



Education & Children's Services

HMI – Follow Through Procedures Progress Report to Parents

1 Introduction:

Abernethy Primary School was inspected in November 2015. The report on the inspection by Her Majesty's Inspectorate of Education (HMI) was published in March 2016.

The school, with support from the Local Authority, prepared a full plan for improvement which has had a positive impact on a wide range of aspects within the school.

Both headteacher and staff have worked co-operatively with authority staff to take forward the areas identified in the original HMI report as requiring development and the authority endorses the information within this report.

Further information about the broader achievements of the school is contained in the school's annual Standards & Quality report published in September.

2 Areas for Improvement – Evaluation of Progress:

The initial inspection report published in March 2016 identified 2 main points for action. This section evaluates the progress made to date in addressing each of the action points and the resulting improvements for pupils and other stakeholders.

Area for improvement 1

Continue with planned improvements to raise the attainment of all children.

Evaluation of progress and impact:

Raising attainment in literacy

- There has been a particular focus on raising attainment in literacy. The 'Active Literacy' programme was introduced at P1-3 stages. This has resulted in children developing their writing ability at an earlier stage of P1. Staff have also looked at their learning environments to develop literacy rich environments to support the development of literacy. Literacy areas have been developed with children. Staff increased opportunities for writing within their short and long term planning, this included introducing daily 'free' writing activities and '5 minute' write sessions. Staff analysed

how literacy was planned over the week and where appropriate increased their targeted teaching time of groups. We continued to develop approaches to writing to ensure consistent progress is made P1-P7. A language skills grid was developed to support teachers with expectations at each stage. Moderation was undertaken with 2 local schools to support understanding of achievement of a level and continues.

- The literacy development within nursery focused on storytelling, rhyme time and creating literacy rich environments. There was also a focussed development on numeracy environments within the nursery setting. These developments are being extended to the outdoors as we have created literacy and numeracy sheds for outdoor learning. This has impacted on the quality of learning experiences provided for the children. The P1 teacher supported the nursery on a weekly basis to ensure effective learning experiences were planned. Early Years staff worked together planning across the Early Level projects with a focus on rhyme and traditional tales. This has increased staff understanding of skills in learning.

Raising attainment

The introduction of the developmental milestones tracker has improved staff knowledge of children and therefore they are able to track and plan next steps for children. Using the new Perth & Kinross tracking system with staff has ensured improved quality discussions re pupil attainment and achievement. Planning and tracking meetings focus on pupil attainment, progress in learning and planned assessment. These discussions allow for staff and senior management to identify and target support and challenge where required. Baseline assessments in literacy ensure that children are grouped and planned for accordingly. Our tracking data indicates that most Abernethy pupils are making very good progress against national level expectations and some are exceeding them.

Raising attainment through whole school focus on Language Learning in Scotland 1+2 approach

- Staff have undertaken training sessions to upskill their knowledge of teaching French, staff feel more confident in the delivery. In all classes French is part of the daily routines. Children had the opportunity to deliver workshops supported by teachers to their parents and community members. This was well received by parents and community members and allowed pupils to develop and share their knowledge. This session we have a Modern Language Assistant who is supporting class teachers in the delivery of French, working with pupil groups and planning activities with a focus group of P6 & P7 French ambassadors to deliver a lunchtime club and develop the community project.

Teacher Led Community Project - impact on raising attainment

- Formative assessment strategies are being used more frequently with children to ensure they understand what they are learning and what they have to do to improve. Learning conversations are a planned part of the week with the teacher and a variety of ways for recording them were developed across classes. Target setting with the children increased and were recorded in their new learning journal format.

Raising attainment through a cross school art project – promoting creativity and curiosity

- A moderation project was undertaken with Dunbarney Primary School. This project aimed to enhance the quality of attainment and achievement in art through a Scottish context for learning. Teachers and pupils worked within levels across schools collaborating on planning, delivering lessons and assessing outcomes. This developed a focus on progressive art skills and heightened teacher's awareness of the development of skills in art as well as being an enjoyable and creative process for the pupils. Pupil's self and peer assessment and development of success criteria, allowed pupils to see the importance of these skills within art experiences and making links with this approach in other curricular areas.

Next Steps

- Continue to focus on developing reading and writing skills within the early years
- Maintain a rigorous approach to tracking and monitoring
- Continue to review contexts for learning with a focus on creativity

Area for improvement 2

Within the curriculum provide further opportunities for children to take a leading role in their learning and the life of the school.

Evaluation of progress and impact:

Increased ownership of learning

- A 'Visible Planning' approach has been developed from Nursery – P7. This has increased children's involvement in the planning process and evaluating their learning experiences. This is evident in nursery and class group times. Learning has become more obvious to the children and is discussed more regularly. Children are beginning to recognise connections across curricular areas and are making increased decisions on how they will assess and apply the skills they have been learning.

Learning journals

- Learning journals have been adapted this session within Nursery and school. Learners are showing more independence and children have the ability to discuss their learning and targets in a more focused way. There is a clearer focus on skills.

Leadership skills

- Action groups have been changed to allow all children to experience a block within all of the groups. These vertical groups aim to bring about positive change to our school and community, with Health and wellbeing outcomes consistent across the action groups. Skills in literacy were also

identified to be covered within the P4-P7 action groups this year. All P7 pupils have been given an area of responsibility in leading a club. Sports leaders were involved in school audit of sports and developing clubs offered. This resulted in a Gold Sports Award from SportsScotland. French ambassadors are planning lunchtime clubs with support from MLA as well as developing a forthcoming community project. P7s have also taken responsibility for running a new Film Club, playground games, art and craft and Fun club. Each class has an eco focus which develops leadership at all levels. Within the nursery setting all children have a responsibility job and are involved in the ordering and preparation of snack.

Community Partnerships & Outdoor learning

- Contexts for learning have increasingly taken into account working in partnership and using the outdoors. The whole school worked with Scran on the art project with Dunbarney. Contexts such as 'Wolfbrother' novel study took learning outdoors supported by Tayside Landscape partnership. Nursery staff have participated in an increased amount of outdoor activities through local farm visits, woodland walks and outdoor sessions in the local woods involving parents. Staff have had fire training sessions to increase their confidence in doing outdoor activities.
- The nursery have been developing their outdoor play with the introduction of a mud kitchen. They have developed a free flow outdoor system which was previously a challenge to ensure children have an increased amount of outdoor play.

Nursery involvement in ethos and life of the school

- Nursery pupils are increasingly involved in whole school events such as World Book day, assemblies and Scottish focus weeks. They are developing their focus on contributing to our Eco work by growing vegetables and enhancing their outdoor learning area.

Next steps

- produce an effective mechanism to track and record these skills
- continue with planned development of outdoor learning in the Early Years
- review how well the visible planning approach is impacting on learning and progress

Headteacher Paula Morrison