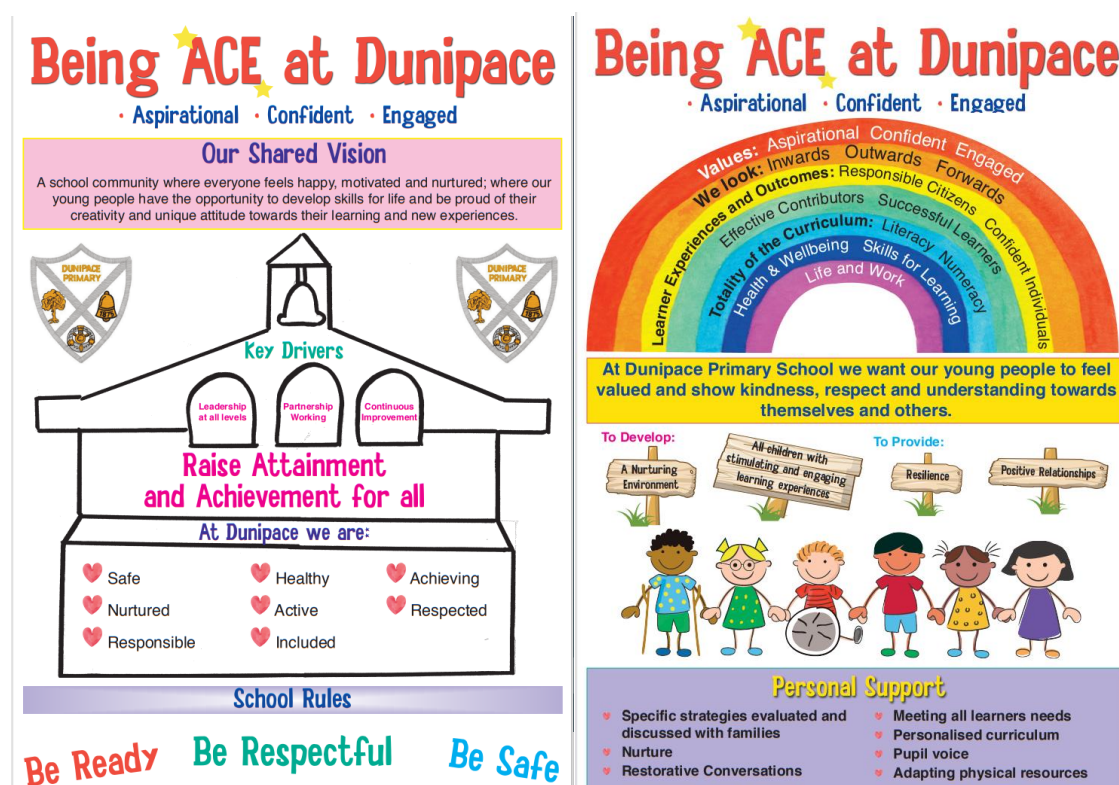


Staff at all levels continue to undertake and participate in a range of professional learning and development to support both the identified priorities of the improvement plan and, all our children and young people.

This report provides a helpful summary for parents/carers and other stakeholders, of successes and achievements in academic session from August 2022 - June 2023, and outlines priorities for session 2023/24.



Dunipace Primary School is a non-denominational School serving the catchment area of **Denny**. **Dunipace** has a very strong sense of community, and the school is very proud to play a key role in our community.

We have 8 classes and a Nursery class with 199 pupils in total across School and Nursery for Session 2023-2024. Our Leadership Team consists of a Head Teacher Acting Depute Headteacher and a Principal Teacher. 11 class teachers (part time

and full time) support children's learning as well as a part time Support for Learning Teacher, specialist teachers for Music, Physical Education and YMI instructor.

We have a varied school population with a school roll of 167 and a Nursery Class of 32. Our SIMD profile includes SIMD 1-2 of 3%, Free School Meal Entitlement of 26%.

We have 6 children with English as an Additional Language. There are a number of children from the travelling community who attend the school. Our Pupil Equity Funding for this session was £24,500.

Attendance across the school reflects that we have just been through a pandemic. Almost all our pupils have an attendance rate of 90.3% or above and our exclusion rate is 1.18% this session. Our robust monitoring of attendance allows the school staff team to promptly contact families where their child's attendance rates are decreasing and offer support and work in partnership to ensure attendance at school as often as possible.

The school continues to have strong partnerships with our families, partners, and the wider community. We work closely together to ensure the best outcomes for our learners. During this session, effective communication methods have strengthened our collaboration with the school community. Positive feedback has been received through e forms and our digital engagement tools. We continue to work in partnership with the Inclusion and Wellbeing Service, Speech and Language therapist, active schools, and our local Dunipace Parish Church, Sleep Scotland, Aberlour and Relationship Scotland

Review of progress for 2022 - 23	
Priority 1: Early Years (Nursery) Successful implementation of the Assessment and Progression Framework	
NIF Priority NIF Driver School leadership Assessment of children's progress School improvement Performance information	FC Service and School Improvement Priority Meeting the needs of all learners Quality provision Leadership and workforce development
HGIOS?4/HGIOELC? QIs (if appropriate HGI OURS themes 1- 5) Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5  Learning Provision QI: 2.1, 2.2, 2.3 , 2.4, 2.5, 2.6, 2.7  Successes and Achievements QI: 3.1, 3.2, 3.3 HGIOELC QI: 2.2 Curriculum, 2.3 Learning, teaching and assessment, 3.2 Securing children's progress	Has this work been supported by PEF? yes/ no (If yes , make sure this is explicit in your text)
Progress and impact (based on outcomes for learners) How well are you doing? How do you know?	
All Nursery staff participated in Falkirk Council CLPL Training focusing on the implementation of the Assessment and Progression Framework. All Nursery staff recorded observations of children's progress including the language of early language and numeracy acquisition skills. All staff have a clear understanding of what a quality observation looks like. Observations in children's profiles are holistic and capture how well and how much learning is going on. The observations will continue to support children to reflect on their achievements and talk about their learning. Following the training and observations of children's progress, planning and assessment of learning experiences continue to be based on the children's interests, needs and reflecting the children's voice.	

Further to this, the learning environment has been adapted to support the high quality learning experiences offered to our children.

Next Steps: What are you going to do now?

- All nursery staff will continue to use the language of early language and numeracy acquisition skills to support the children's progress and when planning and assessing high quality learning experiences.
- Continue to plan and record children's individual milestones at the pace and progress that meets the child's needs and interests. Children will be supported as individuals by staff who know where they are at in their learning and what their next steps are.
- Tracking and monitoring systems will continue to show children's progress in their learning and development to ensure children's progress.
- Continue to share the children's progress with parents/carers and plan experiences in response to parental feedback and interests in the child's wider life.
- Plan family learning opportunities throughout the session in partnership with our parents/carers such as stay and play sessions to celebrate our children's progression and development of literacy and numeracy skills.

Review of progress for 2022 - 23

Priority 2: **Early Years (P1-P2)**

By June 2023, 100% of children in P1 and P2 will experience high quality learning and teaching through play, real experiences and quality interactions, relevant to their interests and needs.

Ensure a smooth pedagogical transition between nursery and Primary school through the use of child centred play pedagogy.

NIF Priority
NIF Driver

School leadership

Teacher professionalism

Parental engagement

Assessment of children's progress

School improvement

Performance information

FC Service and School Improvement
Priority

Meeting the needs of all learners

Quality provision

Leadership and workforce development

HGIOS?4/HGIOELC? QIs (if appropriate)
HGIORS themes 1- 5)

Leadership and Management

Leadership and Management



Has this work been supported by PEF?
yes/no (If **yes**, make sure this is **explicit** in your text)

QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3	
Progress and impact (based on outcomes for learners) How well are you doing? How do you know?	
Nursery ➤ The Nursery team, children and parents/carers agreed a clear vision, values and aims. Children continue to feel valued, respected and have a strong sense of belonging in a setting that is welcoming and responsive to the unique and individual needs of the children. ➤ Our curriculum rationale reflects the setting's vision values and aims and clearly shows our pedagogy and commitment to learning, teaching and assessment. ➤ Our detailed contextual analysis is organic and responsive to ensure continual reflection on the needs of our children and community. ➤ Transitions are well planned and respond to the individual needs of all of our children. ➤ Personal plans are rich and responsive to individual children. What Matters To Me paperwork continues to support children as they settle and move through their time at nursery. Primary 1 and 2 ➤ Our children's interests, needs and the things that matter to them are included in our responsive and intentional planning and shared with the children on our wall displays. ➤ Pupil voice results in planned provocations, designed to offer our children high quality learning experiences. ➤ All children and staff have been involved in developing the learning environment to stimulate and extend the learning experiences to promote independence and pace and challenge. ➤ All teaching staff have used the Leuven Scale to track the levels of pupil engagement. This data has been used to then plan and assess high quality experiences supporting the delivery of the Early Level curriculum. ➤ Primary 6 children led the learning through planning and delivering STEM experiences to our Primary 1 children.	
Next Steps: What are you going to do now? ➤ Our continuous provision continues to be well planned and responsive to the children's individual needs and interests. Our next steps are to continue to develop other literacy and numeracy experiences we offer when planning our high quality experiences and developing the outdoor environment and the resources we offer to enhance the learning.	

- Continue to be responsive and intentional in our planning; incorporating our children's interests and individual development needs.
- Develop our curriculum rationale to extend high quality play experiences and provocations across the school up to Primary 7.
- Develop leading the learning opportunities across the whole school.

Review of progress for 2022 - 23

Priority 3: **School (P3-7)**

By June 2023, 100% of children in P3 to P7 will be provided with high quality learning and teaching experiences through planned quality learning opportunities, relevant to their interests and needs.

NIF Priority
NIF Driver

Teacher professionalism

Parental engagement

Assessment of children's progress

School improvement

Performance information

FC Service and School Improvement
Priority

Meeting the needs of all learners

Quality provision

Leadership and workforce development

HGIOS?4/HGIOELC? QIs (if appropriate)
HGIOURS themes 1- 5)
Leadership and Management

QI: 1.1, 1.2, 1.3, 1.4, 1.5

Learning Provision

QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7

Successes and Achievements

QI: 3.1, 3.2, 3.3

Has this work been supported by PEF?
yes/no (If **yes**, make sure this is
explicit in your text)

Progress and impact (based on outcomes for learners) How well are you doing?
How do you know?

All staff participated in CLPL focusing on strategies to support all children's needs in the classroom with the Specific Learning Differences Team (August/September 2022).

All staff participated in professional dialogue across curriculum level departments referring to experiences and outcomes, pathways and benchmarks to ensure planning incorporated breadth and depth.

All staff planned learning experiences and interventions based on tracking and monitoring data to meet the needs of all learners.

Quality Assurance processes included pupil voice to inform planning and assessment of children's interests and needs.

Next Steps: What are you going to do now?

- Develop our Assessment for Learning framework to include pupil voice and high quality feedback
- Develop our curriculum rationale to include high quality learning experiences focusing on leading the learning and play experiences to continue to motivate and engage all learners.
- Consider learning opportunities where all learners are active participants and making progress at their individual pace.
- Develop parental engagement opportunities for home school links and explaining the why and how of learning.

Review of progress for 2022 - 23

Priority 4: **School (P3-7)**

By June 2023, all cohorts will achieve 85% or above attainment within their writing levels from Primary 1 to Primary 7.

NIF Priority NIF Driver School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information	FC Service and School Improvement Priority Meeting the needs of all learners Quality provision Leadership and workforce development
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3	Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text)

Progress and impact (based on outcomes for learners) How well are you doing? How do you know?

All staff participated in CLPL focusing on planning for high quality writing experiences for all learners

(PEF) Support for Learning Teacher identified targeted support for individuals. They have all made progress that is personal to their individual milestones. All children are confidently identifying almost all of their sounds; reading aloud in front of an adult and peers and able to recall facts and share their understanding of the text they have read.

All staff participated in professional dialogue across curriculum level departments referring to literacy experiences and outcomes, pathways and benchmarks to ensure planning incorporated breadth and depth.

All staff planned literacy learning experiences and interventions based on tracking and monitoring data to meet the needs of all learners.

All children are beginning to offer their voice and engage with the teacher about their personal targets in writing.

Next Steps: What are you going to do now?

- Develop our curriculum rationale to include high quality learning experiences; focusing on leading the learning and play experiences, which will continue to motivate and engage all learners and provide contexts for literacy learning opportunities.
- Continue to develop writing genre specific pedagogy ensuring breadth and depth across a curriculum level.
- Continue to develop writing moderation opportunities in-house and in partnership with Nethermaines Primary School
- Develop parental engagement opportunities for home school links with the aim of creating a love for reading for enjoyment at home and at school.
- Develop the engagement and participation with the Schools Reading Accreditation Programme

Review of progress for 2022 - 23		
Priority 6: Cluster Priority 1. Develop the delivery of the Young STEM Leader Programme 2. Develop the use of My World of Work from P7-S1 to support skills for work at point of transition		
NIF Priority School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information	NIF Driver	FC Service and School Improvement Priority Meeting the needs of all learners Quality provision Leadership and workforce development
HGIOS?4/HGIOELC? QIs (if appropriate) HGIORS themes 1- 5) Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2 , 2.3 , 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3	 	Has this work been supported by PEF? yes/ no (If yes , make sure this is explicit in your text)
Progress and impact (based on outcomes for learners) How well are you doing? How do you know?		
➤ All staff participated in Cluster SSERC training focusing on STEM experiences to be transferred to the classroom. ➤ All staff participated in CLPL opportunities and professional dialogue with colleagues from Denny Primary School to shared best practice in our classrooms. ➤ All teaching staff participated in professional dialogue and quality assurance conversations related to planning for the curriculum and the wider experiences of all learners. ➤ All learners were given opportunities to participate and engage with STEM learning and create instructional, extended pieces of writing based on these.		

Next Steps: What are you going to do now?

- Develop our Assessment for Learning framework to include pupil voice and high quality feedback specifically related to targets within STEM learning opportunities.
- Develop our curriculum rationale to include high quality STEM learning experiences to continue to motivate and engage all learners and provide contexts for learning opportunities.
- STEM Leads in all establishments will take forward Young STEM Leaders and STEM Nation activity with awards being achieved over the next three years.
- STEM Progression Framework to be shared with all staff by September 2023 and incorporated into medium and long term planning throughout Session 2023-2024.

Key priorities for School Improvement Planning 2023- 2024

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

Priority Area 1:

Early Years (Nursery)

By June 2024, all the nursery team will track and monitor the framework that has been put in place to support our high quality provision, observations, assessment and tracking of children's learning and development.

Priority Area 2:

Early Years (Nursery)

All ELC staff to continue to monitor and review the planning and assessment cycle with the child's voice at the centre.

Priority Area 1:

School (P1-7)

By June 2024, all teachers will have developed their **medium and long term planning** to meet all learners' needs and continue to raise attainment and achievement.

Priority Area 2:

By June 2024, all children will be provided with opportunities to **develop positive relationships** within the school community and develop a positive self-image through celebrating all **achievements and progress**.

Priority Area 3:

By June 2024, all children will experience high quality learning experiences to **raise attainment across reading and writing**.

Cluster Priority:

Improve the quality of **STEM education** for all learners and develop clear links to Skills for Learning, Life and Work

What is our capacity for continuous improvement?

A brief statement that reflects your current evaluation of your school's capacity for continuous improvement. This should link to each of the QIs you have graded below.

Strengths:

- Consistency in approaches to learning, teaching and assessment across the nursery class, focusing on What Matters to Me and promoting pupil voice across the setting.

- Continued, identified support and interventions for all learners based on the progress and needs. All staff confident in tracking the learners' progress and identifying next steps.
- Continued development of a shared vision and aims relevant to the school and its community.
- Staff understand the needs of children and support them well through positive nurturing relationships which helps most children to be ready to learn.
- The development of play in the early stages which supports children to be independent learners who see relevance in their learning across the curriculum.
- Most children engage well in learning experiences and are eager and enthusiastic to learn.

Next steps:

- Develop learner participation and pupil voice (UNCRC Rights) across all opportunities for learning to promote ownership of learning and high engagement in the experiences all learners' are offered
- Staff access and apply relevant findings from a practitioner enquiry to improve learning and teaching.
- Develop a clear rationale for the curriculum to ensure that learning and teaching meets the needs of all children at Dunipace.
- Build on existing work focusing on tracking and monitoring to develop clear processes which link tracking, planning and assessment to ensure that staff make effective use of this information to inform next steps for children.
- Work collegiately with staff to develop a consistent understanding of effective pace and challenge for all learners linked to effective planning.
- Continue to develop a range of ways to support children to be active participants in their own learning.

Summary of Self-Evaluation – Reference QIs

Primary / Secondary Self-Evaluation of the Core HGIOS?4	
	Self-Evaluation Grading
1.3 Leadership of change	3
2.3 Learning, Teaching & Assessment	3
3.1 Ensuring Equality, Inclusion & Wellbeing	3
3.2 Raising Attainment & Achievement	3

ELC Classes / ELC Centres Self-Evaluation of the Core HGIOELC? / Quality Framework			
	Self-Evaluation Grading		Self-Evaluation Grading
1.3 Leadership of change	3	1.1 Nurturing Care and Support	4
2.3 Learning, Teaching & Assessment	3	1.2 Play and Learning	3
3.1 Ensuring Wellbeing, Equality & Inclusion	4	2.2 Children experience high quality facilities	3
3.2 Securing Children's Progress	3	3.1 Quality assurance and improvements are well led	4
		4.3 Staff Deployment	4