Standards and Quality Report

Dounby

Community School

Thinking

Learning

Community

T L C

School year 2012 - 2013

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Dounby Community School

Standards and Quality Report 2012 to 2013

Introduction

The purpose of this report is to inform parents, school staff and employees, Orkney Islands Council and the wider community about the work of Dounby Community School through the last academic year. The report sets the work of the school in the context of the local and national agenda for continuous improvement. Through the process of self-evaluation the report sets goals and targets for the future.

The School Context

Dounby Community School was opened in 1976 to serve the parishes of Harray, Sandwick and Birsay, replacing the individual schools which had served those parishes previously. In 2000 the building was extended to meet the increasing demands on the limited community facilities. The building now provides a site for educational and recreational activities throughout the day and evening for the local community.

Pupil Roll

The pupil roll at June 2013:

Nursery	24	Primary 4	25	Nursery and Pre-School	57

Pre-school	33	Primary 5	14	Primary 1 to Primary 7	125
Primary 1	16	Primary 6	18	Total, all children	182
Primary 2	22	Primary 7	12		
Primary 3	18				

Staff Complement

The school staffing was as follows in the year 2012 - 2013:

Head teacher: Alastair Forsyth

Principal teacher: EmmaJane Rendall

Class teachers: **Nursery and Pre-School**, Nicola Moar (part-time, 0.8), Helen Johstone (part-time, 0.3); **Primary 1**, Eileen Sandison (part-time, 0.5), Eilidh Russell (part-time, 0.5); **Primary 2**, Rachel Garson; **Primary 3**, Murray Gallacher; **Primary 4**, Lesley Harcus, **Primary 5/6** (composite class), Karin Flett (probationary teacher – 0.8 contact time), Eilidh Russell (part-time 0.2); **Primary 6/7** (composite class), EmmaJane Rendall.

Support for learning teacher: Hazel McKinlay (part-time, 0.6),
Nursery teacher McCrone release: Helen Johnstone (part-time, 0.1)
Visiting specialist teacher of PE: Amy Smith
Visiting specialist teacher of Art: Shona Firth
Visiting specialist teacher of Music: Jayne Hayden
Visiting Music project teacher: Steve Miller

Early years worker: Phyllis Ballantyne
Support for learning assistants: Lorraine Buchan, Mai Banks (part-time, 0.5), Donna Wishart (part-time, 0.1)
Early intervention assistant: Mai Banks (part-time, 0.5)
Secretaries: Linda Johnston (part-time, 0.7), Emma Morrison (part-time, 0.3)
Auxiliaries: Emma Morrison (part-time, 0.7), Clare Flett (part-time, 0.7), Linda Johnston (part-time, 0.1), Kerry Flett (part-time, 0.3)
Janitor: Donald Foubister

Visiting instrumental instructors: Brian Jones (Brass), David Griffiths (Woodwind) Karen Griffith (strings)

Dounby Centre staff: Inga Craigie, James Kirkpatrick

Catering staff: Vanessa Kemp, Pam Rendall, Jean Leisk, Moira Garson, Marga Spence, Amanda Watt

Cleaning staff: Lorraine Campbell, Jean Copland, Kellie Annetts, Tracy Kitson

Staffing commentary

This was the second academic year during which Orkney Islands Council's policy Tough Times, Tough Choices, was in place, in order to meet the restrictions on finance to local government imposed by the UK parliament.

Consultation Process

During the development of the School Improvement Plan the staff, parents, Parent Group (parent council) and the children were consulted. Priorities were identified taking account of:-

- National priorities.
- Orkney Islands Council Service Improvement Plan.
- The school's own priorities identified through self-evaluation using the quality indicators contained within *'How Good Is Our School?'*
- Priorities identified through inspection, including local authority monitoring and inspection by The Care Commission and HMIe.
- Staff priorities identified through review meetings.

Parents are consulted directly using the monthly newsletter, via questionnaires, through the occasional use of focus groups, via informal discussion and through the meetings of the Parent Group. Minutes of Parent Group are circulated to all parents and carers and placed on the school's website.

Pupils are consulted via Class Council and School Council meetings.
During the review of the School Improvement Plan for the development of this Standards and Quality Report all of the above groups may have been consulted again or asked to comment on the draft version of the report.

Vision Values and Aims of the Education and Leisure Service

Vision: This is our community. We want the very best for everyone.

Our core values are:

- Respect
- Responsibility
- Enjoyment
- Being Safe
- Being Healthy
- Being Active
- Being all we can be

Our vision embraces many aspirational and achievable ambitions. We believe that by working together we will support everyone to develop as active, healthy individuals who take responsibility for their own learning and enjoy learning together for a sustainable future in our diverse community. We aim to ensure everyone feels accepted, respected and safe by providing a tolerant, understanding and caring environment. We want everyone to do their very best in all that they do and we celebrate their successes individually and collectively.

The key aim of the Education and Recreation Service is:

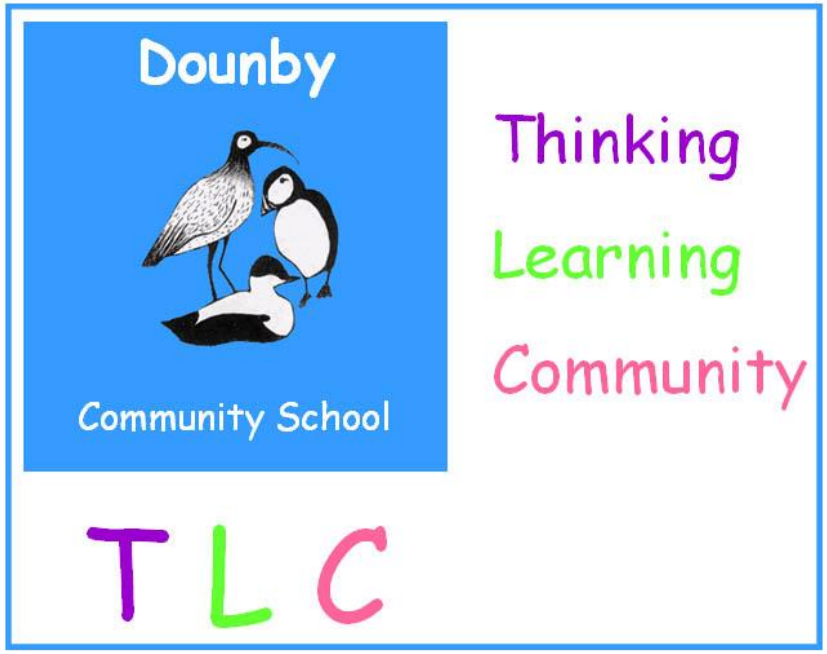
We aim to improve achievement and attainment, health and wellbeing for all pupils, students, service users and members of the community.

In particular we aspire to help people become:

Successful learners, Confident individuals, Responsible citizens, Effective contributors.

Vision, Values and Aims of the School

Our vision was adopted following consultation with staff, pupils and parents in December 2009.



We value happiness, health, justice, effort, questioning, creativity, equality and respect.

These values will be attained through our aims:

- We aim to do the very best for our pupils and strive to understand how they learn and how we can challenge and support their thinking and learning.
- We aspire to help our pupils to become:- Successful learners. Confident individuals. Responsible citizens. Effective contributors.
- We aim to improve the achievement and attainment and the health and wellbeing for all pupils, staff and for the wider school community.

Promoting Equality

The school has operated with an awareness of its duties, general and specific, under the Race Relations (Amendment) Act, the Disability Discrimination Act and the Equality Act 2006.

Equality issues have been discussed and ethnic, religious, cultural and linguistic diversity is recognised, valued and promoted as a positive feature of the school. There is no barrier to participation in activities through culture and language, disability, race, religion, sexual orientation or additional support needs.

All staff have been informed about the legal aspects of racial discrimination and are aware of ensuring that there is no racial harassment or sexual discrimination. Equalities training is provided annually by the local authority and is available to all staff.

Equality issues have been addressed with the children through the Health and Well-being curriculum. Anti-bullying and anti-racism are topics which have been discussed specifically in whole school assemblies and followed up with discussion in each class.

We believe that the promotion of equal access to sport is an important priority. During the year school staff have worked with the Active Schools Coordinator to ensure that children have equality of access to sporting activity.

Evaluation of Performance 2012 to 2013

At the heart of self-evaluation there are three questions:

- How are we doing?
- How do we know?
- What are we going to do now?

Our self-evaluation is guided by the comprehensive quality frameworks and helpful advice contained in the HMIe documents "How Good Is Our School?" and "Child At The Centre".

The quality indicators are arranged under six questions which HMIe and other agencies have adopted for evaluation purposes.

- What outcomes have we achieved?
- How well do we meet the needs of our school community?
- How good is the education we provide?
- How good is our management?
- How good is our leadership?

- What is our capacity for improvement?

Evaluations are made using a six-point scale.

LEVEL 6	*excellent*	outstanding or sector leading
LEVEL 5	*very good*	major strengths
LEVEL 4	*good*	important strengths with areas for improvement
LEVEL 3	*satisfactory*	strengths just outweigh weaknesses
LEVEL 2	*weak*	important weaknesses
LEVEL 1	*unsatisfactory*	major weaknesses

Summary of progress of development priorities 2012 to 2013

Key for reviewed items:

✓ = **achieved / completed.**

✓ = **commenced but not completed.**

✓ = **work initiated.**

X = **not addressed. Explanatory text will be in these colours.**

Development priorities 2012 to 2013

ScIP ref.	Improvement priority	HMIe priorities from the report May 2010	Continued Development from 2011 / 2012	Orkney Islands Council Development 2012 / 2013
SE	Self-evaluation	Self-evaluation, increase impact	Improvement through self-evaluation	Self-evaluation
LT	Learning and teaching	Meeting learning needs of individual children	Assessment – summative and formative	Self-evaluation
ScIP ref.	**Improvement priority**	**HMIe priorities from the report May 2010**	**Continued Development from 2011 / 2012**	**Orkney Islands Council Development 2012 / 2013**
Ma	Mathematics	Standards, mathematics	Raising standards	Self-evaluation
R	Reading	Standards, English language	Raising standards	Self-evaluation

HWB	Health and well-being	-	-	-

Self-evaluation, review at September 2013

HMIe graded the school's self-evaluation as good in May 2010 – Level 4

The school's work on self-evaluation is described in the School Improvement Plan 2012 - 2013. The effectiveness of the school's development in this area can be evaluated by measuring progress against the success criteria in that plan.

Success criteria – with descriptions of actions in 2012–13 to achieve those success criteria

We will know we will have succeeded when the headteacher, the school staff, parents, children and the Orkney Islands Council know how good a school this is through evidenced self-evaluation.

1. Individual members of staff know what they are doing well, what they can improve and how they can improve – achieved through formal and informal lesson observation, effective feedback, sharing and discussing pupil data.
2. The school staff, as a team, know what we do well and what we should improve and how we are going to improve it – achieved through awareness individually of 1 above; awareness collectively of school data; awareness collectively of other indicators of school performance, for example, feedback from parents, feedback from children, general assessments of children's behavior; collective discussion at development meetings and in-service events, often based on CPD, leading to the new School Improvement Plan.
3. When all school staff are reflective practitioners and contribute to self-evaluation – achieved through peer working and discussion, supported by 1 and 2 above.
4. When the whole school community contributes to school self-evaluation – achieved through involving all school staff in self-evaluation, partly by use of the annual review process, as well as by the processes described in 1,2 and 3 above; participation by parents in questionnaires and parent consultation events and informal parent feedback; school and class council feedback and informal pupil feedback; discussion and sharing data with officers of Orkney Islands Council.
5. When there is an agreed plan to monitor the effectiveness of the school and that plan is implemented – the School Improvement Plan exists and is used in this manner.

Next steps:

- Continue to carry out the actions described.
- Use focus groups of stakeholders to gain another means of self-evaluating performance as was done in 2010-11.
- Ensure there is a published programme of self-evaluation events.

Learning and teaching, review at September 2013

The school's work on learning and teaching is described in the School Improvement Plan 2012 - 2013. The effectiveness of the school's development in this area can be evaluated by measuring progress against the success criteria in that plan.

Success criteria

We will know we will have succeeded when:
The constituent parts of the policy are agreed by staff and implemented consistently.
The constituent parts of the policy have an impact in raising standards of learning amongst the pupils. When 80% of pupils attain the expected Level, in the expected timescale, as defined by Curriculum for Excellence, across the curriculum, but especially in reading, writing and mathematics.

Evaluation of constituent parts of the action plan for learning and teaching:
1. Learning logs used consistently in every class across the school.
2. Homework policy was formally agreed in September 2012. This policy was consistently implemented across the school.
3. Formative assessment methods were built on. There was a particular focus on questioning and the use of Solo Taxonomy as a means to accomplish more effective questioning of pupils by teachers.
4. Pupil Profiles were successfully created by Primary 7 pupils again. This work is now fully established as part of the curriculum in Primary 7.
5. Target setting improved with the use of learning logs but continues to be an issue. Targets are used successfully within IEPs for children with identified additional learning needs.
6. Children learnt in mixed age groupings on regular and occasional times across the school year, this has become a regular facet of the school's organization.
7. All teachers engaged with at least one peer observation of a colleague during the year.

See section "Academic achievement" below for pupil performance data. Compilation of Curriculum for Excellence data would indicate that summative outcomes were at least satisfactory and could be graded as good for some age groups in some subject areas.

Next steps:

- Refine the plan in order to focus on aspects of learning and teaching that would have the greatest impact on children's learning.

- Focus on target setting for children.
- Develop teacher confidence in group teaching strategies.

Mathematics, review at September 2013

The purpose of the Action Plan for Mathematics is to raise standards of achievement in the subject across the whole school.

Success criteria

We will know we have succeeded when:

- All children make at least expected progress with the learning of mathematics, a significant proportion, 30%, make good progress.
- More able children make at least expected progress with the learning of mathematics, year on year, as they progress through school.
- Mathematics standards in the school are at least as good as the Scottish average across the whole school.
- Mathematics teaching is 100% compatible with Curriculum for Excellence.
- 90% of children enjoy mathematics learning throughout the school.

The tables below used PIPS data collected in 2012 – 2013 in the cohorts of Primary 1, 3, 5 and 7 to show progress against the success criteria above. The data shows that in general terms good progress is being made by the school against the success criteria. There is room for further improvement but the data suggests that mathematics development in the school is using appropriate strategies in order to improve children's opportunities to learn mathematics effectively. Future development should focus on improving children's confidence and enjoyment with the learning of mathematics. Speed and mental agility with calculation should be a focus for older children. Younger children should have their learning more focused in practical mathematical activities so that they have a very secure grasp of number.

Table 1. To show pupil performance at Dounby Community School in mathematics as measured by PIPS

Primary 1	Maths	Below average progress or national standard	Average progress or national standard	Good progress or above national standard	No data
16 pupils, data refers to P1 year only	Attainment vs national standard	12.5	68.8	18.8	
	Progress vs context score	-	-	-	100.0
	Progress vs prior score	12.5	56.25	31.3	
	Enjoy maths	**No**	**Ok**	**Yes**	
	No data collected	-	-	-	100.0

Primary 3	Maths	Below average progress or national standard	Average progress or national standard	Good progress or above national standard	No data
18 pupils, data refers to P2 and P3 years	Attainment vs national standard	16.7	50.0	33.3	
	Progress vs context score	16.7	66.7	16.7	
	Progress vs prior score	22.2	38.9	27.8	11.1
	Enjoy maths	**No**	**Ok**	**Yes**	
	Data collected end of P3 year	5.0	11.1	83.9	

Primary 5	Maths	Below average progress or national standard	Average progress or national standard	Good progress or above national standard	No data
14 pupils, data refers to P4 and P5 years	Attainment vs national standard	7.1	42.9	50.0	
	Progress vs context score	21.4	42.9	35.7	
	Progress vs prior score	21.4	57.1	21.4	11.1
	Enjoy maths	**No**	**Ok**	**Yes**	
	Data collected end of P5 year	28.6	21.4	42.9	

Primary 7	Maths	Below average progress or national standard	Average progress or national standard	Good progress or above national standard	No data
12 pupils, data refers to P6 and half of P7 year	Attainment vs national standard	8.3	83.3	8.3	
	Progress vs context score	0	66.7	33.3	
	Progress vs prior score	16.7	58.3	16.7	8.3
	Enjoy maths	**No**	**Ok**	**Yes**	
	Data collected Dec of P7 year	16.7	16.7	66.7	

Reading, review at October 2013

The purposes of the Action Plan for Reading is to raise standards of achievement and ensure at least satisfactory progress in the learning of reading for every child in school.

Success criteria

We will know we will have succeeded when:

- All pupils individually make the expected progress or better with reading, year on year, as measured by PIPS and other methods of assessing reading. 80% meet the expected standard, 25% exceed the expected standard.
- When nearly all children (90%) enjoy reading and want to read.
- When staff are confident and have the appropriate knowledge and skills to teach reading to a high standard.
- When reading is embedded as a cross-curricular skill within A Curriculum for Excellence at this school.

In the tables below the data comes from PIPS data collected from all children in P1, P3, P5 and P7 during 2012 – 2013. The following commentary summarises the data. Children enjoy reading and learning about reading, no child indicated that they did not like reading in school. It is interesting to compare that response with the children's responses to the same questions asked about their mathematics learning. However, the standard of achievement and children's progress with learning to read is less good than their standards and progress with learning mathematics. In the Primary 5 cohort the data is of significant interest to the school. However, whilst the mathematics data indicated that children presenting with specific learning difficulties with mathematics are all but non-existent in the school, children presenting with specific learning difficulties relating to literacy are very common. When low achievement or slow progress was examined at an individual level using the PIPS data, specific learning difficulties often appeared to be a likely cause. The school has approaches to supporting children identified as presenting with dyslexic tendencies and the school is monitoring the efficacy of those approaches.

Future development of reading should focus on ensuring progression from the Oxford Reading Tree scheme to reading short novels and other appropriate texts at the end of Primary 2 and through primary 3 and 4. Continue to develop teaching staffs' skills in the teaching of reading. Continue to develop approaches to supporting children with specific learning difficulties in relation to reading.

Table 2. To show pupil performance at Dounby Community School in reading as measured by PIPS

Primary 1	**Reading**	**Below average progress or national standard**	**Average progress or national standard**	**Good progress or above national standard**	**No data**
16 pupils, data refers to P1 year only	Attainment vs national standard	18.8	62.5	18.8	
	Progress vs context score	-	-	-	100.0
	Progress vs prior score	12.5	75.0	12.5	
	Enjoy reading	**No**	**Ok**	**Yes**	
	No data collected	-	-	-	100.0

Primary 3	**Reading**	**Below average progress or national standard**	**Average progress or national standard**	**Good progress or above national standard**	**No data**
18 pupils, data	Attainment vs national standard	16.7	61.1	16.7	5.6

refers to P2 and P3 years	Progress vs context score	27.8	66.7	0	5.6
	Progress vs prior score	27.8	44.4	11.1	16.7
	Enjoy reading	**No**	**Ok**	**Yes**	
	Data collected end of P3 year	0	11.1	88.9	

Primary 5	**Reading**	**Below average progress or national standard**	**Average progress or national standard**	**Good progress or above national standard**	**No data**
14 pupils, data refers to P4 and P5 years	Attainment vs national standard	35.7	35.7	28.6	
	Progress vs context score	35.7	35.7	28.6	
	Progress vs prior score	50.0	28.6	22.2	
	Enjoy reading	**No**	**Ok**	**Yes**	
	Data collected end of P5 year	0	28.6	71.4	

Primary 7	**Reading**	**Below average progress or national standard**	**Average progress or national standard**	**Good progress or above national standard**	**No data**
12 pupils, data refers to P6 and half of P7 year	Attainment vs national standard	25.0	58.3	16.7	
	Progress vs context score	25.0	50.0	25.0	
	Progress vs prior score	16.7	66.7	8.3	8.3
	Enjoy reading	**No**	**Ok**	**Yes**	
	Data collected Dec of P7 year	0	25.0	75.0	

Health and well-being review, September 2013

Health and Well-being education is a priority of the Scottish Government and is embedded as such in Curriculum for Excellence. The school has a thorough plan for Health and Well-being education but it is now a few years old and requires updating in specific areas. The school has embarked upon incorporating food topics in our curriculum. This includes growing and cooking food. The school staff have had considerable input from Active Schools Orkney over the last two years and it is now necessary to assess the impact of this input on children. The school has identified weaknesses in our programme for teaching children about the internet and electronic communication in its many forms, we aim to revise this programme and make it fit for purpose; in particular we seek to address e-bullying.

Success criteria

We will know we will have succeeded when:

- All children have two hours of physical activity and learning a week and 90% of the children positively engage with, and enjoy that learning.

- Children learn at an appropriate age how to behave responsibly when using electronic forms of communication.
- Food topics are embedded in the curriculum, staff have the knowledge to teach food topics, the school is equipped to teach food topics.
- Health and Well-being elements of the curriculum are fully understood by all teaching staff and health and well-being is taught effectively throughout the school.
- Staff share their good practice in Health and Well-being teaching with colleagues and good practice is disseminated and implemented in teaching across the school.

Progress against the success criteria:

- Two hours of PE per child is not fully in place, although the school is close to delivering this objective, it will be met by most classes some of the time. Classes that are generally not teaching two hours of PE most weeks will be teaching at least one hour thirty minutes of PE time a week.
- The programme of learning needs to be updated to include children's learning, through the school, in relation to new technologies and electronic communication and media.
- Food topics are becoming embedded in the curriculum but the programme of learning needs to reflect this.
- In a general sense it would be true that staff are aware of their responsibilities with regard to the learning and teaching of health and well-being. This can be evidenced by behaviour in school being generally good, children's relationships being generally sound and bullying being managed effectively. The school is innovative in its approaches to children with specific needs and is some way along a path to adopting low arousal strategies to support pupils with identified medical and behavioural needs.

Academic achievement

The cohort of children in Primary 7 in the year 2012 to 2013 was a small one, twelve pupils, six girls and six boys. Each child in the group impacts the statistics by 8.3% or 16.6% where analysis is made by gender. For reasons of confidentiality, with such a small cohort a numerical analysis of children's needs has not been attempted but it is of note that more than one child had significant additional learning needs.

Pupils' achievement was assessed against the Curriculum for Excellence Levels using the within level descriptors of Developing, Consolidating and Secure. Using these measures, which are not test based but arrived at by a process of teacher assessment, the table below shows children's achievement in mathematics, reading and writing

Table 3. to show children's achievement at the end of Primary 7, June 2013 compared to June 2012.

Subject	% 2nd Consolidating +		% 2nd Secure +		% 3rd Developing/ Consolidating	
Year	2012	2013	2012	2013	2012	2013
Maths	94.7	75.0	63.2	41.6	47.3	0
Reading	84.2	83.3	68.4	58.3	47.3	16.7
Writing	79.0	83.3	52.6	52.6	26.3	0

Compared to 2012 overall the percentage of children reaching the appropriate standard as expected by age was about similar. However, significantly fewer children reached higher levels of achievement.

Table 4. to show children's achievement at the end of Primary 4, June 2013 compared to June 2012.

Subject	% 1st Consolidating +		% 1st Secure +		% 2nd Developing/ Consolidating	
Year	2012	2013	2012	2013	2012	2013
Maths	100	96.0	71.4	80.0	35.7	0
Reading	100	96.0	71.4	80.0	35.7	28.0
Writing	92.9	96.0	71.4	60.0	42.9	16.0

Compared to 2012 the numbers of children working at the expected level are broadly similar, nearly all children 96% are achieving this standard. Significantly fewer children are working at second level than in 2012, especially with mathematics and with writing.

The following two tables give further information based on Curriculum for Excellence levels. Table 3. Refers to 5-14 data for the years 2009 and 2010.

Table 5. to show the progress made, through the school, by the Primary 7 cohort of children.

Subject	2009 % A+ (5-14)	2010 % B+ (5-14)	2012 % working within 2nd +	2013 % 2nd Consolidating +	2013 % 2nd Secure +	% 3rd Developing/Consolidating	
-	P3	P4	P6	P7	P7	2012	2013
-						P6	P7
Maths	100	69	91.7	75.0	41.6	0	0
Reading	75	54	100	83.3	58.3	33.3	16.7
Writing	58	46	66.7	83.3	52.6	0	0

Whilst mathematics data was stronger at the end of P3 with all children reaching the expected standard this dropped off dramatically as the subject became more difficult and by the end of Primary 4 only 69% of the cohort were reaching the expected standard. However two years later, in 2012, 91.7% of children were learning at the age expected level. By the end of 2013 two of the children had not been able to maintain this progress in order to be identified as working at 2nd Level Consolidating. Five children achieved 2nd Level Secure. Progress with reading and writing demonstrates that teaching strongly supported the children's achievement from Primary 5 to Primary 7.

Children's learning progress analyzed by PIPS scores

Further analysis of children's progress and achievement can be made by looking at PIPS data. PIPS provides data relating to children's learning of mathematics and reading only, not of writing. PIPS data is collected only in the years Primary 1, 3, 5 and 7. Table 4. Compares children's progress with learning mathematics and reading for children in Primary 1, 5 and 7 for 2012 and Primary 1, 3, 5 and 7 in 2013 (no prior data could be retrieved for Primary 3 children in 2012*). Average progress refers to average progress in Scotland. Primary 7 data was collected in November, final data for Primary 1, and data for Primary 3 and 5, was collected in May.

Table 6. Children's learning progress in Primary 1, 3*, 5 and 7 as shown by PIPS data.

Subject	% Less than average progress		% Average progress		% Better than average progress	
Year	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
Maths	12	19	50	55	38	26
Reading	28	30	59	56	14	14

(No prior data could be retrieved for Primary 3 children in 2012.)*

Table 7. Children's learning progress in Primary 1, 3, 5 and 7 for 2013 shown by gender, data derived from PIPS.

Subject	% Less than average progress		% Average progress		% Better than average progress	
Year	**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
Maths - boys	13.8	15.6	44.8	56.3	41.4	28.1
Maths - girls	10.3	23.1	55.2	53.8	34.5	23.1
Reading - boys	34.5	37.5	58.6	58.1	6.9	3.2
Reading - girls	20.7	19.2	58.6	53.8	20.7	26.9

Whilst there appears to be a trend that boys are achieving better progress with learning of mathematics than girls it may not be statistically relevant. However, the data for reading, showing girls making better progress than boys is more compelling.

Table 8. Children identified with additional learning needs, learning progress in Primary 1, 3, 5 and 7 for 2013, data derived from PIPS.

Subject	% Less than average progress	% Average progress	% Better than average progress
Maths	43	43	14
Reading	64	29	7

Of 15 children in Primary 1, 3, 5 and 7 identified as having additional learning needs, at Stage 2 or above of the Staged Intervention protocol, prior data existed for 14.

There were no children in the Primary 7 cohort of other racial heritage, other than white UK. There are very few children in school who are not of white UK heritage and thus no statistical comparison of performance can be made. There is no evidence to suggest that children of other ethnicity are performing either less well or better than children who are of white UK heritage.

Sports and arts, children in the wider community

Children from the school have participated in a wide variety of events during the year. Some of these events have been associated with the school, for example football and netball teams, others have not , for example children participating in musical events, taking music grade exams, being involved in theatrical performances, being involved in RSPB events, enjoying and competing in horse riding and motorbike scrambling. These are a just a few examples of the wide variety of activities that our young people take part in, around Dounby and in the wider community. A significant number of our children attain a high standard in the particular activities in which they are involved. Equally, probably all participate in some activities outside of school, within the community and enjoy doing so.

Vision and leadership

The school's vision, values and aims was updated in 2009 – 2010. The statement can be found in the appropriate section on page 6 above.

The school is developing leadership skills amongst its staff, key responsibilities are as follows:

- EmmaJane Rendall - Principal Teacher (Curriculum and focus on mathematics First and Second Level)
- Nicola Moar – Nursery teacher (Nursery and Pre-School)
- Lesley Harcus – Class teacher Primary 4 (Supporter for probationer teacher)
- Rachel Garson – Class teacher Primary 2 (Health and Well-being development with Education Scotland, focus on mathematics Early Years and First Level)

Work and life of the school

The school has continued to work hard to ensure full implementation of Curriculum for Excellence. The school has been working hard to develop its understanding of the levels of attainment.

The school continues to work with its community effectively. There is an active and involved school council (Dounby School Parent Group) and a very active fund raising organisation (Friends of Dounby School). The school liaises, and works with Harray and Sandwick Community Council and with Birsay Community Council. The school also works with the Dounby Centre Committee.

The school has developed a blog to celebrate success and children's achievements: http://dounbycommunityschool.blogspot.co.uk/ Details of a variety of school activities and events may be found on the blog.

During the year the school also worked with the following local and national organisations: Orkney islands Council, Orkney Folk Festival, St Magnus Festival, Orkney Science Festival, local churches, local businesses, RSPB, NHS Orkney, Historic Scotland, Education Scotland, GTC Scotland, Readathon, Children in Need, Save the Children. The school worked closely with the local Church of Scotland minister who with the headteacher provided a chaplaincy for the school. The Church of Scotland minister led assemblies every other week for all the children Primary 1 to Primary 7.

The school worked with its community to develop a new anti-bullying policy during the year. The policy was approved by Parent Group on 16th May 2013.

The school is working with the community to develop a new Community Play Park, this work is on-going.

Assessment of school progress against key quality indicators

These key quality indicators are the ones used by HMIe to judge the school's performance. The school has been working with the aim of raising the standards of 1.1 Improvements in performance and 5.3 Meeting learning needs. It is pleasing to report that on the data presented above the school has moved from satisfactory to good in the primary sector on these two quality indicators.

Quality indicator (QI)	Sector	Evaluation
1.1 Improvements in performance	Nursery	Very good – Level 5
	Primary	Good – Level 4
2.1 Learners' experiences	Nursery	Good – Level 4
	Primary	Good – Level 4
5.3 Meeting learning needs	Nursery	Good – Level 4
	Primary	Good – Level 4
5.1 The curriculum	Whole school	Good – Level 4
5.9 Improvement through self-evaluation	Whole school	Good – Level 4

Work continues on the areas identified in the HMIe inspection of 2010 which the school agreed with the education authority as areas requiring improvement.

- Improve children's learning in English language and mathematics to raise levels of attainment.

- Increase children's responsibility for their own learning, including by planning their own next steps.
- Ensure all tasks and activities meet the learning needs of each individual child.
- Improve self-evaluation to increase its impact on the quality of learning.

Appendix 1

Programme of self-evaluation – review of 2012 - 2013

	Self-evaluation activity	Who does this	When was it completed	Notes / review
1.	Entitlements review	Headteacher	20-09-2012	Sent to EA and incorporated into authority wide return to Education Scotland
2.	Standards and Quality Report – to include • Review of data, PIPS and CfE levels • Review of tracking information of individual children • Review of policy implementation, for example activities to promote equality • Review of progress of the implementation of ScIP	Headteacher led, including all stakeholders	22-11-12	Approved by parent Group after due consultation and published.
3.	Staff annual reviews	Headteacher	01-01-13	These were completed and CPD programmes were agreed with each member of staff.

4.	Observations of teaching – formal Observations of teaching of reading or mathematics, focus on teaching strategies in November. Planning and evaluation scrutiny matched to teaching observation in March.	Headteacher	01-03-13	A good standard of planning and evaluations was noted in most classrooms. Learning logs are being used consistently throughout the school. The planning and evaluation based observations will be followed up next session.
5.	Observations of teaching - informal	Headteacher	01-06-13	Frequent and shared with teaching staff. Information used to develop ScIP.
6.	Review of PIPS data	Headteacher and teachers	01-06-13	Shared with all teachers collectively and with individual teachers. Accessible to teachers and teaching staff as a whole. See SQR.

	Self-evaluation activity	**Who does this**	**When was it completed**	**Notes / review**
7.	Review of tracking data	Headteacher	01-06-13	Agreement to ensure tracking data for reading, writing and maths collected twice a year, ideally continue to collect data termly for writing. Data sets agreed and tracking effectively reinstated.
8.	Teachers and learning support staff peer working	Teacher and teaching staff led	01-06-13	Events documented. Nearly all teaching staff took part in at least one event.
9.	Headteacher and teacher joint working – reading Purpose to develop an understanding through the school of the purposes, value and methods for guided reading. Additionally to demonstrate formative assessment strategies being used during the teaching of reading.	Headteacher and teachers	01-06-13	Will continue. This work is beginning to have an impact with teachers shifting to group teaching strategies which are considered to be more effective. Formative assessment strategies are becoming more established within pedagogy within the school.

10.	Development meetings – provide an opportunity to monitor teaching methods and approaches via discussion.	Headteacher and teaching staff	27 meetings a year	Minutes and notes are available.
11.	Moderation meetings – for English and maths	Headteacher and teaching staff	Six meetings a year	Minutes and notes are available.
12.	In-service day meetings and discussion – provide an opportunity to monitor teaching methods and approaches via discussion.	Headteacher and teaching staff + all staff for parts	Five meetings a year.	Minutes and notes are available.
13.	Parent Group meetings (Parent council) – the formal means for parents and carers to access school management and question practice and performance.	Parent Group	Four meetings a year.	Minutes and (from April 2012) headteacher report available.

	Self-evaluation activity	**Who does this**	**When was it completed**	**Notes / review**
14.	Opportunities for parent discussion and comment • Parent consultation • Informal parent consultation meetings • Open learning sessions for parents • Meetings for parents to learn about home-school partnerships • Parent surveys and questionnaires • Parent focus groups	Teaching staff with headteacher and parents.	One "meet the teacher" and one parent consultation meeting a year. Parents offered a further meeting after reports issued, no take up on the further meeting. Meeting parents at the end of each nursery session, a range of other opportunities where confidentiality is maintained. Two open learning sessions a year, where parents are invited to work alongside their children. Meetings with nursery parents and P1 parents to talk about beginning school and working together. Parents, children and staff consulted about bullying via questionnaire.	
15.	Pupil consultation • School Council	Headteacher and all teachers, pupils.	An attempt to change the format was not successful. Half-way through the year School Council reverted to a more traditional	

	• Focus groups • Questionnaires • Discussion with pupils as part of observations of teaching • Informal discussions with pupils		format. No focus groups were carried out by the headteacher. Bullying survey was carried out with most pupils. Each observation included headteacher discussion with pupils.	
16.	Community feedback	All staff, members of the community, Church of Scotland minister, the two community councils, council officers.	Informal, as and when it occurs. This could be made more formal via the minister and the community councils, for example, by asking specific questions.	
17.	Observations of playground	Headteacher	Weekly	Not documented – occasional instances of staffing due to other duties, discussed with staff.
18.	Observations of minibus arrivals and departures	Headteacher	Weekly	Not documented – discussion with local authority officers about timings of buses as an outcome.