

LEADERSHIP

We continuously strive to maintain and build on shared leadership across our school – improvements in this area have impacted very positively on the overall ethos and life of the school and its community.

Children

Whilst in school, children have a wide variety of regular opportunities to develop their leadership skills, for example within the Rights Respecting Group & Pupil Council, as well as House Captain and Buddy responsibilities. Through the various groups, pupils have organised small group and whole school activities, run assemblies and consulted parents / children at school events. Children have developed a wide range of interpersonal skills through these activities as well as having made a significant contribution to school improvement. Whilst in school. The Rights Respecting Schools (RRS) Group continued to focus on leading the school to Level 2 RR Status, all children know and can articulate the school values and work hard to promote honest, ambitious, respectful and kind behaviour throughout the school and wider community. Children regularly lead assemblies and demonstrate improving confidence in speaking to large groups.

Parents

Parents continue to show their support for the school by attending 'Sharing Learning' Events. Some parents have run clubs, broadening the opportunities for personal achievement for all children. Parents evaluate the school's development work through the Parent Council and by responding to school questionnaires / consultations. Our Parent Council continues to have a positive impact, making suggestions as to possible improvements and organising social and fund raising events.

Staff

We are committed to professional reflection and developing the capacity of all our staff to be the best that they can be. Teaching and non-teaching staff are involved in the strategic direction and leadership of our improvement journey. We hold regular Staff Consultative Group, Support Staff and Collegiate Meetings. The Senior Leadership Team (SLT) continue to monitor learning and teaching to ensure appropriate pace and challenge for all pupils and to identify strengths and development needs. Whilst in school all teachers completed peer observations of learning and teaching. All teaching staff have leadership responsibilities through an established working party approach to school developments. Teaching staff have been part of Local Authority working parties. Dunbarney staff have also taken a lead in LMG developments.

Improvement Priorities for 2020 – 2021

- Continue to respond to the challenges presented by Covid 19
- Develop Blended Learning
- Adapt and adopt PKC Literacy Progression Pathway

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Be Your Best Self



STANDARDS & QUALITY REPORT 2019 – 2020

*“You have the right to a good quality education
and should be encouraged to go to school for as long as you can.”*
[Article 28]

*“Your education should help you use and develop your
talents and abilities. It should help you to learn to live peacefully,
protect the environment and respect other people.”*
[Article 29]

United Nations Convention on The Rights of The Child

Our Values

Honesty Ambition Respect Kindness

LEARNING

We know that children learn best when they are in a safe calm environment and we have worked over the past few years to ensure that children understand their right to be safe and have a good quality education, as well as developing their awareness of 'rights respecting actions' within their school community. Behaviour in school is good, classroom and learning areas are calm and respectful and playground interactions are positive. The children enjoy the playground equipment bought with money donated by the Parent Council.

Over the past few sessions, we have worked together to ensure that we have a consistent whole school approach to Learning & Teaching. All classes from P1 to P7 have adopted the '4 Part Lesson' model. This has meant that in all lessons in school Learning Intentions are shared, Success Criteria are co-constructed with pupils and assessment strategies and plenaries are planned for. The structure of this approach has resulted in consistently high standards of learning and teaching. This approach sits well with our commitment to the 'Visible Learning' approach promoted by John Hattie. Our children have shown increasingly positive attitudes towards their education and are setting higher expectations of themselves and others. Whilst in school, this was clearly demonstrated by their enthusiasm for their learning and the contributions they made to planning and developing their contexts for learning, when coming up with big and little questions at the beginning of class topics. We have also been impressed with the high level of engagement with home learning and the support of families in this.

Whilst at school, children demonstrate a high level of engagement in learning experiences and show particular enthusiasm when working co-operatively in 'Talking Partners' or groups. Cooperative learning opportunities continue to foster the development of a range of social skills in children, which are transferable across the curriculum, and many of which children will re-visit and further improve on next session. Engagement with home learning activities from March to June 2020 was high. Through a pupil engagement survey, pupils indicated that whilst they missed their friends, they enjoyed the range of activities on offer and felt that they were able to access activities and continue to learn.

In session 2019-20, we completed our development work in Maths. All classes from P1 to P7 now use the "Big Maths" approach. We finalised a whole school programme which ensures clear pathways and progression in maths.

We worked with colleagues in the Bertha Park LMG on a STEM project to develop teacher's skills in delivering the technologies curriculum. In

The Global Citizenship and Sustainability Working Party led developments with the aim of embedding 'Learning for Sustainability', throughout the school. They organised events throughout the year such as Outdoor Classroom Day.

Transition programmes from Nursery to P1 and from P7 to Secondary School were facilitated this session through Seesaw and Teams. The new virtual approaches implemented will continue to feature as part of next year's transition plans as they have proved helpful in building communication and relationships between individual children / families and school staff in greater depth than previously.

ATTAINMENT and ACHIEVEMENT

During session 2019-20, almost all pupils were working within the level appropriate to their age in Numeracy and Maths. Pupils at P1, P4 and P7 are attaining as expected in Reading and Listening & Talking. In writing most children are attaining as expected. Recent developments in Writing have led to improved attainment in this area. A recently developed tracking and planning system is starting to have a very positive impact. Children who require additional support are responding well to measures put in place for them. Tracking and attainment procedures and related meetings have helped staff to remain focused on raising attainment and to become more familiar with scrutiny of data leading to improved pace and challenge across the school.

Developing Literacy was the focus for a Working Party in session 2019-20; the group met regularly between August and March and made progress in developing a whole school programme in Literacy. In March 2020, PKC introduced a PKC Literacy Programme which we will adapt and adopt in Session 2020-21. We are committed to providing opportunities for wider achievement, to develop children's talents to the fullest. [UNCRC Article 29 The Purpose of Education]

Some examples:

- A range of outdoor learning experiences across the school - Forest Schools sessions, bowling, canoeing, Nursery – P7 'Outdoor Classroom Day',
- House Activity Afternoons planned and delivered by senior pupils.
- Involvement in the Global Goals Campaign.
- Involvement with other schools in the 'Wee Voices' big actions campaign
- Bikeability training for all pupils P5-P7
- Success in local, regional and national Robotics Competition
- Makaton Choir
- Partnership working with 'Brig in Bloom' in an "Act Local Think Global" grow organic vegetables project.
- Parent organised after school clubs

Children also had various opportunities to take part in shows, competitions and events

We continued to develop our links with the local community, for example, 'Brig in Bloom' working with our Nursery children. Children are keen to support and raise money for local and national charities. This session we had a 'You Two Can Help Campaign' to support donations to the Local Foodbank.

We value the support of parents to ensure all children attain and achieve their potential.

Between August and March, we invited parents and carers, of children from Nursery to P7, to join us for a range of open activities including 'Stay and Play' sessions, Shows and Sharing Assemblies. In response to the results of a Parental Survey in June 2019 which indicated parents would like more information on how to support their children's learning we started a programme of Family Learning Sessions. These were very well received, and we will develop this further when possible. In November 2019, we introduced the use of the Seesaw App from Nursery to P7 as a way of sharing learning in school with parents. This too was well received and in March 2020 when schools closed in response to Covid 19 we were able to move smoothly to the use of Seesaw to facilitate home learning. Responses from parents to a Parental Questionnaire (April 2020) about how we

shared home learning activities, the range of activities and the support and feedback offered were overwhelmingly positive.