

Standards and Quality Report

School/ELC Setting: Abernethy Primary and Nursery

Head Teacher: Tavs Laurie

Date submitted: September 2022



Context of the school:

Abernethy Primary serves the area of Nethybridge which is situated in the Cairngorm National Park. Abernethy is a four-teacher school which is part of a cluster arrangement with Deshar Primary within the Grantown ASG. The current roll of the school is 83 with 14 3/4-year-olds who currently attend the nursery within the school.

The school has a proactive Parent Council who support the school's plans for continuous improvement. They have been instrumental in the building of an outdoor classroom and have worked in partnership with the Pupil Council and Roots and Shoots advising on how to further develop the grounds. The school is located in a beautiful woodland setting and the development of a gardening area and poly tunnel are well underway. Future goals are to identify and develop progressive pathways specific to our context. We will involve all stakeholders in a review of our curriculum and create a revised rationale which reflects our setting.

In partnership with Safer Routes to School, work has been completed to re-site pathways for safer crossings and to provide additional parking at the far end of the cycle route to encourage more children to walk or cycle to school. Further improvements to both crossings at each end of the school path are planned for this session.

The Parent Council continue to support plans to develop the nursery garden, providing a creative outdoor learning space suitable for Early Years. The Parent Council are also advocating improvements to the fabric of the school building.

Abernethy staff work effectively as a strong team and in partnership with parents and other professionals to provide the best support for pupils. They know their children well and are sensitive to the needs of individuals, ensuring equity for all learners. Staff are ambitious for pupils and have high expectations of behaviour and for personal achievement. Analysis of SNSA results and Achievement of a level data continue to indicate a dip in attainment in numeracy and maths across the school and the ASG. This will remain a focus for improvement next session.

School Vision, Values and Aims:

Abernethy Primary School

Vision: Moving forward together

Values: United, motivated, active, aspirational, creative

Aims:

To be a happy, safe, secure and nurturing school.

Promote a positive ethos of achievement, and encourage and support the development of positive attitudes and lifestyles.

Provide quality teaching and learning experiences through active, outdoor and collaborative learning.

Actively promote partnerships with pupils, parents, businesses and the wider community.

At Abernethy Nursery, we aim:

To create a welcoming, happy atmosphere for all.

Provide a safe and stimulating environment for everyone to enjoy and work in.

To encourage everyone to be polite, kind, co-operative and to share.

To follow the Early Level Outcomes for Curriculum for Excellence and meet National Care Standards, as children explore, make discoveries and develop through play.

To use active learning to support children's development in the four capacities of Curriculum for Excellence.

Build on knowledge and skill already learned and in partnership with parents, recognise progress and further achievement so that children can achieve their full potential.

Develop the children's awareness, understanding, respect and enjoyment of the environment.

Ensure the smooth transition to Primary 1 through a planned programme of activities.

Ensure each child grows in confidence, independence and self-esteem and is valued and respected as an individual.

Summary of Standards and Quality Report/School Improvement Plan engagement process:

The process of engaging with the whole school community when we are developing our Standards and Quality Report and School Improvement Plan involves seeking the views of a wide range of people. Usually, we would discuss these documents with:

- Teachers, Early Learning and Childcare (ELC) staff and other school staff
- Parents of children in the school and Early Learning and Childcare setting
- Pupils
- Partners that work with and support the school
- Other schools with which we link

Session 21/22, like the previous 2 sessions, has been extremely unusual, with periods of remote learning affecting our provision. This has affected the way we would be normally engage with our school/ELC community about our Standards and Quality Report and School Improvement Plan, and we have had to put most of that activity on hold for this session. We hope to be able to return to fuller consultation in session 22/23.

Engagement with Pupils:

Discussions with pupils showed a continuing interest in developing the school grounds. Children are keen to see the climbing wall upgraded which is now a fundraising focus for the Parent Council.

They also spoke of having more pride in the playground and school building. With improvements already planned they were keen to re-establish citizen groups and to take on roles of responsibility.

The re-introduction of lunch time clubs and activities was popular, with some children already offering to run lunchtime clubs for football and dancing.

Discussed the opportunity to apply for Rights Respecting Schools Award which would underpin and reinforce our school values outlined in our School Improvement Plan for 22/23.

No exclusions took place in session 2021/22

Our overall evaluation of the school's capacity for continuous improvement (including ELC setting):

Our capacity for continuous improvement, like that of every school/ELC setting in the country, has been affected by the periods of remote learning and other disruption caused by the Covid-19 situation. This has restricted our ability to complete planned improvements and to evaluate the effectiveness of changes we have made. Much of our work in session 22/23 will be to rebuild our capacity for improvement and to make sure that we recover fully from the disruption caused by Covid-19.

Review of School Improvement Work against the National Improvement Framework Priorities

What we have done to close the attainment gap, to raise attainment, to improve health and wellbeing and to improve employability skills:

In the past year we have mainly worked on improvement projects designed to help us to sustain learning in the context of the pandemic. Our School Improvement Plan for session 2021/22 contains details of what we planned to do. We used various resources such as the Pupil Equity Fund to support attainment, health and wellbeing and to try to ensure the highest quality of learning and teaching, although at times that had to happen remotely. Continued periods of remote learning during session 21/22 in response to Covid-19 mean that these projects are still very much our highest priorities, and our work to evaluate their effectiveness in terms of outcomes for our school community will continue. In session 22/23, our focus will be on three key areas:

- 1) Differentiation within the Early Years (Health and Wellbeing)
- 2) Leadership for All
- 3) Attainment in Numeracy (focusing on identifying new or widened gaps caused by the Covid-19 situation)

We will carry forward incomplete aspects of our 2021/22 Improvement Plan into our 2022/23 Improvement Plan with a view for further improvements around raising the attainment as a school in literacy and numeracy.

Q1 1.3

Leadership of change

Themes (HGIOS?4)

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Themes (HGIOELC?)

- Developing a shared vision, values and aims relevant to the ELC setting and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning, it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Leadership of Change".
- Our vision **Moving Forward Together** reflects our core values and underpins the ethos of the school.
- The vision of the school is ambitious and focuses on improvements in outcomes for all.
- Staff show commitment to shared educational values- learners at the centre. Focus on wellbeing with recovery curriculum.
- Senior leaders provide strong leadership- enabling staff to feel supported and clear on their expectations. Also promotes positive ethos throughout the school and wider community- parent council and community involvement opportunities are valued- interconnectedness of the school and community in improving outcomes for learners.
- Staff feel confident to initiate well-informed change.
- There is a strong sense of teamwork and collective responsibility to the process of change.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- The pupils, School Board and staff were all involved in drawing up the school aims. The school vision is reasonable and realistic allowing for the pandemic and recent restrictions and changes in the school and worldwide events.
- Supportive and helpful School Board who have very good relationships with the HT, Management team and staff at the school.
- Professional dialogue focuses on improvement for learners.
- Consistent promotion of school values throughout all classes.
- Daily opportunities for professional dialogue with leadership team.
- All staff have high expectations, reflect on their practice regularly, are motivated and committed.
- Trust in staff professional judgement and support provided when necessary.
- Regular info in Class Blogs, Google Classroom, School Board meetings, The Nethy, The Strathy, the School FaceBook Page etc. so that the community are kept updated about school events, activities, and changes.

Question 3

What could we do now? What actions would move us forward?

- With the appointment of a new HT, review the school's vision, values and aims.
- Reflect on approaches to planning for continuous improvement- medium term plans as a working document- flexibility in adapting aspects based on learners ever-evolving needs. Recognising the need to spend longer/recover certain aspects because of COVID implications- recovery curriculum.
- Post-covid, return to more normal routines for staff collegiate activities.
- Ensure we maximise opportunities to support peer collaborative learning.
- Reintroduce assemblies for the whole school to allow parents and families in school.
- Reintroduce school events and clubs.

Our current evaluation of this QI using the <i>How good is our school? (4th edition)</i> six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). Abernethy Primary School	good
Our current evaluation of this QI using the <i>How good is our early learning and childcare?</i> six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). Abernethy ELC	good

QI 2.3

Learning, teaching and assessment

Themes (HGIOS?4)

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Themes (HGIOELC?)

- Learning and engagement
- Quality of interactions
- Effective use of assessment
- Planning, tracking and monitoring

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning, it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Learning, teaching and assessment".
- Most pupils are motivated and engaged and are being encouraged to reflect on their learning.
- Teacher feedback and learning conversations inform next steps in learning.
- Assessment data informs targeted support and interventions.
- A collegiate approach to monitoring and tracking of attainment ensures the focus is on improvement.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Children are settled in class and positive interactions are observed between staff and pupils.
- Pupil profiles are established across the school.
- Pupils can articulate next steps in learning.
- Assessments show pupils are making progress from prior levels of attainment.
- Analysis of SNSA data supports teacher judgment.
- Monitoring of planning and tracking ensures on-going analysis of attainment and timely interventions.

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2021/22 Improvement Plan if we have capacity to do so.
- Quality of teaching will be monitored, and classroom visits/observations will be re-established by HT.
- Ensure a shared understanding of end of level judgements. Teachers and SMT to engage in professional dialogue and self-evaluation.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). Abernethy Primary School

satisfactory

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). Abernethy ELC

satisfactory

Q1 3.1

Ensuring wellbeing, equality and inclusion

Themes (HGIOS?4)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Themes (HGIOELC)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- During COVID the entire school has worked exceptionally hard to ensure the wellbeing and safety of all children, parents, and staff. We have responded positively and promptly to changes, updates and actions.
- A strong sense of community and positive ethos exists throughout the school.
- We are an inclusive school with a supportive and nurturing climate. Our children feel safe, valued, and respected.
- We adopt nurturing approaches focusing on respect and positive behaviour management strategies. We differentiate approaches in recognition of the varied range of needs.
- Staff work well with other agencies to ensure the needs of our children are met.
- Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning and green space with wellbeing.
- We have established good lines of communication and home/school links despite barriers due to COVID. Opportunities for professional dialogue with teachers and management are prioritized and contributions are valued and respected. Opportunities for discussion and collaboration are encouraged across the cluster.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Learning conversations allow opportunities for children to explore and make decisions affecting their learning.
- Positive pupil feedback. Pupil resilience, confidence, and emotional wellbeing.
- All children are included in the life of the school.
- New HWB planners have been adopted to ensure progression.
- High 5 training has been delivered and is now implemented across the school.
- Play based learning approach is beginning to be implemented in P1-2 class.
- Extra play resources have been purchased for P1-2 class to promote and reinforce social skills, and there is now an emphasis on natural toys and materials for literacy and numeracy resources.
- Behaviour is consistent across the school and strategies are in place to support children with emotional needs.
- Positive and supportive relationships evident with parents, carers, and the wider school community.
- L.A.C (looked after children)- pupils are well supported, feel safe, secure and confident within the setting and open communication exists between carers and school.
- Effective strategies and approaches are improving outcomes for children.

Question 3

What could we do now? What actions would move us forward?

- With the appointment of a new HT and other members of staff, Child protection training should be reviewed and updated along with current legislation on the rights, wellbeing, and inclusion of children.
- Continue to support inclusion of individual with high level of ASN in class with planned, daily timetabled opportunities for learning and social opportunities with peers.
- Conduct a questionnaire to include pupil voice and parents to review the impact of COVID 19 restrictions on children's lives and learning.
- Reintroduce Pupil Council and pupil voice groups to ensure children's views are being heard.
- Plan for HWB celebration days as a whole school.
- Review RME planner to ensure celebration of diversity, world religions, faith, respect, and tolerance.
- Review levels of attainment across the stages during November and May with focus on improved attainment for individuals facing barriers to learning, including poverty.

Our current evaluation of this QI using the <i>How good is our school?</i> (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). Abernethy Primary School	good
Our current evaluation of this QI using the <i>How good is our early learning and childcare?</i> six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). Abernethy ELC	good

QI 3.2

Raising attainment and achievement/ Ensuring children's progress

Themes (HGIOS?4)

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

Themes (HGIOELC?)

- Progress in communication, early language, mathematics, health and wellbeing
- Children's progress over time
- Overall quality of children's achievement
- Ensuring equity for all children

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning, it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Raising attainment and achievement/ensuring children's progress".
- Teachers are using a range of evidence, formal assessment data, benchmarks and learning conversations to judge how well children are progressing and are confident in their achievement of level judgments.
- Most children are making progress from prior levels of attainment in Literacy and Numeracy.
- We are an inclusive school. We work in partnership with parents to overcome barriers to learning.
- We have a zero exclusion rate and attendance figures are good.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- SNSA data for P1, P4 and P7 provides evidence of progress in literacy and numeracy.
- Although attainment remains below the national average, SPP data shows children are making progress from prior levels of attainment in literacy and numeracy.
- Termly planning meetings and moderation of numeracy and literacy ensure confident teacher judgments of levels.
- Reduced and elaborated timetables are agreed where appropriate to support individuals.

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2021/22 Improvement Plan if we have capacity to do so.
- Secure additional PSA hours with PEF. (6hours)
- Review current use of PSA allocation to provide support in numeracy to targeted groups of pupils.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). Abernethy Primary School

satisfactory

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). Abernethy ELC

satisfactory

KEY THEME

from QI 2.2

Curriculum

Theme 3 (HGIOS?4)

- Learning pathways

Theme 3 (HGIOELC?)

- Learning and development pathways

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning, it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Learning pathways".
- Pathways in Literacy and Math provide progression and support moderation against benchmarks.
- Inter-disciplinary learning is planned to provide meaningful cross-curricular contexts.
- Our curriculum is underpinned by a holistic whole school nurturing approach with an emphasis on improving children's health and wellbeing.
- Outdoor learning experiences are embedded in the life of the school.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- There is a clear focus on developing skills of literacy, numeracy, health and wellbeing and digital literacy across the curriculum.
- Staff observe growth in confidence, resilience and social skills in pupils when playing outdoors.
- Pupil voice and feedback inform planning and learning.
- Strong partnership between Parents and Pupil Council supports on-going development of the school grounds.

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2021/22 Improvement Plan if we have capacity to do so.
- Continue to develop school grounds to provide opportunities for creative and active outdoor play with a focus on sustainability.
- Engage in moderation with PT Math GGS to ensure consistency across all levels.

KEY THEME

from QI 2.7

Partnerships

Theme 3 (HGIOS?4)

- Impact on learners (focus on parental engagement)

Theme 3 (HGIOELC?)

- Impact on children and families (focus on parental engagement)

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning, it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Partnerships – parental engagement".
- We promote positive partnerships in the life of the school.
- Our partnerships are based on a shared vision, values and aims.
- We work together to plan, deliver, monitor and evaluate joint work.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Close partnerships provide wider opportunities for children to attend football training, golf, shinty and skiing.
- Partnership with RSPB Ranger enhances outdoor learning opportunities for children.
- The partnership between the Parents and Pupil Council is supporting the development of the school grounds, polytunnel and fostering inter-generational community links.
- Choices on homework grids encourage parental involvement and give more opportunities for personalisation, choice and creativity.

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2021/22 Improvement Plan if we have capacity to do so.
- Parents and partners to continue to take lead role with garden and polytunnel development.
- Continue to seek parental views to inform school improvements and developments.