

# Standards & Quality Report

2014/15



## Dunnottar School

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**Aberdeenshire**  
COUNCIL



## The School in Context

The first Dunnottar School was in existence at the end of the 17th Century and the second school from 1853-1889. The school is situated in the old part of Stonehaven. It serves the children from the Old Town of Stonehaven and the rural areas. The Glenury and Braehead estates are included in our zoned area.

The school roll for session 2014-15 was 213 pupils and we had 10 primary classes. Dunnottar Nursery, based on the Carronhill campus, had 20 children in each of the 2 sessions per day.

| <b>Key Development</b>   | <b>Evaluation</b>              |
|--|--------------------------------|
| Planning formats altered.<br>1. Weekly planning format.<br>2. Rolling grid/bundled E&Os.<br>3. Numeracy framework.   | Completed - Monitor            |
| GIRFEC.<br>1. SMT "Children to note" meetings – weekly.<br>2. "Pastoral & Attainment" meetings – termly.<br>3. SfL/SMT meetings – termly.<br>4. Links with agencies established. | Routines established - Monitor |
| Self-Evaluation.   | Continue into next session     |
| Policy development.<br>- Positive Behaviour Policy.<br>- Homework Policy.  | Completed - Monitor            |
| Assessment and Moderation – Literacy/Writing.  | Continue into next session     |

**SUMMARY OF IMPROVEMENT PLAN**  
**PRIORITIES FOR 2014/15**

**Curriculum Planning**

- Adapt planning formats – Nursery to P7. New formats promoting the 7 principles of the curriculum.
- Use “Active Literacy” approaches - ensure that programmes and courses are stimulating, challenging and relevant.
- Use new Numeracy/Maths planners to support pace and challenge.

**GIRFEC**

- Continue to establish routines to ensure we are Getting it Right for Every Child. Pastoral & Attainment meetings/Children to Note meetings etc...
- Further establish strong links with other professionals (Social Work/Health Professionals.)
- Use the information gathered to plan the appropriate support in order for learners to reach their maximum potential.

**Self-Evaluation**

- Maintain a commitment to self-evaluation. CTs encouraged to self-reflect.
- Whole school approach to school improvement. Staff working groups to create action plans in line with school improvement plan.
- Increased knowledge and confidence in use of myGTCS.
- Some class teachers beginning to conduct peer observation.

## **1. How well do our children learn and achieve?**

|   | <b>Evaluation</b>                                |      |
|---|--|------|
| <b>QI 1.1 ~ Improvements in Performance</b> | <table border="1"><tr><td>Good</td></tr></table> | Good |
| Good  |  |      |
| <b>QI 2.1 ~ Learners' Experiences</b>       | <table border="1"><tr><td>Good</td></tr></table> | Good |
| Good  |  |      |

### **Evidence including key strengths**

- New planning formats have improved the quality of learners' experiences. Improved systems for tracking coverage of E&Os.
- Early Level teaching staff – team planning/teaching approaches used very effectively.
- Overall, our learners are confident individuals who contribute greatly to the life of the school. (Eco Group, Pupil Council, Playground Committee, Charity Group, Allotment Group, House Captains/Vice Captains/Prefects.)
- Learners are making good progress
- The improvement priorities of the school are having an impact on the learning and teaching. Evidenced through SMT quality assurance calendar – planning discussions, classroom observations, work samples etc...
- Staff strengths are being utilised to support school improvement – Outdoor Learning/French/Drama.
- Introduction of ILD (Interactive Learning Diaries)

### **Priorities for future development**

- Compile attainment data in a coherent format that identifies anomalies. These may include individual pupils that are significantly underachieving/below local/national expectations, specific subject analysis, confirmation of success, etc.
- Arrange opportunities to moderate at school/cluster level in writing/reading.
- Continue to provide high quality feedback to enhance learners understanding of their progress/strengths as learners.
- Create a system to track wider achievement.

## **2. How well does out school support children to develop and learn?**

### **Evaluation**

**QI 5.1 ~ The Curriculum**

Good

**QI 5.3 ~ Meeting Learning Needs**

Very  
good

### **Evidence including key strengths**

- Writing policy has been reviewed. New assessment procedures have been introduced to support marking in Writing.
- Weekly planning formats created/agreed by teaching staff.
- Active Literacy approaches have been rolled out across the school. Training provided. Links within the cluster/authority for further training established.
- Literacy/Numeracy resources reorganised. Reading ages/Lexile codes used to organise reading books.
- Three year rolling programme created/implemented to ensure the correct coverage and pace for Social Studies/Science/Expressive Arts E&Os. Learning context grids created /used when planning main/mini topics.
- New planning formats implemented for Numeracy.
- Class teachers foster strong pupil/professional relationships. Staff ensure learners feel confident and well supported.
- Individualised programmes of work/differentiated tasks are created for all of our learners in order to achieve their maximum potential in all areas of the curriculum.
- Very good transition procedures are in place. (Example – Nursery to P1, P7 to S1.) Extended transition programmes are in place if required. (Example – Pre-school settings, Mackie.)
- Effective use of ICT in a range of contexts. (Example – “Education City”, a range of ipad apps, “Read, Write, Gold”. 32 new laptops being used effectively across the school.)
- Parents are kept well informed about the curriculum and how they can support their children. (Example – Newsletters, homework, open afternoons.)

### **Priorities for future development**

- Refresh the school vision statement and aims – involve all stakeholders.
- Further develop systems to track and monitor pupil performance in all curriculum areas. Staff to use the data provided by PIPS/INCAS/GL Assessments to inform next steps.
- Continue to develop profiling and reporting to parents

### **3. How does our school improve the quality of its work?**

#### **QI 5.9 ~ Improvement Through Self Evaluation**

**Evaluation**

Good

#### **Evidence including key strengths**

- Staff involvement in improvement planning/school development work. Staff regularly audit the school to inform next steps for improvement.
- Staff understand the value of self-evaluation and improvement planning.
- “Pastoral & Attainment Meetings” give teaching staff an opportunity to discuss improvements/next steps.
- New weekly planning formats encourage regular self-evaluation.
- SMT quality assurance calendar ensures that classes are observed regularly, jotters are sampled, and planning formats are monitored.
- Peer monitoring is encouraged to further improve quality teaching and learning. Most class teachers are very reflective practitioners.
- We share good practice.
- Regular CPD opportunities are offered to staff.
- Active participation in CPD activities linked to improvement planning.
- Pupils, parents and staff are consulted and actively involved in evaluating the school. (Example – questionnaires, pupil/parent voice, written feedback forms.)
- All of our team reflects on current practice and evaluate any new initiatives, ideas and changes we have introduced.
- All stakeholders encouraged to share their views and influence school improvement.
- Staff engage in moderation exercises with cluster schools.
- The Head Teacher makes use of the expertise of cluster Head Teacher colleagues in order to inform next steps in planning for improvement.
- DHT regularly consults cluster colleagues, authority experts when considering change and improvements concerning the Nursery.
- DHT ensures that all of the Nursery staff are involved in the process of self-evaluation. (Example – Care Inspectorate Report 2015.)

#### **Priorities for future development**

- Create a “School Improvement” interactive display area. Encourage all stakeholders to contribute ideas.
- Develop knowledge and understanding of HGIOS4 – CT to self-assess against the themes/indicators.

#### **4. How do we ensure equality and inclusion, and promote diversity across the school?**

##### **Evidence including key strengths**

- Individual, group and class recognition of achievements are celebrated by awarding certificates at Assembly and “Green Card” Head Teacher prizes, wider achievement wall display. Class positive reinforcement schemes established. Pupil of the month included in school newsletter.
- Celebration Awards Night – very successful event.
- Newsletters are sent home regularly to inform parents of school improvements and also to invite parents to participate in school activities.
- Parents’ and pupils’ concerns are dealt with promptly.
- P7/S1 Transition meetings are arranged with Mackie guidance & support staff. Additional sessions are organised for those learners requiring extra support.
- Nursery/P1 staff work collaboratively to plan & implement Early Level activities throughout term 4 to aid transition.
- Successful partnerships continue with the Stonehaven community and local businesses. (Rotary, Bank of Scotland, Care Homes, Brickfield Motors, RLNI, AC&Co. etc...)
- Polish Club led by P5 pupils.

##### **Priorities for future development**

- Celebrate diversity – art project, link with Mackie.
- Establish “Dunnottar’s Culture Club”.
- Continue to moderate and highlight a range of teaching methods to accommodate differing learning styles. SMT to lead related demonstrations/workshops.
- Monitor assessment procedures across the school.
- Regularly consider the school environment to ensure it is as inclusive as possible. (Create an Autism & Dyslexia friendly environment.)

##### **Key**

**Evaluation – Excellent** -outstanding, sector-leading **very good** - major strengths **Good** - important strengths with some areas for improvement **Satisfactory** - strengths just outweigh weaknesses **Weak** - important weaknesses **Unsatisfactory** - major weaknesses