

## Leadership

Aberuthven Primary School embraces a continuous programme of Self-Evaluation. We evaluated pupils' attainment and achievements, the effectiveness of the school, the environment for learning, the school's process for self-evaluation and our capacity for improvement.

The quality of learning and teaching is monitored by classroom visits, observations, planning feedback, peer observations, jotter sampling as well as reflective discussions with pupils and staff.

Feedback is continually sought and welcomed from all members of our school community in a variety of ways, including letters, emails, phone conversations, feedback slips, questionnaires, displays and Seesaw. Pupils, Parents and Staff are also encouraged to provide feedback via our annual HGIOS questionnaires, as well as many feedback questionnaires shared across the academic year.

The Evaluation Process has identified many key strengths including:

- Pupils, parents and staff feedback evidently shows that all are pleased with our school. Feedback this year remains positive and is of a consistently high level across all areas of our school community.
- All parents felt the school is helping their child to become more confident. All parents felt they were kept well informed about their child's progress. All parents felt their views were taken into account and that their views are listened to. All parents felt the school is well led and overall are happy with the school.
- All pupils felt that they get help when they need it and all know how to access help when they need it. All pupils have a member of staff they feel they can talk to and find staff easy to talk to.
- All shared that they feel safe and cared for and respected by staff in school. All pupils feel that staff encourage them to do their best and all feel staff talk to them regularly about their learning.

(Above data and Information collated from 'HGIOS Questionnaire' completed by Pupil, Parent and Staff.)

## ATTAINMENT, ATTENDANCE AND ACHIEVEMENT

### Learning

There is evidence of continual learning progression in the core curricular areas of Maths and Literacy. Staff have undertaken training and worked during collegiate time to enhance the teaching and learning experiences within our school by revisiting and up-levelling our Teaching & Learning planning formats, including the creation of a Curriculum Map for each class, alongside termly and weekly planning documents. Staff have undertaken training in Self-Regulation, Additional Support Needs and Trauma Informed Practice during in-service and collegiate time to support staff skill set and a consistent approach for our pupils. We have developed an agreed school vision towards assessment of Teaching and Learning. This was devised

based on feedback from our school teaching community and our identified 'key drivers'.

Pupils have participated well in many school events over the academic year. Members of our community have joined us for many celebration afternoons, fundraising events, class led assemblies, church services, events within celebration weeks and share the learning afternoons. Pupils visited and sang songs at the local Pensioners Christmas Lunch. Pupils have been on successful whole School trips to Edinburgh Book Festival and the Pantomime at Perth Theatre. They created and performed a routine as part of the Creative Day of Dance which they showcased at Perth Concert Hall. 79% of pupils attended at least one of our school Afterschool Clubs this academic year.

Following our accreditation visit in November 2022, our school has been awarded our 'Digital Schools Award'. We are incredibly proud of this achievement.

We continue to use 'Seesaw' to allow continual communication regarding pupil progress between school and home. 100% of parents are signed up and 97% are engaging with the content provided. Seesaw continues to be used as our key method of communication in line with Parental Feedback.

### Attendance

Our average annual attendance is 94%. This figure has increased by 5% this academic year.

### Attainment

In learning and teaching we have made progress as evident below:

#### Literacy

- Most of our Primary 1 pupils have achieved Early level in Reading, Talking & Listening and Writing.
- Most of our Primary 4 pupils have achieved First level in Reading, Talking & Listening and Writing. Some are working within Second Level.
- All Primary 7 pupils have achieved Second Level in Reading, Talking & Listening and Writing.

#### Numeracy

- Most of our Primary 1 pupils have achieved Early level in Numeracy.
- Most of our Primary 4 pupils have achieved First level in Numeracy.
- All Primary 7 pupils have achieved Second Level in Numeracy.

All pupils have continued to make very good progress towards their individual targets and planned outcomes.

## National Improvement Framework: Quality Indicators

Quality Indicators	School Self Evaluation
Leadership of Change	<b>Very good</b>
Learning, Teaching & Assessment	<b>Very good</b>
Ensuring Wellbeing, Equity & Inclusion	<b>Very good</b>
Raising Attainment & Achievement	<b>Very good</b>

### IMPROVEMENT PRIORITIES

All members of our School Community: Pupils, Parents and Staff had the opportunity to be involved in the production of this Quality & Standards report through evaluating the quality of our whole school provision and in identifying improvement priorities.

PEF funding has helped to purchase digital resources, and additional resources to support our School priorities in Digital Technology and supported educational outings and opportunities this academic year. This funding has also allowed the purchase of resources to enhance Teaching and Learning across our school.

There is a strong commitment and capacity across our School Community to take our identified priorities forward.

### IMPROVEMENT PRIORITIES for 2023 – 2024

- **Numeracy:** To agree a whole school approach in both the teaching and assessment of all aspects of mathematical education.
- **Outdoor Learning:** To deliver one session of quality Outdoor Learning per class per school week.
- **Health & Wellbeing:** To embed levels of resilience, self-awareness, and self-regulation across our school community.

Our 2023-2024 School Improvement Plan is available on request.

Headteacher: Mrs Nicola Tyrrell

General Email: [Aberuthven@pkc.gov.uk](mailto:Aberuthven@pkc.gov.uk)

Website: <https://blogs.glowscotland.org.uk/pk/aberuthvenprimaryschool/>

Twitter: @AberuthvenPS

Tel: 01764661410



## STANDARDS AND QUALITY REPORT

2022 – 2023

Our vision for the children of Aberuthven Primary School is to provide opportunities to enable them to be healthy, happy, confident, and to achieve their full potential in a safe and caring environment. Our motto of “Respect and Opportunities for All” is taken forward in a nurturing environment where all members feel confident enough to learn about the world as it is today and to try to change it for the better where we can.

### We value:

Resilience and determination.

Effort and achievements.

Respect for our rights and the rights of others.

### We aim to:

- ❖ Provide a safe and positive environment where every member of the school community feels valued and their rights are honored and respected.
- ❖ Provide high quality learning and teaching throughout the curriculum.
- ❖ Support all members of the school community to develop skills for learning and skills for life.