

School Improvement Plan & Standards and Quality Report



**Dunoon Primary School
2016-2017**

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Our School

Facilities and Building

Dunoon Primary is a non-denominational school with a present roll of 202 with 20 nursery places offered in morning sessions. (June 2016). 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, three Principal Teachers, nine full time teachers, three part time teachers and two early years practitioners in our nursery. We also have two clerical assistants; eight additional support needs assistants, two classroom assistants, two pupil support 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. Local businesses, sports providers, senior citizens who help to enrich the curriculum which we deliver.

Term Dates

Term 1 2016		
Break	Dates of Attendance	
		15 th & 16 th August Teachers' In-Service Days
	Open	17 th August Pupils Return
October	Close	7 th October
	Open	24 th October
Christmas	Close	23rd December

Term 2 2017		
Break	Dates of Attendance	
	Open	9 th January
	Close	10 th February
		16 th & 17 th February Teachers' In-Service Days
	Open	20th February
Spring	Close	31st March

Term 3 2017		
Break	Dates of Attendance	
	Open	18 th April
May	Close	28 th April
		2nd May Teachers' In-Service Day
	Open	3 rd May
	Close	30 th 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.



Parental Involvement

We value the important part which parents/carers play in the life of the school and the engagement in their children's learning. We involve parents in a variety of ways.

Learning & Teaching

Parents' Evenings and Open Afternoons
Questionnaires
After-School Clubs
P1 Induction afternoons
Arts & Crafts, Library, Book Fairs, Home Baking
Parent Council
School Reports
Nursery parents' Evenings
Accompanying trips
Daffodil Tea
Open Days
School Concerts
Working Parties
Sharing of Skills and expertise.
Learning Journeys



Parent & Teacher Association

Our PTA work tirelessly to raise funds for our school throughout the year. Over £4000 has again been donated to school funds through activities such as the Christmas Fayre, Christmas gifts, sponsored walk and the Queen's 90th birthday picnic. They have supported Educational Trips, Halloween and Christmas parties, Easter Egg Competition, Leavers Dance and End of Term Presentations to our Primary 7 pupils.

Fundraising

Parents have supported and organised a variety of events which enabled the cost of our Benmore P7 Transitional Weekend. Parents also support children to raise monies for a variety of charities from local to National and Inter-National.



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**.

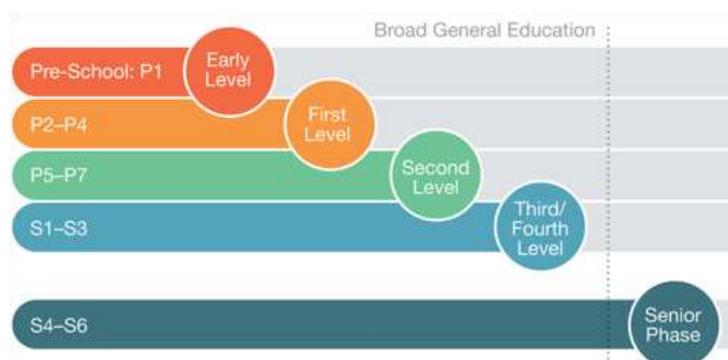
The EXPERIENCES and OUTCOMES are an essential component of CfE and apply wherever learning is planned. They signpost progression in learning and set challenging standards for our learners.

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

Tracking and Monitoring is something that Dunoon Primary continues to develop. 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 2015-2016

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. Using HGiOS 4 teaching and support staff meet to discuss Improvement Planning; to reflect on our achievements and challenges, to assess where we are now, where we would like to be and how we could achieve this. This is then shared with our Parent Council.

Our Clan Captains and Vice Captains represent the pupil body and are encouraged to suggest ways in which we can improve our school.

Our Parent Council meet regularly and contribute to our evaluation process,

Community partners also meet with our management team to discuss the way forward for Dunoon Primary school and identify specific ways in which they can support the school and foster community links.

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 2016/17.

Service Priorities

2016– 2017

- The educational additional support needs of children and young people are effectively met, ensuring compliance with legislative requirements.
- Young children and their families are given assistance to help them achieve the best start in life, ensuring compliance with legislative requirements.
- Primary school children are enabled to increase levels of attainment and achievement and realise their potential.
- Secondary school children are enabled to increase levels of attainment and achievement and realise their potential.
- Education Central Management Team ensures continuous improvement in service delivery.
- An effective system for Opportunities for All will operate in all Secondary schools.
- Education staff have improved capacity for leadership, professional learning and knowledge.
- Young people have the opportunity to access accredited wider learning opportunities.

Evaluation Standards & Qualities

Target 1	Progress/Impact	Next Steps
<p>Curriculum for Excellence</p> <ul style="list-style-type: none"> • Moderation • Literacy • Numeracy • Health & Wellbeing <p>Criteria for Success</p> <ul style="list-style-type: none"> • Continue to develop moderation with peers, cluster primaries and secondary sector. • Continue to develop methods of assessment as well as tracking and monitoring. • Raise attainment and maintain high standards for all learners. 	<ul style="list-style-type: none"> • Staff carried out moderation within levels with regards to planning Literacy, Numeracy and Health and Wellbeing. This is leading to a more coherent and progressive curriculum. • Moderation with cluster primaries and the secondary sector was not achieved. • We evaluated our Tracking and Monitoring system and decided that it was not robust enough for monitoring pupil's progress across all curricular areas. Good practice was looked at and shared within another Authority with a view to implementing a similar system. Staff received training for tracking and monitoring using SEEMIS. • Implementation of the Developmental Milestones planning within the nursery was successfully achieved. The Care Inspectorate inspected the nursery and commended the progress that has been made with the Developmental Milestones. 	<ul style="list-style-type: none"> • Continue to moderate within levels and across all stages to raise attainment in Literacy, Numeracy and Health and Wellbeing. • Moderate with cluster schools and the secondary sector. • Develop robust arrangements for moderation across stages in literacy. • Implement a robust tracking and monitoring system. This will have appositive impact on learners as they will be clear on what progress they have made and what the next steps in their learning will be. • Continue to use the Developmental Milestones to personalise targets within the nursery.

Evaluation Standards & Qualities

Target 2	Progress/Impact	Next Steps
<p>Broad General Education</p> <ul style="list-style-type: none"> • Skills Development • Curriculum Design <p>Criteria for Success</p> <ul style="list-style-type: none"> • Progression of skills development across all levels. • Three year cyclic plan developed for IDLs. • A curriculum with a clear rationale based on shared values is developed. 	<ul style="list-style-type: none"> • All classes have an interactive skills wall display. Skills for learning, life and work are integral to teaching and learning and made explicit during lessons. • Children are more able to use the language of skills and recognise skills they are learning and developing. • Children record skills on their Learning Journeys and Learning Logs. • A three year cyclic plan was agreed by staff for IDLs. • Big Maths Learn It's has been introduced across the school and an emphasis on accuracy of recall on times tables and number bonds have put a focus on mental maths skills across the school. Pupils are showing an improvement on their mental maths skills which is evidenced in weekly challenges and tests. • Head Teacher 	<ul style="list-style-type: none"> • Using the Argyll & Bute Skills Framework and Toolkit, skills will continue to be embedded in teaching and learning. • Review IDL plan. • Review Curriculum Rationale and the impact it has had on learners. • Continue to have a focus on Mental Maths. • Develop IT links with the University of West of Scotland with regards to the BBC Micro Bit.

Evaluation Standards & Qualities

	<p>Mental Maths Awards have been introduced and pupils are celebrating their mental maths achievements.</p> <ul style="list-style-type: none">• Learning Support teacher has received training in Phonics International with a view to introducing this for learning support in P2-P7.• A whole school Health Week was introduced into the curriculum this session. Pupils experienced a range of sporting activities which many had not experienced before and further links were made with community partners.• Digital Learning using Kodu and Lego WeDo has been extended across the school with Digital Leaders leading the learning. Pupils have developed their coding skills, leadership skills and the skill of working in a team.• A Curriculum Rationale has been developed.	
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Evaluation Standards & Qualities

Target 3	Progress/Impact	Next Steps
<p>Engaging Families</p> <ul style="list-style-type: none"> • Community Groups • Specialists • Partners <p>Criteria for Success</p> <ul style="list-style-type: none"> • A shared approach across the school with staff and other stakeholders committed to building and sustaining new partnerships which have defined roles and responsibilities. • Pupils developing and progressing in their skills for learning, life and work as a direct result of impact from the community. 	<ul style="list-style-type: none"> • Parents were invited to take part in IDL planning. There wasn't a good response to this request. • Past pupils and the wider community took part in an Open Day within the school to celebrate the school's history. New community links were made and the profile of the school was raised. Pupils developed leadership skills taking an active and leading part on the day and showed increased confidence while acting as tour guides. Pupils also gained a better understanding of their place in their community and the history of their school. The local library displayed a part of our exhibition for another month enabling more local people to view it. We received great feedback from pupils, parents and the wider 	<ul style="list-style-type: none"> • Continue to try to engage parents in the life of the school. • Strengthen and develop new community links which have been made this year. E.g. the local library and local museum. • P6 to strengthen and develop links made with local restaurant business. • Strengthen and develop links made with local elderly residential care home. • Eco Committee to apply to 'Adopt a Beach' in connection with the GRAB Trust. • Continue to offer our pupils a wide range of after-school clubs. • Continue to utilize the skills of parents. • Widen our community links internationally. • Health Week will now become a permanent event in the school calendar.

Evaluation Standards & Qualities

	<p>community.</p> <ul style="list-style-type: none">• A community survey was carried out with a positive response from the community. Some community partners expressed a wish to develop links with the school. E.g. Clyde Cottage Nursery, resulting in Pre-5s visiting our school for a series of music lessons. This has aided transition from nursery to primary school.• P5-P7 pupils developed skills for work and entrepreneurial skills through a link made with a local restaurant business. Pupils raised over £800 which went towards a school trip.• GRAB Trust worked with the Eco Committee over 6 weeks to clean and carry out activities in a local beach. The children learned about keeping themselves safe when playing and learning outdoors and also learned about marine life and their environment.• Various after-school clubs were run this year by local businesses or members of our	
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Year 2 2015/2016

Evaluation Standards & Qualities

	<p>community. A wide range of clubs were therefore offered to our pupils resulting in a high uptake for the clubs.</p> <ul style="list-style-type: none">• The skills of parents have been utilised. E.g. parents led Beach Art lessons, after school Spanish lessons. A parent runs our school library and other parent led poetry workshops across the school.• Community partners led workshops and activities during Health Week, (see Target 2).	
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Target 4	Progress/Impact	Next Steps
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Evaluation Standards & Qualities

<p>Developing Effective Leadership at all Levels</p> <p>Criteria for Success</p> <ul style="list-style-type: none"> • Leadership skills are developed and recognised in staff and pupils. • Leadership has resulted in the quality of provision of learners being improved. 	<ul style="list-style-type: none"> • Senga Wakefield, PT, has led the 1 + 2 French initiative across the school using the French Platform. Children from P1 onwards have received a series of French lessons and are developing their skills in this language. They have also gained a better understanding of French culture. The school has taken part in a French pilot in P1 organised in partnership by Gwen McCrossan, Area French Co-ordinator. New resources have been introduced as a result of this pilot. • Morag Macdonald, PT, led the introduction of the Developmental Milestones in the nursery. Staff are successfully using the Developmental Milestones to plan and self-evaluate. (see target 1) • Clan elections were held and after listening to speeches which pupils prepared and presented, Clans voted for their Clan Captains and Vice Captains. They met with the Head 	<ul style="list-style-type: none"> • Continue to develop and embed the 1 + 2 French initiative across the school and integrate the French language into class daily routines. Introduce 1 + 2 French initiative into the Learning Centre. • Develop the lunch-time book club to include pupils across the school. • Clan Council and Pupil Council to continue to lead initiatives across the school. • ASN Champion and Assessment & Moderation Facilitator to develop and lead initiatives across the school.
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Evaluation Standards & Qualities

	<p>Teacher throughout the year to discuss various school issues. Pupil voice is being heard through the Clan Council and leadership skills of pupils are being developed. E.g Pupils took on a role helping to organise the Clan Sports day and Health Week. Clan Captains and Vice Captains took on leadership roles during these events.</p> <ul style="list-style-type: none">• Pupils introduced and helped to lead a lunch-time book club along with a pupil support assistant. Upper school pupils who attended this club developed literacy skills whilst reading for enjoyment.• Digital leaders led digital coding activities across the school. Older pupils visited other classes throughout the school introducing and demonstrating Lego WeDo. They developed their leadership skills through this peer teaching.• Alison Munro has joined the Authority's ASN Champion working group and next	
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Evaluation Standards & Qualities

	<p>session will lead ASN</p> <ul style="list-style-type: none">• Alisa Macdonald has joined the Authority's Assessment and Moderation Facilitator working group with a view to developing assessment and moderation across the school.• Working parties reviewed and updated the school's Behaviour Policy and organised the Clan Sports day. Both working parties responded to pupils' voice which was heard through a whole school anti-bullying and positive behaviour day and through surveys carried out by Clan Captains.	
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