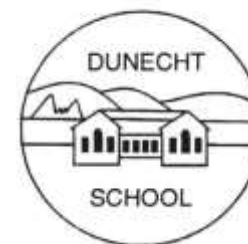


At Dunecht School this session...

- Pupils, Parents and Staff raised a total of £2154.44 for the following charities; Cash for Kids, Children in Need, UNICEF, CRUISE, Mary's Meals and Barnardos.
- Confucius Classrooms: Shu, our link Chinese teacher supported all pupils and teachers in learning Mandarin for the 4th year running.
- We established a school Netball team which took part in their first tournament, led by Academy pupils Emma and Natalya
- The whole School visited the Seventh-Day Adventist Church in Aberdeen, P5-7 took part in the Forgiveness Project and P1-4 visited Duthie Park with a ranger led tour as part of this trip.
- Author James Campbell visited and provided workshops for P1-4 and P5-7
- Whole school visited HMT for the Pantomime
- 44 pupils ran in the 10th Dunecht Dash, the event was well attended and supported by everyone. Teacher led fitness training was provided afterschool with parent support.
- The Football team competed in a number of competitions and received their new kit.
- P5-7 represented the school in the Ballroom Dancing Competition, attended the Skene Ryder Cup, built the Green Power Goblin Car and a team raced in Alford: 1st in the Sprint Race and 2nd in the Drag Race!
- The community was treated to a Whole School performance of 'A Midsummer Night's Dream'.
- Lunchtime clubs in terms 2 and 3 included, Art, Engineering and Gardening and were delivered by class teachers.
- Generation Science Visited with a workshop for both P1-3 and P4-7
- P5-7 visited BP Head Quarters, attended an Archaeological dig at Crathes castle, attended First Aid Training with Level 2 and 3 awards being achieved and undertook their Bikeability training with Level 1 and 2 awards achieved.
- P1-4 visited the Craibstone Food and Farming Event
- P3-7 received K'Nex Enterprise workshops.
- P5-7 took part in a Lego Robotics Programme provided by B.P., worked with the TATE modern to create their own art work installation.
- P4-7 quiz teams represented the school at the Rotary Quiz

Standards & Quality Report

2014/2015



Dunecht School

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Westhill
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Our Vision

'Everyone Learning Together'

Our vision for Dunecht School is to encourage pupils to be confident individuals, showing respect and caring for all, aiming high and achieving well, with everyone working enthusiastically together, developing responsible attitudes and independence in learning and life.

We recognise the benefits to the pupils of parents and staff working together for the all-round development of each child.

Our Values

Responsibility, Respect, Honesty,
Fairness, Kindness, Happiness.

Our Aims

- *To engage our young people in the highest quality learning and teaching.*
- *To focus on outcomes and maximise success for all.*
- *To develop a shared vision for our school and everyone in it.*
- *To foster high quality leadership at all levels.*
- *To work in partnership with other agencies and our wider community.*
- *To work together with parents to improve learning.*
- *To reflect on our work and fulfil our learning potential.*
- *To value and empower our pupils and staff.*
- *To promote well-being and respect.*
- *To develop a culture of ambition and achievement*

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2015/2016

Curriculum - Rationale and Design

- Revisit Vision, Values and Aims, refresh to reflect changes to the community during the past 5 years.
- Develop Curriculum Rational and Raising Attainment Strategy.
- Continued focus on tracking in Literacy and Numeracy utilising the Curriculum Frameworks and benchmark statements developed by Aberdeenshire.
- Introduction of 1+2 Language approach

Technologies (IT)

- Audit use of technologies using the SAMR model to support technology improvement priorities
- Continue to support staff to help them engage with the new standards and Professional Update process
- Further develop Pupil Profiling through effective use of IT
- Launch new School Website
- Develop IT based assessment and reporting opportunities

Learning for Sustainability

- Embed global citizenship and UN Convention Rights of the Child into the school ethos and all learning and teaching
- All policy developments will reflect learning for sustainability
- Continued development of Restorative Approaches.
- Continued development of Outdoor Learning Opportunities
- Development of approaches to reporting to parents

Key Development	Progress during 2014/2015
<p style="text-align: center;"><u>Curriculum</u></p>	<ul style="list-style-type: none"> • Increased staff awareness of curriculum frameworks for numeracy and literacy • Consistent and coherent whole school approaches to tracking and monitoring further developed • ICT approaches to support learning need implemented: use of Read and Write Gold and iPad apps • ICT barriers and staff shortages prevented level of progress expected
<p style="text-align: center;"><u>Self Evaluation and Quality Assurance</u></p>	<ul style="list-style-type: none"> • Regular quality assurance (QA) activities ongoing in line with the QA calendar • Staff Professional Reviews evidenced through GTCS online • Effective use of INCAS data to support improvement planning implemented
<p style="text-align: center;"><u>Outdoor Learning and Environment</u></p>	<ul style="list-style-type: none"> • Installation of outdoor equipment complete • Introduction of shrubs, trees and planters has enhanced the look of the school and the learning environment • Classes are accessing the immediate outdoor environment more readily

The School in Context

Dunecht School is in the village of Dunecht, which is situated between Alford and Aberdeen. The school is co-educational and non-denominational and is one of thirteen primary schools that feed to Alford Academy. The original school building was constructed in 1928 and modernised in 1968. An extension was completed in spring 2007. In addition to the school building and immediate play areas pupils can also access the large playing field in the village and a Forest School site within the grounds of Dunecht Estate by agreement.

Dunecht School was staffed in accordance with Authority and Scottish Government guidelines with three full-time and one part-time member of teaching staff. The Head Teacher was class committed in addition to undertaking administrative and management responsibilities. Visiting specialist teachers also visited the school and comprised of ICT, Modern Languages and Music. Further music provision was also provided by the authority in violin and piano as well as private guitar, harp, singing, bagpipes and chanter lessons.

Dunecht School had three classes this session:

P1/2 – 14 pupils, taught by Miss Findlay

P3/4 – 19 pupils, taught by Mrs Hamilton

P5/6/7 – 24 pupils, taught by Mr McMillan (45%) and Mrs Gray (Replaced by Miss Mair as Maternity cover in May) (55%)

The teaching team is supported by two Pupil Support Assistants (PSAs) for a combined total of 27hrs per week, a school administrator/clerical assistant, two dinner ladies and a cleaner. Part-time janitorial provision is provided twice weekly.

Dunecht School Parent Council (DSPC) is very active and supports many aspects of the pupils' education. Dunecht School also benefits from Rural Rascals after school club that operates in the school building from 3.15pm – 6pm Monday to Friday.

1. How well do our children learn and achieve?

QI 1.1 ~ Improvements in Performance

Evaluation

4

QI 2.1 ~ Learners' Experiences

5

In arriving at these evaluations, we considered the following evidence.

- Snapshot Jotters and Floorbooks
- Professional Judgment and Self-Evaluation of planning approaches
- Data gathered through tracking and monitoring meetings
- Performance Indicators in Primary Schools (PIPS) and Interactive Computerised Assessment System (INCAS) Data
- The range of learning opportunities experienced by our pupils

Our key strengths in this area are

- Analysis of INCAS data to support professional judgements
- Restorative approaches are used across the school
- Pupils ability to talk about their learning and school experiences
- The variety of trips, experiences and workshops made available to all pupils. E.g Bikeability, Residential trips, day trips, science workshops and Enrichment activities.

We have identified the following as priorities for improvement in this area

- How we report to parents and include them in our approaches to teaching and learning to support pupil progression and attainment.
- Further develop coherent tracking and monitoring systems that enable us to be data rich, using evidence to guide improvement priorities.

4. How do we ensure equality and inclusion, and promote diversity across the school?

In arriving at these evaluations, we considered the following evidence

- Pupil Voice
- Stakeholders Voice
- Restorative approaches to positive relationship management
- Observations of teaching and learning (Learning Visits)
- Parental feedback
- Ensuring Staff training is relevant and updated regularly

Our key strengths in this area are

- Whole school commitment to restorative practice
- Listening to our stakeholders and acting on information
- Effective collaboration and planning with other services.
- The inclusive ethos within the school
- The range of experiences provided to our pupils
- An effective staff with a strong commitment to equality and inclusion.

We have identified the following as priorities for improvement in this area

- Develop a Relationships Management Policy to replace the outdated Positive Behaviour Policy
- Further engagement of the wider community in restorative approaches
- Development of Global Citizenship learning opportunities that permeate the ethos of the school

Key

Evaluation – 6)Excellent -outstanding, sector-leading **5)very good** - major strengths
4)Good - important strengths with some areas for improvement **3)Satisfactory** - strengths just outweigh weaknesses **2)Weak** - important weaknesses **1)Unsatisfactory** - major weaknesses

3. How does our school improve the quality of its work?

QI 5.9 ~ Improvement Through Self Evaluation

Evaluation

4

In arriving at these evaluations, we considered the following evidence.

- A range of parent and pupil feedback
- Including parents, pupils and staff in whole school evaluation
- Reflective Professional Dialogue
- Peer teacher Learning Visits
- Implementation of the quality assurance timetable and activities
- Self-evaluation of approaches to planning, learning and teaching
- Career Long Professional Learning (CLPL) and staff engagement with GTCS professional update tool.

Our key strengths in this area are

- Pupils self and peer assess work and are more able to reflect on and discuss their learning.
- Community involvement in whole school evaluations.
- We are open to comments from parents and are responsive to questions and concerns raised.
- Staff are reflective and committed to ongoing improvement and take part in a range of professional learning opportunities
- Peer observations of teaching practice, enables reflective dialogue that enhances learning and teaching

We have identified the following as priorities for improvement in this area

- Develop assessment processes across the school and cluster moderation
- Continue to support staff to help them engage with the Professional Standards and Update process
- Further develop Pupil Profiling, Reporting to parents and Technologies developments.

2. How well does our school support children to develop and learn?

QI 5.1 ~ The Curriculum

Evaluation

4

QI 5.3 ~ Meeting Learning Needs

5

In arriving at these evaluations, we considered the following evidence.

- The range of approaches in place to meet learners needs
- Stakeholder Involvement
- The broad and varied range of opportunities available to pupils
- Attainment and achievement across the school
- Pupil and parental feedback

Our key strengths in this area are

- Regular reviews take place with multiagency collaboration
- Partnerships between parents, pupils, staff and other services
- Joint planning to support pupil needs with an emphasis on the importance of pupil voice
- Pupil awareness of prior learning and next steps

We have identified the following as priorities for improvement in this area

- Review and refresh the Curriculum, in line with Education Scotland's raised expectations and Significant Aspects of Learning Professional resources.
- Development of the school's Curriculum Rational and Raising Attainment Strategy.
- Continued focus on tracking in Literacy and Numeracy utilising the Curriculum Frameworks and benchmark statements developed by Aberdeenshire.