

The Evaluation Process has identified the following key strengths:

- A very welcoming and inclusive ethos
- Courteous, well-behaved and motivated pupils
- High attainment in Numeracy and Literacy
- The leadership and involvement of all staff, pupils, parents and the wider community in the life and work of the school

1.3 Leadership of Change	5
2.3 Learning, Teaching & Assessment	5
3.1 Ensuring Wellbeing, Equality & Inclusion	5
3.2 Raising Attainment & Achievement	5

### **ATTENDANCE, ATTAINMENT and ACHIEVEMENT**

Staff, Pupils and Parents have once again demonstrated great resilience through this year and worked extremely hard to ensure continuity and good experiences overall.

**Attendance** remains high at 94.4% and is above the average for PKC and Comparator schools. All unauthorised absences are due to family holidays. There have been 0 exclusions this session.

#### **Attainment in Literacy**

- Almost all pupils in P1 have achieved Early Level in Reading and Listening & Talking and most in Writing.
- All pupils in P4 have achieved First Level in Reading, Writing and Listening & Talking.
- All pupils in P7 have achieved Second Level Reading and Writing and almost all in Listening & Talking.

#### **Attainment in Numeracy**

- All pupils in P1 have achieved Early Level Numeracy.
- All pupils in P4 have achieved First Level Numeracy.
- All pupils in P7 have achieved Second Level Numeracy.
- 28% of our pupils across the whole school have recorded Additional Support Needs. All are making very good progress towards their individual targets and planned outcomes.

- Attainment over time has remained consistently above the National average. The trend of attainment over time has remained at a very high level for our current P7.

#### **Achievement**

The school's 'Gold Sports Scotland Award', 'Eco School Award' and 'Health Promoting School' status reflect the achievements of the school in supporting pupils' Health & Well-Being.

Lots of different learning and achievement opportunities were able to restart this session, including a wide range of after-school sports clubs which are well attended.

Many activities were also shared online, and staff, pupils and parents were able to maintain connections through Teams and Seesaw.

Achievements were celebrated at our whole school assemblies and shared on Seesaw, Teams and Twitter.

The overall quality of wellbeing, equality and inclusion is very good. Staff know the pupils well and are sensitive to their emotional, social and medical needs. There are effective Child Protection and effective Additional Support Needs procedures in place. In addition to supports in place with school staff, outside agencies have supported individuals and groups of pupils' very well this session e.g. Community Link Worker & Assistant, Women's Aid, Health Services, Secondary Staff and Counselling Services.

### **IMPROVEMENT PRIORITIES 2022-2023**

The School made very good progress towards achieving the outcomes detailed in our 2022 – 2023 School Improvement Plan (SIP) and these have had a positive effect on pupils' experiences and outcomes. For example, overall, attainment in Literacy and Numeracy was maintained at a high level. Evidence gained through both formative and summative assessments showed that progress in Literacy and Numeracy has been very good.

The school has worked towards and been awarded the Rights Respecting Schools Bronze Award. We will continue to integrate the UNCRC into all areas of school life and plan to continue to work towards Silver and then Gold.

The school has made good progress in working towards the Digital Schools Award. The plan is to apply for formal assessment early in the new session. School life has returned to pre-covid routines and practices with the reintroduction of, for example, Carousel, Wider Achievement opportunities, Pupil Council, Digital & Sports Ambassadors and P7 Buddies. Parental engagement has been increased as parents have had full access again ( i.e. in-person parent contact meetings, events and celebrations and open afternoons, etc).

We have listened to staff, pupils and parents in the production of this Quality & Standards report whilst evaluating the quality of our provision and in identifying improvement priorities.

We all show a strong commitment to taking our identified priorities forward in a manageable and strategic manner.

The school has many strengths and is well placed to build on the existing high standards.

### MAIN IMPROVEMENT PRIORITIES 2023 - 2024

1. In session **2022/23** we will be focussing on:

- Literacy – Writing
- Literacy – Listening & Talking

**Our 2023-2024 School Improvement Plan will be available on request in August and will also be available on our school website.**

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**GROWING TOGETHER, LEARNING TOGETHER!**



**GROWING TOGETHER, ACHIEVING TOGETHER!**



# DUNNING PRIMARY SCHOOL Standards and Quality Report



## August 2022 – June 2023

At Dunning Primary School, we endorse Perth and Kinross Council's "Statement of Intent" which sets out the broad principles determining the ethos and nature of education to be delivered across the Council area.

Our vision is of a caring and confident school community where children enjoy their learning and have a sense of purpose. There are equal opportunities for all, and individuals are valued, nurtured and supported. In the pursuit of excellence everyone is encouraged to develop their full potential and to aspire to achieve the highest standards. Respect for others, and for self, is the core of our ethos.

**GROWING TOGETHER, LEARNING TOGETHER!**

**Our aim is to develop confident and responsible children  
who are well prepared for lifelong learning and ready to take on challenges.**

**GROWING TOGETHER, ACHIEVING TOGETHER!**

Dunning Primary takes forward a continuous programme of Self-Evaluation.

The School and our Quality Improvement Officer have evaluated key aspects of the work of the school at all stages. We evaluated pupils' attainment and achievements, the effectiveness of the school, the environment for learning, the school's process for self-evaluation and innovation, and our capacity for improvement. We examined pupils' work, monitored classroom and school experiences and gained the views of groups of pupils, staff, members of the Parent Council, individual parents, groups of parents and visitors to the school.

