

Abernethy Primary School and Nursery
Standards and Quality Report 2022 – 2023



Our vision for Abernethy Primary School

Our vision is of a confident, ambitious school with a strong identity. By working in partnership with pupils, parents, staff and local community we encourage respect, aspiration and a love of learning. Our school will be vibrant and stimulating; a safe, happy, healthy, and sustainable environment; and a place where all can contribute and share; a place where everybody has the opportunity to develop attitudes, skills and knowledge that will enhance their future lives. We are a school which is continually developing.

School Aims

Our school community will:

- *help us work together, to be motivated and be responsible for our own learning*
- *make our learning interesting, useful, and challenging*
- *help us when we need it, to feel confident, safe, and empowered to aim high*
- *help us be the best we can be, honest and kind, willing to try*
- *help everyone make good choices so we can be happy and healthy*
- *help us believe we can bounce back from setbacks in learning and life*
- *help us recognise and respect our differences and strengths*
- *help us contribute and respect our community and the world we live in*
- *share and celebrate our achievements in and out of school*

Our core values are:

R Respect **E** Equality **A** Acceptance **C** Cooperation **H** Honesty
F Friendship **A** Aspiration **R** Resilience

Improvement priorities for session 2022-2023

This year, our school had 3 focus points for improvement.

1. To develop an understanding and culture for 'Digital Literacy' across our whole school community
2. Developing our planning and assessment for teaching and learning
3. To offer rich outdoor spaces which enhances our learning and provides relevance and depth to our curriculum

Our Nursery class focused on these points for improvement

1. Enhance our Literacy rich environment ensuring challenging vocabulary opportunities
2. To review and develop our outdoor provision for rich play opportunities
3. Review planning to ensure children experience varied and enticing play and learning experiences

ATTAINMENT & ACHIEVEMENT – as a school we graded ourselves here as 'Good' and in Nursery 'Very Good'

National Expectations	
Early Level	The pre-school years and P1, or later for some
First Level	To the end of P4, but earlier or later for some
Second Level	To the end of P7, but earlier or later for some

A recent review of the attainment data for session 22/23 highlighted the following key points:

In Listening and Talking, Almost All of our P1 children achieved Early Level; Most of P4 pupils achieved First Level and most P7 pupils achieved Second Level.

In Reading, Almost all of our P1 and P4 children achieved Early and most P4 children achieved First Level and the majority of P7 pupils achieved Second Level.

In Writing, Almost all of our P1 children achieved Early Level and most P4 children achieved First Level and the majority of P7 pupils achieved Second Level.

In Numeracy/Maths, Almost all of our P1 achieved Early Level and most P4 learners achieved First Level and most P7 pupils achieved Second Level.

The majority of our pre-school children in Nursery, achieved all their Developmental Milestones.

In comparing this year's school figures to last year's, we recognise that we are comparing different children with different needs and abilities. However, it can be beneficial to look at trends across all cohorts which can inform our practice and support our planning. P1 and P4 attainment appears steady with a slight dip in some attainment in P7. Nursery progress shows an increase in the number of pre-school children meeting most of their milestones. Notably it remains the Developmental Milestones of Attention and Speech and Language where attainment is at its lowest in Nursery.

At Abernethy School 'achievement' is the term we use to measure a child's journey in their learning. This journey within 8 curricular areas, features opportunities for all children to become successful learners, confident individuals, effective contributors, and responsible citizens. We are confident that our learners are making good progress in these capacities. The journey in Curriculum for Excellence begins in Nursery and is built upon over the years to P7.

Children's progress in their learning is aided by families who can support their children's learning at home – it truly is a team effort. We look forward to re-engaging with our families in August 2023 to continue the journey towards attainment and achievement for all our young people.

School Attendance

	2020/21	2021/22	2022/23
Attendance	96%	92%	94%

The School attendance figure for this year appears to be fairly stable. Nursery attendance is not measured in this way. We do recognise some families are taking time out of school for family holidays, and this is something we can support by ensuring school holiday dates are shared with families well in advance.

As a school staff, we recognise that gaps in learning are not supported by extended periods of absence. This is why as a school we are trying to support families when we see patterns of absence, that are likely to cause gaps in learning experience. This is something we will continue to monitor and address next year. We will follow the procedures within the Perth and Kinross Staged Intervention Framework for Attendance to help us do this.

Learning – As a school we graded ourselves here as 'Very Good' and our Nursery 'Very Good'

We made a priority for all children to engage more with their local community this year, as we recognise children's engagement and participation improves when they learn outdoors or have a 'real life' focus. School planning has identified learning with this in mind, resulting in use of the local community and almost all classes engaging in learning trips beyond our local community. We will continue to inspire learners in this way next year, ensuring we collect evidence as we go along – as children have very much been encouraged to reflect and review their learning at the end of each week. These experiences support the building of memory and also encourages participation. This has positively impacted planning for learning experiences as a class team.

In-person parent contact sessions were held in our Nursery and P1-7 classrooms and almost all parents attended. This resulted in families receiving feedback on their child's learning progress. Staff and parent feedback told us these meetings were positive and supportive. Next year we will continue to host in-person meetings and be sure to plan ahead for making these sessions as interactive as possible. Nursery increased parent engagement and highlighted early level learning through various events such as Stay & Play sessions and a new 'Breakfast Bash'.

Pupil Equity Funding is devolved to schools by the Scottish Government in order to support the closing of attainment gaps between most and least deprived children. This year, Pupil Equity Funding (PEF) has again supported some financing of outdoor learning. This enabled some and then all children to benefit from experiences that developed skills such as confidence, leadership, team working and increased motivation. PEF also supported children's health and wellbeing through the purchase of outdoor toys and games to make breaks more engaging and active. Interventions to support some learners in school have been used to good effect, such as WAVE 3 (a reading and writing intervention for First Level), Talk Boost (to support listening and talking skills at Early Level),

We trialled a small test of change, linked to the role of play in all P1-7 classrooms. It is well-known that all children can learn from and through play and we have found that our plans increased opportunities for both creative and structured play in all classes, with more children being able to talk about their skills used in this way. Almost all children reported positive results to the project and teachers noted they were certainly more motivated which then supported the learning that followed. This will continue to feature next year in our classroom timetables.

We continued to use Seesaw to share learning between school and home. We also adapted our Termly plans in an attempt to make these 'user friendly' for parents and children. They feature in all classrooms as a way to review and reflect upon the work we do. Nursery reviewed and refreshed their big Floorbook, acting as a sharing tool depicting learning through photos and learner voice which is available for all to see on entry to Nursery.

Leadership – as a school we graded ourselves here as 'Good' and in Nursery as 'Very Good'

We were delighted to have the support of our Parent Council this year, who met 4 times with school leaders to talk about key school priorities and ensure the Parent Forum (that is all parents/carers in our school community) is represented and have a voice. A key role of the Parent Council and Forum is fundraising and engaging community spirit to support our learners and the work we do. Some of this included a Christmas disco, supported snacks at Sports Day and parties and helped with our end of year Fun Afternoon. Notably, a huge fundraise drive led by the Parent Council resulted in us being able to purchase 20 laptops, 2 iPads and a host of other digital resources to support learning throughout the Nursery and School. Amazing.

The Pupil Council developed their leadership in leading a whole school charity event supporting Perth & Kinross Food Bank. The children learned about the Food Bank through a visit and then set about creating flyers and an assembly to inform our school community. We collected 21 carriers bags full of items to share with those who need it most. Well done Abernethy!

This year we developed our teachers' skills in using digital technologies to enhance learning opportunities. All teachers engaged in collegiate sessions which taught us more about using digital tools and apps such as Microsoft Translate, Immersive Reader and GLOW to access Microsoft programmes. All learners who engaged in Learning Conversations about this, told us they recognised an increase in their teacher's use of digital technology and that they, consequently, learned more too. The hard work done here resulted in being awarded the Digital Schools Award – a nationally recognised certificate of excellence in Digital skills.

From January '23 we became an ECP led Nursery, with all 3 ECPs taking leadership roles with our Improvement Plan. Nursery staff were responsible for the development of this plan, with the support of a peripatetic Nursery Teacher and School Management. As a new team of 3 ECPs working together for the

first time, leadership and professionalism shone brightly to great effect, with a Nursery that is vibrant, responsive to learners and delivering quality play and learning experiences for our youngest learners.

Our School learners also developed their participation and leadership skills through continued activities such as Digital sharing, Bike Crew, leading assemblies, leading clubs for younger pupils, Buddies with the Nursery2, choosing and planning a theme week around Fashion, 2 performances for our families and invited audiences, learning new Highland Dancing skills and much more.

Improvement Priorities for 2023-2024

Our Priorities in Nursery include:

- Developing children's pre-writing skills (linked with school)
- Developing children's early numeracy and maths skills
- Increasing our skills and use of digital technologies to support play and learning

Our School priorities include:

- Raising attainment in writing, for all learners
- Developing links with our LMG partners (other PHS primaries) to moderate pupils' writing skills
- Developing and understanding a culture of a Rights Respecting School (UNCRC)



The National Improvement Framework provides a clear vision and priorities for Scottish education. Within this report, we have made reference to our School's progress against the 'drivers' within this NIF, together with an evaluation of some key Quality Indicators.

This report was written in conjunction with Abernethy staff evaluation process reflecting feedback from parents, staff and learners.