



Dunbar Primary School
Standards and Quality Report
2016 -2017

What is our capacity for continuous improvement? 1.1 Self-evaluation for continuous improvement

In the May review the feedback stated:

***Shared leadership across the school is well developed and staff feel empowered to use initiative.
The Head teacher is a strong leader who values her team and knows the school very well.***

As a school this is a positive message and underlines what we are striving to achieve at Dunbar Primary School.

We are committed to self-evaluation and improving learners' experiences. Our goal of continuous improvement is linked clearly with our improvement plan priorities and our commitment to developing our school as 'excellent'. Staff are reflective practitioners and the embedded collaborative planning process adopted by all stages partners ensures opportunities to consider practice and make changes and improvements as necessary.

At Dunbar Primary School our 2017 teacher survey showed that 96% of staff regularly discuss how to improve achievement for all at both stage and whole school level and 96% of staff feel that staff across the school share good practice.

Many members of staff have already identified and led changes across the school and this distributed and shared leadership approach was encouraged and developed further with the introduction of a range of 'leadership' opportunities these included: First Steps to leadership, Next Steps to leadership, Cooperative Learning Co-ordinators, Making Thinking Visible Development, Numeracy Champions, Literacy Coordinators, H&WB Coordinators, Local Authority Development Opportunities – Learning Pathways and National Moderation Co-ordinators

Staff are actively involved in the evaluation process using HGIOS4 together with our termly and final audit of our SIP and identification of priorities. The school has very effective arrangements to seek the views of others about its work. It also involves partners, including parents and grandparents, in many aspects of the life and work of the school. This year this was developed further as it included the pupils and wider community to identify, contribute and recommend developments for our PEF.

We use our annual monitoring and assessment calendar to plan a clear programme to monitor and evaluate our work. This session we developed this further through the use of Quadrants. We are continuing to work with the Headteacher at Cockenzie to develop this further to ensure confidence and consistency in teachers. Our evidence focuses on impact and next steps for each development.

We have continued to develop a dialogue based on targets, when children discuss their progress and next steps but this is still a priority and we need to look at ways of making this manageable. This session we used Learning Walls to support learning in P1 and P3 and we revised our Reflection and Learning Logs to encourage pupils to set targets, reflect on learning and develop the language to support evaluation.

We will continue to focus individually on our pupils with staff using 'Teacher Talk Time' sessions to engage with pupils about their learning, set targets and evaluate with them on their progress. The SMT will further develop our focus group approach with a random selection of pupils at each stage, each term, to ascertain their views of the learning and teaching and ideas for improvement.

Future Developments

- **To further engage families with in-depth school evaluation and to co-create plans for development.**
- **To examine data from projects and assessment to determine impact and next steps to improve.**
- **Encourage children to be more independent and to develop skills to lead learning**
- **Creatively build on Parental Engagement opportunities**
- **Integrate MTV and Co-operative Learning to ensure that they can jointly strengthen the learning experience rather than compete for space in a busy curriculum**
- **Build on moderation opportunities within the school, cluster and wider to ensure staff are best equipped to confidently make professional judgements**
- **Develop continuous professional development programme to ensure all staff have opportunities to develop skills and share learning.**
- **Continue to develop practitioner enquiry and measures to demonstrate the impact of initiatives and approaches to support on outcomes for children.**

How good is our leadership and approach to improvement?

1.3 leadership of Change



Last session School Improvement Plan priorities in this area challenged us to focus on the three drivers of Teacher Professionalism, Parental Engagement and School Improvement.

Staff are involved in the on-going evaluation of the School Improvement Plan and are encouraged to suggest ideas to help embed or further extend the work in progress. A good example of this is the development of Making Thinking Visible which provides leadership opportunities and links to practice already developed in the school through co-operative learning and growth mindsets.

Staff describe PRD meetings as a time when strengths or development needs can be discussed to target leadership or training opportunities. We have a clear sense of leadership across the staff team with contributions being recognised as part of whole school improvement. Staff indicate they are encouraged to take risks and be creative and innovative. There are good examples across the school, of staff being solution focussed to address improvement priorities and to develop practice to meet identified needs. Count me in and maths mixers are having a positive impact for children.

The senior learning team (SLT) includes class teacher representatives from the nursery, The Cove and from both campuses, to ensure that whole school step change initiatives come from evidence based research. Co-operative learning, cursive writing, number counts are positive examples of this.

Staff have opportunities to develop practice through professional enquiry activities and next session this will be developed across the school to ensure positive sustained impact on whole school improvement.

Staff have been involved in designing a variety of means of getting genuine children's involvement in evaluating the quality of their learning experiences; these include 'Teacher Talk Time, Pupil focus groups, Evaluation Stations run by P7 pupils..

The use of Quadrants has been very positive and has given a clear and consistent tool to discuss class/pupil progress with teachers. This has led to a much better and more timely dialogue in identifying support and challenge activities for individual pupils.

SMID Data was shared for the first time and high quality professional dialogue developed from this. There was not a direct link to the lower deciles and our lowest attainers, but we did establish that where these did correlate there was a noted issue around those who were in both groups around punctuality and attendance; we have identified this as a priority for both PT Inclusion, Equity and Support.

Staff are very proactive and keen to lead on developments within the school, this session we had 3 teachers who led a numeracy academy programme for Dunbar Cluster schools and an additional 8 members of DPS staff are now trained. 4 members of staff took part in the Making Thinking Visible Tapestry training and have led and will continue to lead development work next session in this area. One of our Chartered Teachers has taken on the responsibility for 2+1 and organised training, resources and drop in sessions to support staff confidence in using French in the classroom. We have also had 10 parent volunteers trained to support in P1 and P2 classes next session. Three members of staff were mentors to NQT's, we had two members of staff on writing and numeracy National QAMSO groups and six teachers on the local authority Curriculum Framework groups strengthening the knowledge of the professional standards and development of future leaders.

Our PIPS and Incas attainment data across the school rose again last session but closer scrutiny indicated that we need to look at specific areas and target these as priorities for next session; a significant drop off in reading in P1 and

although we see a rise in attainment at P7; we are still concerned that the dip from P5-P7 in numeracy and literacy in CfE judgements is still too high and this is a priority for next session.

This year we focused on developing Pupil Voice within our school, we recognised that we are a large school and we need to ensure we give all pupils an opportunity to contribute, make a difference and feel that they have a voice in their school. All pupils in Primary 7 and Primary 3 have specific jobs, pupils from all stages run our Pupil Voice groups; however we feel this is an area for further development next year. Pupils run their own lunchtime clubs and are very active in our charity work and this coming session we will set up a Charity group, pupils and staff to run this.

Feedback from the members of our school community is vital and we regularly survey staff, parents, children and community partners about the school in a variety of ways to ensure we are meeting needs and ensuring equity. A recent survey gave us vital information for developing our libraries, and has resulted in an application for funding for books and more parents have joined to provide support. The button vote at the parent night in March indicated that parents were in agreement regarding our values – over 600 responded

The Primary 6 SEE survey showed that 95.9% of pupils consider themselves to be successful learners, 97.3% know what they are good at and what to work on to improve their learning. However, we need to take on board the fact that of the 148 participants only 73% of pupils feel safe to go out into their local neighborhood in the evening. The number of P6 pupils who were aware of the well-being indicators rose by 28% to 83.6%; this was a priority from last session.

Our staff survey in May 2017 indicated that 88% of teachers felt they had been actively involved in developing the school's vision and values, 96% stated they had regular opportunities to help shape the curriculum and 98% had good opportunities to take part in continuing professional development.

We have a staff team who are highly motivated, innovative and positive and who are willing to '*go the extra mile*' on behalf of the school and its pupils, this will continue to be developed, supported and recognised by the Headteacher and the SMT.

Future Developments

- **Ensure the school improvement planning process has clear timescales and measureable impacts.**
- **Monitor SIP systematically and ensure these feature prominently in the self-improvement calendar**
- **Further development of Quadrants to develop assessment of pupil progress to develop better outcomes in target setting for pupils**
- **Strengthen the link between the PRD process and school improvement planning.**
- **Staff engagement in development work of 'Learning Pathways' and Benchmarks**
- **Introduce new phonics and reading programme, Read Write Inc, to improve reading levels of pupils in P1-P3 (PEF)**
- **Implement 'Count Me In' to support 'High Attainment, Slow Progress quadrant pupils (PEF)**
- **Pupils at risk of missing targets due to lateness/absence will be monitored and supported by PTs**
- **To deepen the involvement of families in co-creating our school development plans.**
- **Give children enhanced responsibility as leaders of learning.**

How good is the quality of the care and education we offer?

2.3 Learning teaching and assessment



At Dunbar Primary we work together as a team to provide a happy, secure and stimulating environment where children are motivated to learn, are valued as individuals and encouraged to reach their full potential, using the four capacities for learners – Successful, Effective, Responsible and Confident

We are a Rights Respecting School and this provides us with a strong ethos to link into our vision and values. At the start of each session teachers and pupils draw up their class charters to agree standards of behaviour and expectations, they all have the opportunity to see the new School Improvement Plan and comment, as they were surveyed in May for ideas and suggestions. Staff work hard to get to know their pupils and parents and spend time building relationships that will support learning.

Towards the end of the 2016/17 session we worked with pupils, staff and parents to examine our positive behaviour policy; we were conscious that our reward and sanction programme was not meet the needs of all pupils. We are very clear as a school that disruptive behaviour that stops learning in class or does not meet the expectations we set for all Dunbar Primary School pupils will not be tolerated and our new Positive Behaviour Policy will support this.

In April following work with our Education Psychologist and Lead Phycologist we presented our new support for learning policy to teachers and then to parents. This was well received as it makes clear the support that our school can offer but it is based on the needs of each individual.

At the recent Local Authority review, in almost all lessons observed, relationships between children and with staff were very positive. The team observed some strong lessons where questioning was used effectively to motivate learners working cooperatively in groups. Overall, most children are engaged well with what they are asked to do by their teachers. In the most effective lessons, children are motivated and engaged through challenging activities that match their needs well. The school should consider ways in which the best practice can be shared more widely and lead to increased consistency in high quality learning and teaching. In this connection, the school's self-evaluation has correctly identified the following aspects for continued focus.

The review looked at the teaching and learning, they identified that in a majority of lessons children worked well in pairs but fewer lessons involved children learning in groups. Most staff are effectively supporting children to share their learning and to understand what they are trying to achieve. The school should consider how learning can be differentiated more to suit individuals and groups and how learning can engage and motivate learners more as a result. Following on from the review we have identified differentiation and Higher Order Thinking Skills as developments to improve the teaching and learning across the school.

Higher order thinking skills is at an early stage of implementation and was evidenced on some classroom displays. A focus group of the highest attaining P7s talked articulately that demonstrated their understanding of growth mindsets but do not have a clear understanding of higher order thinking skills. This is an aspect of the school's work that should be developed further to engaging children more in their learning.

There is good evidence of the use of plenary to check for children's understanding in their learning. These are most effective when children have understood the clear success criteria. Some classes make regular references to learning intentions and this is reflected in the environment. The piloting of reflective journals is a positive step towards ensuring children are meaningfully engaged in reflecting on their learning and understanding their progress. There now needs to be further development of the use of reflective language to better identify strengths and equip learners to identify their next steps. This needs to be part of everyday conversations in class in addition to Teacher Talk time and time for reflective journals, to build on the skills pupils are developing in knowing themselves as learners.

Teachers plan ahead for assessment through their six weekly medium term plans. Commendably children's individual progress and achievements are traffic lighted. The SLT plan to make the use of assessment a greater focus of professional dialogue at regular 'stage' planning meetings. Staff are most confident in their assessment of literacy skills. Moderation activities in assessment of writing has helped build teacher confidence in their professional judgements about children's' progress.

Science is taught as a discreet subject in the upper stages and the benchmarks are beginning to inform teacher's planning. This is supported through the school's own self-evaluation priority-

As a staff we will continue to work together to develop a framework for assessment across the curriculum. We will take forward the implementation of the benchmarks to develop robust assessment evidence.

In maths we have been focusing on developing our pupils' numeracy and mathematical skills; however our recent INCAS and PIPS results indicate good progress from P1-P5 but this is not consistently maintained from P5 onwards. We introduced Mathletics to support our drive for speed and recall of known facts and we have seen positive results and good feedback from parents supporting this initiative, but we still need to develop this further.

We will continue to develop our work in Number Counts and the use of Phases of Arithmetical Learning resources. This coming session we will be working with specifically identified P5 and P6 pupils and parents as part of our project 'Count Me In' which aims to engage parents to support numeracy at home and support pupils to develop numeracy skills with speed and accuracy so they can engage with the class curriculum.

Literacy is always a priority in our school and our attainment continues to rise, we use Accelerated Reader with good effect from P4-P7 and last year introduced Project X to support lower attaining readers in Primary 5, this year we have identified a group of pupils in Primary 4 who will benefit from using a phonics based scheme aimed at High Interest/ Low Attainers.

Our use of targeted reading initiative began 5 years ago with "Dunbar Reads Together" and later "Dunbar Reads Aloud", these have been very successful in raising the awareness of reading and increasing the amount pupils read which directly links to improved reading ages. This year we linking in with our parents and community with "Dunbar Unplugs and Reads" aimed at developing an enjoyment of reading and an opportunity to develop skills at home and in the community.

As a school we have worked hard over the last two years to raise the expectations of all pupils to ensure that we are challenging them and they are meeting their true potential. This session our PT presented to parents on Growth Mindsets and we are starting to see some improvement, especially in the language and the attitude pupils use when they are finding things difficult, resilience is developing!

The nursery has been developing its outdoor learning programme; using the newly designed garden environment, pupils took part in a Nature Nurture experience with STRIVE and staff are going to sustain this for the coming session. We have applied to Be Green for funding for outdoor jackets and trousers and some outdoor equipment that will support our Outdoor Learning programme – this work is being led by P3 teacher trained in Forest Schools.

We are a strong community school and this is reflected in our curriculum; the projects, our use of volunteers and the wider community and our focus on involving parents and the community in school life e.g. Dunbar Reads Aloud/Dunbar Reads Together/Dunbar Unplugs and Reads, Together We Count, Mentoring programme.

Our school ethos is firmly linked to the UNICEF Rights Respecting School programme and we work hard to provide opportunities for pupils to engage with a variety of activities aimed at developing skills for learning, life and work; pupil council, RRS group, Eco group, Fairtrade group.P7 senior student programme, P3 senior student programme, World of Work, buddies' activities, after school/lunchtime clubs, school sport teams, musical evenings, Sci-Fest, charity events and community involvement such as John Muir Award and Rotary Community Awards.

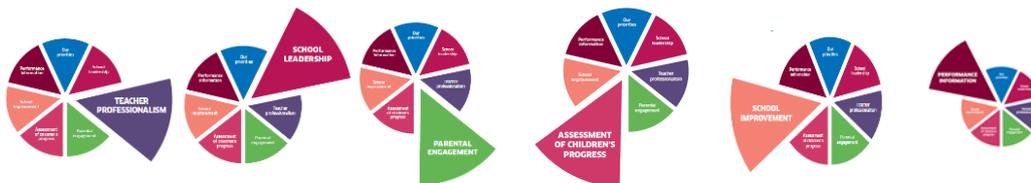
The school has effective transition arrangements in place to support children as they transfer from Nursery to P1, P3 to Lochend Campus in P4 and P7 to Dunbar Grammar School. We run enhanced transition groups for Nursery, P3 and P7 pupils who teachers have identified as needing additional support to manage the change. Over the past 3 years we have been more focused on curricular transition; the DHT and P7 teachers have been working with cluster colleagues and DGS staff to link more effectively, Nursery and P1 have been working on joint topics to support numeracy and literacy and P4 and P3 have introduced a curricular transition project.

Future Developments

- **Increase challenge in learning through consistent approaches to planning for differentiated learning.**
- **Encourage children to be more independent and to develop skills to lead learning**
- **Give children enhanced responsibility as leaders of learning.**
- **Involve children in co-creating success criteria.**
- **Continue to embed Cooperative Learning and Making Thinking Visible strategies across the school.**
- **Use BOATS (Bring Our Adult To School) to enable parents to support learning at home**
- **Introduce Stay and Play in the nursery rooms**
- **Introduce meetings to target support for families where children are not quite meeting expected the levels of progress – linking into Read Write Inc and Count Me In**
- **Count Me In – numeracy support programme for targeted pupils in P5 and P6**
- **Staff engagement in development work of ‘Learning Pathways’**
- **Understand and improve the use of Learning Walls to support reflection of learning**

How good are we at ensuring the best possible outcomes for all our learners?

3.1 Ensuring wellbeing, equality and inclusion



We have been working hard to ensure that this is where all of the drivers have to be working together and a shared understanding of equity rather than just equality as we work towards achieving the best outcomes for our pupils and their families.

The May review identified:

The polite and well-behaved children who are well-cared for by staff, together with the focus on inclusion through well-established partnerships and initiatives such as mentoring.

This session we reviewed and updated our current H&WB teaching programme to ensure links to SAL, SHANARRI, GIRFEC, reflects principals of Curriculum for Excellence and is updated to include the new programme – **'Knowing Me, Knowing You'**.

As part of our PEF survey and discussion we identified the need to provide emotional support for all pupils, to develop resilience and to help them cope with pressures they identify. We were successful in obtaining funding from the Dunbar and East Linton Area Partnership and will be offering Relax Kids to P3-P7 pupils to give them a tool to support their emotional learning.

As part of the visit in May 2017 the review team were able to identify areas where we are making a difference and there are positive aspects to be developed further.

Teachers and promoted staff maintain folders of information describing the progress children are making and the supports they need as individuals. These folders contain evidence linked to children in deciles 3 and 4 and those in deciles 10. Numbers are comparable between those deciles. There are no children in deciles 1 or 2.

Attendance information indicates there is a pattern of higher absences in those children from decile 4 compared with those in decile 10. While the school has adopted a range of strategies to support those children with lower attendance levels it has not yet reached the stage of using data to show a measurable improvement and impact of the approaches.

The school has a good understanding of equity and excellence and the school's context. While there are some very well established interventions, the school is at an early stage of comparing assessments between different groups and identifying positive impact or patterns of underachievement. The school should take forward its understanding and development of quadrants as a tool to ensure all children are making appropriate progress and that there is no pattern identifiable in any specific deciles.

The ethos and practice of the school is strongly centred on individual needs and approaches to support are adapted accordingly. Responsibility for children's progress rightly lies with the class teacher, supported through the tracking and regular year group discussions. Staff are supported through regular access to 'drop ins' with the PT for Inclusion; helpful information on specific learning difficulties (e.g. working memory) available in a Support for Learning space. Whole school needs such as for training (e.g. attachment, executive function) are identified with the Educational Psychologist at the beginning of the school year. There has been a significant decrease in external exclusions (from 42 to 5 over the past 5 years); the school uses informal detentions (agreed in advance by parents) for years 6 and 7, but there have only been 2 this year.

Staff are very aware of the role that confidence plays in learning. Referrals are made to appropriate agencies to enhance wellbeing e.g. music therapy for a looked after child. While there are over 100 children in the staged

assessment process, there are 5 supported through IEPs. The school should review its systems to ensure all children who would benefit from individualised learning plans have IEPs and are achieving success.

The majority of pupils with significant additional needs are in nursery to P2. The school focuses their resources on early intervention which is recognised as effective in removing barriers it would be good to see evidence to demonstrate impact.

Every teacher is asked to identify the lowest achieving 20% in their class, what difficulties they face and what they are doing to address these. Children with ASN and children from vulnerable groups (e.g. LAC) are tracked using the school database. The school should continue to monitor and explore trends systematically in order to put in appropriate action where needed for identified groups of children.

There is a strong commitment from staff to meet individual needs and a clear sharing of what works between staff. It would be even better if there were systematic structures in place for the whole school, for example mapping all literacy approaches and interventions from nursery to P7, so everyone including parents knew what the pathway is. This would be helpful in supporting differentiation.

The school offers a number of targeted clubs to support children who experience barriers in a number of ways, including Harbour Lights homework club, lunchtime homework support clubs, a disability access programme, riding therapy and various ways of offering opportunities to children where finances might constitute a barrier. It would be helpful to track what impact participating in these clubs has on the individual child's learning and wellbeing.

The school has very strong links to the community. The school has involved a youth worker who runs a mentoring project for young people who are socially vulnerable: this has been successful in enabling them to become more confident, and is run in an empowering manner, with the children making and reviewing their own targets. The children receive a Rotary Award as a result of taking part in the project. The Children's University project celebrates out of school learning.

Where children have exceptional needs, there is a very high level of parental involvement at all stages, especially at transition times. Parents/carers are actively involved in the planning, and ideas they have are incorporated into the plans. IEPs are evaluated termly, with parents/carers and outside agencies, but there are more frequent meetings with parents to evaluate progress together. Where children are in the staged assessment process, school is also responsive to need, meeting with parents/carers on a weekly to termly basis. School communicate with parents via letters, email and telephone; they currently do not differentiate communication for parents with literacy difficulties or other additional support needs, through providing information in a visual format.

The school feels it knows if personalised support is improving academic outcomes through the tracking and quadrant assessment system. This needs to be further developed, but the school are working on this.

Action for Children has been a very welcome additional support for some of our children and families in crisis. Data analysis for our most vulnerable children is driving forward planning and next steps. An alternative curriculum is built around individuals where necessary to allow them to make progress.

- **Develop a sustained whole-school focus on equity and excellence through self-evaluation and robust evidence to demonstrate impact for learners**
- **Develop paperwork to support the Teacher Talking Developmental Profile - progress and next steps**
- **Identify with support staff and teachers a consistent approach to gather evidence of interventions ; personalised and group activities**
- **Use alternate sources of funding to support pupils and families to access activities**
- **Track the impact of targeted support within school**
- **Track the benefits of additional support activities e.g. Harbour Lights Homework Club, Riding Therapy, etc.**

How good are we at ensuring the best possible outcomes for all our learners? 3.2 Raising attainment and assessment



Our aim using the drivers this session was to continue to drive up attainment and to begin a new focus on assessment that provided teachers with skills, knowledge and understanding of how the new documentation from ELC and Education Scotland could support them in deciding when learners were secure at a level.

Some of the material did not come in the timescales indicated; however we are very positive that the benchmarks, together with the new curriculum pathways and the work we have started on holistic assessments will be further developed next session to support our assessment policy.

We are fortunate to have two members of staff who are working at national level as QAMSO's and they are playing a significant part in ensuring we are developing holistic assessments and using moderation successfully to ensure we can recognise secure at all levels.

This year we made sound teacher judgments on our pupils' learning through our tracking meetings, the holistic use of assessment approaches including the analysis of standardised testing, and teacher quadrant data. Almost all of our learners are achieving very well across the curriculum – our attainment has risen in the past 3 years although we need to address the drop in attainment at from Primary 5 through to Primary 7, and an unexpected dip in reading at Primary 1. We were looking for 85% of our pupils at P1, P4 and P7 to achieve the age appropriate CfE level - this was achieved in some areas of the curriculum but was not achieved by all stages and in particular by P7 – this is our priority next session.

Staff know children and their families well and provide a high level of pastoral care and support and attention to children's welfare. As an SMT we run a very obvious 'Open Door' policy to ensure that we deal quickly and sensitively with concerns or complaints from both parents and pupils and we have been commended for this approach. We are also very much the front line in dealing with social, behaviour and medical issues to ensure that teachers can focus on the teaching and learning.

Again this year we have reduced our yearly exclusion down to 7 half days and increased our attendance level – session 2015/16 to 95.6%.

The review visit in May 2017 highlighted the following in relation to our efforts in raising attainment and assessment.

There is a sustained focus on raising attainment in numeracy and literacy through the implementation of programmes such as number counts, big writing, and accelerated reader alongside community engagement initiatives such as 'Dunbar reads' and 'Count me In' Attainment data is well analysed and shows that attainment in literacy and numeracy has improved over time, although there are still areas identified by the school for further improvement.

Staff are engaged in quality discussions about attainment with school management and stage partners. They have a good understanding of the available data and are developing the use of quadrants to help target appropriate interventions and support in order to raise attainment. Professional judgements should be further supported through engagement with national benchmarks.

Through the sampling of jotters and pupil focus group discussions, there is evidence to validate teacher judgements about achievement of a level.

A P4 focus group of the highest attaining children demonstrates they are achieving well in English and literacy and that teachers are accurately judging that the children will achieve 1st level by the end of the session. The children value the opportunities they have for free writing and are able to speak clearly about what they need to do to improve their writing and their next steps. Accelerated reader motivates the children to read and supports them to develop comprehension skills. They are able to talk about progress in their learning.

A P7 focus group of the highest attaining children demonstrates they are achieving well in numeracy and mathematics. Teachers are accurately judging that children, in this group, will achieve 2nd level by the end of the summer term. They are challenged well through the maths mixer groups which offer children from all five P7 classes an opportunity to apply their learning to challenging problems and activities. The 'Wizard challenge' engaged them well in applying their knowledge. They especially enjoy the planning of routes using their knowledge of coordinates and degrees.

They find fractions/decimals/% demanding but all have achieved good understanding and use growth mindsets to support their resilience. Very good coverage and success in achieving CfE 2nd level is clear in their jotters.

The school has identified the need to ensure that across all stages tasks are differentiated for learners to ensure appropriate skills progression.

However, literacy and numeracy skills across the curriculum are showing improvements through well planned interdisciplinary learning. This was evident through science, social subjects and health and wellbeing.

The school presents as a learning organisation; that is a place that wants to enable everyone (adults and children) to constantly learn and improve. Great effort is made to ensure whole year groups and whole campuses understand the needs of specific children, and the needs of the Cove children, so that they can be positively included.

At the same time, there is a high level of extraction. There is scope for a greater variety of approaches within classes to enable inclusion: external agencies could be used to build capacity in this area. The school has identified this as a priority.

For individuals who need more specialised additional support we liaise successfully with a variety of other professionals and outside agencies to develop well planned timely interventions to enable positive outcomes. Learners are regularly consulted to ensure their voice is heard within staged assessment meetings and beyond. We have recognised this year a need to focus on equity for learners and this forms a part in our School Improvement Plan. We need to look at how we support pupils and parents both in and out of school with emphasis on homework, school residential trips and class excursions, school uniform and attendance.

We use our tracking meetings, attainment data and SAI meetings to identify pupils needing support both academically and socially and emotionally. As well as a weekly meeting with their line manager staff have the opportunity to identify any pupils as a 'cause for concern' this is then brought to the attention of the PT I&S and the HT and is actioned. We have a data base that records data on all of our pupils and includes information on vulnerable pupils and those at risk.

We have a variety of support in place; 12 mentors for six P6 & six P7 pupils, we have 4 members of our local community delivering Seasons for Growth. In P3 the DHT runs a pastoral care group for vulnerable pupils in preparation for transition and to support their welfare needs. In P7 the DHT runs a challenge reading group, 2 DHT's run an enhanced numeracy challenge group for Primary 3 and 4 pupils. We use our INCAS/AR and teacher judgments to identify specific needs and meet this in imaginative and varied ways. We also produce bespoke attainment reports for individual pupils if requested by parents.

We have increased our support staff and have targeted them to support teachers with making a difference through specific planned activities; this work is assessed and reviewed each half-term and classroom assistants attend the monthly planning meetings at each stage. We identify pupils in nursery and P1 and have a planned programme of early intervention.

For 3 years we have run 'First Steps to Success' an event aimed at promoting early literacy and numeracy and ideas to prepare 2 year olds for nursery – this work was begun following on from our EDI which indicated 'Language and Cognitive Development and Emotional maturity' were areas for development. The EDI results from 2017 indicated little improvement in language development which is disappointing. In light of this we have instigated targeted literacy support, rhyme groups and have identified 'Word Boost' to develop the vocabulary and language skills for our nursery pupils from next session.

Children in the nursery classes have made good progress in their learning in literacy and numeracy and received a positive report from the Care Inspectorate. This session we carried out training for all staff using HGIOELC to evaluate the nursery setting and the programmes of learning we offer.

Future Developments

- **85% of all pupils in P1, P4, P7 will be secure at appropriate level in Numeracy and Literacy – school and cluster target**
- **Increase the rigour of professional dialogue using assessment to inform planning for next steps in learning.**
- **Develop a framework of assessment linked to tracking and monitoring activities.**
- **Develop a greater variety of approaches within classes to enable inclusion: external agencies could be used to build capacity in this area**

Appendix 1

Self-evaluation question	HGIOS4 Quality Indicator	Dunbar Primary School Evaluation
How good is our leadership and approach to improvement?	1.3 Leadership of change	Very Good
How good is the quality of the care and provision we offer?	2.3 Learning, teaching and assessment	Good
How good are we at ensuring the best possible outcomes for all our learners?	3.1 Ensuring wellbeing, equality and inclusion	Good
How good are we at ensuring the best possible outcomes for all our learners?	3.2 Raising attainment and achievement	Good
What is our capacity for continuous improvement?	1.1Self-evaluation for improvement	Very Good