



FALKIRK COUNCIL
Education Services

Dunipace Primary School and Nursery Class



Standards & Quality Report Session 2007/2008

Dear Parent/Carer,

As you probably know, each year the government and the Council publish information designed to show how well schools and local authorities are improving pupil performance year on year.

In similar fashion, we in Dunipace Primary School and Nursery Class would like to tell you how we are progressing in our school. This leaflet has been designed to do just that. It is our “Standards and Quality Report” for last session.

Inside, you will find a brief description of our main achievements during last session. Whilst we do many things in the course of a year, we have focused on what we consider to be the most important areas. I have outlined the school’s main priorities for next session.

I hope you find the leaflet helpful. If you have any questions about it, please do not hesitate to phone the school office for an appointment. I will be pleased to offer clarification.

Robina McAnish
Headteacher



What we achieved in 2007/08

- In October 2007 we were visited by 2 Quality Improvement Officers undertaking the Health Promoting Schools assessment. The school's work was evaluated against Quality Indicators relating to: Courses & Programmes, Meeting Pupils Needs, Pastoral Care, Personal and Social Development, Links with LA and other Agencies, Equality & Fairness, Partnership with Parents, Organisations and the use of resources and space, Leadership. The 6 point scale used by the HMIe was employed by the assessors to make judgements about our provision. The school was able to provide considerable evidence from interviews with children, parents, partner agencies and members of staff. Other evidence included photographic, teachers planning, pupils learning experiences and samples of learners' work. Personal & Social Development, Equality & Fairness and Leadership were graded at 6 (excellent) and the remaining areas were graded at 5 (very good). The school has therefore been awarded our Accreditation Level 2 Certificate as a Health Promoting School.
- Another key priority this session has been to promote the 'Curriculum for Excellence' capacities: successful learners, effective contributors, confident individuals and responsible citizens through the development of 'House Citizenship Projects.' The House's randomly selected from local, national and international causes giving them an initial focus. The children then collected a wide variety of information to explore the options in each area before agreeing which good cause to support. Bankend House promoted the international charity Water Aid. House Captain Rachel Donaldson and Vice Captain Jaye Hutchison developed a stimulating notice board display and gave a presentation to make other house members aware of the issues. They managed to galvanise their Bankend pupils to raise £665 for Water Aid through a fun day which all the children enjoyed. Denovan House, under the guiding influence of their Captain Andrew Moore and Vice Captain Jade Clark organised a highly successful range of awareness raising activities, competitions and visits to promote the work of the National charity 'Guide Dogs for the Blind.' A special highlight for many of the children was a visit from Mrs Garner with her guide dog Chelsea. £281 was raised for this worthwhile cause. This year the local citizenship project was organised by Herbertshire. Captain Robyn Gee McFarlane and Vice Captain Louise Smith planned an afternoon 'Cream Tea' and entertainment from all classes for our neighbouring senior citizens from Tygetshaugh Sheltered Housing Complex. This was most appreciatively received by our elderly neighbours who had a delightful afternoon. This represented a valuable learning experience for our youngsters that being a responsible citizen isn't always about fundraising, but giving of one's time and talents, and sharing these with other people to make a difference.
- Once again this session we continue to make further positive progress with our ICT priorities. Achievements this year included:
 - The use of Digital Photography to record all of the classes activities, with P4 producing a pictorial map of Dunipace
 - Increased usage of the Sherston software packages within the school as well as providing events to share our experience with schools Falkirk wide. Developed new interactive whiteboard activities using the Sherston activity builders to cover large areas of the curriculum
 - The voting tool 'Quizdom' is now being used within the school from the Nursery through to Primary 7. It has been used to support learning and teaching outcomes in addition to conventional voting activities.
 - House competitions (Spelling Bee, Times Tables Tests) have been run which have supported the house system whilst encouraging children of all abilities to try to improve their spelling and tables.
 - The whole school was involved in the 'World Maths Day' joining up with schools around the globe to complete over 180 million questions correctly
 - Develop a grid based on the current 5-14 Talking & Listening grid to be used to assess presentations
 - Media studies – the school's new Camcorder has been used to record class presentations and to produce a film of the P6/7 activity week at Dunolly which included interviews carried out by the P7 students.

- Another key priority for this session and for the immediate future is to develop 'A Curriculum for Excellence' to ensure we continually engage our pupils in the highest quality learning activities, encouraging our pupils to develop skills, knowledge and attitudes which will allow them to become successful learners, responsible citizens, confident individuals and effective contributors. We have made a good start to this process with staff awareness raising and training, updating our vision, values and aims and trialling ACE learning outcomes as part of the 'Learning and Teaching Scotland' pilot. This curriculum development work will continue in session 2008/09.
- As planned the nursery class worked hard to improve their programme for Physical Development and Movement. Increased access to a range of suitable outdoor equipment provided the children with a wide variety of activities and learning experiences to promote development of their gross motor skills. As a result of the additional opportunities the nursery team observed that the children are becoming much more aware of their personal safety, taking responsibility for themselves and others as well as improvements in spacial awareness.
- We participated in the pilot project 'Building Emotional Resilience in Denny Schools' which is funded by Falkirk Council, Scottish Government and Heads Up Scotland and led by Youngminds. The project started in July 2007 and is due to finish in December this year. The overall goal is to develop a holistic approach to building emotional resilience and wellbeing in the Denny School Cluster. The approach adopted has been a multifaceted one involving working with current P7 pupils, staff development for primary and secondary teaching staff, other agency staff, parents and senior school managers. The main focus of the work with pupils has been the primary/secondary transition stage where research suggests that in many cases transition is identified as a significant stressor of young people and can impact on their self-esteem. Evidence also shows that young people may experience anxiety and/or depression, and this change can also be associated with a drop in attainment. Our Primary 7 children have been working on the 'Creating Confident Kids' resources produced by the City of Edinburgh and the 'Aiming for High' materials. This curriculum programme is designed for developing pupils' emotional and social competence from nursery to upper primary stages. These lessons have been integrated into our PSD curriculum and comprise 8 themes which help children to learn.
 - What they feel and to say what they feel (self-awareness)
 - How to handle their feelings (self-management)
 - How other people feel and to say how others feel (empathy)
 - How to handle other people's feelingsThis learning programme has complemented the current robust primary/secondary transition induction process undertaken by all Denny Cluster schools. The initial feedback from our youngsters and the Primary 7 teacher has been very positive. Reports suggest that they feel the experiences have prepared them well for the move to secondary school.
- The work of the Parent Council continues to flourish, and along with our very pro-active Parent's Association both organisations continue to impact positively on the work of the school and the opportunities for our young people. Parental involvement has been further promoted through the provision of information to parents relating to 'The Enterprise Approach to Teaching and Learning within the Curriculum for Excellence.' We had a positive response to our 'Skills for Life and Work' questionnaire which many parents completed and this has permitted us to set up a database. Thereafter many parents volunteered to visit school and share their work experiences with the children. Most classes enjoyed hearing about parents jobs. Children had parental presentations relating to various work backgrounds including Police, Nursing, Glass Blowing, ICT Support Teacher, Scottish Government Policy Writer, Plumber, Builder etc. This whole venture was mutually beneficial as parents gained very direct insight into the teaching and learning process and provided a most powerful message to the children about their interest in our young people.

Our priorities for 2008/09....

- A major priority for this session is to promote transition and effectively impact on pupils learning at the nursery/primary 1 stage by organising active learning opportunities which represent 'Continuity and progression in Active Learning' within the context of 'A Curriculum for Excellence.' This will ensure that learning experiences take account of the children's interests and are therefore child initiated, as well as teacher initiated and directed learning and teaching activities being planned. What this in effect means is that through close observation of the children at play we plan learning which matches their interests. The Primary 1 teacher has already undertaken visits to the nursery class to plan effectively for August. There will be a Parent Workshop for parents of Primary 1 early in the new session to raise awareness of this approach.
- ICT continues to be an ongoing area for development for us with a number of priority areas highlighted for action.
 - Fully review the ICT curriculum to take account of ACE and the additional Hardware/Software the school now has
 - Set up Qwizdom so that it can be used in each class not just in the library and increase the number of activities prepared on Qwizdom
 - Extend the amount of interactive whiteboard activities using the Sherston activity builders to cover the whole of the curriculum
 - Enter the school in the BECTA awards
 - All of the staff to continue to be seen by the pupils as strong ICT practitioners
 - Create learning contexts beginning with ACE Level 1
 - To plan more regular updates to the school website
- Within our 'Curriculum for Excellence' developments we wish to pilot and adopt a revised forward planning approach and format. We also wish to pilot 'Joining Up Learning' topics relating to ACE at primaries 2, 5, 6 and 7. It is also our intention to review and revise our Science and Social Subjects programmes in line with ACE.
- We will review our Eco progress to identify strengths and gaps to permit us to advance more readily towards Green Flag Status. To allow us to undertake this we will establish a committee representing all stakeholders with a suitable chairperson to ensure an appropriate action plan is maintaining steady pace towards our goal.
- We will work with our cluster colleagues to deliver integrated children's services in accordance with our locality model, demonstrating a clear impact on the lives of young people and their families.
- We will now agree and deliver an 'emotional resilience' programme to be incorporated into our Personal Social and Citizenship programme for P1 – P7
- With support from Falkirk Council we will complete the refurbishment of open areas, teacher's base and reception areas linked to our HMIE priorities to ensure that space is maximised to ensure it is fit for the purpose of learning and teaching and that adequate storage increases accessibility of resources.
- The nursery team plan to increase the direct involvement of parents in the nursery class. It is their intention to continue to develop the nursery garden area much further. The aim is to create a sensory area to include wind chimes, windmills, aromatic plants and herbs, and vegetables for tasting. Our nursery children have shown a great interest in gardening activities and further development of this area will enhance aspects of all nursery curriculum programmes, but with particular emphasis on the programmes for Knowledge and Understanding of the World, Expressive and Aesthetic Development and Emotional, Personal and Social Development.

How did our pupils perform?....

Attainment		2004/5	2005/6	2006/7	2007/8
Reading	Dunipace PS EA	84%	86%	91%	98%
		83%	84%	85%	85%
Writing	Dunipace PS EA	81%	80%	87%	93%
		79%	81%	81%	81%
Mathematics	Dunipace PS EA	85%	85%	93%	99%
		86%	87%	88%	87%

(Note: EA = Average for all Falkirk Council Primary Schools)

The percentages above show the overall number of pupils who have reached national standards appropriate to age and stage. Overall attainment continues to show significant improvements in all three areas from the previous school session. In Reading we have achieved an increase of 7% from Session 2006/7, in Writing a similar trend with a 6% increase and in Mathematics a 6% improvement rate.

We will now maintain and improve the many rigorous strategies which comprise our approach to permit us to sustain targets and make further improvements in performance. Once again this session we have actually exceeded our targets Reading by 9%, Mathematics by 8% and Writing by 3%

At almost all stages there has been consistent improvement in pupil attainment levels much earlier than curriculum guidelines advise.

At Primary 1 stage 76% have already attained Level A Mathematics, and 8% Level A Reading.

At Primary 2 stage 96% have already attained Level A Mathematics, 39% attained Level A Writing and 54% Level A Reading before the end of the school session.

At the Primary 3 stage 97% of pupils have attained Level A in Reading and 28% have already achieved Level B. In Writing 100% of Primary 3 pupils have attained Level A ahead of guidance with 34% attaining Level B. 100% of Primary 3 pupils have attained Level A in Mathematics with 24% attaining Level B ahead of schedule.

In Primary 4 100% have attained Level B Reading with 25% attaining Level C almost 2 full years ahead of guidance. 96% have attained Level B Writing and 100% have attained Level B Mathematics.

52% of Primary 5 pupils have already attained Level C in Reading and 19% have already attained Level D. 19% have attained Level C Writing. In Mathematics 74% of the class have attained Level C over a year ahead of requirements.

In Primary 6 100% of pupils attained Level C Reading with 62% already attaining Level D and 3% level E. In Writing 100% of children have attained Level C with around 40% on track to attaining Level D early in Primary 7. In Mathematics 100% attained Level C with 48% attaining Level D ahead of schedule and 3% attaining Level E'

In Primary 7 100% attained Level D Reading and 50% attaining Level E and 6% Level F in this curricular area. In Writing 78% attained Level D and 17% Level E. In Mathematics 100% attained Level D and 39% attained Level E.

High levels of early attainment at all stages gives an indication of continuous improvement in our raising attainment strategy.

Robina McAnish
Headteacher