

# **School Improvement Plan & Standards and Quality Report**

**Dunoon Primary School  
2015-2016**



## Table of Contents

<b>Our School.....</b>	<b>page 1</b>
<b>Term Dates .....</b>	<b>page 2</b>
<b>Vision, Values &amp; Aims .....</b>	<b>page 3</b>
<b>Parental Involvement .....</b>	<b>page 4</b>
<b>Attainment &amp; Achievement .....</b>	<b>page 5</b>
<b>Standards &amp; Quality Report .....</b>	<b>page 6</b>
<b>Authority Priorities .....</b>	<b>page 7</b>
<b>Dunoon Primary School &amp; Nursery Priorities .....</b>	<b>page 8</b>
<b>Evaluation Standards &amp; Qualities 2014/15.....</b>	<b>page 9</b>
<b>Targets 2015/16 .....</b>	<b>page 14</b>

## **Our School**

### **Facilities and Building**

Dunoon Primary is a non-denominational school with a present roll of 198 with 20 nursery places offered in morning sessions. (June 2015). We have a Learning Centre which offers children with additional support needs an environment suitable to support their educational needs and opportunity to access mainstream education.

Our Nurture Group supports children with emotional, social and behavioural needs; providing a differentiated curriculum specific to their daily needs.

The Victorian building is situated in the heart of Dunoon town and offers spacious and bright classrooms steeped in local history. The school offers generous playground areas and two gardens which are regularly used for outdoor learning experiences.

### **Staffing**

We have one Head Teacher, two Principal Teachers, ten full time teachers, four part time teachers, two clerical assistants, twelve additional support needs assistants, two classroom assistants and our janitor. Visiting instructors cover the following music areas: brass, piping and woodwind. We are supported by the Learning Support Team whose remit includes diagnostic assessment of children, working directly with children, liaising with class teachers and advising teaching staff of appropriate resources and strategies to support learning.

### **Our School Community**

The school encourages a close working partnership with parents. This is enhanced by strong links with our active Parent Teacher Association (P.T.A), Parent Council and external agencies such as Health, Social Work and Police.

We meet regularly with colleagues from the local secondary school, nurseries and other primaries in our cluster. This encourages professional dialogue, offers opportunity for good partnership working and ensures smooth transitions for our learners.

We actively promote links with our local community e.g. businesses, sports providers, senior citizens who help to enrich the curriculum which we deliver.

<b>Term 1 2015</b>			
<b>Break</b>	<b>Dates of Attendance</b>		
		17 <sup>th</sup> August	Teacher's In-Service Day
	Open	18 <sup>th</sup> August	Pupils Return
	Close	27 <sup>th</sup> August	
		28 <sup>th</sup> August	Teacher's In-Service Day
	Open	31 <sup>st</sup> August	
October	Close	2 <sup>nd</sup> October	
	Open	19 <sup>th</sup> October	
	Close	12 November	
		13 November	Teacher's In-Service
	Open	16 November	
Christmas	Close	22 December	

<b>Term 2 2016</b>			
<b>Break</b>	<b>Dates of Attendance</b>		
	Open	6 <sup>th</sup> January	
	Close	17 <sup>th</sup> February	
		18 <sup>th</sup> February	Teacher's In-Service Day
	Open	22 <sup>nd</sup> February	
Easter	Close	24 <sup>th</sup> March	
	Open	29 <sup>th</sup> March	
Spring	Close	1 <sup>st</sup> April	

<b>Term 3 2016</b>			
<b>Break</b>	<b>Dates of Attendance</b>		
	Open	18 <sup>th</sup> April	
May	Close	29 <sup>th</sup> April	
		3 <sup>rd</sup> May	Teacher's In-Service Day
	Open	4 <sup>th</sup> May	
	Close	30 <sup>th</sup> June	

## Term Dates 2015/2016

Term 1 2015		
Break	Dates of Attendance	
		17 <sup>th</sup> August Teacher's In-Service Day
	Open	18 <sup>th</sup> August Pupils Return
	Close	27 <sup>th</sup> August
		28 <sup>th</sup> August Teacher's In-Service Day
	Open	31 <sup>st</sup> August
October	Close	2 <sup>nd</sup> October
	Open	19 <sup>th</sup> October
	Close	12 November
		13 November Teacher's In-Service
	Open	16 November
Christmas	Close	22 December

Term 2 2016		
Break	Dates of Attendance	
	Open	6 <sup>th</sup> January
	Close	17 <sup>th</sup> February
		18 <sup>th</sup> February Teacher's In-Service Day
	Open	22 <sup>nd</sup> February
Easter	Close	24 <sup>th</sup> March
	Open	29 <sup>th</sup> March
Spring	Close	1 <sup>st</sup> April

Term 3 2016		
Break	Dates of Attendance	
	Open	18 <sup>th</sup> April
May	Close	29 <sup>th</sup> April
		3 <sup>rd</sup> May Teacher's In-Service Day
	Open	4 <sup>th</sup> May
	Close	30 <sup>th</sup> June

# Dunoon Primary School's Vision, Values and Aims

## Our Vision

Our Vision is to be the best we can be, by providing members of our school community with a wide range of learning experiences and the skills necessary for life-long learning and the world of work, within an inclusive, safe and happy environment.

## Our Values

Responsibility

Honesty

Respect

Perseverance

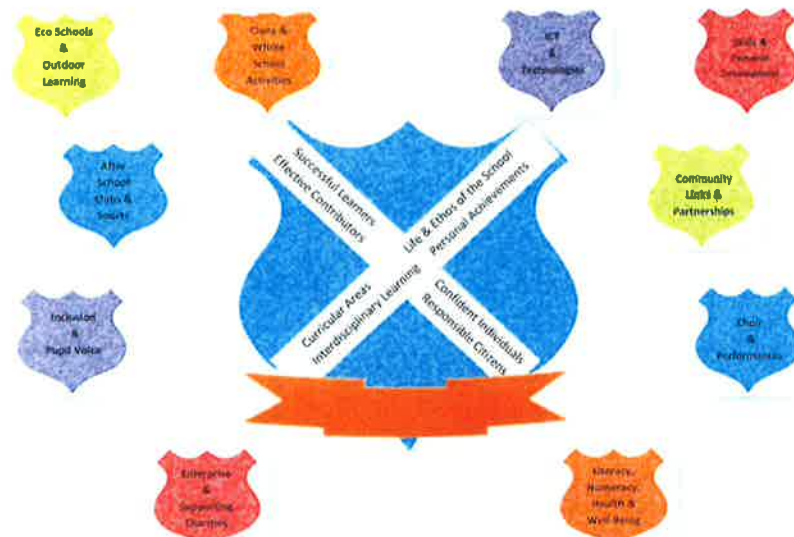
Co-operation

## Our Aims

We aim to:

- Ensure pupils, parents, staff and our community work together to develop skills, knowledge, understanding and self-confidence for all.
- Work in partnership to provide an inclusive, safe, supportive, motivating and happy learning environment.
- Encourage independence, choice and challenging opportunities for all.
- Build and develop citizenship in ways that promote participation, confidence, responsibility, pride and ambition.
- To celebrate the success of all.

## Our Curriculum Map



Our Curriculum Map encompasses the Four Capacities and the Four Contexts of Learning.

## Attainment & Achievement

### Background

*Curriculum for Excellence (CfE)* is divided into different levels. These levels are broad curriculum stages which offer learners a range of learning experiences / opportunities designed to assist them to achieve in relation to **Experiences** and **Outcomes**.

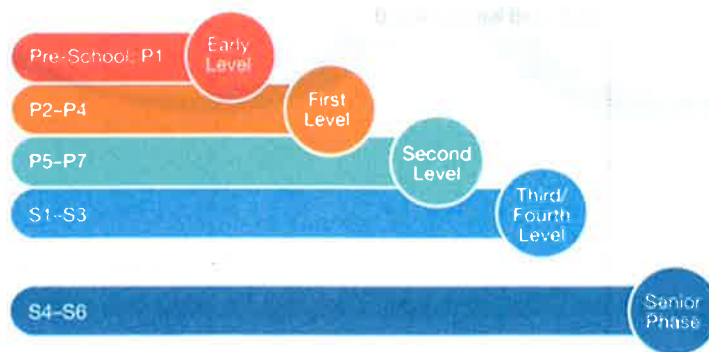
The EXPERIENCES and OUTCOMES are an essential component of CfE and apply wherever learning is planned. They signpost progression in learning and set challenging standards for our learners.

The title EXPERIENCE refers to the nature of the planned learning and how this develops attributes and capabilities, engages, motivates and provides depth for the learner.

An OUTCOME represents what is being achieved.

From pre-school to the end of S3 the levels are organised in the following three year blocks which allow depth as well as breadth of learning:

Early Level: Pre-school – Primary 1  
First Level: Primary 2 – Primary 4  
Second Level: Primary 5 – Primary 7



### How do we know when a level has been achieved?

Staff use a range of evidence to assess if your child has achieved a level. Evidence comes from day-to-day learning as well as from assessment tasks and activities. Staff use their professional judgement and take a holistic approach to reach a well-founded judgement about your child's achievement of a level.

### Tracking & Monitoring

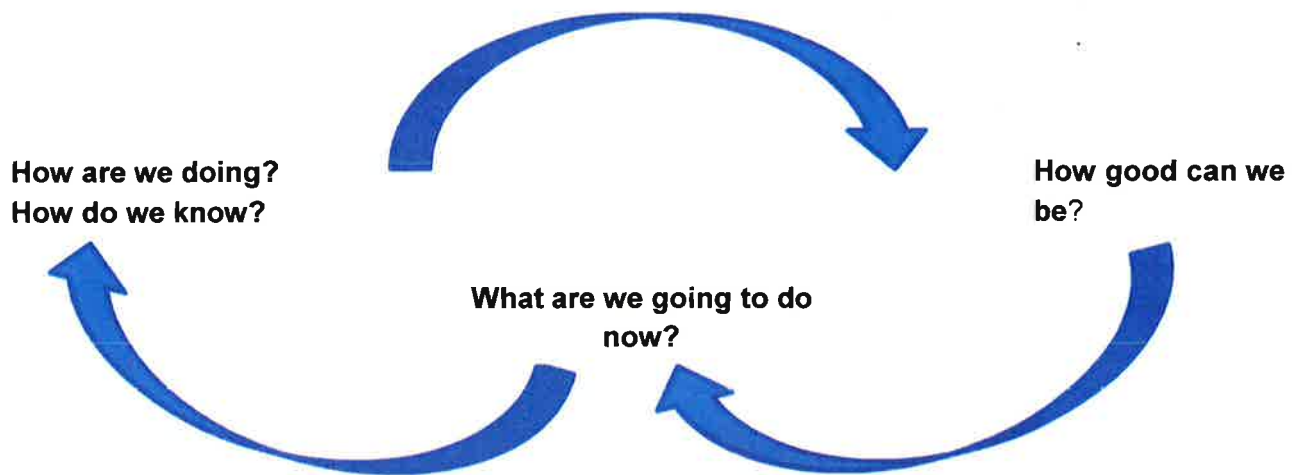
This year in Dunoon primary we have implemented a Tracking and Monitoring of the core subjects; Literacy, Numeracy and Health and Well-Being as well as Skills. Tracking and Monitoring underpins learning and teaching and helps to raise attainment by helping staff to identify where progress has been made or where intervention is needed

# Standards and Quality Report 2014-2015

In Dunoon Primary we believe that with pupils, parents, staff and our community working together we can provide our pupils with enrich learning experiences which enables pupils to develop skills for learning, life and work.

Self-evaluation is key to our school's continual development and improvement.

The following model illustrates our self-evaluation process;



In this document you will see the result of our self-evaluation process and what we have identified as Priorities and Targets to take our school forward into 2015/16.



## Authority Priorities

2015 - 2016

**Raising  
Attainment and  
Promoting  
Achievement through  
Pre Birth to Three and  
Curriculum for Excellence**

- moderation,  
assessment and  
reporting
- literacy
- numeracy
- health and wellbeing

**Raising  
Attainment and  
Promoting  
Achievement through  
Curriculum Design**

- Play
- broad general  
education
- senior phase models
- Developing Young  
Workforce

**Raising  
Attainment and  
Promoting  
Achievement through  
Engagement**

Children, young people  
and families in the  
wider community

**Raising  
Attainment and  
Promoting  
Achievement through  
Professional  
Development**

The development of  
effective leadership  
of learning for  
all staff

## Dunoon Primary School & Nursery Priorities for 2015-2016

### Curriculum for Excellence

- Moderation, Assessment
- Literacy
- Numeracy
- Health & Wellbeing

Quality Indicators:

1.1, 1.2, 2.1, 5.1-5.6, 5.8, 8.1, 8.3, 9.1, 9.4

### Broad General Education

- Skills Development
- Curriculum Design

Quality Indicators:

1.1, 5.1, 6.2, 9.1, 9.4

### Engaging Families and the Wider Community

- Community Groups
- Specialists
- Partners

Quality Indicators:

2.2, 3.1, 4.1, 4.2, 5.7, 8.1, 9.1, 9.3

### Developing Effective Leadership at all Levels

- Pupils
- Staff
- Management

Quality Indicators:

6.1-6.3, 7.1-7.3, 9.1-9.4

## Year 1- 2014/2015

### Evaluation Standards & Qualities 2014/15

Priority	Progress/Impact	Next
<ul style="list-style-type: none"> <li>Raising attainment in Numeracy , literacy &amp; Health &amp; Well-Being</li> </ul>	<ul style="list-style-type: none"> <li>Tracking &amp; Monitoring system now in place. This enables focussed professional dialogue regarding attainment to support and challenge all learners.</li> <li>Targets set with all learners to motivate and actively engage learners with their learning. Next steps of learning identified and children able to discuss.</li> <li>Curriculum design reviewed by all teaching staff collegiately to ensure 7 design principles are addressed in providing a broad general education. Staff are now planning and assessing together as a whole school and within levels providing a more cohesive curriculum for all learners.</li> <li>The use of Learning Journeys are now embedded across the school. This has provided increased and regular reporting to parents &amp; carers throughout the school session. Parents, carers, pupils and staff have shared expectations regarding the outcomes for learners.</li> <li>PRD process has identified areas training and professional development for all staff.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in moderation activities within our school and within cluster.</li> <li>Increased parental involvement with target setting.</li> <li>To continue to develop and design our curriculum across the school with regards to the four contexts of learning whilst ensuring an increased participation of the wider community.</li> <li>Adapt the Learning Journeys to meet the needs of our learners in P1-P2 and the learners within the Learning Centre.</li> <li>Use of local expertise within our school, cluster school and the wider community to aid professional development.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Development and implementation of Anti-Bullying Policy and Positive Behaviour System.</b> This has impacted in all areas across all levels within DPS. There has been an increase in pupil motivation and in better behaviour enabling teaching and learning to be enhanced. This has also had a positive impact on the ethos of the school reinforcing our Vision, Values and Aims.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Policy and Behaviour system to be reviewed and evaluated to take account of children for whom behaviour requires additional support.</b></li> </ul>
--	---	---

Priority	Progress/Impact	Next
<ul style="list-style-type: none"> <li>Raising attainment in Numeracy , literacy &amp; Health &amp; Well-Being</li> </ul>	<ul style="list-style-type: none"> <li>Within Numeracy Heinemann Active Maths has been embedded at all levels. Staff have planned together to ensure breadth and depth. This has resulted in clear progression pathways in Numeracy which enables staff to monitor and assess more effectively. The impact being: raised attainment, learners needs being met, smoother transitions and enriched learning experiences.</li> <li>Within Numeracy pupil's skills have been applied in a variety on contexts across the curriculum including Outdoor Learning and IDL's.</li> <li>A daily focus on mental maths. This has resulted in improved mental maths skills.</li> <li>Within Literacy we used data provided by the Suffolk Reading Tests, Big Writing and baseline assessments to inform next steps in learning. This has helped to increase attainment in Literacy across the curriculum.</li> <li>Literacy Circles introduced in 2<sup>nd</sup> Level. This has led to increased engagement of pupils in reading.</li> <li>Jolly Phonics introduced within P1 and the Learning Centre. This has resulted in</li> </ul>	<ul style="list-style-type: none"> <li>Develop Heinemann Active Maths within the Nursery, and provide opportunities for shared experiences for P1 and Nursery.</li> <li>Programmes for Numeracy continue to be developed within the Learning Centre.</li> <li>Through collegiate planning involving parents and the wider community to enable pupil's skills to be further developed in context. A focus being on skills for learning, life and work.</li> <li>Staff to agree expectations of mental maths skills for each stage and implement a focussed daily programme of mental maths.</li> <li>Continue to analysis data resulting from assessments to plan next steps to raise attainment in Literacy.</li> <li>Continue to develop and improve this method of teaching reading.</li> <li>Embed and improve Jolly Phonics in P1 and the Learning Centre.</li> </ul>

	<p>increased pace of learning of phonics and of writing skills. Additionally there has been increased parental involvement with phonics thus strengthening home school partnerships.</p> <ul style="list-style-type: none"> <li>• Literacy opportunities have been enhanced through IDL's and Outdoor Learning experiences. This has resulted in increased motivation and confidence. There is increased pace, breadth and challenge alongside personalisation and choice.</li> <li>• Within Health &amp; Well-being, links with secondary colleagues forged to enrich the learning experiences of P6 pupils in the curricular area of P.E. This resulted in enriched learning for both pupils and staff.</li> <li>• Rugby and Shinty specialists delivered a series of lessons for pupils from P5-P7. Mini-Kickers football skills were delivered to infants. This resulted in the children developing their P.E. skills and also allowed them to access various sporting opportunities.</li> <li>• Outdoor Learning introduced across the school as an IDL. This provided rich, engaging and motivating learning experiences for the pupils. Many classes</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor Learning Co-ordinator to work alongside class teaches to evaluate and plan learning opportunities for Literacy in the context of Outdoor Learning.</li> <li>• 1 + 2 Language Co-ordinator to work alongside class teaches to develop and lead French across the school.</li> <li>• Continue to develop partnership working with DGS and visiting specialists.</li> <li>• Pupils continue to work towards and attain their John Muir Award at appropriate levels.</li> </ul>
--	--	--

	<p>are now working towards their John Muir Awards.</p> <ul style="list-style-type: none"> <li>• Community links forged with residents of Ardnahain Residential Home. This resulted in P7 pupils extending their social skills with the elderly in our community. This also had a positive impact on the mental well-being of the residents.</li> <li>• I-Cycle continued for P7 pupils. This has resulted in all P7 pupils obtaining their award and therefore have developed the skills necessary for safe cycling.</li> <li>• After-school clubs provided throughout the session. This resulted in a positive impact on the health and well-being of participants. Enabled some pupils to access a club when otherwise would not have that opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>• All classes will have the opportunity throughout the session to build links with the residents of Ardnahain.</li> <li>• I-Cycle to be rolled out to P6 pupils.</li> <li>• Continue to offer a wide range of after-school clubs, utilising skills and expertise from parents and the wider community.</li> </ul>
--	--	--

<p><b>Reason for Development</b></p> <ul style="list-style-type: none"> <li>Identified through on-going self-evaluation reflecting National and Local Priorities.</li> </ul> <p><b>Persons Responsible</b></p> <ul style="list-style-type: none"> <li>All staff</li> </ul>	<p><b>Target 1</b></p> <p>Curriculum for Excellence</p> <ul style="list-style-type: none"> <li>Moderation, Assessment</li> <li>Literacy</li> <li>Numeracy</li> <li>Health &amp; Wellbeing</li> </ul> <p>Timescale June 2016</p>	<p><b>Criteria for Success</b></p> <ul style="list-style-type: none"> <li>Raise attainment and maintain high standards for all learners.</li> <li>Continue to develop moderation within peer, cluster primaries and secondary sector in literacy and numeracy.</li> <li>Continue to develop methods of assessment as well as tracking and monitoring.</li> </ul> <p><b>Resources Required</b></p> <ul style="list-style-type: none"> <li>Time</li> <li>Training</li> <li>Guidance &amp; Frameworks</li> </ul>	
<p><b>Term 1</b></p> <ul style="list-style-type: none"> <li>Cluster to identify way forward for Moderation in Literacy &amp; Numeracy.</li> <li>School Working Parties identified &amp; timetabled across the session for Moderation &amp; Assessment.</li> <li>Begin planning of implementation of the Developmental Milestones as a tracking tool for Early Years.</li> <li>Develop a three year cyclic plan across all levels for IDL.</li> </ul>	<p><b>Term 2</b></p> <ul style="list-style-type: none"> <li>Agreed Cluster timetable for Moderation process to begin.</li> <li>Working Parties begin.</li> <li>Implement Developmental Milestones planning.</li> </ul>	<p><b>Term 3</b></p> <ul style="list-style-type: none"> <li>Cluster Moderation process fully implemented.</li> <li>Review methods of Assessment, Monitoring &amp; Tracking &amp; plan next steps.</li> </ul>	<p><b>Term 4</b></p> <ul style="list-style-type: none"> <li>Cluster Moderation development reviewed &amp; next steps identified.</li> <li>Review and evaluate the impact of Working Parties.</li> <li>Review implementation of Developmental Milestones &amp; identify next steps.</li> </ul>
<p><b>Record of Impact/Progress</b> School's Blog, Newsletters &amp; Learning Journeys</p>			



<b>Reason for Development</b>	<b>Target 2</b>	<b>Criteria for Success</b>	
<ul style="list-style-type: none"> <li>To develop skills for learning, life &amp; work.</li> <li>To further develop our curriculum to ensure the 7 Design Principles are embedded and the four Contexts of Learning are addressed within curriculum design.</li> </ul> <p><b>Persons Responsible</b></p> <ul style="list-style-type: none"> <li>All staff and the wider community.</li> </ul>	<p>Broad General Education</p> <ul style="list-style-type: none"> <li>Skills Development</li> <li>Curriculum Design</li> </ul> <p><b>Timescale</b> June 2016</p>	<ul style="list-style-type: none"> <li>Progression of skills development across all levels.</li> <li>Three year cyclic plan is developed for IDL.</li> <li>A curriculum with a clear rationale based on shared values is developed.</li> </ul> <p><b>Resources Required</b></p> <ul style="list-style-type: none"> <li>Time</li> <li>Guidance &amp; Frameworks</li> </ul>	
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<ul style="list-style-type: none"> <li>Continued staff participation on the Skills Forum and continue to be guided by Authority guidance.</li> <li>Whole school agreement of way forward for the development of Skills within our school.</li> <li>Agree a rationale for our curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of Skills development continues as a whole school initiative.</li> <li>Further develop three year cyclic plan for IDL across all levels.</li> <li>Staff review and agree on themes for three year cyclic plan across all levels to include IDL. Parents and wider community to be involved.</li> </ul>	<ul style="list-style-type: none"> <li>Continue with implementation of Skills development.</li> <li>Implement curricular developments.</li> </ul>	<ul style="list-style-type: none"> <li>Review development of Skills and identify next steps.</li> <li>Review and evaluate curricular developments with all stakeholders.</li> </ul>
<p><b>Record of Impact/Progress</b> School's Blog, Newsletters &amp; Learning Journeys</p>			

<b>Reason for Development</b>	<b>Target 3</b>	<b>Criteria for Success</b>
<ul style="list-style-type: none"> <li>To work collaboratively with parents and the wider community and to encourage them to be actively involved in the school life &amp; break down barriers to learning.</li> <li>To create and sustain links which will enrich and enhance the learning experiences of the pupils.</li> <li>To utilise the skills, knowledge and expertise of parents and the wider community.</li> </ul> <p><b>Persons Responsible</b></p> <ul style="list-style-type: none"> <li>All staff and the wider community.</li> </ul>	<p>Engaging Families and the Wider Community</p> <ul style="list-style-type: none"> <li>Community Groups</li> <li>Specialists</li> <li>Partners</li> </ul> <p>Timescale June 2016</p>	<ul style="list-style-type: none"> <li>A shared approach across the school with staff and other stakeholders committed to building and sustaining new partnerships which have defined roles and responsibilities.</li> <li>Pupils developing and progressing in their skills for learning, life and work as a direct result of impact from the community.</li> </ul> <p><b>Resources Required</b></p> <ul style="list-style-type: none"> <li>Time</li> <li>Guidance &amp; Frameworks</li> <li>Parents &amp; Wider Community</li> <li>GLOW</li> </ul>
<p><b>Term 1</b></p> <ul style="list-style-type: none"> <li>Invite parents to take part in IDL planning.</li> <li>Invite past pupils from the wider community into the school to take part in IDL.</li> <li>Plan with staff initial contacts with wider community.</li> </ul>	<p><b>Term 2</b></p> <ul style="list-style-type: none"> <li>Identify skills and resources which parents can bring.</li> <li>Celebration of IDL with wider community.</li> <li>Begin to make links with identified members of the community; links which can be realistically sustained.</li> </ul>	<p><b>Term 3</b></p> <ul style="list-style-type: none"> <li>Continue to develop and strengthen links with parents and the wider community.</li> <li>Begin to utilise skills and resources from parents.</li> </ul> <p><b>Term 4</b></p> <ul style="list-style-type: none"> <li>Review, evaluate and identify next steps.</li> <li>Building on the foundation blocks of using the wider community, begin steps to develop global links.</li> </ul>
<p><b>Record of Impact/Progress</b> School's Blog, Newsletters &amp; Learning Journeys, Data from Survey's &amp; Questionnaires, discussions with the wider community.</p>		

<b>Reason for Development</b>	<b>Target 4</b>	<b>Criteria for Success</b>
<ul style="list-style-type: none"> <li>To promote continuous improvement and excellence in the provision for all learners.</li> <li>To promote and develop effective leadership at all levels.</li> <li>To develop expertise and confidence and leadership skills.</li> <li><b>Persons Responsible</b></li> <li>All pupils, staff and management.</li> </ul>	Developing Effective Leadership at all Levels <ul style="list-style-type: none"> <li>Pupils</li> <li>Staff</li> <li>Management</li> </ul> <p><b>Timescale</b> June 2016</p>	<ul style="list-style-type: none"> <li>Leadership skills are developed and recognised in staff and pupils.</li> <li>Leadership has resulted in the quality of provision of learners being improved.</li> </ul> <p><b>Resources Required</b></p> <ul style="list-style-type: none"> <li>Time</li> <li>Training</li> <li>Guidance &amp; Frameworks</li> </ul>

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<ul style="list-style-type: none"> <li>Identify working parties to be established this school session.</li> <li>SMcEwan to continue to participate on LA Skills Forum.</li> <li>S Wakefield to lead 1+2 French initiative throughout the school.</li> <li>M Macdonald to lead Developmental Milestones in Early Years.</li> <li>Eco Committee/Pupil Council to continue to lead issues throughout the school.</li> <li>Hold Clan elections.</li> <li>Continuous self-evaluation across the session.</li> </ul>	<ul style="list-style-type: none"> <li>Identify other pupil committees/clubs to take forward different initiatives throughout the school</li> <li>Review Visions, Values and Aims.</li> <li>Clan leaders to lead an initiative across the school.</li> <li>First working to begin.</li> <li>Review and evaluate the Behaviour Policy.</li> <li>P7 pupils leading the learning in IT.</li> </ul>	<ul style="list-style-type: none"> <li>Second working party to begin</li> <li>Pupil Committees /Clubs continue to take forward initiatives throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>Third working party to begin.</li> <li>Review Improvement Plan</li> <li>Review self-evaluation</li> </ul>

**Record of Impact/Progress** School's Blog, Newsletters, questionnaires, discussions with staff, pupils, parents & wider community.