

STANDARD AND QUALITY REPORT AITHISG INBHEAN IS CAILEACHD

2023/2024



Abernethy Primary School and ELC
HIGHLAND COUNCIL | ABERNETHY PRIMARY SCHOOL,
NETHYBRIDGE, PH25 3ED

Introduction: Local and National Context

Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Tavs Laurie
Head Teacher
Abernethy Primary School

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance 96.6%		Average Class Size 20		Meeting PE Target Target Met				
Pupil Numbers 80		Teacher Numbers 5		Pupil Teacher Ratio 15.7				
N3 XX%	N4 XX%	P1 16.3%	P2 20%	P3 10%	P4 15%	P5 10%	P6 13.8%	P7 15%
SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 0-10%	SIMD Q4 90+%	SIMD Q5 0-10%	Unknown 0-10%			
ASN² 0-10%	No ASN 80-90%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 0-10%	No EAL 90+%			

2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Majority

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

At Abernethy Primary School we have the following vision, values and aims.

Vision: Moving Forward Together

Values: United, Motivated, Aspirational, Active, Creative

At Abernethy Primary School we **aim** to:

- Be a happy, safe and nurturing school

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

- 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, parent, professional agencies, businesses and the wider community.

At Abernethy ELC setting, 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.

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

Differentiation within early level

Purpose:

The purpose was to Use of play pedagogy to support learning and development across early level. Use of personal care plan within ELC to support pupils needs. Approaches to provide more differentiated learning opportunities with early level

Progress:

- ✓ Planning formats in ELC setting are intentional and responsive - completed planning audit tool provided by EYESO
- ✓ Staff used the early level play pedagogy tool kit to enhance the play experience and outdoor learning.

Impact:

- ✓ Staff are more response to meeting the needs of the children.
- ✓ Planning is now in line with the audit tool.
- ✓ ELC is now in line with Education Scotland and Care Inspectorate standards.
- ✓ Staff feel more comfortable in delivering play-based learning activities
- ✓ Children are motivated and engaged in learning opportunities throughout the curriculum.
- ✓ Further outdoor activities have been established to further the children’s learning.

- ✓ There is now differentiation within the early level using the 'Being Me' personal planning.
- ✓ The Words Up Early key messages are now embedded in the ELC and P1.
- ✓ The 'Being Me' better needs the needs of the individuals.
- ✓ Consistent approach to recording and planning for each child.
- ✓ Staff are skilled up in developing listening and talking skills within early level.
- ✓ The children are better supported in developing their language skills.

Next steps:

Review and engage with some of the theoretical perspectives that shape suggested best practice (Highland Psychological Services)

- Working memory
- Types of differentiation
- EASEYS for ASN
- Differentiation in the early years

School Priority:

Leadership for all

Purpose:

The purpose was to establish a pupil voice to ensure child led approach and empowerment. Staff undertake roles to motivate, support and inspire others. Establish a rationale that reflects and involves our school community and increase knowledge of the Rights of the Child.

Progress:

- ✓ All stakeholders in the curriculum rationale
- ✓ Identified curricular pathways gaps
- ✓ Pupil groups has re-established

Impact:

- ✓ All stakeholders have agreed what should be in the curriculum rationale.
- ✓ A stronger sense of identity for all stakeholders.
- ✓ Pupils voice in designing the rationale was heard and adhered to.
- ✓ A clear idea of what needs to be developed further.
- ✓ Staff in agreement on common pathways and frameworks to be followed.
- ✓ Identified as main focus for next year's school improvement plan.
- ✓ Pupils have increased their voice within matters that affects them.
- ✓ The result of re-established pupil group was for example, extra art lessons, establishment of rights of the month and fundraising in relation to more play equipment.

Next steps:

Continue to encourage staff to take on leadership roles within the school.

Launch new rationale.

Develop curricular pathways and identify curricular frameworks to plan from.

School Priority:

Attainment in numeracy

Purpose:

The purpose was to raise attainment for all learners in numeracy and identify attainment gaps.

Progress:

- ✓ Attainment for numeracy has been compared to data from pre-COVID
- ✓ The benchmarks have been used to moderate achievement of levels
- ✓ Moderation visits in classrooms to monitor the teaching, learning and assessment of numeracy.
- ✓ Efficient and easy to use tracking systems that collect and displays data effectively has been introduced.

Impact:

- ✓ Staff identified gaps within numeracy
- ✓ Additional support for learners to close the attainment gap.
- ✓ Increased numeracy time within the classes' weekly timetable.
- ✓ Staff are more confident around the achievement of a level.
- ✓ Staff are able to successfully use the benchmarks for moderation.
- ✓ Staff have a greater understanding of achievement of a level and what a quality numeracy lesson looks like.
- ✓ Staff have been able to pick up good classroom practises.
- ✓ Transition from class to class has become smoother and teachers have a much better understanding of where the children are in their learning.
- ✓ It has become easier to identify gaps in learning and plan accordingly.

Next steps:

Work in collaboration across ASG to raise profile of numeracy as a priority.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Regular PSA input and targeted support from the class teacher has led to increased confidence and abilities within numeracy, especially basic facts for all three targeted pupils.

Regular PSA input and targeted support from the class teacher has led to increased confidence and abilities within numeracy for all four targeted pupils.

This has been monitored through tracking of levels and through regular attainment meeting where the progress has been reported and altered where necessary.

inclusive
 respectful safe welcoming adaptive
 encouraging caring
 friendly compassionate motivating
 positive-language
 inspiring supportive

Parents & community:

During this school year parents have also engaged in various different surveys. One of our surveys was aimed to get a better understanding of the expectations of homework and what structure we, as a school, should follow. The result of the survey was very mixed. Here are some of the different comments;

'We feel our child does enough work at school, and would not respond well to enforced learning outside of school, she is so tired by the end of the day that more work (or even enforced play activities) would be too much'

'I see the benefits of homework, just not sure how to fit it into busy family life while children are still so young and feel it's more beneficial to connect with them through play at this stage. I take any opportunities that arise to cement the learning from school.'

'It's really important to learn self-motivation and how to work at home in preparation for further education.'

The general result of the entire survey was very mixed with; 22.7 % expressed a desire for homework to be continued, 45 % were unsure as to whether homework should continue or not and 32 % expressed a desire for homework not to continue.

Parents and the wider community have also been part of our Rights respecting school journey and creation of a new rationale. Parents and the community were also asked what their associations with Abernethy Primary School were, this was the result.

animal-welfare sympathy fairness
 understanding grow
 financial-learning open-communication
 diversity life-skills supportive to-life
 enjoyment safe community equity history
 compassion location
 self-esteem citizenship inclusion play-based respectful
 enrichment gardening healthy confidence kindness self-worth welcoming
 challenging engagement cosy nature encouragement
 environment friendly outdoor-learning global sport connection listening space-to
 learning practical-skills opportunities stimulating
 fresh mixture caring education fun holistic year-group good-start
 protective knowledge self-awareness serving motivation
 extra-curricular enthusiastic nurturing evolving

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY	SECONDARY
QI 1.3 Leadership of change	Good	Good	Choose an item.
QI 2.3 Learning, teaching and assessment	Satisfactory	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Good	Good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good	Choose an item.

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Curriculum – Next session Abernethy Primary School will be focussing on creating clear curricular pathways. This will involve investigating the current frameworks for the different areas of the curriculum and identify and establish what direction Abernethy Primary School will take.

Writing – During next session Abernethy Primary School's staff will undergo the Talk for Writing training. This will enable the entire school to develop and agree on a common approach to writing across the school. It will also be done in an attempt to raise attainment within writing.

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://www.abernethyprimary.co.uk/> or by contacting the school office