Standards and Quality Report 2024 - 2025

Dunoon Primary School

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Context of the school

Dunoon Primary is a non-denominational school with a current role of 189 pupils across seven mainstream classes and three Learning Centre classes. A further 27 children attend the Early Learning Centre. In June 2025, 28% of pupils received FSME and 26.5% were within SIMD Quintile 1

The staffing compliment for 2024/2025 was 11.11 FTE. The Head Teacher, Brenda Reid, holds a joint Headship with St. Mun's Primary School is supported in Dunoon Primary School by a management team consisting of Deputy HT, Susan McEwan, and three Principal Teachers, Senga Wakefield, Rachael Bryant and Isla McGarry (Acting).

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 KINDNESS, HONESTY and RESPECT.

Our vision for Dunoon Primary has been developed in collaboration with our whole school community and it is to be a school in which children SMILE because they feel,

Safe

Motivated

Included

Loved

Engaged

Review of SIP | Priority 1

Improving Second Level Numeracy

Progress and Impact:

- ✓ In DPS, teaching staff worked with SLT to collate planning documentation and resources for Second Level Numeracy.

- ✓ Staff have a clear overview and understanding of Numeracy curriculum at each stage of learning ensuring all pupils are experiencing the teaching and learning appropriate for their individual learning pathway.

- ✓ Improved planning and tracking of skills in Numeracy across each stage.

- ✓ Some progress made in creating a working party, however staffing challenges across cluster schools prevented regular meetings going forward. This resulted in the cluster schools being unable to establish a baseline of current attainment in Numeracy and an agreed stretch aim.

- ✓ Continued use of standardised assessment processes and formative assessments have identified specific areas for improvement within the curriculum, which has led to increased consistency in whole school Numeracy approach.

- ✓ Of the 65 pupil in P4-7, who follow CfE pathway, 78% are on track to achieve the appropriate levels in Numeracy in June 2025. Another 17% are working towards achieving the level by June with continued support.   A further 5% of learners are not on track to achieve their expected level. This demonstrates an improvement in Numeracy attainment from June 2024 when compared to June 2024

Next Steps:

- ✓ Planning documentation developed and agreed with staff and fully rolled out in the 2025-2026 academic year.
- ✓ Due to staffing issues, a planned survey of pupil attitudes to Numeracy was not carried out, therefore a baseline of pupil attitudes in Numeracy to be established in August 2025.
- ✓ Planned moderation of Numeracy teaching and learning with cluster schools.

Review of SIP | Priority 2

Creating and maintaining positive relationships and behaviour

Progress and Impact:

- ✓ Assessment of Health and Wellbeing of pupils in place through use of PASS assessments and an in class use of Zones of Regulation tools and strategies.
- ✓ Nurture and support groups formed through information gathered through assessment.
- ✓ Review and refresh of school values completed with pupils, parents, staff, partner agencies and wider community.
- ✓ New school values imbedded across the school community with almost all pupils able to recall the values and reflect in their meaning.
- ✓ Pupil and parental survey completed and indicated there is still work to be done in developing an understanding of how children's wellbeing is supported in school.
- ✓ Most children feel safe and nurtured in school as indicated in PASS assessment and surveys.

Next Steps:

- ✓ New policy to be updated with refreshed school values.
- ✓ Pupil voice to be developed through pupil leadership opportunities across the school.
- ✓ Revisit Wellbeing indicators through use of wellbeing web in classs

Review of SIP | Priority 3

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Progress and Impact:

Next Steps:

Review of SIP | ELC Priority

Early Years Talking and Listening
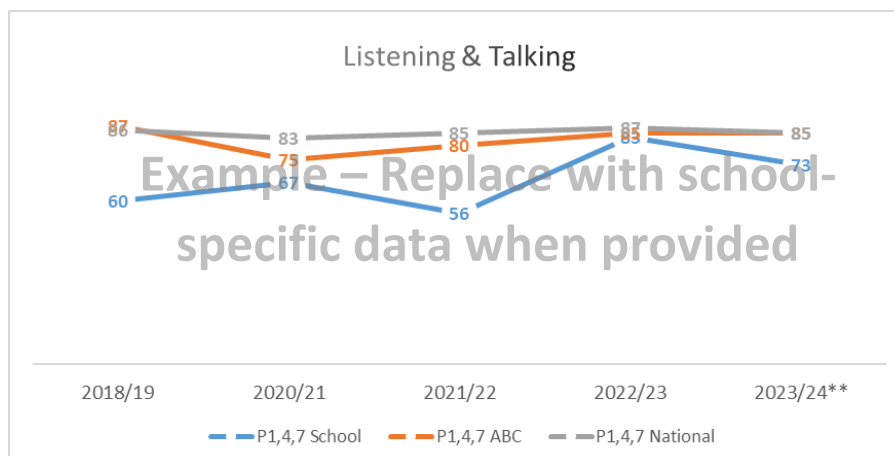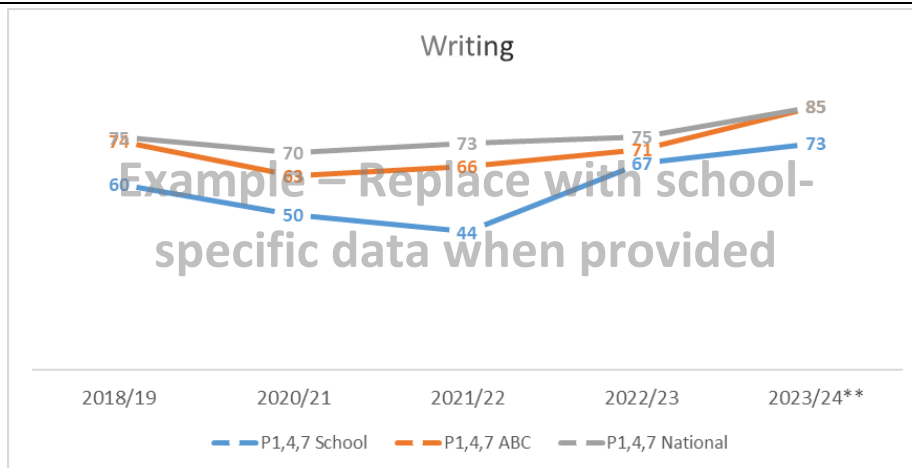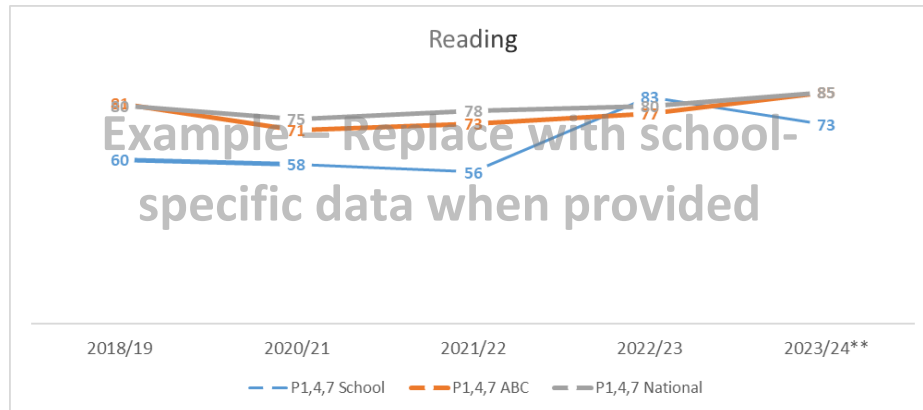
Progress and Impact:

- ✓ Observations, tracking and monitoring highlighted that many ELC children were not attaining appropriate levels in Talking and Listening.

- ✓ Staff identified limited vocabulary, difficulty following instructions and poor recall of information shared verbally as being main areas of concern.

- ✓ Regular BLAST sessions began mid-year in small groups.

- ✓ BLAST sessions assessed through observation data.

- ✓ Vocabulary rich learning environment created with staff modelling and repeating.

- ✓ Practitioner observations reported improved Talking and Listening outcomes for most ELC children.

Next Steps:

- ✓ Expansion of BLAST programme across the ELC
- ✓ Development of Reading curriculum in ELC.

1.1 Attainment Data

Attainment of Literacy Curriculum for Excellence levels 2020/21, 2021/22, 2022/23, 2023/24 and 2024-2025 (teacher judgement – confirmed levels – 5 year trend).

Reading

Example – Replace with school-specific data when provided

	2018/19	2020/21	2021/22	2022/23	2023/24**
P1,4,7 School	60	58	56	80	73
P1,4,7 ABC	80	75	73	83	
P1,4,7 National	81	75	78	80	85

Writing

Example – Replace with school-specific data when provided

	2018/19	2020/21	2021/22	2022/23	2023/24**
P1,4,7 School	60	50	44	67	73
P1,4,7 ABC	74	63	66	71	85
P1,4,7 National	75	70	73	75	

Listening & Talking

Example – Replace with school-specific data when provided

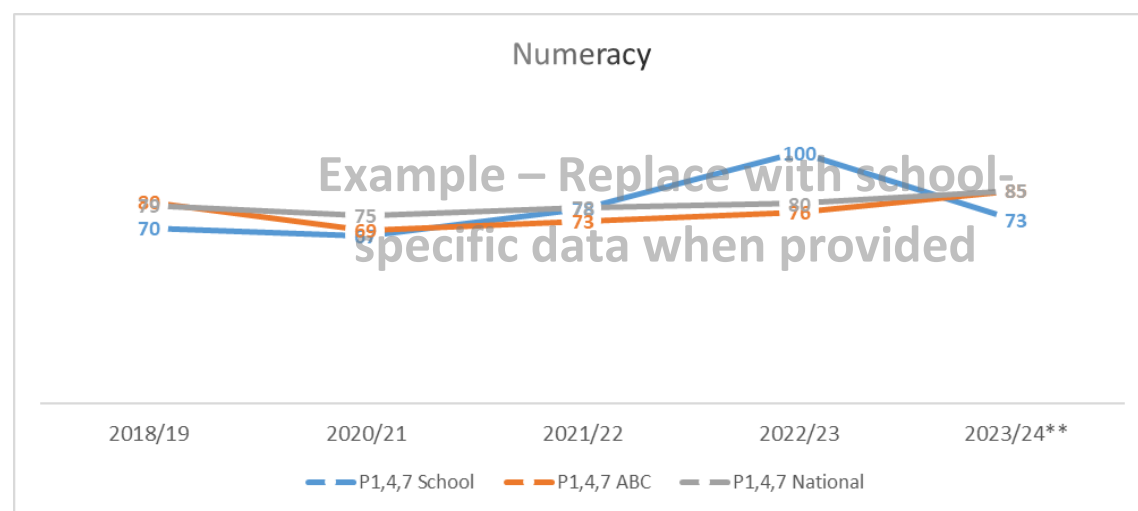|	2018/19	2020/21	2021/22	2022/23	2023/24**
P1,4,7 School	60	67	56	85	73
P1,4,7 ABC	86	75	80	87	
P1,4,7 National	87	83	85	85	85

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.

1.2 Attainment Data

Attainment of Numeracy Curriculum for Excellence levels 2020/21, 2021/22, 2022/23, 2023/24 and 2024-2025 (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.

Wider achievements

- **What opportunities for wider achievement were offered?**
- **What systems are in place to track and monitor participation?**
- **How have you addressed any gaps in participation?**

✓ Dunoon Primary continues to work toward embedding the UNCRC across school policy and curriculum and have achieved Gold. We are now a Rights Respecting School.

✓ 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. They have benefitted from a life-skills curriculum, as well as core literacy and numeracy skills. Weekly activities such as swimming, shopping, accessing sports clubs within the community and using public transport, have all contributed to their achievements across the school year.

✓ During whole school assemblies, we celebrate pupil achievements outside of school including sports, dancing, drama etc. These have demonstrated the development of new skills and learning beyond the planned curriculum.

✓ The school has worked with community groups to offer our children wider learning opportunities. This has included a range of experiences during Health Week supported by Dunoon Youth Football League, Health colleagues, GRAB trust and a local shinty team, among others.

✓ Pupils run a Senior Tearoom for some of our elderly members of our community and those within our partner care homes. They are involved with the planning and preparation of this, serve the tea, coffee and cake and socialise with the guests as well as entertaining them.

✓ A Stay and Play session was held each week where parents of younger children are invited into our school to play and enjoy time with other parents and children. Older pupil are involved by helping to set up and spend some time with the younger children.

✓ This year we have continued to provide a range of extra-curricular activities supported by our staff team. These have provided a range of opportunities to develop skills in sports and gardening.

✓ A number of our pupils have been able to develop their musical skills supported by our visiting specialists including chanter, brass and woodwind instruments and drumming.

✓ Every class has participated in a performance including Scottish and Easter concerts and a Nativity play. Each performance was praised by those attending and gave the children the opportunity to develop individual talents.

✓ Scottish Opera worked with P6 and P7 to perform for parents and carers. This was widely hailed as a highly successful partnership, which impacted in pupil confidence as well as performance and literacy skills.

Pupil Equity Funding

Summarise progress and next steps in relation to pupil equity funding

Progress and Impact:

Nurture

Proposed outcomes and measures:

- ✓ By May 20205, 100% of pupils within identified group will make progress in meeting their targets.
- ✓ Boxall assessments will be carried out at beginning and end of intervention and evidence of meeting targets will be evidenced.
- ✓ By June 2025 all targeted pupils will report an increase in positive responses from the baseline Wellbeing Web

Evaluation

- ✓ All pupils in the target group completed assessments.

- ✓ All targeted pupils met the targets identified through Boxall Assessments.

- ✓ Through PASS assessments and Zones of Regulation check-ins, most targeted pupils demonstrated improved attitude to school and themselves as learners.

Literacy

Proposed outcomes and measures:

- ✓ By June 25 all targeted pupils will improve their phonological awareness and reading comprehension measured by phonological assessment data, YARC and AR star tests.

Evaluation

- ✓ Most pupils participating in targeted literacy groups evidenced improvement in reading outcomes.

Learning Centre

Proposed outcomes and measures:

- ✓ By June 25, all Learning Centre pupils will have participated in activities to develop foundation milestones relating to attention skills and interaction. These activities include swimming, soft play and music therapy.

Evaluation

- ✓ All leaners participated and engaged with activities, and demonstrated improved outcomes as evidenced in tracking and monitoring.

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 and participate in professional reading and development to enhance understanding of current educational theory and practice. • 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.	• Collegiate Calendar • 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	3
1.3 Leadership of Change **This QI also focusses on the following aspects of empowerment:** • **curriculum;** • **improvement activities;** • **parental and community engagement; and** • **pupil participation.**	• The school and the school community have ownership over the school vision, values and aims, with plans to refresh in the coming academic year through consultation with school and wider community. • The school has a relevant curriculum rationale and curriculum design. • Time is dedicated to professional dialogue, collegiate learning and self-evaluation	• Minutes from parent Council meetings • Collegiate QI calendar linked to Working Time Agreement • Curriculum frameworks for literacy and numeracy • Curriculum pathways for all curricular areas	3

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 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 including GL numeracy assessment and Accelerated Reader. - Pupil Voice Clan Sessions - Stage 1 intervention planning and Child's Plans - ACEL data - XBRA data - Personal Learning Plans	3
3.1 Ensuring wellbeing, equality and inclusion	- Relationships across the school community are very positive and supportive and are based on mutual respect - All children are treated as individuals	- PEF plan - ASN profiles - Feedback from Pupil Voice Sessions - Pupil wellbeing questionnaires	3

	• We comply and actively engage with statutory requirements and codes of practice • We ensure inclusion and equity across the school • Almost all children feel supported to do their best		
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	3

Evaluation 6-point Scale

6   Excellent
5   Very Good
4   Good

3   Satisfactory
2   Weak
1   Unsatisfactory