

Summarised inspection findings

Dunnikier Primary School and Nursery Class

Fife Council

21 January 2020

Key contextual information

Dunnikier Primary School and Nursery Class are located in the central area of Kirkcaldy. At the primary stages, the school roll is 389. There are 71 children in the nursery class. Eight percent of children reside in SIMD 1 and 2. Seventeen percent of children have English as an additional language. The school has a high number of placing requests.

2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Across the school, almost all children engage enthusiastically in motivating and meaningful learning experiences, including when outdoors in the 'play pod'. Almost all are active and independent learners, who create, reflect and identify solutions to challenges that they enjoy solving with peers. Almost all play cooperatively and interact skilfully with one another. A few need to develop further their confidence when learning with others. Almost all children know what they are learning and most recognise what and when they have done well. Others know how to improve their learning. A few children are capable of more demanding learning experiences. Across the school, almost all children enjoy following their interests, making choices and decisions about aspects of their learning. They support one another well. Children lead important parts of their learning and show leadership in many aspects of their broader school experiences. Across the school, children, including those who have additional support needs and those for whom English is an additional language engage very well in meaningful learning experiences. They have a good understanding of the knowledge and skills needed for life and certain types of work.
- Children participate enthusiastically in numerous experiences where their views and opinions influence their learning. Almost all are curious. They are developing enquiring minds, particularly through interdisciplinary learning. They are highly motivated when using digital technologies to capture and record aspects of their learning, including their own 'Newsround'. At P1, younger children practise, consolidate and apply their learning in relevant play experiences that allow them to make sense of real-life scenarios. By P7, almost all children are learning how to make the most from their learning and to help them achieve success. Almost all have positive relationships and are eager learners. They enjoy being creative when drawing, painting and when singing as part of the Glee Club. Others are keen sports ambassadors who represent themselves and their school very well and enjoy learning outwith the school. A few children, including those who have additional support needs and those who have English as an additional language, need to continue to develop their independence. They also need to apply their learning across different areas to ensure that they achieve in line with their own potential.
- Staff work very well together, sharing different teaching strategies that help them to support and respond appropriately to children's different learning styles. Overall, all teachers deliver quality learning experiences which are well organised and which motivate and engage children.

Most use time effectively to maximise children's learning. Teachers deliver a wide range of motivating and creative learning experiences that engage children, including those who are not always confident or who face challenges in their learning. Across the school, teachers use digital technologies effectively, and on a very regular basis, to enhance children's learning. Across the school, staff are taking very positive steps and are being successful in improving children's learning outdoors. At these times, children learn a range of appropriate life skills. Children are learning well about resilience, problem solving, teamwork and how to communicate relevant information to their peers.

- Almost all teachers provide clear direction and use instructions well to give children motivating and at times, innovative lessons that stimulate their creativity and imagination. Most teachers use questioning well to check children's understanding and further their learning. A few staff miss opportunities to assess what children know and further their learning. Most teachers give children helpful feedback on their learning that supports them to assess and recognise their strengths and areas to improve. In a few lessons, the pace needs to be quicker to ensure that all children make suitable progress. Teachers use technologies well to enhance their lessons and motivate children. Teachers use the school and local community, including partners and local businesses, very well to enrich children's learning. As a result, children have a sound understanding of the world of work and are developing relevant skills.
- Overall, all teachers use assessment information well to inform and help them plan children's learning. Teachers are becoming more confident in assessing children's progress through taking part in moderation activities both within and outwith the school. A few staff need to continue to improve how they use assessment data to plan further challenge and differentiation in children's learning. The school is well placed to do this using the positive professional relationships amongst staff that support collegiate working and the sharing of good practice.
- The headteacher, together with the depute headteachers, has established systematic approaches for teachers to assess children's learning. Teaching staff are involved regularly in informative and useful attainment and achievement meetings that help them to track, monitor and assess children's progress in their learning. Together with staff, the headteacher and depute headteachers, have established robust approaches for reviewing accurately children's progress. They use the information very well to plan and deliver effective learning experiences for children, including those who have specific needs. Teachers' arrangements for moderating standards and expectations for children's work are well established and overall, their professional judgements are reliable.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

- Overall, children's attainment in literacy and English language and numeracy and mathematics is very good. Almost all progress, including those who have additional support needs and those who have English as an additional language.

Attainment in literacy and English

- Almost all children make very good progress. Most attain expected national levels. Others make very good progress in achieving individual targets.

Listening and talking

- Most children, including those who have additional support needs and those who have English as an additional language, are confident and articulate when speaking to adults and each other. They respond appropriately to questions and when talking with peers, especially by the end of first level and into second level. Most children are becoming confident in providing feedback to others. Most talk well when sharing ideas and opinions, recapping on learning or presenting solutions to challenges. A few are not yet confident when speaking aloud in front of others. Most children listen very well for different purposes. At the early stages, younger children need to develop further their listening skills. At times, in their enthusiasm to share views and opinions, they speak over each other and their teacher.

Reading

- Across the school, almost all children enjoy reading, including those who have additional support needs and those who have English as an additional language. Across the school, children understand key features of books and elicit relevant information. Younger children know sounds and have an awareness of how to use a content or index page to support reading. Most share views on texts confidently and talk enthusiastically about favourite books and authors. At early level, most are developing helpful strategies to read unfamiliar words. At first and second level, almost all understand key features of texts, including characters, plots and the various techniques authors use. Most use reading skills effectively and apply these very well across different areas of their learning.

Writing

- Most children are developing their skills very well. At early level, most write simple sentences independently and enjoy being authors, creating simple books. At all levels, children write well for a range of purposes. At first level, most understand key features of a range of texts. They use punctuation effectively when writing. By second level, most children produce writing of a high standard that is well presented. They recognise and use metaphors and similes effectively to engage the reader. A few need to improve the structure of their extended writing. Those children with additional support needs are achieving their individual targets in writing. Children, who have English as an additional language, attain very well in line with their own targets.

Numeracy and mathematics

- Almost all children make very good progress. Most attain expected national levels. Others make very good progress in achieving their individual targets.

Number, money and measure

- At the early level, all children solve problems well using concrete materials. Most count with accuracy. They need to continue to apply their skills when grouping and sharing materials. At first level, almost all children convert simple fractions to decimals, work with six digit numbers and multiply two digit numbers by one digit with accuracy. At P7, most children use table facts effectively to solve problems involving fractions, percentages, addition, subtraction, multiplication and division. Across the school, children need to develop further conceptual understanding of number and increase the range of strategies for solving problems without relying on the recall of known facts.

Shape, position and movement

- Across the school, almost all children apply their knowledge and understanding of 2D shapes and 3D objects very well to solve problems of increasing complexity. All children who have achieved first level draw and name angles with accuracy. Within second level, most calculate area very well using a formula. Almost all calculate missing angles in a triangle. They know and apply with confidence and accuracy the eight compass points. Across the school, children need to continue to apply their knowledge and skills further to real life contexts across other curricular areas.

Information handling

- Almost all children who have achieved early level collect and organise objects effectively and with accuracy. They record their information very well using tally marks and frequency tables. They display and explain information clearly and competently using bar charts. Almost all children who have achieved first level conduct surveys, displaying and interpreting the information well using a range of graphs. At P7, almost all children interpret pie charts, line graphs and bar charts very well. They use technology very effectively to collect, organise and display data selecting the most appropriate format. Children use the language of probability appropriately when talking about the likelihood of an event happening. Across the school, children need to continue to develop their skills in using digital solutions to data handling.

Attainment over time

- The headteacher, with the depute headteachers, tracks children's attainment and the school's performance effectively over time. Children's attainment has continued to increase over recent years, including for those children who have additional support needs and for those who have English as an additional language. The school has effective arrangements for monitoring and tracking children's progress in areas other than literacy and numeracy. Data from these systems shows that most children are attaining well in line with national expectations. The headteacher, with the depute headteachers, should continue to develop and refine these systems to ensure all children continue to make expected progress across all curricular areas.

Overall quality of learners' achievement

- All children achieve in various ways across the four capacities. They have positive attitudes and take responsibility for helping others to succeed. Children are creative. They achieve well in science, expressive arts and through taking part in sports and music. They are becoming active citizens, caring for their community and others in it, including elderly citizens. Children know the importance of sustainability. They are developing skills well through taking on significant lead roles on various groups and committees that make a difference. Children recognise their effective contribution to school and those associated with it. Senior leaders, with staff, track children's achievements to ensure no child misses out on being successful.

Equity for all learners

- Almost all children, including those who face significant barriers to learning, attain very well. Particular children have improved their attainment through staff's effective use of the Pupil Equity Fund. At P1, children's attainment in literacy has increased. Those children, receiving focused support, together with their families, have increased confidence in listening, talking, numeracy and mathematics and improved emotional wellbeing. Targeted children are more ready to learn and their attainment has improved. Particular individuals and identified groups of children need to continue to attain and progress in line with the rest of their cohort. Children who have additional support needs and those who have English as an additional language are attaining well.

Practice worth sharing more widely

- Across the school, staff plan various learning experiences which are enabling children to have a clear understanding of the world of work and helping them to achieve success across the four capacities. Teachers embed these into lessons and children's ongoing learning. As a result, children learn very well about specific skills and knowledge needed for various occupations. Teachers use the local community, its services and local businesses to enhance this. They use parents' skills well and involve other providers to help them develop children's skills for learning, life and work. Children are gaining a sound awareness of these. They are keen to develop these further and apply these skills in ways that benefit themselves, their school and others.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.