



Dunipace Primary School and Nursery Class Standards and Qualities Report 2024-2025



Our School

Dunipace Primary School is a non-denominational school, situated in the outskirts of the Denny area. The school roll was 201 in June 2024 with seven classes and a nursery class.

Dunipace Primary is a Silver Rights Respecting School which shows our commitment to promoting and realising children's rights and encouraging adults, children and our community to respect the rights of others.

We have the Bronze Scotland Sports Award and all staff participated and engaged in the Promise Award. Pupil Leadership Opportunities include P1-7 Buddies, P6 and Pre-school buddies, Pupil Council, Digital Leaders, Sleep Ambassadors, House and Vice Captains and Team 12. Every learner was involved in Fun 31 and participating in play across the school being provided with a vertical learning opportunities. Experiences included opportunities such as gymnastics, coding, construction and board and team games.

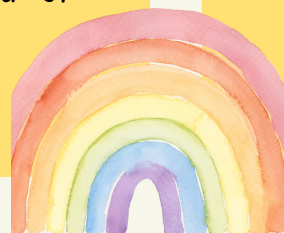
Our Vision

A school community where everyone feels happy, motivated and nurtured; where our young people have the opportunity to develop skills for life and be proud of their creativity and unique attitude towards learning and new experiences.

A nursery community where everyone feels happy, supported and nurtured. Where our learners have opportunities to develop skills for life and are proud of their achievements.

2024-2025 Staff Leadership Opportunities

- Reading Accreditation
- Developing our library space
- Teacher Learning Community
- Bronze and Silver Communication Friendly Environment
- Developing assessment tools for listening and talking
- Working towards our Gold UNCRC Award aiming to achieve by June 2026





Dunipace Primary School and Nursery Class Standards and Qualities Report 2024-2025



Improvement Priority 1: Planning, Tracking and Monitoring in the Nursery Setting

Strengths:

Focus Child Observations used to gather information about children's strengths and next steps to develop our planning based on children's interests.

Children's learning shared with parents/carer at our afternoon tea events to celebrate children's progress and continue to build relationships with our families.

Digital leaders gather parent/carer feedback prior to their child's focus cycle to develop our planning based on children's interests.

Spaces audited regularly and changes made based on the needs of the children to engage them in learning and provide high quality experiences.

Home visits carried out to develop relationships with families and nursery staff.

Next Steps:

Incorporate regular 'wow' moment observations into children's learning stories to track progress and plan next steps.

To develop the planning to take account of children's next steps to provide experiences to allow them to achieve these.

Improvement Priority 2: Planning, Assessment and Differentiation

Strengths:

The development of the learning environment has helped to improve pupil engagement and focus.

Blended learning experiences have provided pace and challenge specifically for Primary 1 and 2.

Parent/Carer Workshops offered focusing on dyslexia, Autism and ADHD to share key strategies and improve understanding of how to help our young people at home and in school.

All teaching staff reviewed and developed quality learning intentions and success criteria so children are equipped with the learning of skills and knowledge and are able to transfer this learning across the curriculum.

All staff participated in The Promise Award to allow us to best support and meet the needs of children who have experienced care.

Next Steps:

Extend blended learning opportunities across Primary 3-7 to support pace and challenge across the school.

Develop higher order questioning to support pace and challenge



Improvement Priority 3: Plan and Assess Writing as a Cluster

Strengths:

Collegiate and collaborative sessions planned and delivered for all Denny cluster teaching staff to share strategies and examine good practice in writing.

To support the transition between cluster primaries and high school we have developed a consistent approach of standards and expectations specific to writing.

Increased knowledge and understanding of writing pace and progression within a level.

Creative practices for pupils with ASN examined and shared to meet the needs of all learners.

Collaborative opportunities across cluster colleagues to develop a consistent approach of standards and expectations specific to writing.

Next Steps:

Develop all cluster staff's knowledge and skills of resources to support learners with literacy difficulties such as dyslexia.

Continued focus on standards and expectations across the cluster to best support learners achievements and attainment

Priorities for 2025 - 2026

All nursery staff will use tracking data and focus child observations to plan for children's next steps to allow for progression in Early Language, Early Mathematics and Self, Social and Emotional outcomes.

All teaching staff will have a consistent approach in the format and delivery of differentiated lessons. These will provide progressive learning experiences to engage all learners.

All teaching staff will be involved in the review and update of the IDL planning to include pupil voice, UNCRC rights and Denny Cluster STEM skills

Develop all staff's knowledge and skills of resources to support learners with literacy difficulties such as dyslexia.





Dunipace Primary School and Nursery Class Standards and Qualities Report 2024-2025



Feedback from pupils, parents/carers and partners

"Excellent communication and sharing of data with school leaders. School very supportive of my aims and ensured right support and plans were in place to achieve these aims."
(Partner Feedback, May 2025)

Almost all children shared the teacher tells them how well they are doing in their school work and what progress they are making

"A strengthening of collaborative working and fostering of community spirit. An opportunity to promote shared values and goals that seek to enrich the lives of the pupils and staff."
(Partner Feedback, May 2025)

All children know who they can ask for help and support in the classroom and at school

Almost all children can explain what they are learning and simplify the learning intention

All parents/carers enjoyed the celebrate success assemblies and hearing about the learning in other classes and not just in their child's class.

Firstly the very warm and friendly welcome from all staff from the receptionist to the janitor. Communication is excellent, views of all partner agencies are welcome and encouraged. Parents I have spoken to feel very well supported, valued and listened to by school staff, teachers and school. Hearing the laughter from both children and adults around the school only adds to the warmth in the school." (Partner Feedback, May 2025)

Almost all parents/carers access and engage with the various platforms that share about their child's learning in class such as whole school termly newsletters, X and the school website.

Almost all children shared they wanted to co-create the success criteria with their teacher

89% of parents/carers access the learning overview every term about what their child is learning in class

Almost all children can share their understanding and the meaning of the Denny Cluster Skills Framework

Almost all children can share their next steps and targets in their writing looking at the pupil assessment criteria for Tools for Writing

