

School Improvement Priorities 2020-2021

- By embedding our Abernethy curricular pathways, high quality learning and teaching approaches will continue to be developed across the school. Focus shall be given to the creation of our Health & Wellbeing pathway, which shall support pupils during our Covid Recovery Plan.
- Through the continued creation of our curriculum rationale, we shall review our Vision and Aims which make us unique here at Abernethy; including within the continued development of the Play agenda within the Early Years.
- Staff and pupils will embed skills within a range of levels of feedback in order to continue to build a culture in the school where feedback is welcomed and valued.
- Nursery Improvement Plan – In addition to Point 1 & 3 above, Learners shall continue engage with open ended natural resources outdoors; linking with resources available within the local community.



Attendance 2019-2020

Total: 96.7 %

The 'National Improvement Framework' (N.I.F) provides a clear vision and priorities for Scottish education. Within this report, we have made reference to our schools' progress against the drivers within the N.I.F, together with an evaluation of key Quality Indicators.

This report was written in conjunction with Abernethy Primary School self-evaluation process; reflecting feedback from parents, staff and pupils.



Abernethy Nursery & Primary School Standards & Quality Report 2019-2020

Learning Today for Tomorrow

Our Purpose

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

Or core values are:

R Respect

E Equality

A Aspiration

C Cooperation

H Honesty

F Friendship

A Acceptance

R Resilience

N.I.F Priorities– ‘Assessment of Children’s Progress’ & ‘Performance Information’

All learners continue to aspire to be all that they can and their success is celebrated during assemblies, seesaw, learning journals, school website/app and whole school wider achievement walls. Learners continue to present as articulate and happy and most are motivated to do their best.

Performance within national CFE levels continues to improve within Literacy & Numeracy at Early, First & Second Levels. Almost all pupils in Pr 1 have achieved Early Level Numeracy & Literacy. Almost all pupils within Pr 4 have achieved First Level Numeracy, with most achieving Literacy. Almost all pupils in Pr 7 achieved Second Level Literacy and the majority of pupils achieved Numeracy. When evaluating our Pupil Equity Fund agenda and Whole school Improvement agenda from this year, we are delighted to report that Writing and Numeracy attainment continues to increase across all levels.

Within our Nursery, majority of pupils attained well against their measured milestones; almost all pupils progressing steadily within Early Level.

When analysing standards of attainment by cohort, the general trend has been one of an increase across the board. We shall therefore take the time to embed practices across core subjects. In addition, we shall plan for consistency and progression of Health & Wellbeing Learning & Teaching across all stages.

Almost all learners were engaged in discussions about their learning. When focusing on quality and range of feedback as well as development of a common language of learning, we found that our next step is for further exploration of effective self and peer assessment.

All learners continued to experience a wide range of opportunities to enrich and enhance learning and achievement. Learners explored a range of opportunities to show initiative, express pupil voice and develop an understanding of the power of working together. This collaboration was shown clearly with our high levels of engagement within our Home Learning curriculum during Term 4.

A Learning and Achievement visit from our local authority, commented on our environment’s high standard stating it was well organised, nurturing and one which provides time for children to become absorbed in their learning.

QI 3.2 Raising Attainment & Achievement – Very Good

N.I.F Priorities – ‘School Improvement’ & ‘Parental Engagement’

All classes have become more confident in profiling their learning using Seesaw, providing learners with the opportunity to collaboratively plan, track and self-evaluate their learning with their peers and families.

Home-School communication was highlighted within our Parental Evaluations as something that has improved greatly. Our new school communication app has been central to this and Parental feedback has shown ‘Improved communication’, ‘Excellent shared information from school’ as well as ‘Staff always available to support’.

All staff continue to be committed to improving the curriculum and have been actively involved in shaping it. This year staff have begun to develop our Maths & Numeracy Learning pathway, as well as embedding consistent approaches to Literacy. The embedding of pupil Writing Portfolios continues to prove to be

extremely beneficial; greater pride and ownership of their work is evident. Our next step is to take the time to embed all our curricular pathways from Early-Second Level.

Growth Mindset development continues to become the thread of everything we do, with pupils showing greater resilience when embracing learning. This approach to Abernethy School Life will be essential when returning to school in August 2020.

‘Play in P1’ approach has had a huge impact on our Early Years attainment. Relationships – time for everyone to build genuine, more meaningful relationships. Ethos – secure relationships develop mutual trust and respect, social coaching and emotions work, help children develop the confidence and vocabulary to express ideas and feelings. Inclusion – with secure relationships and ethos of trust and respect, children feel valued for who they are, supported by and supportive of their peers. Curiosity and creativity – freedom to play and explore within a safe environment with open ended and accessible resources. Learning is more organic, ‘in the moment’ teaching follows and extends children’s interests. Adults are in the play, observing, modelling, using dialogue and questions to scaffold and challenge.

Our ethos within the school is key to our success. We have many shining examples of collaboration and leadership as well as a range of close partnerships within the local community. Nursery have made good progress in making links with the local community, such as the children visiting a local church group for play and snack sessions. They have been building a good relationship with some of the elderly community members who attend the group.

Parents and the community have continued to be encouraged to take part in our school self-evaluation processes. Introducing the support of our Parent Council with this evaluation process was well received during parents’ nights.

QI 2.3 Learning, Teaching & Assessment – Good

QI 3.1 Ensuring wellbeing, equality & inclusion – Very Good

N.I.F Priorities – ‘School Leadership’ & ‘Teacher Professionalism’

Leadership at all levels across Abernethy ensures opportunities are embraced by pupils, staff and parents; with our curriculum design and wide range of clubs being proof of this. A culture of collaboration is evident amongst pupils and staff, ensuring decisions regarding learning and teaching are made as close to the pupils as possible.

Regular collegiate meetings and in-service days allowed staff to take forward developments outlined in the School Improvement Plan. Time was also given to the annual audit and self-evaluation process. Through self-evaluation the Nursery linked theorists such as Froebel and Reggio Emilia schools to our approach within Early Years and have developed a strong pedagogy. They have shared our pedagogy with the wider school staff and parents and carers at the nursery.

Professional development focused on almost all staff participating in collaborative work with cluster schools. In addition, some staff have gained external qualifications in Early Years practise and leadership. Our school staff are all engaged and committed to improving outcomes for all children.

QI 1.3 Leadership of Change – Very Good