcome, included and valued.

Our aims are underpinned by a commitment to Children’s Rights. We aim to ensure that all learners are protected from discrimination, supported through decisions made in their best interests, given a meaningful voice, and protected from harm. In May 2021, the school achieved recognition as a UNICEF Rights Respecting School Gold Award. Each class develops a Class Charter, replacing traditional rules and helping children build self-respect, respect for others and a clear understanding of rights and responsibilities.

### Introduction

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. The report draws on a wide range

of evidence, including inspection findings, attainment and assessment information, ongoing self-evaluation activity and stakeholder feedback.

The report uses the structure of the previous Standards and Quality Report to provide continuity of presentation while reflecting current evidence, updated priorities and the school's ongoing improvement journey.

## School Context

Dunbarney Primary School is a semi-rural, non-denominational primary school serving the Bridge of Earn area of Perth. The school also has a nursery class. The current primary roll is 200 children across nine classes, four of which are composite, and around 24% of children require additional support with their learning.

Our wider school data analysis reflects a broadly stable learning community of around 220 learners including nursery, with a balanced gender profile overall, very low recorded SIMD 1 or 2 deprivation, and around 22–23% of learners identified as having additional support needs. This makes ASN a significant feature of our school context.

## Consultation process

This report is informed by a wide range of evidence including learner voice, parent/carer feedback, staff professional dialogue, attainment data and inspection findings. Feedback from stakeholders has directly influenced identified 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.

### Attendance

Attendance continues to be a strength of the school. The current attendance figure for session 2025–26 is 95.7%, an improvement on 95.3% in 2024–25. This remains above the PKC average previously referenced in school reporting, while still highlighting the school's commitment to continue working with families and partners to reach the aspirational target of 96% or above.

### Attainment in Literacy and Numeracy

CURRICULUM AREA	Primary One Early Level				Primary Four First Level				Primary Seven Second Level			
	22/23	23/24	24/25	25/26	22/23	23/24	24/25	25/26	22/23	23/24	24/25	25/26
Listening & Talking	95%	93% AA	96.2% AA	100% All	88%	97% AA	93.9% % AA	91% AA	96%	100% All	100% All	94.3% AA
Reading	80%	86% Most	92.3% AA	100% All	85%	91% AA	93.9% % AA	91% AA	93%	100% All	95.8% AA	94.3% AA
Writing	80%	76% Most	80.8% Most	100% All	73%	78% Most	78.8% % Most	81% Most	71%	100% All	100% All	91.4% AA
Numeracy	90%	90% Most	92.3% AA	100% All	82%	88% Most	87.9% % Most	77% Most	61%	100% All	100% All	94.3% AA

AA = Almost All

Attainment across the school remains strong. HM Inspectors evaluated QI 3.2 Raising Attainment and Achievement as Very Good and identified that attainment in literacy and numeracy has been of a consistently high standard over time.

This year at P1, all children have achieved nationally expected Curriculum for Excellence levels in listening and talking, reading, writing and numeracy. At P4, almost all children achieve nationally expected levels in listening and talking and reading, with most attaining expected standards in writing and numeracy. At P7, almost all children have achieved nationally expected levels in listening and talking, reading, writing, and numeracy.

The school has successfully delivered its key improvement priorities for the session. Approaches including the National Improvement in Writing Programme, structured problem-solving pedagogy and targeted interventions have resulted in improved learner outcomes, increased confidence and strengthened consistency in teaching practice across the school.

## **Scottish National Standardised Assessments 2025–26**

SNSA data for session 2025–26 provides a further helpful benchmark and supports teachers' professional judgments' stage level, the SNSA data shows that P1 is strong and consistent across literacy and numeracy; P4 is on track overall but with numeracy as the key area requiring some improvement; and P7 is performing strongly across reading, writing and numeracy. This analysis aligns well with the wider picture from school tracking and inspection evidence.

## **Attainment Over Time**

The school's attainment data reflects sustained strength over time. HM Inspectors found that children's attainment, particularly in literacy, has been of a consistently high standard over the last three years. They noted that listening and talking and reading are consistently strong, while writing and numeracy have risen steadily over time.

Our own self-evaluation confirms this positive picture. Over time, tracking, moderation and use of assessment information have strengthened staff confidence in professional judgement and supported more accurate identification of gaps in learning. Regular planning and tracking meetings, careful evaluation of interventions and the use of the PKC tracking system are helping staff identify patterns in attainment and achievement more quickly and respond in a timely and targeted way.

All learners receiving planned targeted interventions are carefully tracked and their progress is recorded and reviewed. Targeted support remains highly effective, with school evidence showing that almost all learners involved in interventions make steady or accelerated progress over time.

Across session 2025–26, the school has made successful progress in achieving its Quality Improvement Plan priorities. Targeted work to improve writing at P4 and P5 has led to increased learner confidence, improved engagement and stronger attainment outcomes. Similarly, the focus on problem solving within numeracy has raised the profile of mathematics across the school and improved both learner motivation and staff confidence.

Work in relation to nurturing approaches and the principle that all behaviour is communication has strengthened inclusive practice and contributed to positive wellbeing and engagement across the school. These improvements demonstrate the positive impact of focused, data-informed improvement activity.

## **Tracking, Assessment and Planning**

Attainment tracking arrangements are robust and well established. Class teachers track pupil progression in line with national expectations using benchmarks and PKC pathways. Teacher judgement is informed through observations, diagnostic assessments, end-of-topic assessments, jotter work, SNSA data, pupil discussion about next steps, and moderation activity within and beyond the school. Assessment for Learning is used well to inform teaching practice.

A range of assessments is carried out at key points throughout the year, aligned to the whole-school assessment calendar. Formal tracking takes place three times a year and is recorded on SEEMiS Progress and Achievement. Tracking meetings between class teachers and the senior leadership team creates protected time to discuss learner progress, wellbeing, achievement and contextualized data. Learners at risk of not being on track are identified early, interventions are planned, and pace and challenge for higher-attaining learners are also considered.

Planning structures are coherent and aligned to school improvement priorities. These include annual planning overviews, progression pathways across all Curriculum for Excellence areas, termly interdisciplinary planning, Sharing our Learning grids for families and teachers' individual planning. Learning Journals continue to be used from Nursery to Primary 7, recording photographs, videos, class stories and reflections which support reporting and celebration of learning.

Learners actively engage in target setting and reviewing their personal next steps, particularly in literacy and numeracy. In writing, smaller focused targets link closely to learning intentions and success criteria. Class assessment folders hold baseline assessments, progressive examples of work, and standardised assessment information such as spelling and reading scores.

## **Learning, Teaching and Assessment**

Almost all children are eager and motivated learners. In the most effective lessons, learners are fully engaged in meaningful experiences where success criteria are increasingly co-constructed, giving children greater ownership of learning. Across most lessons observed this session, there has been a consistent application of the agreed four-part lesson structure, including clear learning intentions and success criteria, effective questioning, opportunities for learner feedback and the use of self and peer assessment.

The school has further strengthened learning, teaching and assessment through the development of a refreshed Curriculum Rationale. This now articulates the shared vision for learning, curriculum design and progression, and provides a coherent foundation for future curriculum development. Staff are increasingly confident in aligning planning and pedagogy to this shared rationale.

Moderation activity has continued to develop within the school and across the Local Management Group. This is improving consistency in professional judgement and beginning to strengthen the quality of learner feedback, helping children understand next steps more clearly and contributing to raised attainment.

## **Leadership at All Levels**

The school has a strong commitment to leadership at all levels. Staff are involved in self-evaluation and identifying the next steps for improvement. Our values-led vision of being your best self is visible across school life and is referred to by staff and learners alike. Teaching staff lead developments linked to the Quality Improvement Plan, including writing, nurturing approaches, digital learning and global goals.

Children increasingly take responsibility for their own learning and can talk about their next steps. The re-established Pupil Council has played an active role in consultation and school improvement, including surveys on homework, Learning Journals and clubs, consultation on policies, and the introduction of suggestion boxes which led to tangible changes such as new playground equipment, extra music at lunchtime, improved soap dispensers and updated resources. Leadership opportunities continue to be embedded through House Captains, Vice Captains, Digital Leaders, Global Goals Leaders, Play Leaders, buddy systems, lunch hall monitors and class responsibilities such as litter pickers, waste monitors, librarians and resource managers. Several learners have also planned and led lunchtime clubs for peers.

## **Ensuring Wellbeing, Equality and Inclusion**

At Dunbarney Primary School, there is a nurturing, inclusive and rights-based environment where children are safe, valued and supported. The school has continued to work on the nurturing principle that all behaviour is communication, building on earlier work focused on the classroom as a safe base. Through collaboration, staff have developed non-negotiables for classroom layout, routines and ethos to ensure learning spaces are calm, emotionally safe and predictable.

This session, the school progressed important policy work, including the development of a new Positive Relationships and Behaviour Policy. This strengthens consistency of language, expectations and responses across the school and aligns with nurturing principles, rights-based practice and restorative approaches.

The school has fully implemented CYPPS paperwork and continues to use the CIRCLE framework to guide inclusive practice and reduce barriers to learning. A new Primary Pupil Support Teacher has worked strategically with staff to review interventions and enhance the support offer, introducing new supports such as Five-Minute Box and Nessy alongside established interventions including Wave 3, Hi 5, Toe by Toe and Phonics Revision. In numeracy, Big Maths continues to be used to identify and address gaps.

For the past three years the school has tracked pupil wellbeing using a school tracker, with transition to the Glasgow Motivation and Wellbeing Survey now underway. This supports early identification of learners requiring targeted wellbeing input.

## **Wider Achievement and Learner Participation**

Wider achievement continues to be a significant strength of the school. All children have opportunities to share achievements in class, school and at home. Achievement is celebrated through Learning Journals, assemblies and class discussion. Awards and recognition systems include Problem Solvers of the Week, Buddy of the Week Certificates, Star Writers and house points linked to the school values.

Children have participated in a broad range of extracurricular experiences this session and the school has worked to ensure gaps in participation are reduced. Opportunities include the longstanding Makaton Choir, swimming, football, netball, gymnastics, coding, art, writing, reading, drama clubs and more. Children have also attended events and activities such as netball, football, rugby, karate tasters, lacrosse, tennis, hockey, cross country, athletics, disability sports events, county sports, Bikeability Levels 1 and 2, and educational excursions supported by the Parent Council.

The school maintains strong community links and targeted partnerships which enhance wellbeing, inclusion and achievement. These include work with the Live Active Outdoor Learning Team, Mark Brown's Best of You programme, Nordoff Robbins Music Therapy, therapy dog services, Capability Scotland events, community music projects and local charity and foodbank links.

Children also contribute to charity activities linked to meaningful causes, raising funds and supporting organisations such as Capability Scotland, the community foodbank, community music projects and Guide Dogs. Pupils celebrate Scots language through annual poetry performances, while Primary 7 activity week builds resilience, confidence and teamwork. Primary 5 children lead Makaton in assembly, and some children perform in the Makaton Choir at community events and services.

The school is proud of a range of awards and recognitions, including UNICEF Rights Respecting School Gold status, Nurturing Schools Level 1 Award, and the NRICH Problem-Solving School Award achieved in January 2026. Work towards the Digital Schools Award is ongoing and is helping to raise the profile of digital skills through pupil participation as Digital Leaders.

## **Transition and Inclusion**

Transition arrangements are well established from nursery to Primary 1 and from Primary 7 to Secondary 1. Developmental milestones, wellbeing information, Curriculum for Excellence levels, SNSA data, CYPPs and transition notes are shared to support continuity. Enhanced transition arrangements are in place where required, including support from Community Link Workers and partner agencies. Transition notes and learner passports are created annually to ensure smooth progression into the next stage.

## **Success of Improvement Priorities in 2025–26**

The school has successfully progressed its key Quality Improvement Plan priorities this session. Writing has improved through work linked to the National Improvement in Writing Programme, particularly in P4 and P5, with increased learner confidence, motivation and stronger attainment outcomes. Problem solving in numeracy has been raised in profile across the school, contributing to improved staff confidence and learner engagement. The nurturing schools focus on all behaviour is communication has strengthened practice, and the school has successfully developed both a refreshed Curriculum Rationale and a new Positive Relationships and Behaviour Policy.

## **Looking Ahead: Priorities for Session 2026–27**

The school demonstrates a strong capacity for continuous improvement. There is clear evidence of sustained attainment, effective self-evaluation processes, strong leadership, and a shared commitment to improving outcomes for all learners.

Building on strong practice, priorities for next session will focus on enhancing the quality, consistency and depth of learning experiences for all children. These priorities sharpen work already underway and respond directly to the school's self-evaluation and inspection evidence.

- Improve the delivery of digital skills and strengthen staff confidence in teaching and applying digital learning across the school.

- Begin the strategic development of play-based and creative approaches to learning and teaching so that children experience richer, more engaging and developmentally appropriate learning.
- Further improve moderation opportunities linked to high-quality learner feedback so that children understand how to improve and feedback contributes more directly to raised attainment.

### **Overall Evaluative Summary**

Dunbarney Primary School continues to demonstrate strong performance across key quality indicators, with strengths in attainment, wider achievement, inclusion and values-led practice. The school has robust systems for tracking, planning and support, highly positive relationships, and rich opportunities for children to lead, achieve and contribute. The successful implementation of this year's improvement priorities, together with the development of new school policies and curriculum clarity, leaves the school well placed to continue improving further.