

STIRLING COUNCIL CHILDREN'S SERVICES

DUNBLANE PRIMARY SCHOOL



**STANDARDS AND QUALITY REPORT
2008 – 2009**

Introduction

The Standards and Quality Report for session 2008 – 2009 indicates some of the successes we have had and progress we have made in addressing the priorities outlined in this session's school improvement plan. Our achievements are the result of some very hard work, enthusiasm and commitment by children, staff and parents working together. It is structured in line with National Priorities and linked to the aims of the Integrated Plan for Children's Services :

- 1 Promoting and delivering integrated education, care and support services of the highest quality.
- 2 Ensuring that services are accessible to all and promoting the rights and responsibilities of those who use them.
- 3 Raising achievement and reducing inequality.

It is also influenced by the values and philosophy which encompass " A Curriculum for Excellence."

The Standards and Quality report provides parents, the wider community and all interested stakeholders with an evaluative report on the performance of Dunblane Primary school for session 2008/9.

Vision and Values

Our vision is that every child contributes to our school and its community by being a successful independent learner, confident individual, effective contributor and responsible citizen.

We will promote a supportive yet challenging learning environment in which we are all capable of continuous improvement. We value highly the contributions of families and the community towards this vision.

Our school values of respect, responsibility, honesty and care & compassion underpin our vision.

National Priority 1: Achievement and Attainment

To raise standards of educational attainment for all schools especially in the core skills of literacy and numeracy and to achieve better levels in national measures of achievement including examination results

The school promotes an ethos of achievement and has high expectations of all children.

Areas of strength include

- *Improved talking & listening skills across all stages:*
Children have developed their own criteria and strategies to decide on what constitutes good listening and talking in their classrooms, and have identified this as a way towards more successful learning.
- *Development of an Active Learning approach throughout the school:*
Children have been given increased opportunities to learn in active and challenging contexts, where they achieve a greater sense of involvement and purpose to their learning.
- *Encouragement of ambition and creativity:*
Children have shown increased confidence resulting in achievements in Sport, Art, Music, Drama and Technology, showcased in a variety of school activities throughout the year.

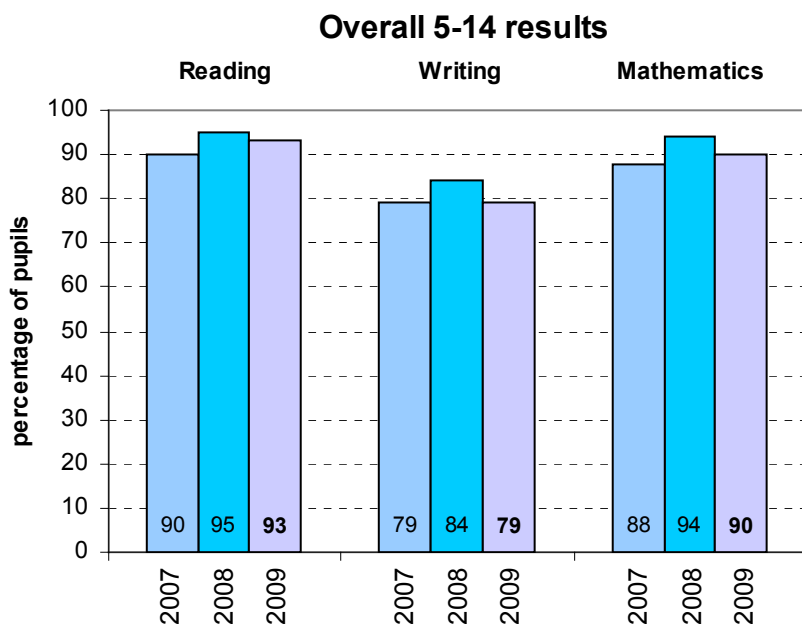
5-14 Attainment

National Assessments 5-14

The graph below shows the school's results for this year and the previous four years with regards to attainment in the National Assessments 5-14. Also included is an indication of the attainment for Scottish schools that had a similar pupil intake (in terms of the percentage of pupils registered for free school meals in 2003).

The overall school results are based on those pupils in Primaries 3, 4, 6 and 7 who have attained (or exceeded) the expected 5–14 level.

At all stages children have made progress from prior levels of attainment. The progress of individual, groups and stages was monitored regularly, through the tracking system



Areas for development include

- *Continued engagement with A Curriculum for Excellence:*
A key focus will be the exploration of the new outcomes and experiences in relation particularly to Literacy, Numeracy and Health & Wellbeing.
- *Extension of learning based on Critical Skills:*
The pilot which has been undertaken in Primaries 4 and 7 this session will be shared and developed in all classes to encourage ability in independent thinking.
- *Improvement in the quality of children's writing:*
There will be a focus on written presentation skills and a continuation of set periods for assessed writing to monitor progress and encourage.

National Priority 2: Framework for Learning

To support and develop the skills of teachers, the self discipline of children and to enhance school environments so that they are conducive to teaching and learning
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There are positive relationships and mutual respect between staff, children and parents.

Areas of strength include

- *Continued focus on development of Values:*
The whole school continues to be involved in the work around agreed values as a context for positive behaviour, and children are increasingly aware of the theoretical concepts.
- *Interactive Whiteboards are used extensively to enhance the quality of teaching and learning across all areas of the curriculum:*
All classes are now fitted with whiteboards with staff using various educational websites including Education City and Gridclub to facilitate learning.
- *Achievement of Green Flag:*
This was a focal point in helping children appreciate and value the importance of their environment.
- *Installation of picnic benches and tables:*
Excellent parental partnership driven by the Parent Council, resulted in the award of a grant to improve the outside environment for children's leisure and recreation.
- *Continued emphasis on Health promotion:*
Children are increasingly aware of the importance of keeping healthy through physical activity, healthy eating and activities and experiences encouraging emotional and spiritual health. A twice yearly Healthy Schools newsletter is issued to keep parents informed of developments.

Areas for development include

- *Continued emphasis of the centrality of Values:*
A fifth and final value will be added to our set of School Values after consultation with the children. We will continue to encourage children to move theoretical concepts into real practice.
- *Development of GLOW initiative:*
Staff and children will increasingly use this medium for learning and communication with other learners.
- *Work towards the achievement of a second green flag:*
After a year of consolidation and embedding of the principles of an Eco school environment we will begin the formal process of work required for the next level of achievement.
- *Work towards the achievement of a Level 3 accreditation in Health Promotion.:*
After a year of consolidation and embedding the principles of a health promoting environment we will begin the formal process of work required for the next level of achievement.

National Priority 3: Inclusion and Equality

To promote and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser-used languages

The school promotes an inclusive approach for all children with individuals supported through the Staged Intervention process

Areas of strength include

- *Gaelic provision at Primary 3 – 5:*
All children are given the opportunity learn to communicate in Gaelic with teaching provided by a specialist teacher and trained class teachers.
- *Child protection procedures:*
All staff participated in Child Protection training at Level 1 with senior members of staff trained at Levels 2 – 4 resulting in raised awareness for all staff.
- *Awareness of anti bullying procedures:*
All staff participated in training in collaboration with staff from all Dunblane schools in order to promote inclusion through a shared vision and zero tolerance of bullying issues. A cluster policy was developed for use in all Dunblane schools.
- *Art Link opportunities:*
Art link provided workshops in Drama and Fabric & Craft creating a stimulating and inclusive opportunity for groups of children.
- *Circle of Friends and Friendship Groups:*
The Circle of Friends programme was used to encourage peer groups to support individual children. Friendship groups were particularly successful for a number of children.

Areas for development include

- *Further collaborative work across the cluster schools:*
Strategies to encourage resilience will be developed through a structured programme entitled “Bounce Back.” with an initial emphasis on ways to tackle bullying issues.
- *Continued emphasis on religious and cultural diversity:*
Following the success of Diversity Day (focus on food) and Diversity Week (focus mainly on dance) a theme will be discussed for a continued emphasis on diversity.
- *Parental Partnership:*
Develop further communication strategies to ensure involvement of all parents in a variety of ways, including the possibility of email.

Absence and Attendance

Please note absences are measured in ½ days

Overall percentage attendance

	Gender		
Stage	Boys	Girls	Total
P1	97.87	97.57	97.67
P2	97.14	96.94	97.07
P3	97.79	97.66	97.74
P4	96.92	97.93	97.47
P5	97.18	97.44	97.31
P6	96.73	96.83	96.78
P7	97.18	97.09	97.13
Total	97.19	97.36	97.28

This is a significant improvement to the previous session's grid equating to 10.4 absences per pupil in half days. Target for 2008 – 2009 was 10 absences per pupil in half days which means we have almost made our target.. About 1/5 continue to be unauthorised absences and by far the majority of these are family holidays during term time
It is hoped that parents will continue to work in partnership with the school next session to maintain the number of absences around our target of 10

National Priority 4: Values and Citizenship

To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhoods and society and to teach them the duties and responsibilities of citizens in a democratic society

The school places strong emphasis on the importance of children having opportunities to express their views

Areas of strength include

- *House system:*
In line with positive behaviour and an ethos of achievement children were encouraged to gain points for their Houses. Captains and Vice Captains were elected in August and January.
- *Eco School Committee:*
All children were part of eco school development with a committee elected to encourage the improvement and caring of our school environment.
- *School Council:*
Class Councillors and Vice Councillors from Primary 3 – 7 were elected to help promote children's views and encourage ideas in supporting school, local and national projects.
- *Peer Mediation:*
Children in Primary 4 – 6 worked with partners on a rota basis to supply support to their peers in the playground. A new group from Primary 4 were trained in March, with Primary 7 children extending their skills in the Buddy/Squaddies programme.
- *Global Citizenship:*
All classes have engaged in a study of a foreign country, comparing and contrasting similarities and differences in culture.
A group from Primary 7 composed lyrics and music for a song which achieved a winning category in a national Ethco competition.

Areas for development include

- *Target setting:*
Further develop children's capacity to set and work towards personal and class targets.
- *Global Citizenship:*
Extend opportunities for children to develop awareness and participate in activities to help them understand their place in the world.
- *Fairness and Equality:*
Promote discussion with children to gauge their ownership of this as the fifth school aim.

National Priority 5: Learning for Life

To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a challenging society and to encourage creativity and ambition

The school promotes the importance of successful learning, responsibility, confident participation and effective contribution to the life of the school as the basis for helping children develop life skills.

Areas of strength include

- *Creative and ambitious projects:*

- Children have been given opportunities to develop skills in technology, with Primary 7 participating in a Transition project across the cluster.
- *Completion of Walking Track:*
Children are using the walking track regularly during their free time as a way of exercising and calculating the distance they have walked. Staff are beginning to incorporate it as an outside learning area during teaching time.
 - *Meditation Group:*
Groups of children at senior stages have participated in developing meditation strategies to help personal development.
 - *Debating Club:*
Primary 7 children have been given the opportunity of joining and running a Debating Society, choosing their own topics for discussion.
 - *Physical activities:*
All children have had opportunities to participate in sporting taster activities during the session facilitated by quality coaches from Active Stirling. Children from Primary 5 have participated in Club Golf.
 - *Healthy Tuckshops:*
Many children have used the opportunity of “Tropical Tuesday” and “Fruity Friday” to buy fruit and smoothies.

Areas for development include

- *Continued emphasis on exercise and sport:*
Devise ways to encourage all children to participate in sport tasters and timetable use of Games Hall to extend further opportunities for P.E.
- *Business partnership:*
Develop partnerships in the community and business world to further extend enterprise activities in the curriculum, and provide children with an insight into the world of work.

During our last term the school was inspected by HMIE who recognised a number of areas of good practice and made recommendations for improvements. The following priorities for next session will be included within the 3 main areas for improvement which are:-

Priorities for the School Improvement Plan 2009-2010 are based on our report from HMIE when areas for improvement include :-

Ensuring that learning is planned to meet the needs of all children

Improving the curriculum in primary classes

Using self evaluation more effectively to provide consistently high quality experiences and achievement for all children.

Priorities for Session 2009/10

Continue opportunities for Creativity and Ambition.

Values in Education : Respect & Responsibility, Honesty, Care & Compassion :

Consultation with children around “Fairness & Equality” as fifth value.

Planning for outcomes & experiences and assessment.

Focus on improving children’s writing at all levels

Focus on problem solving in context

Health promoting schools : Working towards Accreditation Level 3 status

Further development of Active Learning through strategies such as Critical skills

Implementation of “ Bounce back” cluster development to develop resilience in children.

ECO schools : Working towards second Green Flag award.

READER'S REACTIONS

We hope you have enjoyed reading the Standards and Quality Report indicating what we have done this year.

We are proud of the progress we are making and achievements gained and believe that it is important for us all to celebrate and share in the successes.

We would very much value a response from you. Thank you for taking the time to read this and for your continued interest and support.

Comments: