

Standards and Quality Report

2021/22



Dunvegan Primary School
HIGHLAND COUNCIL | ISLE OF SKYE, IV55 8GU

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we are progressing towards achieving these positive outcomes and changes.

Dunvegan Primary School

Dunvegan Primary School is a non-denominational school serving the Dunvegan, Harlosh, Roag, Glendale and Milovaig areas, which caters for children from Nursery to Primary 7.

This session we have 15 children in our Gaelic Medium Nursery, and 44 children spread across our two Gaelic Medium classes and two English Medium classes. Parents can choose for their child to be educated through the medium of Gaelic or English when enrolling them for Primary 1.

The school continues to recover from the impact of Covid-19 and two extended school closures. Unprecedented levels of staff shortage presented significant challenges throughout the school year. The upper English Medium class teacher was absent since January and several supply teachers filled the role until the end of the school year. The Head Teacher was absent from January and resigned from her role in April. Samantha Muir, Head Teacher at Carbost and Struan Cluster, adopted the role of Acting Head Teacher from April and was appointed the substantive Head Teacher post from August. Dunvegan Primary will be clustered with Carbost Primary instead of Edinbane Primary from August.

At Dunvegan Primary, Pupil Equity Funding has increased our team of Pupil Support Assistants, providing our pupils with 1:1 support and reading interventions. The School is also well supported by the members of the community, i.e. parents, local organisations and businesses. This is exemplified by the generous donations from Dunvegan Community Trust which paid for school excursions and a sizeable Poly Grub.

Our outdoor area is a well-used learning environment with a wooded area for exploring and climbing, an outdoor Forest Schools classroom and sports pitch. All members of the school community enjoy planting in our Poly Grub and have contributed to our fruit tree orchard. In addition, the Early Years enjoy being outdoors in their natural outdoor environment.

Our Parent Council are extremely pro-active and support the school in a variety of ways. They work in collaboration with the school and contribute greatly to the positive ethos.

Dunvegan Primary is part of a community improvement project and plans are in progress for a new school building. Completion is expected in 2025.

Dunvegan Primary School Vision, Values and Aims

Our Vision

Dunvegan Primary School strives to be a happy and nurturing school that fosters positivity, curiosity, resourcefulness and creativity. Working with the community to enrich our village, we hope to thrive and flourish and become an important part of the community around us.

Our Values

- ❖ Kindness
- ❖ Hard work
- ❖ Sharing
- ❖ Honesty
- ❖ Friendship
- ❖ Happiness
- ❖ Respect

Our Aims

To help our children become *Successful Learners; Effective Contributors; Confident Individuals* and *Responsible Citizens* we will:

- Learn together with our parents, family and the community and celebrate everyone's individual talents and achievements.
- Play, explore, question, and use our imaginations to learn both in school and outside in our school grounds and local area.
- Develop the skills to lead our learning and join in to make improvements to our school and our community.

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

Pupils are very positive about their school. They say that it is a friendly and fun school with kind people. They believe honesty and friendship are the most important things to remember.

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

- Improvements to the playground and break times.
- A calm environment to learn.
- More Forest Schools and outdoor learning.

Our Improvement Journey Headlines

Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

Improvement Project 1: Interdisciplinary Learning

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose:

Develop IDL approaches to learning to support recovery of learning, teaching and assessment.

Progress and impact:

The project started well with school staff evaluating and auditing current practice and devising a plan at the August in-set days. Due to instability in leadership and staffing throughout the year, the project did not develop any further.

However, observations of learning and teaching at Dunvegan primary show that pupils enjoy engagement in interdisciplinary learning across the curriculum and benefit from opportunities to apply their learning in real and relevant contexts.

Next steps:

- Review curriculum rationale and explore how learning is delivered across the 4 contexts (opportunities of personal achievement/ethos and life of the school/interdisciplinary learning and curriculum areas)
- Explore how partnerships contribute towards developing a creative and innovative curriculum rationale
- Mapping exercise to determine how learning for sustainability underpins curriculum on offer
- Classroom observations to explore learner pathways, skills development and learning contexts

Improvement Project 2: Recovery of learning, teaching and assessment

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose:

Continue Literacy focus from 20-21 plan to close attainment gaps: Assess individuals and scrutinise P1/P4 SNSA/MCNG results to set targets in core areas. Use PSA targeted support in Literacy (GM + EM).

Progress and impact:

Baseline assessments in numeracy, reading/spelling to were undertaken October 2021 and targeted pupil support was coordinated as a result of this in reading and maths. The following gaps were identified and are being addressed: More than 30% of pupils are not on track in reading/spelling and almost 25% in numeracy.

Progress meetings to analyse SNSA/SMCG data took place in January 2021. These provided further information regarding gaps in learning. Planning was developed in order to close these gaps, supported by regular collegiate tracking conversations.

A new phonics reading scheme was successfully implemented for P1-P3. These supported the development of decoding skills at these stages – linking well with our approach to teaching phonics. Phonics and Spelling schemes were further developed and linked to reading. Additional support was also provided to learners who required it. As a result of this almost all learners are making good progress in reading.

A new library was set up and stocked with new reading material. The library is a bright and inviting reading space and is supporting the development of a reading culture throughout the school. This was enhanced by shared reading practices which were developed across the school in both English and Gaelic Mediums.

Teaching staff engaged in writing moderation sessions at the start of the school year. This now needs to be built on to support moderation across the curriculum.

Overall, good progress has been made here, especially in the lower English medium class.

Next steps:

- Further development of literacy interventions and impact of these
- Establish termly tracking and monitoring meetings to support pupil progress and understand their attainment across all curriculum areas
- Develop approaches to moderation to support end of level judgements and expectation of standards
- Develop approaches to involve learners in planning learning

Improvement Project 3: Play based approaches to learning**Primary focus:** Curriculum and assessment**Year of Project:** 1**Purpose:**

Develop play pedagogy to support learning and health and wellbeing, including use of outdoor space.

Progress and impact:

Class teachers undertook training at the start of session with focus on developing play-based approaches. As a result of this, class play zones were set up in the lower Gaelic and English medium classes. These have been successful in promoting creative and imaginative learning. Staff have reported increased levels of engagement in learning and cooperation.

Class teachers with training cascaded learning with colleagues who are at the beginning stages of implementing this. Information was shared on learning walls to support planning and evidence learning within the lower English medium class.

Further work is required to consider and develop resources, approaches to planning, play conversations and building professional knowledge in this area across the staff team.

Some progress has been made here in the lower stages of the school and nursery.

Next steps:

- Further training for staff and EYPs
- Use the play-based approaches to learning triangle to help planning (Teacher-teacher led, sessions, Target –teacher initiated follow up tasks and Play-child led but observed by teacher)
- Develop effective target boards/timetables/organisation for tasks
- Develop class routine for play pedagogy
- Incorporate Choice and Reflection time into planning – Shiny Sharers
- Make links to profiles

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
Leadership of Change	1.3 Weak
Learning, teaching and assessment	2.3 Satisfactory
	3.1 Satisfactory

**Ensuring wellbeing, equality
and inclusion**

3.2 Satisfactory
**Raising attainment and
achievement**

Our children and young people believe we have made the following progress this session:

Theme 1 Excellent
Our relationships

Theme 2 Very good
Our learning and teaching

Theme 3 Excellent
Our school and community

Theme 4 Very good
Our health and wellbeing

Theme 5 Good
**Our successes and
achievements**

Our overall evaluation of our school's capacity for continuous improvement is:

We have some concerns about our capacity for continuous improvement.

A transition of leadership can present challenges in ensuring planned changes for improvement maintain momentum. It is the priority of the new Head Teacher to increase capacity for improvement so that future projects are sustainable and effective.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://www.dunveganprimaryschool.com/> or by contacting the school office.