

Standards & Quality Report 2018 – 2019 and School Improvement Plan 2019 – 2020

Last session we consulted with parents, pupils and staff on our vision, values and aims as we felt they were not used effectively, and whilst we have a very positive ethos and good behaviour we wanted to join up all aspects of school life to be reflected and embedded in ‘this is what we stand for’ and we gathered evidence and worked with parents, pupils and staff in May.

The poster above clearly shows our **Vision** through the **commitment statement**.

As you walk through the main entrances to each campus our motto is printed for everyone to see ‘**Standing together, facing the future**’

We realised that our values were not known to the school community and the contributions from parents, pupils and staff has identified **Ambition, Resilience, Community, Happiness** – our **ARCH** to support all that we do in school across both campuses.

We have always used the four capacities of **Effective Contributors, Responsible Citizens, Confident Individuals** and **Successful Learners** as our aims and we will continue to use these to link in with our Rights Respecting School programme.

We look forward to working with the whole school community throughout the year to share and demonstrate our vision, values and aims.



This is an extract of the school's Standard and Quality Report and School Improvement Plan. Both documents are available to read on the school website: www.edubuzz.org/dunbarprimary

This report summarises the strengths of our school, our recent improvements and what needs to improve further. We gather this information throughout the year in a variety of ways so we can make sure our report is as accurate as possible. We take time to compare what we do with national examples of best practice. We use all of this information to arrive at our view of the quality of education we provide at Dunbar Primary School.

How good is our leadership and approach to improvement?

Leadership of Change (Q 1.3)

We are committed to self-evaluation and improving learners' experiences. Having been recognised by GTCS in June 2018 for **Excellence in Professional Learning**, we are determined to build on this. Our goal of continuous improvement is linked clearly with our improvement plan priorities and our commitment to working to achieve 'excellent' or 'very good' in evaluation of How Good Is Our School 4 indicators.

Feedback from Education Scotland visit to DPS on Curriculum Empowerment, MaryAnn Hagen from HMIE:

'Very polite and confident pupils, good behaviour and positive relationships were evident, the school has a wide and varied curriculum which is being supported by the frameworks. Staff are confident and have a real sense of ownership and empowerment to take things forward to suit pupils'

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

Learning teaching and assessment (Q 2.3)

Ensuring all pupils can read confidently and fluently before they leave Primary 3 and that we foster enjoyment of reading as children progress through school is very effective; this year we had 106 A.R Millionaires up 22 from last session and only 19/153 pupil are not on track in P3, but are all reading.

Numeracy has been a focus this session and we are encouraged by the results from CfE levels, Athletics data, maths mixer group scores, tracking of pupils on Count Me In programme and teacher evaluations. The sessions on SEAL and the teacher trio observations we believe are making a difference in both pupil and teacher confidence and we will continue to build on this next session. 42 pupils achieved Gold Athletics certificates last session. The staff professional reading group used 'How I wish I'd taught Maths' Craig Barton to trial different approaches and to develop a positive reaction to maths in our pupils. We will continue to make this a focus next session.

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

Ensuring wellbeing, equality and inclusion (Q 3.1)

This year we employed a Cluster Family Support worker who has been very proactive in supporting pupils and parents with poor attendance, emotional issues preventing regular attendance and pupils struggling with behaviour or social issues.

We set up a nurture room and an enhanced support base. 30 children have accessed the nurture room either as part of a daily morning session or small afternoon groups. These children were given a Boxhall screening before and after attending and showed good progress.

9 children have accessed the enhanced support base. Children who were unable to attend mainstream classroom have worked in the Crow's Nest, making progress in their learning, and have now successfully transitioned back to working within mainstream, using the Crow's Nest as required to support their continued progress. The Crow's Nest was set up in response to a growing need for an alternative provision to mainstream for a number of our P1-3 children.

Raising attainment and achievement (Quality Indicator 3.2)

Dunbar Primary School continues to perform to a good standard. We have, over the past session, maintained high standards of attainment in all Listening and Talking, Reading, Writing and Numeracy. We are particularly pleased to note the strong progress made by our lowest attaining pupils and those in SIMD 4 and 6. The excellent P7/S1 transition arrangements we have in place for all pupils moving to DGS and elsewhere. This includes the sharing of SNSA data for Literacy and Numeracy. The welcoming and inclusive ethos of our school ensures that all of our pupils benefit fully from the rich and varied curriculum on offer from Nursery to Primary Seven. Our focus this session on Ready, Respectful, Safe has greatly improved the behaviour and attitude to learning across the school.

Learners in our school, across all ability ranges, make good progress from their prior levels of attainment. We have very effective strategies for raising the attainment of those who are at risk of missing out.

Based on ACEL Data and SNSA Performance in P1, P4 and P7 in June 2019, it is clear that students have made good progress in their classes and it is evident that pupils are working across the 4 capacities with increasing confidence.

Pupil Attainment for 2018/19 and showing progress over the past 5 years.

	Literacy- Reading				
	2014-15	2015-16	2016-17	2017-18	18-19
Primary 1	59%	72%	74%	90%	83%
Primary 4	52%	70%	72%	84%	79%
Primary 7	34%	58%	66%	69%	83%
	Literacy- Writing				
	2014-15	2015-16	2016-17	2017-18	18-19
Primary 1	48%	70%	76%	79%	72%
Primary 4	40%	68%	83%	78%	75%
Primary 7	37%	47%	56%	63%	80%
	Numeracy				
	2014-15	2015-16	2016-17	2017-18	18-19
Primary 1	54%	81%	78%	83%	75%
Primary 4	30%	78%	86%	71%	77%
Primary 7	44%	55%	57%	63%	85%

In 2018/19 we set targets:

At P1 75% of pupils to achieve Early level

At P4 80% of pupils to achieve First level

At P7 80% of pupils to achieve Second level

For session 2019/20 we are aiming in reading, writing and numeracy:

P1 80%

P4 85%

P7 85%

Other Achievements

DPS achieved the Excellence in Professional Learning Award from the GTCS

Sport - Indoor Athletics Champions, EL badminton Champions, Cross Country Champions, Meadowmill Athletics Champions (Big Schools), Hockey Champions and Swimming Relay Champions

New clubs started this session: Table Tennis and Girls Fitness (8.15am start and over 50 attendees each week!)

155 pupils gained their Discovery John Muir Award which included a night at Innerwick outdoor centre.

School orchestra of 30 instruments playing at our Christmas and summer concerts

Our charity events: Childhood Cancer, Brainwave and Macmillan Cancer Day, CinN, Red Nose Day, Dunbar Christmas Lights Appeal raised £3472.00

We were the first Scottish school to take part in the Sri Chimnoy World Peace Run

P7 pupils achieved First and Second places in Dunbar Cluster Rotary Quiz

World Book Day brought a new challenge 'Dress a potato as your favourite book character' and proved we have creative, motivated and well-read pupils and staff!

12 P5 pupils worked with our 3 Probationer teachers and the Rotary Club at a lunchtime club for Young Writers competition – one who went forward to the final.

One of our DHT's was awarded GTCS professional recognition for Coaching and she is using this to support staff.

One teacher complete the First Steps to leadership programme and ran a project on leading and using professional reading to change classroom practice. This year it linked to our Numeracy focus 'How I wish I'd taught maths' Craig Barton.

One of our Principal Teachers successfully completed Next Steps to Leadership leading "Implementing Restorative Approaches across Dunbar Primary School." project.

The Headteacher is now an Associate Assessor with Education Scotland and will use this experience of school inspection within our school and within the local authority.

Our Nursery Care Inspection report in February 2019 was very positive and reflected the hard work the new Senior Early Years practitioners and nursery nurses:

Quality of Care & Support Grade: **Very Good** Quality of Environment Grade: **Good**

Quality of management & Leadership Grade: **Good** Quality of Staffing Grade: **Very Good**

Our Priorities for next session:

- **2 year programme focusing developing with staff what is high quality teaching, learning, planning, assessment and feedback in the classroom at Dunbar Primary School with the aim of ensuring a consistency of approach that meets 'very good' as a quality indicator in all classrooms**
- **Develop digital literacy and digital learning programme across the curriculum within the school and nursery.**
- **Ensure our values, vision and aims together with our Rights Respecting School status links to our curriculum and ethos and is a clear message for the school community**
- **Development of Play-Based Curriculum across P1**
- **In Nursery the Learning Journeys should be developed to show progression and next steps consistently across the whole setting to support and inform parents.**

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities. As part of our S&Q report we have assessed ourselves against HGIOS 4 (How Good Is Our School)

Level

Q.I. 1.1 Self-evaluation for self-improvement	Very Good
Q.I. 1.3 Leadership of change	Very Good
Q.I. 2.3 Learning teaching and assessment	Good
Q.I. 3.1 Ensuring wellbeing, equality and inclusion	Good
Q.I. 3.2 Raising attainment and achievement	Very Good

