



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Abernethy Primary School



Kindness, Integrity, Respect, Perseverance and 'Being your Best'

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%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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 daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Mr Christopher Scrase
Head Teacher
Abernethy Primary School

School Profile

Pròfil 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 95.01%	Average Class Size 21.75	Meeting PE Target Target Met						
Pupil Numbers (inc nursery) 87 (+ 17 nursery)	Teacher Numbers 5	Pupil Teacher Ratio 21.75						
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N3 0.03%	N4 12%	P1 7%	P2 11%	P3 16%	P4 19%	P5 7%	P6 14%	P7 9%
SIMD Q1¹ 1.16%	SIMD Q2 0%	SIMD Q2 0%	SIMD Q3 4.65%	SIMD Q5 94.19%	Unknown 0%			
ASN² 29.8%	No ASN 70.2%	FSM³ 0.06%	No FSM 94%	EAL⁴ 2%	No EAL 98%			

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Most

We have had no exclusions this year.

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Good progress	Good progress	Good progress	Good progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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

Abernethy Primary School

School vision, values and aims (Created 2017). The Schools Vision, Values and Aims are currently in the process of being revamped (completed by July 2025).

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

Vision: Moving forward together

Values: Kindness, Integrity, Respect, Perseverance and 'Being your Best' (2025)

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

- Be a happy, safe and nurturing school.
- Promote a positive ethos of achievement
- 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. (2025)

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:

Curriculum Progression Framework

Purpose:

To have a consistent use of curricular pathways across the school. This would include suitable progressions, yearly overviews and a collaborative approach towards planning and assessments.

Progress:

- In Literacy we have a clear set of progressions split into Early, First and Second Level across Reading, Writing and Listening & Talking
- Using the Highland Literacy Framework as the foundations for children's learning
- In Numeracy, a clear set of progressions have been implemented across the school in Early, First and Second to ensure progression and tracking across the school.
- IDL planner was created and implemented throughout the school on a 3 yearly cycle to ensure a BGE
- H&W planner was created and implemented throughout the school on a 3 yearly cycle to ensure a BGE
- Yearly overview planner discussed and implemented through the school to ensure

Impact:

- Collaborative approach from all teachers to use the same progressions are being used
- Collaborative approach from all teachers to highlight and comment on the progressions
- **Ensuring** a wider coverage of Es and Os to ensure that a BGE is being implemented across the school
- **Improve** the quality of teaching and learning across the school
- **Ensuring** teachers have a clear, robust understanding of Es and Os and what criteria is needed for an achievement of a level

coverage of learning was achieved of all CFE areas.

Next steps:

- Continue to use the progressions and curricular frameworks for greater consistency across the school
- Look into other curricular areas such as Languages, 2+1 over the same process

School Priority:

Raising Attainment in Numeracy

Purpose:

To provide a consistent approach to Numeracy using appropriate framework, progressions and bank of resources for

Progress:

- Implementation of using 1 set of progressions for Numeracy – Teejay across Early, First and Second Level.
- Implementation of TeeJay books and resources have been implemented across the school to align with the progressions.
- Implementation to White Rose Maths resources across the school to use and align with the progressions.
- Implementation of Numeracy Weekly Skills for children from P2-P7

Impact:

- Collegiate approach to the same Numeracy Progressions and usage
- A collective approach to using the same resources across the school and effective pedagogical approach of concrete, pictorial, abstract and problem solving.
- Staff using the same resources to provide high quality, teaching and learning
- Using Weekly Skills, children will retain Numeracy concepts taught across the year and improve attainment in Numeracy due to 'spacing theory.'

Next steps:

- Continue to use progressions and Numeracy resources across the school that have been invested in.
- Classroom observations to ensure that High Quality Teaching & Learning are taking place across the school.
- Continue to assess and moderate Numeracy to ensure high standards and attainment are upheld.

Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Support Assistant (PSA) time has been used to support children within their Numeracy and Literacy work. There has been a small increase in children's attainment over the course of the year. Our PSA has been spending a lot of their time supporting the wellbeing of PEF attracted children and has taken the lead in ensuring they are following government guidelines of Getting It Right for Every Child (G.I.R.F.E.C). Spending this time on their wellbeing has seen an increase of their academic work.

Wider achievements Coileanaidhean nas fharsainge

- Our P6/7s won the Inter Sports Athletics Competition at Inverness
- Our school have been attending termly sessions with Abernethy Trust to promote life skills of teamwork, communication and problem solving.
- Our P7 children have completed their Bikeability Level 2 programme
- Our school Polytunnel was a huge success. Weekly Polytunnel sessions with Lynne Munro have been thoroughly enjoyed by our P4/5 & P6/7 children. Resulting in a substantial amount of money being raised for our school funds.

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- P6&7 attended the Snow Sports Programme to make them more competent skiers.
- Links have been made with Ross County Football Club to deliver sessions to the children at the school

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Staff – We have had great success both in and out of the classroom this year as we strive for the children at Abernethy to have the best possible education. Our school community have been fantastic this year with the community involvement of Nethy Bridge, and we are looking to be doing more of this in the future. We are very fortunate that we have an active parental support where parents have given up their own time to support the school in such activities such trips to provide children with some excellent learning experiences

Parents – This has been a positive year at Abernethy Primary School and Nursery. We've had lots of positive community engagement with The Abernethy Trust sessions, Ross County Football Club, Abernethy Bowls to mention just a few. The wellbeing of the children is met daily by school staff who look after, care and nurture them. My children are happy to attend school and get a decent education from the teachers and the opportunity to be provided with extra-curricular activities.

Children – Abernethy is a good school. There are lots of nice children and adults at the school. The learning is fun both in and out of the classroom. We have enjoyed the community engagement this year with visitors coming into the school and going to the Abernethy Trust for our 4 weekly sessions.

Community – Abernethy is a truly fantastic school. We are incredibly supportive of them and have enjoyed where possible to come into the school and give children fantastic learning opportunities. When the children come to us, they are always well behaved, listen carefully, shows lot of respect to the us and are incredibly enthusiastic about their learning.

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
QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good

Our overall evaluation of our capacity for continuous improvement is: Good

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Literacy – During the next session at Abernethy Primary School we will be focussing on the Literacy strand of Reading. We are going to be investing in Accelerated Reader to provide teachers with a robust assessment and tracking of children's reading. Along side this, we are going to be looking to become a 'Reading Accredited School' and be working the Scottish Book Trust to achieve this.

Policies – The Senior Leadership team will be looking to analyse, review, create and implement several policies across the school. Building on the schools recent Vision, Values and Aims a new Positive Behaviour Policy will be created in conjunction with a parental working group.

Leadership Groups – looking into the next school year, promote leadership opportunities for children such as Junior Road Safety Officer, Eco Committee and Junior Janitors.

Planning ahead **A' planadh air adhart**

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website Abernethy PS or by contacting the school office.