

Dunbar Primary School Standards and Quality Report

For session 2019 - 2020



Context of the School

Dunbar Primary School is a very large school split over two campuses; the role continues to rise as additional housing is planned for Dunbar. We currently have **1248** pupil, 36 classes in the main school and 8 classes in our nursery. John Muir Campus houses our nursery with a roll of 260, P1-P3 classes of **390** pupils. We also have an Authority Communication Base for primary pupils; all pupils allocated a mainstream class and where possible, depending on the severity and need, we aim to integrate them into class as much as possible. Lochend Campus has 20 classes for P4-P7 **572** pupils.

The Head teacher has no class commitment; there are 6 deputies all with 0.2FTE FTE, based at each campus, including one who has responsibility for the Cove. The school is also supported by two full-time PTs Inclusion, Equity and Support at each campus and 2 PT who teach full-time but with responsibility for Health & Wellbeing. Our Early Years Centre Manger has responsibility for the nursery. Pupils are supported by 3 full and 5 part time additional support needs auxiliaries and the equivalent of ten full-time classroom assistants.

We see ourselves as community school and work hard to engage with and support the community of Dunbar. We have very supportive and proactive parents, a large and enthusiastic volunteer network and pupils who are engaged and motivated to learn.

School Values and School Aims

In session 19/20 we shared our newly focused values and aims that link more coherently with our behaviour policy; we worked to ensure the values and aims were embedded into the life of the school and we worked to thread them through the year in assemblies, the classroom, in the corridors, in topics and in all we do. COVID19 has presented significant challenges to the world, our schools and our children which meant we had to move on on-line learning for the final term, this is reflected in this document.

'There is a real sense amongst children, staff and parents that Dunbar Primary School is at the heart of its community. Children are proud of their school and are keen to learn. They are respectful to one another and demonstrate kindness and tolerance. Relationships amongst staff are positive. They are supportive of one another and value the skills and experience individuals bring to the team.' ELC Review Team March 2020

How good is our leadership and approach to improvement?

- First year of three years programme partly completed (up to Easter 2020 – COVID19 interrupted) focusing developing with staff 'what is high quality teaching, learning, planning, assessment and feedback in the classroom' at Dunbar Primary School. There is a highly commendable culture of professional learning, trust and respect.
- Leadership at all levels is firmly embedded leading to innovative and creative learning opportunities that are engaging learners and supporting the school to raise attainment.
- Research, professional visits and further study are supporting the staff team well to improve their pedagogy and moderate effectively together.
- The staff team links with a wide range of partners to raise the aspirations and widen the knowledge and skills of learners.
- Staff from all stages engaged in leading the Learning & Teaching Improvement group to develop professional reading programme and teaching toolkit.
- Peer observations have been positive and significant in staff identifying areas for development and self-evaluation skills.
- The school community now has a shared ownership of the new school vision, values and aims
- Addition of Business Manager and Early Years Centre Manager strengthens our SLT to support our programme of improvement.
- Weekly SLT meetings have benefitted from class teachers and Family Support officer attending.
- Following a review of 3.1 from LA staff we have identified a whole school approach to Pupil Support to develop more consistent and appropriate learning and teaching support within the classroom
- Working with the previous WTA and Improvement Plan, senior leaders and staff have worked to guide and manage the direction and pace of change. Ensuring time is protected for professional learning, collegiate learning and self-evaluation moving forward will be essential, especially given the current COVID-19 situation.
- Pupil Voice groups at both campuses have been actively involved in taking forward areas identified by pupils; Playpods and playground behaviour.
- Teachers and others staff have taken on leadership roles to develop their own skills and support the school – digital group, Next Steps, First Steps
- The EYC Manger has had a positive impact on amalgamating the former 'wraparound room', into the fifth nursery room 'Castle, and developing the team of SEYP and Nursery Nurses to now look to be using new 'Realising the Ambition' and developing a closer link with the Primary 1 team.

Future Developments

- Further development of DPS Toolkit and peer observation sessions
- Using the East Lothian Frameworks and Pedagogical Sails
- Develop leadership opportunities across the whole school through effective collaboration and enquiry.

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

- Digital literacy and the development of skills was accelerated during 'lockdown' and the COVID-19 situation has led to effective use of Digital Technology across the school, there is scope for this learning experience to influence classroom practice when we return to school.
- Technologies frameworks have been unpacked and we have started to create a progressive programme of digital literacy and skills from Nursery to P7
- Initial work begun on development of Play-Based curriculum across P1
- Programme of training for teachers; provided in-house, by ELC, SEIC Development Officers and external providers.
- Use of professional reading to challenge and support teachers in ensuring lessons are meeting the needs of all pupils and are impacting on identified next steps.
- Opportunities for pupils to contribute to the improvement of our school that were authentic and relevant.
Ensuring all pupils can read before they leave Primary 3 and that we foster enjoyment of reading as children progress through school is very effective; this year we had 111 A.R Millionaires up 7 from last session. 90% of pupils on track with milestones of Read Write Inc. programme (as of last assessment in Feb 2020) 25 are not on track in P3, but are all reading.
- Our BOATS sessions have been very popular and informative for parents and carers. They have provided opportunities for children and families to be active participants in the curriculum and feedback from these opportunities has been positive.
- There have been a variety of planned opportunities to ensure that the views of children are sought, valued and acted upon, with pupils reporting that they feel listened to.
- Shared Classroom Experience feedback demonstrated that the use of questioning to promote curiosity and confidence is evident in the majority of classes.
- Within the Nursery, there has been an evolving collaborative approach towards planning and assessment and staff are feeling more confident in this approach.
- There is scope for an increased focus on Assessment to ensure that it becomes a more integral part of the learning and teaching cycle.
- Through focussed CAT sessions, staff have developed their knowledge and understanding of the multiple sources of data; Demographic, Programme Data, Pupil Achievement and professional dialogue and have focussed on this within Attainment Meetings and reporting.
- The wider use of formative assessment, along with summative assessment approaches, will continue to provide a more accurate picture of pupil attainment when tracking pupil progress.
- Teachers should continue to provide opportunities for learners to reflect on and evaluate their learning through regular feedback and learning conversations as part of the learning process.
- There needs to be further opportunities for moderation to ensure assessments of learning are valid and reliable in terms of challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.
- Through CAT sessions and professional dialogue, staff have developed a more consistent approach to learning walls incorporating Making Thinking Visible and ELC Frameworks.
- The majority of lessons are well planned and varied to ensure active pupil engagement in a wide range of interesting activities. There are some examples of excellent practice in evidence and scope for this to be shared more routinely across the school.
- All staff have piloted the Seemis attainment tracking tool which has helped to gather relevant data for individual pupils. This will be further developed across the whole school in line with ELC expectations.
- The ELC review of 3.1 and 2.4 has identified areas for the school to develop a greater ownership and joined up approach from all staff, including support for pupils in the classroom.

Future Developments

- Further development of inclusive practices to build the universal offer within classes to meet the needs of learners.
- Ensure targeted interventions are informed by robust assessments and data.
- Support introduction of 'key worker' system in all nursery rooms to develop feedback available to nursery parents.
- Technologies frameworks are a priority for all schools in East Lothian and we have already identified Digital Teacher Champions at each stage and we will train pupil 'Digital Digits' to support classes.
- Using the East Lothian Pedagogical Sails we will explore Learning, Leadership and Relationships across Literacy, Numeracy and Health and Wellbeing.

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

- Children who are motivated and are positive ambassadors for their school.
- The team ethos amongst staff and the skills and expertise across the school community.
- The strong links with the local community ensuring the school is recognised and valued as a significant community asset.
- The good start made with the implementation of the child planning framework.
- Excellent use of in-school support such as : Seasons for growth, Relax kids, Art therapy, Mentors, FSW, individualised programmes
- All pupils engage with their teacher using the Wellbeing Wheel (SHANNARI) to discuss and identify progress and next steps.
- In the Cove, staff know their children and families well and the strong partnership between home and school supports the wellbeing of the children.
- Effective partnership approaches in the Cove ensure learners benefit from appropriate, proportionate and timely support.
- Pupils have the opportunity to celebrate and share their success within school and the wider community.
- All staff are trained in the new Included, Engaged and Involved East Lothian policy.

Future Developments

- Set up H&WB committee to provide more opportunities for staff to get together
- Programme of training delivered by Educational Physc, PTs to develop inclusive practices to build the universal offer within classes to meet the needs of learners. Focus needs to be placed on teachers reflecting on and adapting their practice to meet the needs of all learners.
- Inward focused reflection and solution focused approaches would support progress and impact
- Support for Learning Team – DHT, 2 PTs and support staff will support identified pupils who are at risk of ‘falling behind’ due to COVID19
- In light of the COVID-19 situation, there will be a focus on Health and Wellbeing across school for pupils and staff including; Nurture, GIRFEC, RRS, Wellbeing Wheels, Resilience and Zones of Regulation.
- Further develop our Breakfast Club to ensure all pupils who need it can attend.
- In the Cove, staff should begin to develop a consistent approach to planning learning, teaching and assessment and ensure quality assurance processes are leading to improved outcomes for learners.
- Across the school, Identify appropriate training for all to engage with, to build staff capacity to engage with the needs of diverse learners

What is our capacity for continuous improvement?

- There is a significant gap in achievement of a level between boys and girls in both Reading and Writing, where boys are achieving less well compared to girls (there is a very small difference in numeracy in the other direction).

1.1 Difference in Attainment by Gender

2018-19	Boys	Girls	Gap
Reading	75%	87%	-13%
Writing	66%	80%	-15%
Numeracy	77%	76%	1%

- This has been identified in the school through attainment data by the SLT and our LA HMIe Attainment Advisor. The SLT aim to look specifically at how we teach boys and what changes we should make to address the attainment difference. We see this as a three year programme and we will set targets through school tracking of attainment which takes place three times each academic year.
- To examine data from projects and assessment to determine impact and next steps to improve.
- With support from the parent Council and local community we will develop an area of Lochend Woods for school use for outdoor learning and play based activities.
- Attainment evidence indicates that learners are making variable progress from their prior levels of attainment within literacy and numeracy across the school. Following November Attainment meetings, data shows that the majority of pupils are on track or exceeding expectations.
- Progression over time within Read, Write Inc. was as very positive. The most recent results in Read, Write Inc. have demonstrated an increase in attainment the and the development of a consistent approach across the Primary 1 – 3 year stages together with support and training provided by a PEF funded teacher is leading to far fewer pupils leaving P3 without the ability to read.
- Through professional dialogue during attainment meetings we base our progress on data gathered from – teacher professional judgement, SNSA, SWST, Numeracy and Maths assessments, RWI, AR, Mathletics.
- Analysis of data together with teacher observations will be used in stage meetings to identify next steps, differentiation and challenge for pupils to provide a more focused teaching approach.

Attainment over Time

- Evidence from tracking meetings with teachers and projections of CfE levels (February 2020) were indicating that pupils were making good progress and the majority of pupils were on track.
- The school has a clear view of its attainment, its progress and areas focus. We have a programme of support and interventions based on attainment and pupil data, together with teacher judgement. This has allowed us to have a focus on key areas of improvement and will continue to identify development needs to raise attainment and close the gap for our identified pupils

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 - Good