



# Dunbar Primary School Standards and Quality Report

## 2021 - 2022

### School Context

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 **1237** pupils, 36 classes in the main school, 10 classes in our nursery, 27 pupils in the Cove, our Communication Provision.

John Muir Campus P1-P3 classes of **406 pupils** and 5 nursery classes of **217 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 with **613 pupils**. Across both campuses there is a **staff of 160**.

The Head teacher has no class commitment; there are 6 deputies all with 0.2FTE, one who has responsibility for the Cove, one who has specific responsibility for managing Inclusion & Support across the whole school and 4 split across the sites.

The school is also supported by two full-time PT Inclusion and Support at each campus, one other PT with full-time class commitment.

Pupils are supported by 19 additional support needs auxiliaries and the equivalent of 13 full-time classroom assistants.

The nursery is managed by the F/T Nursery Manager who also supports East Linton PS. Each of the 5 rooms has a Senior Early Years Practitioner and the equivalent of 3 F/T EYP for the daily sessions of 8am- 6pm – Mon – Fri.

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.

## How good is our leadership and our approach to improvement? 2021 - 2022

### 1.1 Self-evaluation for self-improvement

- *Collaborative approaches to self-evaluation*
- *Analysis and evaluation of intelligence and data*
- *Ensuring impact on learners' successes and achievements*

#### How are we doing?

We have an enthusiastic team, collaboratively working together to improve the life chances of all learners.

Each senior leader has responsibility for a specific year group. Their strategic understanding of children's progress and curriculum delivery at each stage helps identify gaps in learning across curriculum areas. They use this information to ensure continuity in learning for children at the end of each academic year. Staff use information about children's progress effectively to identify learners in need of support and challenge. HMIE

The SLT support and encourage a culture where staff feel confident to contribute to, and lead on, school improvement.

We have gained a much clearer picture of our school data in relation to each individual pupil, the needs of groups across the school and where are gaps are, and this will support a much closer scrutiny of progress at tracking meetings

We set out clear plans for the use of PEF; positive work and effect on children and young people's attainment, confidence, health & well-being has been achieved through Nurture, Speech & Language teacher, RWInc. and impact of our Enhanced Support worker and the new Piping Programme.

Across the school staff have a clearer understanding of children affected by their socio-economic context identified through area deprivation (SIMD), free school meals entitlement and attendance. Progress of targeted groups of learners needs to be more closely monitored and impact checked to establish the effectiveness of our interventions.

Staff across each primary stage have regular opportunities to plan together. This well-established practice enabled staff to share workload and utilise areas of expertise during

#### How do we know?

Quantitative data- SIMD data, SEEMIS Progress and Achievement Tool, SNSA, RWInc, SWST, AR, Boxhall Profiles – Nurture support, SEIC Research project

Nursery individualised support, floor books, Personal Care plans and Learning Journeys

Qualitative data is regularly sought and analysed to review the improvement priorities of the school and to fine tune developments:

- Curriculum rationale – initial consultations with parents and pupils
- Pupil questionnaire – learning @ DPS
- Pupil focus groups – feedback, school values/ lessons
- CAT/Curriculum Development meetings
- SEIC Research project writing evidence + pupil feedback
- Parent and Carer feedback

Teacher/Support Staff end of term questionnaires

PEF projects for each coming session are discussed with staff and parent council

Evaluation of leadership opportunities – 1<sup>st</sup>/Next steps/ Mentors/ Coaches

Forward planning meetings across stages

Regular tracking meetings

Weekly and daily dialogue with stage partners and level colleagues.

Professional reading group led by teachers focus on T&L in classroom – session 22/23  
'Running the Room' Tom Bennett

periods of remote learning. This partnership working supports consistency and progression across year groups and provides opportunities for moderation.

**What are we going to do next?**

Development of ARCH Learning programme to support identified pupils with poor attendance and/or behaviour and engagement issues – CfE based teaching linked to Hi5 awards, John Muir award and community activities linked to needs and interests. Focus on improving engagement and attendance with the aim of pupils maintaining f/t in their own class.

Quality assurance calendar to ensure meaningful self-evaluation to gather evidence and impact throughout session.

Encourage pupil voice and opportunities for other stakeholders to contribute views regularly across all key priorities for improvement.

Tracking meetings will be led by line managers (SLT) who will be working closely in the classes next session; this will allow for in depth knowledge of classes to discuss progress and achievement.

Super Coaching training will be delivered to all teachers and SLT next session

**From the evaluation of our evidence we feel that the quality of Leadership of Change is (*Excellent / Very Good / Good / Satisfactory / Weak / Unsatisfactory*)**

### 1.3 Leadership of Change

- *Developing a shared vision, values and aims relevant to the school and its community*
- *Strategic planning for continuous improvement*
- *Implementing improvement and change*

#### **How are we doing?**

The recent Recovery visit by HMIE in May 2022 commented on areas we are making progress with and can be developed further to support improvement and to meet pupil needs:

‘The school values, and a focus on children’s rights, support learners to feel valued and respected. Children know they can talk to adults in school and are confident they will be listened to and supported. Staff are vigilant in identifying individuals who may require support with their wellbeing. They raise concerns promptly with senior leaders and agree appropriate strategies or interventions. A wide range of partners provide effective, targeted support to reduce anxiety, build confidence and promote children’s mental wellbeing.’ HMIE

‘Senior leaders and staff should continue to create and develop bespoke learning pathways to meet better the needs of interrupted learners. The headteacher is solution-focused in trying to identify creative approaches to motivate and re-engage children in their learning. The headteacher recognises the need to ensure all children receive their full entitlement to a broad, planned and progressive curriculum. Working closely with parents and partners, the longer term goal will be to reintegrate children fully into learning in class with their peers.’ HMIE

Recent events such as Sports Days, musical events, Leavers dance, John Muir Museum and rock pool excursions have allowed us to connect with parents, carers and the wider community

Attendance and lateness have become an area of concern following the periods of remote learning which is impacting on attainment and behaviour and the well-being of some of our pupils.

This year we set up an ASN support group for parents and they worked with the school to create our first Neurodiversity Week in May to inform parents and pupils and for neurodiverse pupils to develop a more positive perception of their own unique neurodiverse traits and skills.

The school made the decision to implement the Visual Support Programme across the whole of our school to prevent, remove or alleviate the effects of barriers within the learning environment.

This session we focused across the school on Nurture principles – All behaviour is communication and Transitions, over the next 2 years we will have explored and embedded all 6 linking into our curriculum and well-being indicators.

#### **How do we know?**

Our vision, values and aims are visible throughout the school and referred to in classes and assembly

The school has a high profile and plays an important part in Dunbar.

Strong links with the 3 Churches and our Church Youth worker promote and enhance our vision, value and aims.

Strong working relationships between teachers and their line managers makes a positive impact on pupil learning, SLT ensure development time is well planned and progresses school improvement.

Following ‘lockdown periods’ and restrictions put in place to ensure health and safety of pupils and parents recent feedback supports the schools view that we want to open up our doors, return to buddy class activities and increase family learning opportunities

Our staff questionnaire in June 2022, the majority of respondents stated that school is well led and managed, staff feel supported and have the opportunity to lead in school. 93% of staff said ‘I feel supported to engage in professional learning’ and 82% indicated ‘I have regular opportunities to undertake leadership roles – school/cluster/council’

Attendance May 2021 – 93.9 May 2022 – 90.1 Unauthorised absences increased from 1.2 to 1.9. Work by our Pupil Support worker has already had success in some pupils returning on a part-time basis. Parents, staff and pupils have been very positive about the changes we have made to our enhanced and main transition programmes.

Staff awareness of pupils’ behaviours being linked to other factors is evident.

Nursery engage parents through website, twitter and newsletters and Share out Learning sessions

**What are we going to do next?**

Development of ARCH Learning programme to support needs of identified pupils; this links in with the work we have started on our Curriculum Rationale so that it answers the questions: 'What is it we want for our children?' 'And 'What are we going to do to achieve it? '

Ensure staff, pupils and parents are clear about how our Values link in with the well-being indicators, our other support strategies e.g. Zones of Regulation, Circle, Building Resilience and the UNHRC.

**From the evaluation of our evidence we feel that the quality of Leadership of Change is** (*Excellent / Very Good / Good / Satisfactory / Weak / Unsatisfactory*)

# How good are we at improving outcomes for all our learners?

## 3.2 Raising Attainment and Achievement

- *Attainment in literacy and numeracy*
- *Attainment over time*
- *Overall quality of learners' achievement*
- *Equity for all learners*

### How are we doing?

Raising attainment in literacy and numeracy have been a central feature of the school improvement plan and annual priorities. The periods of remote learning and the impact once pupils returned to school has been significant.

Evidence from attendance data, CAHMS referrals, involvement with multi-agency projects to support pupils e.g. Early Intervention Team, indicates that the level of need relating to the mental health and well-being of a greater number of pupils is significant and has impacted on our attainment for this session.

It became evident during the duration of this session 21/22 that whilst remote learning had supported many pupils, some had not engaged in the same way leading to gaps in learning. It was also clear that some areas of the curriculum proved more difficult to ensure pupils were making sufficient progress or practicing to develop skills needed to show achievement of certain outcomes.

Although only into Yr1 of our 3 year project to improve writing attainment and enjoyment we can see evidence of improvement in attainment at P1 and P4, whilst P7 has fallen. Our P&A tracking shows evidence of strong progress in P3 and P6.

We had identified that our nursery pupils moving into P1 were going to need more support in developing phonological skills for reading; we employed a Speech and Language Teachers to support teachers, nursery and support staff to teach additional strategies to support progress. Whilst the reading attainment has fallen since last session we are confident this intervention will ensure these pupils will make progress as the rate expected.

'Teachers used assessment evidence to identify the need to improve writing across all stages. They are participating in a three-year writing programme with other local schools. Staff now take a more structured approach to teaching writing and use research projects to evaluate how effective approaches are. Children feel their writing skills are improving.' **HMIe**

Evidence from SNSA and teachers in tracking meetings in P4 and P7 showed areas of

### How do we know?

#### ACEL data 2020 - 2021

	Reading	Writing	T&L	Numeracy
P1	79.2%	73.8%	87.4%	79.2%
P4	72%	62%	75.6%	67.4%
P7	67.5%	63%	79%	54.8%

#### Progress & Achievement data June 2022

	Reading	Writing	T&L	Numeracy
P2	91.4%	88.5%	96%	92.8%
P3	94.1%	95%	98.3%	95.8%
P5	83.3%	70.8%	86.9%	78.6%
P6	84.7%	81.5%	87.9%	82.8%

Figures show that pupils in P3 & P6 are showing good progress towards achieving 1<sup>st</sup> and 2<sup>nd</sup> level next session

Data is based on teachers' professional judgement. Staff use a range of assessment data to gather evidence.

Data tracking including standardised assessment results (INCAS in P2, P3, P5, P6 and SNSA in P1, P4, P7)

Tracking meetings include high quality discussion which support teacher confidence, interventions and deployment of staffing resources such as CA and SfL. This supports high quality moderation across a year group.

Children's work and children's ability to talk about their understanding in learning

Pupil focus groups support evidence that self-evaluation and self-reflection is showing

<p>numeracy and maths were pupils were less confident, or teaching during remote learning meant pupils were struggling with concepts. This is clear in the ACEL data with the majority of P7 pupils achieving 2<sup>nd</sup> level and the majority of P4 pupils achieving 1<sup>st</sup> level</p>	<p>depth and understanding.</p> <p>RWInc final assessment June 2022 – showing % pupils on track or exceeding level expected:</p> <p>P1: 82%</p> <p>P2: 76% (17 pupils identified for 1:1 fast track tutoring from CAs next session. 5 minute daily revision of sounds / sound play / oral blending)</p> <p>P3: 67% (18 pupils identified for 1:1 tutoring at different levels)</p>
<p><b>What are we going to do next?</b></p> <p>Cluster writing teacher Gill Eunson will lead Yr 2 of 3 of our Explicitly Teaching Text Types writing programme to continue progress of improved attainment and enjoyment in teaching writing.</p> <p>Helen Bennett will deliver SEAL sessions to support teachers and support staff in ensuring that we are teaching to challenge and support pupils to make appropriate progress.</p> <p>SNSA will take place Oct/Nov to gather evidence for P7 and P4 teachers and pupils of areas needing attention in literacy and numeracy</p> <p>Tracking meetings will be led by line managers to ensure consistency across classes, identify pupils needing support, ensure interventions are having impact within each term. Using spreadsheet (Jon Doyle) for our SIMD/ASN/LAAC/Care Exp. pupils we will identify and monitor</p>	
<p><b>From the evaluation of our evidence we feel that the quality of Raising Attainment and Achievement is (<i>Excellent / Very Good / <u>Good</u> / Satisfactory / Weak / Unsatisfactory</i>)</b></p>	

## What is our capacity for continuous improvement?

	<p><b>What is our capacity for continuous improvement?</b></p> <p>HMIe visited in May for a Recovery visit, evidence from their feedback links together Leadership &amp; Management in 1.3, Success and achievements as part of 2.3 and Learning provision in 3.2</p> <p><i>'The staff work very well together. They feel well supported by each other and know they can approach senior leaders with ideas, issues or concerns. There is a greater focus on supporting staff wellbeing in recognition of the ongoing challenges staff face. A range of activities and groups, such as wellbeing walks, skipping class, professional reading group, and a running group, promote physical and mental wellbeing. These opportunities are open to all staff and have strengthened further staff relationships. There is a plan to develop a coaching culture across the school to support not only professional learning, but also wellbeing.'</i></p> <p>Evidence from attendance data, CAHMS referrals, involvement with multi-agency projects to support pupils e.g. Early Intervention Team, indicates that the level of need relating to the mental health and well-being of a greater number of pupils is significant and has impacted on our attainment for this session. As a school we have looked differently at how we will use our PEF and our support staff this coming session to focus on identified needs that are preventing pupils from coming to school, or accessing their classroom or need more personalised approaches. Next session we will develop our ARCH Learning Programme and Zone using school and community resources to assist in getting specific pupils back into school and on-track with learning.</p>
---	---

## Overall Grading for Quality Indicators

Quality Indicator	1.1 Self-evaluation for self-improvement	1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Raising attainment and achievement
<b>HGIOS 4 Grading:</b> 1 Unsatisfactory 2 Weak 3 Satisfactory 4 Good 5 Very Good 6 Excellent	5	5	4	4

Self-evaluation grading for 1.2, 2.3 and 3.2 will be submitted to Scottish Government for the annual NIF QI return