Standards and Quality Report 2021 - 2022

Name of school
Dunoon Primary School

Context of the school
Including some or all of the following: • *basic school details (roll, class composition etc.)* • *school vision, value and aims;* • *local contextual issues;* • *factors affecting progress (e.g. staffing changes/issues).*
Dunoon Primary is a non-denominational school with a current role of 188 children across eight, single-stream, mainstream classes and three Learning Centre classes. A further 32 pupils attend the Early Learning Centre.   In June 2022, 23% of pupils received FSME and 17.5% were within SIMD band 1-4. The staffing compliment for 2021/22 was 10.14 FTE. The Head Teacher, Brenda Reid, has been in post since November 2017 and is supported by three Principal Teachers, Senga Wakefield, Rachael Bryant (Acting) and Susan McEwan. In Dunoon Primary School, we aim to both nurture and challenge learners to achieve their full potential, foster creativity, and equip our young people with the skills and knowledge for lifelong learning.   It is our history, inclusive ethos and our place in the heart of the community that makes Dunoon Primary unique. We continue to develop a curriculum that is built around these core qualities and our school values of honesty, integrity, respect, perseverance and ambition. Our vision for Dunoon Primary was created in collaboration with our whole school community and it is to be a school which is Safe, Creative, Helpful, Offers opportunities, Outstanding learning and is Loving. The school community is pleased with the recently completed building works and look for to fully enjoying our newly refurbished building and facilities.

Review of SIP | Priority 1

Progress and Impact:

Outdoor Learning: accessing the rich local environment to engage pupils to develop creativity

- The school has successfully met its target in engaging 100% of pupils in outdoor learning activities. This has resulted in all children experiencing and engaging in a range of outdoor learning experiences.
- The school is still working towards achieving 20% of class time engaging in outdoor learning. Most classes spend approximately 10% + of time outdoors.
- All teaching staff have received training in delivering the curriculum through Outdoor Learning and have developed their practice accordingly. Class Teachers have effectively planned progressive experiences to support the literacy and numeracy curriculum at each stage of learning. Tracking and Monitoring data evidenced that almost all children working within CfE have achieve the appropriate levels in Talking and Listening
- Most learners have demonstrated improved skills for learning developed, specifically leadership, teamwork and active listening as observed by class teachers.
- Many pupils are able to reflect on ways they can look after their local environment and can describe the impact of single use plastics on the coastline.

Next Steps:

- Rationale & Whole School Planning Overview: An Outdoor Learning Curriculum rationale continues to be in development alongside whole school planning for progressive outdoor learning experiences.
- Skills Progression & Skills Awards: Skills development will be identified and defined. Progression made in developing skills will be celebrated in class through Skills Awards. All pupils to have achieved at least one skills award, evidenced in Learning Journey folder.
- Pupil Voice & Leadership: All pupils to contribute to planning and recording of activities in floorbooks. Pupil voice evident throughout planning stages.
- Leuvan Scale for wellbeing and involvement: Class teachers to receive training on use of Leuvan scale to assess pupil engagement.

Review of SIP | Priority 2

Progress and Impact:

Development of STEM curriculum in policy and practice to raise attainment in Science and Technology for all pupils. Attainment in Literacy and Numeracy across the curriculum is evidence robustly to demonstrate improved outcomes for leaners

- Progression pathways for all levels shared and reviewed during in-service day training. Class teachers developed understanding of STEM curriculum at each stage of learning resulting in appropriate and effective activities being planned.
- Most of children are able to demonstrate an appropriate level of attainment in Science and Technologies for their stage of learning. This is evidence in class work and informed by teacher judgement.
- Next steps for learning are planned using the progression pathways developed by staff therefore resulting in progressive learning and teaching which builds previous knowledge and skills developed.
- 100% of pupils have engaged in STEM learning activities which are well planned and part of a cohesive STEM curriculum. P6 and P7 pupils took part in a STEM day in The Glasgow Science Centre as a pilot for Argyll & Bute's Digital Learning resource. High level of engagement was evident.

Next Steps:

- Rationale: An STEM Curriculum rationale continues to be in development alongside whole school planning for progressive outdoor learning experiences.
- Progression pathways & Tracking and Monitoring Processes: Progression Pathways for Science and Technologies are completed and populated with assessment information. Evidence of learning is collated and recorded in tracking and monitoring documents.

Review of SIP | Priority 3

Progress and Impact:

Reading Comprehension in target group of P5 pupils. Increased attainment in reading comprehension as measured by AR data.

- Using tracking and monitoring data group identified in relation to previous attainment and projected outcomes for learners. These processes identified a group of learners who demonstrated inequitable attainment in reading against that of their peers.
- Robust assessment information gathered to inform nature of interventions required. The impact was to provide focussed interventions for a target group of learners.
- All targeted learners engaged in planned interventions and support in developing reading comprehension skills. Teacher reported greater engagement in learning activities.
- Regular Accelerated Reader Star Testing evidenced progression in reading comprehension skills in almost all targeted learners.

Next Steps:

Interventions for children experiencing persistent literacy difficulties to be developed at key stages.

Targeted intervention for writing to be developed.

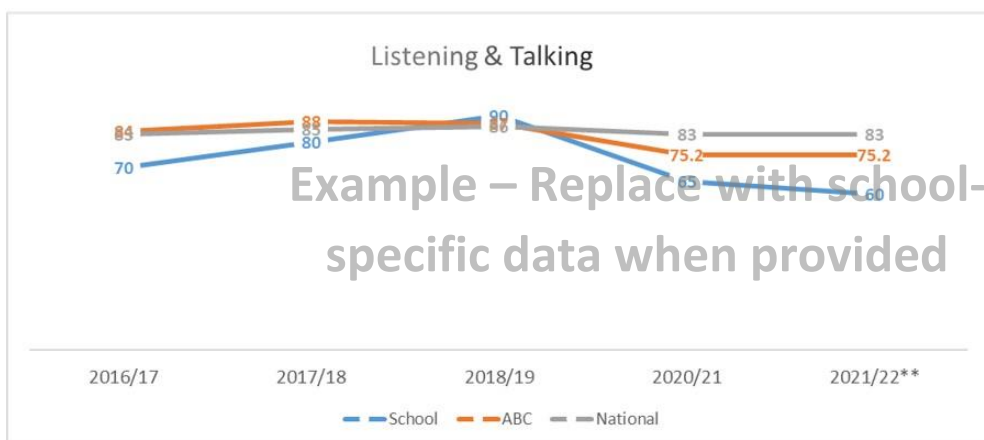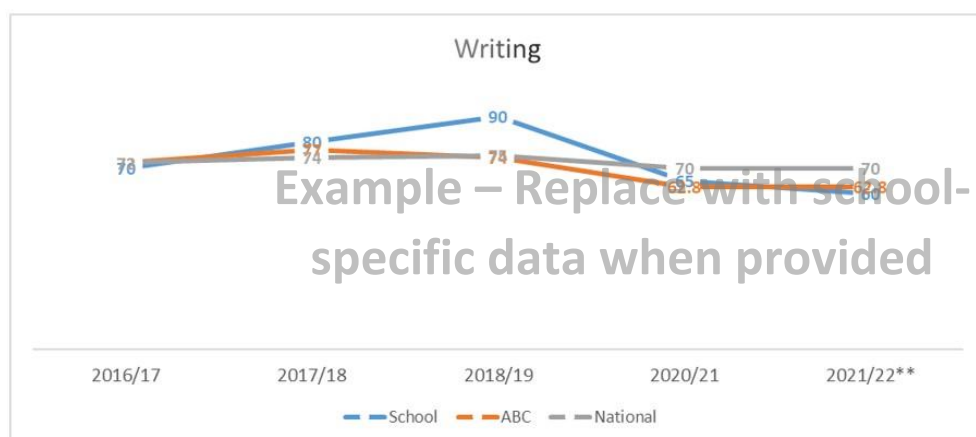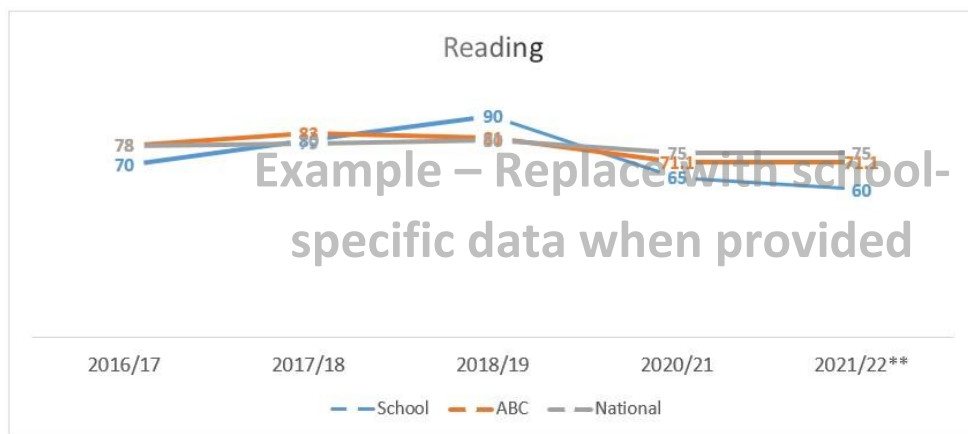## Review of SIP | GME Priority

Progress and Impact:

Next Steps:

Review of SIP | Developing in Faith Priority

**Progress and Impact:**

Next Steps:

1.1   Attainment Data

Attainment of Literacy Curriculum for Excellence levels 2016/17, 2017/18, 2018/19, 2020/21 and 2021/22.
(teacher judgement – confirmed levels – 5 year trend).

Reading

Writing

Listening & Talking

1.2 Attainment Data

Attainment of Numeracy Curriculum for Excellence levels 2016/17, 2017/18, 2018/19, 2020/21 and 2021/22. (teacher judgement – confirmed levels – 5 year trend).
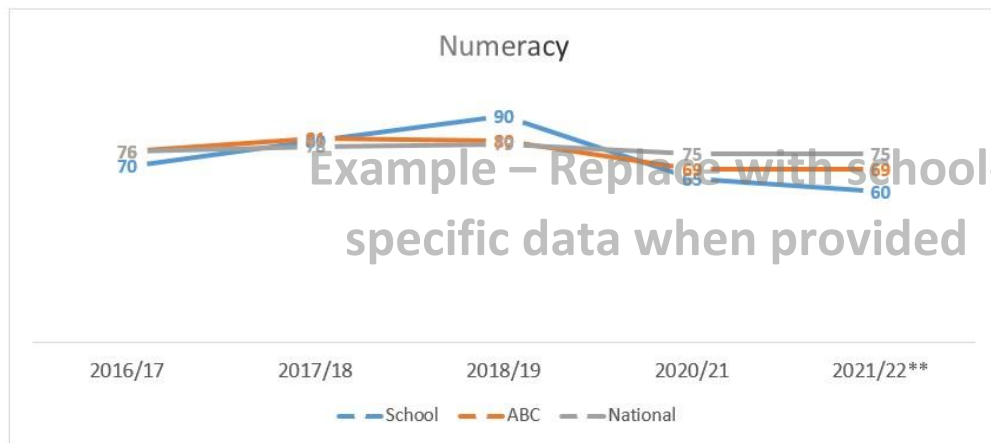
Please Note:

The above data (1.1 and 1.2) reports achievement of a level – P1/P4/P7 combined.

Due to the Covid 19 pandemic, there was no collection of ACEL data by Scottish Government in 2020.

Overall quality of our learners' wider achievements
Highlights of session 2021 - 2022

- Dunoon Primary continues to work toward embedding the UNCRC across school policy and curriculum to achieve Gold and become a Rights Respecting School. Achievements have been made in developing policy grounded within the UNCRC articles.
- The Eco Committee and wider school community continue to work towards achieving their fifth Green Flag. Outdoor Learning activities have contributed to the Eco School agenda.
- Pupils in our Learning Centre classes have achieved success in meeting their milestones in learning.
- With the re-introduction of whole school assemblies, pupil achievements outside of school have been celebrated including sports, dancing, drama etc. These have demonstrated the development of new skill and learning beyond the planned curriculum.

Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community and the impact of these.

- Clan sessions led by Clan Captains and Voce Captains, have consulted with pupils of behaviour and anti-bullying policy. These sessions have led to an enhanced understanding of the Respect Me agenda and a nurturing approach. Consultation has contributed to whole school Relationships Policy.
- Pupil leadership teams (Head Boy/Girl, Clan Council, Pupil Council and Eco Committee) met on a regular basis to discuss school improvement with school management. This had led to ideas being brought back to senior school management for consideration. Ideas such as Health Week activities, IDL development, charity events have all been actioned across the school.
- The introduction of Seesaw in the Learning Centre classes and ELC has engaged parents/carers in learning and whole school activities. Communication between each setting with parents/carers more developed and transparent.
- The Head Teacher led regular staff meetings with teachers and support staff to discuss school improvement. School staff contribute to curriculum rationale and planning for literacy, numeracy, STEM and outdoor learning.
- The school has worked with community groups to offer our children wider learning opportunities. This has included an art and drama workshops with Dunoon Burgh Hall and a range of experiences during Health Week supported by Dunoon Youth Football League, Health colleagues, GRAB trust and a local shinty team, among others.

Comment on progress made with the following aspects of empowerment:

- curriculum;
- improvement activities;
- parental and community engagement; and pupil participation.

https://education.gov.scot/improvement/learning-resources/an-empowered-system/?dm_i=LQE,6RTY0,WAUPY4,R37A1,1

- Dunoon Primary has achieved Rights Aware status and continues to embed the UNCRC across school policy and curriculum. Pupils are aware of the UNCRC articles and have reflected on them in class.
- Pupils are actively involved in planning learning. Dunoon Primary uses floor books as a strategy to record pupil voice.
- Parental feedback was acknowledged and actioned where appropriate.
- Parents/carers continue to be encouraged to engage with learning through target sharing and termly reports
- Dunoon Parent Council is going through a period of transition as existing members leave the committee. Attendance at Parent Council meeting s has been low. This has been acknowledged and plans are in place to recruit new members in the coming year.
- The relationship between pupils and support staff is recognised and valued in school. Support staff contribute to planning for pupils and have an active role in discussions such as Child's Plan meetings.
- Four members of support staff have completed the PDA qualification in 2021.
- The PRD process has identified learning goals for staff which are aligned to the school improvement plan
- Through the GIRFEC processes Dunoon Primary works closely with partner agencies to support learning and wellbeing across the school and support at home.
- Effective working relationships have been established between school leaders and partners
- School management meets regularly with teaching staff and collaborates on school improvement

Comment on progress made with Pupil Equity Funding, taking account of the five key areas below:

- attendance;
- attainment;
- exclusion;
- engagement;
- participation.

- A Health and Wellbeing Liaison Officer remains in post and parental engagement continues to be positively impacted through their intervention. Sharing information with parents/carers was supported by the Health and Wellbeing Liaison Officer and pupil engagement was secured as a result.
- The Health and Wellbeing Liaison Officer developed a Uniform Shop in school to provide uniform for families experiencing difficulties meeting the cost of providing a uniform. This has facilitated participation in school life.
- Continued investment in outdoor learning resources which has secured pupil participation and engagement in outdoor activities.
- Investment in resources for Nurture resources for both targets Nurture group and whole school nurture approach. This has contributed to a whole school nurture approach which has engaged targeted pupils and secured engagement in school attendance.
- Expansion of library resources has combatted book poverty at home and secured pupil engagement in the school's reading curriculum. Attainment in reading has increased across the school as evidenced by Accelerated Reading data.
- Attainment in spelling has continued to progress with engagement with the Nessy programme. Pupils who met the criteria for Digital Inclusion devices were able to continue to access Nessy during school closure.

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6)
1.1 Self-Evaluation for Self-improvement	• Staff understand the importance of self-evaluation • We use effective approaches to ensure all stakeholders are involved in regular self-evaluation • All teaching staff use tracking and monitoring data to inform next steps • Teachers actively seek CLPL opportunities • We have attainment data that shows progress for almost all children in literacy and numeracy for the last four years	• Staff meeting minutes • Collegiate Calendar • Evidence of consultations • Attainment and achievement spreadsheet • Forward plans • Personal Learning Plans • Records of additional support for individual pupils • PRD processes engage staff in self-evaluation and next steps for CLPL	4
1.3 Leadership of Change	• The school and the school community have ownership over the school vision, values and aims • The school has a relevant curriculum rationale and curriculum design • Almost all staff and the school community contribute to the planning of change and contribute to it • Time is dedicated to professional dialogue, collegiate learning and self-evaluation • We have effective strategies in place to monitor and evaluate changes and the outcomes for all learners	• School vision, value and aims and the consultation of them with plans within the QI calendar to review in 2022-23 • Minutes from parent Council meetings • Minutes from staff meetings • Collegiate QI calendar linked to Working Time Agreement	4

2.3 Learning, teaching and assessment	• Almost all children are eager and active participants who are engaged, resilient, highly motivated and interact well with activities • All learners exercise choice • There is appropriate use of digital technology • Most pupils understand the purpose of their learning • Most pupils contribute to the wider community in a range of activities • Most pupils know their views are sought and acted upon • A range of teaching approaches are used • We implement appropriate and well timed interventions • Feedback is used to support learning • A variety of assessments are used that demonstrate challenge, depth and application • Our assessment data is valid and reliable • We plan over different timescales • All leaners are engaged in planning their learning	• Classroom observation • Examples of high quality assessments • Standardised assessments • Pupil Voice Clan Sessions • Pupil Council minutes • Stage 1 intervention planning and Child's Plans • ACEL data • XBRA data • Personal Learning Plans	3

3.1 Ensuring wellbeing, equality and inclusion	- Most of our children can reflect on the SHANARRI indicators - Relationships across the school community are very positive and supportive and are based on mutual respect - All children are treated as individuals - We comply and actively engage with statutory requirements and codes of practice - We ensure inclusion and equity across the school - All children feel supported to do their best	- PEF plan - ASN profiles - Feedback from Pupil Voice Sessions	4
3.2 Raising attainment and achievement	- Most learners make good progress from their prior levels of attainment in literacy and numeracy - All staff make effective use of assessments and their shared understanding of standards - There is a robust tracking system in place for all pupils - We have effective systems in place to promote equity of success and achievement for all	- Tracking and Monitoring processes system - ACEL data - XBRA data - Standardised assessment results - SNSA - Collegiate calendar - Curricular pathways - Child's Plans - Stage 1 intervention plans - Personal Learning Plans - Conversations with pupils	4