



Dunnottar School
Standards & Quality Report
2018/19
&
School Improvement Planning
2019/20

Dunnottar School - Forward

We are pleased to present both our Standards and Quality Report for Session 2018/19 and our School Improvement Plan for the current session 2019/20. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Dunnottar school. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

How are we doing?

How do we know?

What are we going to do now?

Looking inwards to analyse our work.

Looking outwards to find out more about what is working well for others locally and nationally.

Looking forwards to gauge what continuous improvement might look like in the longer term.

At Dunnottar we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Lisa Williams

Head Teacher

Context of the School

The first Dunnottar School was in existence at the end of the 17th Century and the second school from 1853-1889. The decision to build a new school was taken by the Dunnottar School Board in 1886, and the site chosen was the garden of the "Dominie": the name then given to the master in charge. This put the present school across the other side of the High Street, almost directly opposite the second school, which, until its demolition in 1984, had been used by the pupils for physical education, and as a Drill Hall by the Army and latterly by the District Council as a store.

The school is situated in the old part of Stonehaven. It serves the children from the old town of Stonehaven and the rural areas around Stonehaven. The Glenury and Braehead estates are included in our zoned area. On leaving primary school the pupils transfer to Mackie Academy.

The school roll for session 2019/20 is 183 pupils. We have a Nursery based on the Carronhill campus which can take up to 16 children per session. The current Head Teacher took up post in August 2014. The Depute Head took up post in a full time capacity as of January 2015.

This session we have 8 classes. Our team consists of 6 full time class teachers, 6 part time class teachers, 6 PSAs, an Administrator, 2 part time Clerical Assistants, 3 Catering Staff Members, 2 School Crossing Patrollers, 2 Cleaners and a Janitor (all of whom are part time). The school shares ASL staff with the cluster, currently there are 2 part time members of staff working with the school to support learning totalling 0.6 FTE. Non-class contact is covered internally.

Dunnottar School provides education for children aged 3 –12 from Nursery to Primary 7. Our Active Schools Coordinator provides a wide range of additional active and sporting activities for our children.

We work closely with a range of support agencies and volunteers to provide the best possible experience for our children. There is a strong collegiate ethos between staff and a culture of learning and school improvement.

Values and vision of the school

School Motto – We Shine

WE SHINE – Welcoming, Engaging, Safe, Honest, Inclusive, Nurturing, Equal

At Dunnottar School, we endeavour to be a Centre of Excellence, where children can achieve their full potential in their academic, creative, personal, physical, moral and spiritual development. We recognise the benefits to the pupils of parents/carers and staff working together for the all-round development of each child.

Good behaviour and positive attitudes are fostered through praise and recognition. Pupils are encouraged to value themselves and others and develop effective citizenship skills. These skills are fostered through co-operative learning activities.

We encourage pupils to take responsibility within the school. This allows them to have a say and contribute to the life of the school as effective contributors. Some of the ways that we do this are:

- Buddy Schemes - P3 pupils are paired with P1 pupils they help them to settle into school life.
- Olly's Helpers (Playground Support) – teach younger children to play co-operatively.
- ECO Group/Allotment Committee - help the school become more environmentally friendly.
- Pupil Council/RRS Group – represent their class when making decisions linked to school improvements.
- Charity Group - make decisions about charity events.
- House Captains, Vice Captains and Prefects – lead whole school events and support SLT with school visitor tours and during community events, as well as having specific weekly tasks which support the running of the school.
- Digital Literacy Leaders – help to deliver important messages on internet safety, help support the use of ICT across the school.
- DYW 'My World of Work Ambassadors' – help to share information regarding the valuable skills and experience needed when planning future careers.
- Language Ambassadors – help to support the 1+2 policy by organising cultural recognition events and by promoting the 'phrase of the fortnight'.
- Playground Committee – share suggestions for ongoing school playground improvements.

Ethos, community links and partnerships

Community links are a valued part of school life. Dunnottar School has a very supportive 'Parent Voice' group and an extremely active 'Parent Teacher Association' (PTA) as a sub-committee. Dunnottar School's 'Parent Voice' group is made up of twelve parent members who are voted, through election every year, by the parent community. Three members of staff support the 'Parent Voice' Group and the Head Teacher acts as adviser to the committee. These groups support improvement activities and raise additional funds to provide many extras for the pupils in the nursery and school.

We offer many opportunities for our learners to enjoy first-hand experiences outdoors. Such experiences motivate our children to become successful learners and to develop as healthy, confident, enterprising and responsible citizens. We regularly visit the Library, Dunnottar Woods, Mineralwell Park, the school's allotment next to Baird Park, the beach and Stonehaven harbour. We also regularly use Stonehaven's Town Hall, Stonehaven's Leisure Centre and St Bridget's Hall to support the delivery of Expressive Arts and HWB. We also have many business links which help to develop our young workforce, preparing our pupils for the world of work.

We are a "Rights Respecting School" and are very proud to have achieved the Gold Level: Rights Respecting accreditation, in June of 2019. We have also been awarded our fifth Eco-Schools Green Flag in recognition of excellence in environmental action and learning.

Impact of our Developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2018/19.

Priority 1 – Improvement in attainment, particularly in Literacy. Moderation/assessment procedures to be improved.	
Progress	<ul style="list-style-type: none"> • Pupils experienced learning conversations which had a clear focus on clear targets. • Seesaw was used to showcase the learning with parents/carers. • Classroom observation lessons showcased learning conversations where pupils were able to share ‘why’ as well as ‘what’ and ‘how’ they were learning, • Pupils experienced a range of reading approaches and assessment techniques which increased staff confidence when moderating levels.
Impact	<ul style="list-style-type: none"> • Improved data collection systems in place for Literacy. • SLT able to monitor impact of Early Literacy approaches. • Clear tracking sheets ready for use in 2019/20. • Increased pupil confidence when discussing their learning. • Increased use of ‘Learning Characteristics’ (see Olly’s family characters).
Next steps	<ul style="list-style-type: none"> • Continued to critically analyse attainment and achievement data. • Consistency across the school in using ‘Emergent Literacy’ assessment tracking sheets. • Continue to share ideas relating to the best way to showcase learning on Seesaw with stage/level partners.

Priority 2 – Raising Attainment & Achievement (Wider Achievement)	
Progress	<ul style="list-style-type: none"> • Pupils participated in JASS (Junior Award Scheme for Schools) to track and recognise achievements. • Pupils developed skills in four key areas – regular physical activity (Get Active, Stay Active), exploring a personal interest (My Interests), working for the good of the community or the environment (Me and My World) and completing an outdoor activity or challenge (Adventure). • All stakeholders participated in the reaccreditation of our Rights Respecting School Award. (Achieved Gold Level recognition.) • Pupils were offered a range of extra-curricular activities. (Some led by pupils.)

Impact	<ul style="list-style-type: none"> • Although there were many elements of the Junior Award Scheme that was successful the feedback from staff, pupils and parents/carers was varied. (Format – wasn't appropriate for younger classes, time consuming, not user friendly.) • The impact was positive, in that we were able to track wider achievement successfully, for almost all pupils. The scheme enabled us to offer clubs which would interest the pupils and also target those pupils who were not participating in any other out of school clubs/activities. • All stakeholders were delighted to receive Gold RRSA accreditation. A real sense of achievement and pride was felt across the school.
Next steps	<ul style="list-style-type: none"> • Adapting the wider achievement tracking system for next year. Questionnaires for parents/carers and pupils will be used to gather relevant information. • Information will be used to track achievements. Information will be used when deciding on extra-curricular clubs. • Leadership skills will continue to be fostered through pupil led clubs.

Priority 3 – Expressive Arts Focus – Music	
Progress	<ul style="list-style-type: none"> • Pupils were highly motivated and engaged in Music sessions. • Teaching staff worked collaboratively to plan and implement lessons. • Pupils were involved in the planning process linked to this sessions Music focus, helping to plan our 'Music Festival'.
Impact	<ul style="list-style-type: none"> • Increased confidence in using 'Charanga' (online Music resource). • Excellent links with the wider community. Positive feedback following the 'Music Festival'.
Next steps	<ul style="list-style-type: none"> • Continue to work collaboratively, using the musical skills and talents of our staff and members of the wider community.

2. How good is our leadership and approach to improvement?

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Level of quality for core QI:

5 -Very Good

Overview:

We value an inclusive and collegiate approach to school improvement. All stakeholders are fully involved in the process of school improvement. There are opportunities for leadership across the school community with staff, learners and parents taking the lead in a range of projects and initiatives. The strategic direction of the school is based on a sound analysis of data and other feedback.

1.3 Key strengths:

- All stakeholders were involved in the creation and ongoing review of the vision, aims and values of the school. (Our school motto 'We Shine' and our school mascot 'Olly the Otter' helps to promote the key values we feel are important.)
- Staff are actively involved in improvement planning & school development work. Staff regularly audit the school to inform next steps for improvement. All staff members are involved in the evaluation of progress and the identification of future priorities.
- All collegiate activities are based upon working towards the outcomes on the school's improvement plan and provide a focus for regular reflection and discussion on progress made.
- A range of approaches are used to gather views and ideas in order to further improve the school. (Computer based questionnaires, carousel discussions, team meetings, individual meetings.)
- Staff understand the value of self-evaluation and improvement planning. A culture which promotes a need for a shared vision for change and improvement which is meaningful and relevant to the context of the school within our community has been established.
- "Pastoral & Attainment Meetings" give teaching staff an opportunity to discuss improvements/next steps.
- Recent increased staff confidence in using a wide range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge.
- The school's robust Quality Assurance calendar ensures there is focused attention on monitoring and evaluating learning and teaching. Classes are observed regularly, jotters are sampled, and the same planning formats are used consistently across the school.
- Peer monitoring is encouraged and timetabled to further improve quality teaching and learning. Most class teachers are very reflective practitioners.
- We regularly share good practice.
- Early Years Practitioners have visited a variety of Nursery settings with a focus on evaluating how they track next steps.
- Regular CLPD opportunities are offered to staff. Staff are actively involved in CLPD activities linked to improvement planning.
- All stakeholders are encouraged to share their views and influence school improvement.
- Staff engage in moderation exercises with cluster schools linked to Visible Learning and Holistic Assessments.
- The Head Teacher makes use of the expertise of cluster Head Teacher colleagues and QIO 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.

- We have an effective system to share standards in curricular areas such as Numeracy & Literacy and Health & Wellbeing. We track pupil progress & attainment in Literacy, Numeracy and Health and Wellbeing.
- We track wider achievement as well as keeping an audit trail of extra-curricular activity involvement. (Previously used JASS, adapting for session 2019/20.) This helps to forward plan when creating opportunities for wider achievement.
- Children's achievements outside school are recognised and celebrated. (Example – Head Teacher's Award, Twitter recognition, assembly announcements, achievement wall in nursery.)
- As a school we ensure that self-evaluation looks both inwards and outwards giving consideration to both the local and national agenda. We protect time for professional dialogue, collegiate learning and self-evaluation.
- SLT effectively use individual skills and talents in order to lead improvements.
- There is an ethos of leadership at all levels in existence across the school. Teaching staff lead improvements linked to 1+2, Inclusive Classroom Practice and Numeracy. Teaching staff use short life working groups to take forward School Improvement Priorities.
- The school has taken a lead role in cluster CLPD events linked to Holistic assessments and Digital Literacy.
- The school has taken a lead role in Early Years CLPD events (Floorbook training, Infection Control and other cluster collaborations).
- In order to ensure continuous improvement all teaching staff and PSAs engage in yearly reviews through Professional Review and Development or Corporate Appraisal as appropriate. Teaching staff reviews are conducted in line with the Standard for Registration giving staff the opportunity to engage in clear, focused self-evaluation leading to clear targets for development over the coming session.
- Regular target setting ensures that we continue to develop our work on our pace and challenge. Our tracking of attainment, using data linked to SNSA and Curriculum for Excellence levels, allows us to evaluate work carried out and identify priorities for future development.
- Almost all children can talk about their strengths, progress and next steps and pupils are actively involved in their learning. Our 'Seesaw' profiling tool is used to track progress. Regular target setting/next steps discussions are conducted within each class. In nursery, floorbooks are used to capture and respond to children's interests and involve them in the planning process.
- Pupils demonstrate a positive attitude to learning and are keen to improve. Pupils are encouraged to develop as reflective learners.
- 'Olly's Family' are used to further develop specific learning characteristics, in a way on which young children can relate. (Practicing Penny, Independent Izzy etc...)
- SLT track wider achievement and the impact it is having on individual learners. Skills for Life tasks are completed weekly with parental support.
- 'My World of Work' Ambassadors (pupils) support the DYW workshops.

Identified priorities for improvement:

- Continue to ensure that practitioners have systematic opportunities to review and refresh their pedagogical practice looking inwards, outwards and forwards.
- Class teachers will be encouraged to be innovative and work through research/small test of change activities when evaluating progress.
- Continue to offer Early Years learning visits to a variety of Nursery settings with a focus on using the outdoor space well to engage the learner.

3. How good is the quality of care and education we offer?

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

Level of quality for core QI:

5 - Very Good

Overview:

The ethos of the school reflects a commitment to children's rights and positive relationships. Each class creating their own class charter, positive welcome door and positive reinforcement scheme. Lessons are motivating and meaningful. Assemblies link to United Convention on Rights of the Child. Attainment and achievement results are used to inform next steps in order to plan for pupils to reach their maximum potential.

2.3 Key strengths:

- The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.
- The most of our learners are achieving within or above the expected level for their age and stage in Numeracy and Literacy.
- SLT regularly review the academic and pastoral needs of all learners. Weekly SLT "Children to Note Meetings", termly "Pastoral and Attainment Meetings", termly SLT/ASL meetings.
- The skills and experience of our ASL staff are used well to support pupils in class through; team teaching, by creating individualised programs of work and when developing IEPs.
- Very good use of PSAs and ASL staff to support learners to reach their maximum potential.
- Most pupils achieve high standards and talk confidently about their learning. Pupils working below/above the expected levels receive targeted support from CT, PSA and ASL staff.
- Class Teachers, Early Years Lead and Early Years Practitioners have an excellent knowledge of each child in their care, and their learning needs.
- The HT has developed a robust Tracking, Monitoring and Review system (TMR) which tracks whole school attainment.
- Standardised assessments in P1, P4 and P7 are used and analysed to discuss next steps, improve individual pupil performance and to establish support for learning needs. Analysis of data also aids discussion around the deployment of resources for identified pupil groups.
- Pace and coverage are considered when tracking progress. Teachers predict the date in which learners will begin to work within the next third of the level for Listening & Talking, Reading, Writing, Numeracy and HWB.
- Teachers and Early Years Team plan together and have a shared understanding of CfE levels. They use the Aberdeenshire Progression Frameworks and Education Scotland Benchmarks to support this.
- Early Years Team receive regular visits from PT of Early Years for the Stonehaven Cluster. PT reviews practice and monitors progress, working closely with DHT.
- Reading moderation activities have improved standards. (Lexile codes & reading ages used. P1-3 "Find it, prove it, talk about it" cards have been created. P4-7 comprehension strategies taught as a modelling block at the start of each year.) Our 'Reading Working Group' of 2018/19 created resources to aid assessment/moderation discussions.
- Learners are supported and encouraged to achieve to the best of their ability and are assessed using a range of formative and summative techniques.
- Pupils show enthusiasm for all aspects of school life. (Example – House Challenges, extra-curricular clubs, pupil groups, focus weeks.)

- Children can demonstrate achievement towards the 4 capacities. (Example – Weekly certificates presented in assembly/discussed fully and displayed in class. Green Cards, class Tweets, Wider Achievement classroom displays.)
- Staff are committed to creating quality, active and engaging learning experiences through Curriculum for Excellence. Stage/Level planning sessions support this.
- Class Teachers and the Early Years Team work with cluster colleagues to share good practice and develop new skills. (Example – IDL 3 year planning grid, writing moderation sessions, transition links with Mackie, 1+2 sessions, Digital Literacy project, Floorbook training.)
- Technology is used regularly as a learning stimulus and pupils use it confidently to support their learning.
- ‘Seesaw’ online profiling tool is used well across the school to showcase learning.
- Good engagement and links have been created with local community/businesses/groups. (Example – Stonehaven Community Council, Round Table, Local Churches, Brickfield Motors, Aberdeen Considine, Stonehaven Lions, Specsavers, RNLI, PILLAR, Invercarron Resource Centre, Castle Custodians, Flood Protection Team.)
- Individualised positive behaviour systems are in place in every class to motivate pupils.
- SLT promote a growth mindset across our whole school community, with a view to raising attainment for all. Staff training and class sessions on Mindfulness by Sarah Gear has been very successful.
- Cluster wide Early Years training sessions with a focus on improving learning spaces indoors and outdoors.
- Everyday language used across the school links clearly to a rights respecting ethos.
- Most pupils are visible learners who can articulate what they are learning, how they are learning, and where they are going next on their learning journey.
- As a Rights Respecting School we have achieved UNICEF ‘Gold Award’ level accreditation.

Identified priorities for improvement:

- Continued participation in Rights Respecting Schools, Eco Schools and Digital Schools Award as well as a range of global citizenship focussed activities ensuring that pupils are developing the skills for life, learning and work needed.
- Continue to use feedback effectively to inform and support progress in learning.

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

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Level of quality for core QI:

5 – Very Good

Overview:

The whole learning community has a shared understanding of wellbeing and the children's rights. All stakeholders promote a climate where children and young people feel safe and secure. All learners are included and involved in the life of the school. Everyone in our learning community is treated fairly and with respect and we place importance on fostering positive, open and supportive working relationships based on trust.

3.1 Key strengths:

- Respect and empathy are embedded in the ethos of the school.
- We encourage parents to take part in the life of the school through "Open Events", Assemblies, Curricular Evenings, Stay and Play sessions, Parent Voice Group and Parent Focus Group meetings.
- Our behaviour management policy aims to be consistent, fair, positive, inclusive and supportive with the flexibility to support individuals where necessary.
- Restorative practice approaches are used consistently across the school when required.
- Learning is planned to take account of the needs and learning styles of all children.
- Forward plans show clear differentiation in learning targets at all stages from Nursery to Primary Seven.
- There is a clear staged procedure in place for pupils with Additional Support Needs in order to reduce barriers to learning. This includes the use of Individual Educational Plans for those who would benefit from them.
- Barriers to learning are considered and planned for by using a range of differentiated approaches and targeted support. Staff are aware of the positive impact on learners with a wide range of support needs when we plan appropriate support for dyslexic pupils. We foster an inclusive practice in every classroom where all learning needs are met.
- Diversity is highlighted and celebrated. Different cultures/backgrounds are celebrated in class.
- Pupil's needs are effectively noted and targeted through use of concern forms, tracking meetings, deployment of staff including both Pupil Support Assistant and Support for Learning staff.
- PSAs are targeted to need on a priority basis.
- Where staff identify learners who require support we respond quickly, accessing available resources and working closely with partner agencies where appropriate. Team planning with ASL staff works effectively to ensure all learners' needs are being met.
- Vulnerable learners are supported by the Intervention & Prevention Teacher and Pupil Support Worker where appropriate.
- Aims and values are readily shared and reinforced through whole school assemblies linked to UNCRC, led by the Depute/Head Teacher.
- Global citizenship is reinforced through extensive charity work carried out by pupils across all stages in the school. This is led by the school's Charity Group.
- Our Educational Psychologist is used to good effect addressing concerns and supporting learners within our school. Informal consultations are used regularly to support teaching staff. Formal consultations support multi-agency working. Other

agencies including Health and Social Work provide effective support in order to reduce barriers to learning for our pupils.

- Clear procedures are in place regarding child protection. They are annually reviewed and all staff are involved in this. All staff have undertaken Child Protection training and a clear protocol is in place for when concerns arise in this area.
- The curriculum is differentiated to meet the universal needs of individuals and groups. Technology is used to support learners as appropriate.
- The ASN Audit is updated termly following discussion between class/ASL teachers and SLT and in line with termly tracking discussions based on assessment data.
- Individuals who require additional support are identified using wellbeing indicators. Where appropriate, an action plan will be drawn up in consultation with parents and relevant partners.
- These plans and the progress made are regularly reviewed at meetings and updated as required.
- ASL staff undertake the '5 roles of ASL' and liaise closely with colleagues to provide the most appropriate support.
- ASL discussions undertaken with CTs to ensure equality and inclusion for children with additional support needs. Aiming towards dyslexia friendly and autistic friendly status.
- ASL staff ensure the 'Dyslexia friendly toolkit' is being used to support pupils effectively across the school.
- Our model of curriculum delivery from P1 to P7 ensures that learners are familiar with a wider range of staff, and that teachers have a better knowledge and understanding of the needs of individual learners which impacts positively on internal transitions. (House challenges and focus weeks.)
- Year 2 of the "Visible Learning" training programme has been completed by teaching staff across the cluster. (See separate plan from Osiris for all staff.) The aim of the training is to maximise impact on learning and achievement by providing practical tools to measure progress in learning.
- SLT target the use of PEF appropriately to ensure pupil need is met.

Identified priorities for improvement:

- Further develop approaches to measure fully the impact of targeted interventions over time for our learners, particularly our PSA support.
- Continue to ensure that all staff know and understand GIRFEC, the Wellbeing Indicators, and the United Nations Convention on the Rights of the Child.
- Continue to increase attainment and achievement for pupils facing challenges such as those from our most deprived areas, Looked After Children and those pupils with additional support needs.

Evaluation of QI

Level of quality for core QI: 3.2 Raising attainment and achievement

5 – Very Good

Sources of evidence/ evaluation activities undertaken:

As per QA calendar (see separate information sheet)

TMR system

Key strengths:

- Most pupils are achieving the appropriate levels across P1, P4 & P7 in Reading, Writing and Numeracy.
- Almost all learners are achieving the appropriate levels across P1, P4 & P7 in Listening & Talking.
- SLT track attainment, including attainment over time, to pick up trends, evaluate and use when identifying improvement priorities.
- We have a clear curriculum rationale, developed in partnership with learners and parents and based on our shared vision and values, our local context and national design principles, and which aims to develop the four capacities in our learners.
- Our curriculum is varied, continually refreshed to maintain relevance and makes use of our local area as a rich learning resource.
- A consistent approach to planning across the nursery and school provides a clear overview of coverage and opportunities for depth of learning experience, ensuring progression with appropriate pace and challenge for individual learners.
- Consistent approaches used to raise attainment in Reading from P4 - P7.
- Staff have developed their understanding of, and confidence in, expected standards in literacy and numeracy. Planning formats ensure that staff are engaging with the National Benchmarks and Aberdeenshire Curriculum Frameworks.
- Staff have a shared understanding of IDL and plan opportunities for investigations around this as well as cross curricular experiences and learning within discrete subject areas. Pupils actively engaged in planning their learning. (Example – “Context for Learning Grids” with “Hook” & “Exit” points). Co-operative learning strategies are regularly employed. Floorbooks in nursery.
- Our School engaged in a cluster wide project to bundle outcomes in Science, Social Studies, Expressive Arts and Technologies within a 3 year rolling programme, focusing on outcomes and skills to ensure a coherent and progressive curriculum which provides breadth and balance. Teaching staff are now confidently planning mini and main topics using this grid.
- Increased community links and local business links. Learners can recognise the relevance of learning in the World of Work through a range of enterprising projects from Nursery to P7 in line with ‘Developing the Young Workforce’.
- Teaching staff have an increased awareness of the national priorities of ‘Raising Attainment for All’ and ‘Closing the Gap’. SLT/ASL regularly review the available data, plan appropriately use timely interventions.
- Staff routinely plan together across levels and deliver learning collaboratively, where appropriate, with learners in mixed or same stage groups working together with different members of staff.
- Curriculum workshops and curriculum evenings give parents/carers a clearer understanding of what, why and how we deliver the curriculum. (Focus for session 2017/18 – HWB/Expressive Arts (Art) & Mindfulness. Focus for session 2018/19 – Expressive Arts (Music) & 1+2. Focus for session 2019/20 – Inclusive Practice, & Reading).

- Information Evenings for transition into nursery and Primary 1 are held in advance of pupils starting.
- Pupil friendly IEPs are used for pupils with additional support needs. Pupils, parents/carers, class teachers, ASL teachers and SLT are all involved in the process of creating these IEPs.
- Planning is differentiated to meet individual needs. ASL and PSA time is targeted appropriately and links to the Schools ASN Audit.
- A very effective transition programme from Nursery into P1 exists, maintaining very good links with our local early years' partner providers. (The Croft, Simpsons, Babes) Staff visit new pupils in familiar setting, positive parental sessions, interactive new pupil sessions.
- A programme which ensures effective pastoral transition from P7 to S1 is in place with strong links to the PSAT and ASL teams at the Academy.
- Extended transition programmes are in place if required. (Pre-school settings & Mackie Academy.)
- Staff work well with members of the community to develop class and whole school learning activities which support pupils to make cross-curricular links and identify with the wider world. In particular, 'Mr Jones' Allotment'.
- Effective teamwork across the school and Cluster supports curricular development and CLPD. Cluster PT works with DHT to coordinate appropriate CLPD events.
- Pupil Support Assistants have excellent relationships with children throughout the school and work closely with the class teachers to scaffold children's learning.
- Pupil links with cluster schools provide opportunities for extra-curricular sports and activities.
- Parents feel well-informed about pupil progress and events in school, and are happy with the accessibility of teachers, DHT and HT. Parents are kept well informed about the curriculum and how they can support their children. (Example – Newsletters, "HOLT" tasks, open afternoons, Twitter, Nursery e-mail system etc.) Homelink diaries used in P1 to P7 to improve communication between home and school on a weekly basis.
- P1 – P7 use Education City as part of daily lessons and for HOLT. Nursery use Education City within session.
- Excellent links exist between the school and the Active Schools Co-ordinator leading to a greater choice of extra-curricular activities.
- SLT use the Scottish government BGE Benchmarking toolkit, designed to support school self-evaluation/improvement. SLT consider the attainment of pupils from Dunnottar School and compare it with other schools across Scotland.
- Used JASS (Junior Award Scheme for Schools) to track and recognise achievements. JASS develops the whole individual by offering recognition in four key areas – regular physical activity (**Get Active, Stay Active**), exploring a personal interest (**My Interests**), working for the good of the community or the environment (**Me and My World**) and completing an outdoor activity or challenge (**Adventure**) and is designed so that participants move through the levels with increasing commitment, learning, and challenge.

Identified priorities for improvement:

- SLT to continue to use the BGE Toolkit effectively. CTs to consider how our pupils are performing in line with a virtual comparator.
- Continue to further develop moderation opportunities across the school and cluster to ensure shared expectations to bring greater consistency in teacher professional judgement.

Detail and allocation of PEF (£13000)

Identified gap	<p><u>SIMD profile</u></p> <p>2018/19 – 1% were below the 7th decile. 16% are the 7th decile. The majority of our pupils (83%) were in deciles 8, 9 and 10.</p>
Expenditure	<ol style="list-style-type: none"> 1. Create PT (Principal Teacher) post. 2. “Osiris” Visible Learning Whole School Programme, Mackie Cluster – Year 3. 13 Teachers (10 FTE), 1 EYLP and 6 PSAs will receive training throughout the session. 3. Mindfulness, Sarah Gear Oxford University Mindfulness Trainer. 4. Financial aid to support ‘Emergent Literacy’ training and training linked to ASN. (Class cover for training and resources to aid roll out.)
Expected outcomes	<ol style="list-style-type: none"> 1. PT will work closely with DHT and HT to ensure all pupils are able to reach their maximum potential. <ul style="list-style-type: none"> - Work closely with the SLT team to ensure consistency across the school regarding formative and summative assessment strategies. - Work closely with the SLT team to ensure consistency across the school regarding pupil progress. - Work closely with ASL team/SLT team to ensure resources are being used effectively to support all pupils. Varying PSA timetables/ASL support when appropriate. - Work closely with ASL team to support the construction/implementation of training packages for all staff linked to a variety of additional support needs. Monitor the use of differentiated/resources. 2. Inspire positive changes in each classroom and ensure all pupils in our school make at least one year’s progress for one year’s input. Maximises impact on learning and achievement by providing practical tools to measure progress in learning. ‘Visible Learning Impact Coach’ to support SLT to deliver key messages to all staff. Improvement in the pace of learning and teaching. 3. To enhance and increase staff, pupils and parental awareness of, and participation in, a variety of mindfulness activities throughout the course of 2019/20 academic session. To maintain productive attitudes, focus on what matters, develop self-compassion and to deal more positively with difficulty. 4. Targeted support with clear learning outcomes. SMART targets to be met relating to Emergent Literacy in the Early Years. (Nursery staff to link closely with P1/P2 staff.) <p>Class cover to support training linked to ASN. Purchase of resources and training to aid teachers to further develop their understanding of universal support, ensuring an inclusive practice approach in each classroom is embedded.</p>

Impact Measurements	<ol style="list-style-type: none">1. PR&D process. Self-evaluation wheel ('The Professional Action of Middle Leaders'). SLT/ASL meetings – track progress/develop this new role as a team.2. Evaluations from all involved.3. Evaluations from all involved. Trainer to continue to evaluate sessions - comments relating to pupil participation.4. Track progress using Emergent Literacy assessment sheets/approaches. Attainment data – analysing the 'value added' over the last two years. Initial and regular assessments and gathering of data to continually monitor progress. <p>QA (classroom observations/pupil voice groups) will monitor universal supports.</p>
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Capacity for improvement

Teacher professionalism / opportunities for professional learning

- New PT role established for 2019/20.
- 1+2 support led by CG as Languages Ambassador.
- Staff development sessions/Cluster events – ‘Visible Learning’ (Osiris). School level ‘Impact Coach’ TB to continue to help lead across the school.
- Staff development sessions – effective use of data led by LW & CD.
- ‘Emergent Literacy’ approaches led by three staff members.
- Infection Control Training – Nursery.
- Food Hygiene Training – PSAs and Nursery.
- Early Years Targeted Support sessions – PT and DHT.
- Involvement in the cluster level STEM project.

Leadership at all levels

- All staff and learners engage in regular evaluation of progress and the identification of future priorities.
- New initiatives and their impact are reviewed using appropriate data, with amendments made where necessary.
- All Nursery staff involved in the review of policies.
- Pupil led groups include Pupil Council, Eco/Allotment, Charity Group. Pupils leading on school improvements linked to Digital Technology and DYW (‘Digital Leaders’ and ‘My World of Work’ Ambassadors) as well as playground improvements.
- Pupil led Mindfulness sessions - ‘Mindful Champions’ from each class.
- Young Librarians per class.
- Pupil Leadership Roles for P6&7 include House Captains, Vice Captains and Prefects.
- Pupil Groups engaging in school visits, looking at practice out with the school/authority.

Engagement with parents and partners

- All Parents & Carers from Nursery & School have been involved in either a Survey Monkey or paper questionnaire linked to school improvement.
- ‘Bakes & Blether’ sessions – gather opinions/ideas for further improvement.
- Feedback sought regarding school communication systems, reporting & profiling systems (Seesaw) and school improvement planning.
- Active and supportive Parent Voice Group – quality discussions termly relating to school improvements.
- Playground Improvement Group – focus group leading initiative, better use of outdoor space/outdoor learning.

Key priorities for session 2019/20

Nursery Priorities for 2019/20 – see separate planner.

Priority 1 – (Improvement in attainment, particularly in Literacy.)

Moderation/assessment procedures to be improved.

Priority 2 – (Closing the attainment gap between the most and least disadvantaged children.)

Ensure consistency across the school in term of inclusive practice & use of universal supports.

Priority 3 – (Improvement in children and young people’s health and wellbeing.)

Raising awareness/understanding of E-Safety.

National Improvement Framework Priorities		HGIOS and ELCC	
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people’s health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement School leadership Teacher professionalism Parental engagement Assessment of children’s progress School improvement Performance</p>		1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioner 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability Specific to HGIOELC 3.2 Securing children’s progress 3.3 Developing creativity and skills for life	
Improvement Priority	Outcomes for learners	Impact Measurement	PEF
Priority 1 - Improvement in attainment, particularly in Literacy. Moderation/assessment procedures to be consistent.	Children at Dunnottar School will in Literacy <ul style="list-style-type: none"> Experience a strongly researched approach to the teaching of early literacy (Emergent Literacy) in Primary 1 which will impact on attainment for all learners. Experience a range of reading/listening & talking approaches and assessment techniques which will increase staff confidence when moderating levels. Continue to offer pupils’ experience opportunities which demonstrate and apply their learning within 	Evidence of impact: Critical analysis of attainment and achievement data. Staff will be more confident when identifying when children require support. (Looking at what is working well in P1 and thread this through future developments.) Continued identification of children requiring targeted support and interventions in place to be measured and evaluated. Evaluated termly through ASL/SLT meetings. Regular updates throughout the term from TB. Quality Assurance evidence will identify and track the impact of Holistic Assessment use. Formative and summative assessments used to clearly track/analyse progress.	Funding used to support Early literacy development work. PT Managerial Hours

	<p>planned Holistic Assessments/ Formative & Summative Assessments.</p> <ul style="list-style-type: none"> • Experience learning conversations which focus on clear targets. 	<p>Classroom observation lessons will showcase learning conversations where pupils will share 'why' as well as 'what' and 'how'.</p>	
<p>Priority 2 – Closing the attainment gap between the most and least disadvantaged children.</p> <p>Ensure consistency across the school in terms of inclusive practice & use of universal supports.</p>	<p>Children at Dunnottar School will:</p> <ul style="list-style-type: none"> • Continue to be monitored closely to ensure they are receiving the supports required to close any attainment gaps. • Learn in an environment where a consistent approach to universal support is available to all. SLT will ensure that an inclusive practice approach is embedded in each classroom. 	<p>Classroom observation lessons will ensure that consistent approaches are being used across the school to support all learners. (Use of 'Otterly Helpful Kits')</p> <p>Self-evaluation questionnaires, following training and support from our Educational Psychologist, will reflect a greater understanding of the attainment gap and ways in which we should support individuals in order to ensure all learners can reach their full potential.</p>	<p>PT Managerial Hours</p> <p>Class cover – training.</p>
<p>Priority 3 – Improvement in children and young people's health and wellbeing.</p> <p>Raising awareness and understanding of E-Safety.</p>	<p>Children at Dunnottar School will:</p> <ul style="list-style-type: none"> • Be highly motivated and engaged in Digital Technology sessions. • Be involved in planning our 'How Safe Are Your Children?' Parent/carer event/workshop. <p>Staff will:</p> <ul style="list-style-type: none"> • Collaborate to plan and implement lessons/workshops. 	<p>Questionnaire feedback from all stakeholders following school event/workshops.</p> <p>Pupil focus groups – feedback relating to the use of Digital Technology in school and in the home.</p> <p>Quality Assurance calendar ensures National Benchmarks are being used effectively when planning workshops.</p>	<p>N/A</p>

2018/19...Memories are made of this:

As a school we place a high value on pupil achievements and strive to create opportunities for pupils to achieve and for us to recognise and celebrate achievements gained both through school activities and other pursuits. Throughout 2018/19 we recorded these using JASS (Junior Award Scheme for Schools) to track and recognise these achievements.

*(JASS develops the whole individual by offering recognition in four key areas – regular physical activity (**Get Active, Stay Active**), exploring a personal interest (**My Interests**), working for the good of the community or the environment (**Me and My World**) and completing an outdoor activity or challenge (**Adventure**) and is designed so that participants move through the levels with increasing commitment, learning, and challenge.)*

Pupils at our school are also aware of the needs and plights of others through the charity work that we conduct as a school. Our school is not restricted to the four walls and a roof. Where possible the school has extended their sense of community to incorporate and assist with Global issues.

Charities supported by the school over the last session included:

Macmillan Cancer Support

Comic Relief 'Red Nose Day'

Rebecca's Rainbow Heart Ebstein Anomaly Trust

This session we have had many different opportunities to promote the wider curriculum.

Pupils have benefited from a wide range of extra-curricular clubs and activities including; Running Club, Sewing Club, Crochet Club, Netball, Volleyball, Mindfulness, Chess, Remote Control Car Club, Choir and Book Club organised and led by staff, parents and friends of Dunnottar. Pupils have also led several lunchtime clubs; Arts & Craft, Basketball, Jazz and Hip Hop.

Each class took part in a 'Showcase Assembly' and 'Community Café' where the terms learning was showcased to many visitors. This included a special P2/3 & P3/4 'Egyptian Assembly' and P7 'Burns Supper' where confident pupils were given opportunities to demonstrate their skills to a wider audience.

Pupils from P1 to P7 took part in a Music Focus Week. Many local talents were celebrated and showcased throughout the week. A special festival was enjoyed on the Friday where pupils, parents and friends of Dunnottar shared their musical talents. Our House Captains and Vice Captains took a lead role in organising the event.

Further links with a school in Acheres, France, were established through pen-pal correspondences. We continued to be involved in the Stonehaven Community Council's Twinning Project. Two class teachers visited our twin town, Acheres, securing relationships with the teachers there.

Our pupils and parents/carers continue to be involved in improving our playground this session. A 'Playground Improvement Group' was further supported by Steve Mozier, an outdoor learning expert. Our wider community continue to benefit from this project. The outdoor space at the Nursery site has also been improved.

We introduced 'Seesaw' as a reporting and profiling tool with great success.