

## Leadership

During October 2024, a team of inspectors from Education Scotland visited Abernyte Primary School. The inspection team recognised the leadership of the school as being “extremely effective in creating a culture of inclusivity and collaboration. Together the relentless focus on wellbeing and improvement results in very positive outcomes for learners.” It was highlighted that the school has strong relationships between children, staff and parents which enables children to thrive and reach their potential in a positive learning environment. The high-quality indoor and outdoor learning experiences provided by staff, including through the use of digital technologies, enrich learning very well. There are high levels of attainment and achievement across the school and children with additional support needs are making good progress towards their individual learning targets. Our school has a clear strategic drive and vision for what it is like to be an Abernyte learner.

School staff have led:

- The accreditation of our Digital School Scotland Award.
- Developments in our seventh ECO green flag.
- Developments in technologies through introducing new robotics through SERCC (Scottish school education research centre).
- Developments in writing through introducing Explicitly Teaching Text Types
- The accreditation of our Silver Wild Challenge Award from the Royal Society Protection of Birds.

As well as being active in supporting our school improvement priorities this year, the parent body have helpfully supported different aspects of the school life, including the cost of school trips, maintenance of the school website, fund-raising for the current playground developments, supporting events for P7 leavers and supporting the maintenance of the school grounds.

All pupils are involved in decision making in our school, where children’s voice and participation is key. We have pupil focus groups for all children from P1-P7: The Eco Committee, Digital Committee, Fairtrade Committee and the Pupil Council. The children meet regularly enabling them to have their say and to contribute to school improvement. We encourage pupils to respect and care for each other as part of the Abernyte family. P6/7s help the new P1s settle through buddying and also the role of playground leaders and digital leaders cascading learning to their peers and supporting learning experiences. Children from P5-7 lead the House system and take responsibility for organising and supporting the delivery of school events. Through Pupil Voice sessions, children have led on decisions which effect school, influenced improvement priorities and supported and benefited the wider community - locally (litter picks, community cafes), nationally (Poppy Scotland) and globally (Shoe Box Appeal in association with local church). Parents, staff and children have been consulted in the creation of the Standard and Quality report.

Our self-evaluation grades for key quality indicators taken from “How Good is Our School 4?” (Education Scotland 2015) in the table below show that our capacity for continuous improvement is very good.

Quality Indicator:	Evaluation:
1.3 Leadership of Change	Very Good
2.3 Learning, Teaching & Assessment	Very Good
3.1 Ensuring wellbeing, equity & inclusion	Very Good
3.2 Raising Attainment and Achievement	Very Good
Overall evaluation of school’s capacity for continuous improvement	Very Good

### Priorities for session 2022/23

- Raised attainment in literacy, particularly writing through focused planning for progression.
- Raised attainment in numeracy through the delivery of highly effective teaching approaches.

# Abernyte Primary School



## Standards and Quality Report 2023-2024

Be the best you can be!



### Our Learner Qualities:

- Resilient
- Evaluates
- Ambitious
- Determined
- Younique

We used the GIRFEC SHANARRI indicators as a framework to think about what we want to achieve as a school.

**Safe** Our school environment will provide a safe, positive, nurturing learning space for children to learn. The parents, community and school will work together.

**Healthy** Our school will encourage children to be physically and emotionally healthy.

**Achieving** Every child will be supported to be the best they can be. Our teaching and learning will be broad, challenging and outstanding. Our wider achievements are shared, recognised and valued.

**Nurtured** The school and our parents will work together to make sure children progress, play and learn in a supportive and exciting environment.

**Active** Children will have opportunities to take part in a wide range of activities both in school and the community such as our active citizenship awards.

**Respected** The school, parents and children will listen to each other and will work together creating respectful relationships.

**Responsible** Children will take an active role in their own learning, in the life of the school and in the local community.

**Included** Our school and parents will work together to make sure every child is given the right support to learn and contribute to the life of the school to ensure equity for all.



## Learning

The current team and the newly appointed permanent teaching staff, have worked very successfully together to enable leadership opportunities, training and to fully engage in the development and implementation of our school improvement priorities. The work undertaken over the last year has resulted in the following improvements:

- A clear, consistent approach to the delivery of our writing programme. All staff are trained on 4 text types and well supported to deliver high quality learning which is matched to the needs and interests of the children. As a result, attainment in writing is very good across the school. It was highlighted during our recent Education Scotland visit that our children displayed high levels of engagement in their learning both in class and outdoors.
- A clear rationale and a shared understanding of the use of digital technologies.
- Through outdoor learning experiences, children are very knowledgeable about learning for sustainability are empowered to take on responsibility for local nature.
- The children's motivation, concentration and resilience in computer science learning.
- Staff have increased confidence in using data to support professional judgement in relation to attainment of a level from the opportunities to work with colleagues across the LMG (Carse/Non-Carse).

Support staff have undertaken training in Precision Teaching, RWI, Colourful Semantics and Jungle Journey and are using these interventions across the week to support identified individuals. A programme is in place to monitor learning and teaching. This includes classroom observations, sampling pupil work and analysing tracking information to ensure progress, pace and challenge in learning. Staff are utilising various assessment sources including national assessments, partaking in moderation activities across our LMG schools to ensure that assessment judgements are consistent, evidence based and in line with the National Benchmarks.

All teaching staff have engaged with digital learning training such as Sphero Minis, Marty Robot, Vex-Go, accessibility tools, internet safety, cyber resilience, DigiLearn computational thinking and unplugged coding. This has provided staff with training and the opportunity to share good practice with colleagues, revisit pedagogy and engage in quality professional dialogue.

The RWI programme of phonics has continued to provide a structure to literacy lessons in P1 to 3. This has a positive impact on pupil's independent learning and attainment in literacy. PEF has been used to extend our reading resources to provide further variety such as non-fiction, traditional stories, graphic novels and emotionally powered fiction and non-fiction to support reflection. The teaching of writing has been an improvement focus across the school and staff have completed year 1 of the training on 'Explicitly teaching text types'. There is a notifiable increase in children's engagement, pace and length of work produced against individual targets.

Engagement with The National Improving Writing Programme for our P5 learners has increased learners pace of work where children have created a range of short and extended texts regularly across the week. This refreshed approach to teaching writing is producing very engaging, well-planned learning and teaching which is resulting in improved attainment.

Teaching staff have worked collegiately with colleagues to interrogate assessment evidence to inform data. Staff reported that they have benefited from the opportunities for professional dialogue, moderation and in-depth tracking discussions and as a result their class and whole school data is more accurate, reliable and consistent.

Throughout the school session there have been numerous events and opportunities for learners to demonstrate, and celebrate their skills within school and beyond. These are shared throughout newsletters, assemblies, PATPAL sessions, displays in our school, our X account ([@AbernyteP](https://twitter.com/AbernyteP)) and our school website

(<https://abernyteprimary.co.uk>). Whole school achievements include Maths Week Scotland, Book Week Scotland, Read Write Count, First Aid training, Rev Morrison's religious visits, RHET potato project, Nativity performance, Playground Leaders programme, science, STEM and author visitors. As a result of our collaborative approach to planning all our learners are experiencing motivating, engaging, purposeful, challenging yet inspiring rich learning experiences.

## Attendance, attainment and achievement

### **Attainment**

In line with the National Improvement Framework (NIF) Priorities and as part of our School Improvement Priorities 2023-24, our assessment, tracking systems and professional discussions for Numeracy and Literacy highlight that all learners continue to make progress and show improvement. Staff, pupils and parents have worked extremely hard to ensure continuity and very good experiences overall. Almost all learners are on track towards achieving their predicted Curriculum for Excellence levels with some children ahead of time and exceeding expectations.

Throughout the session, teachers track pupil progress to ensure appropriate pace and challenge and to identify strengths and development needs. Regular tracking meetings allow teachers to discuss progress and plan for additional support and challenge where appropriate, including effective deployment of staff. Staff use progression pathways, trackers, national benchmarks, moderation and standardised assessment results to support professional judgments and ensure shared standards as well as progression through Curriculum for Excellence levels. We also use the Perth and Kinross monitoring spreadsheet alongside SEEMIS (Scottish Electronic Educational Management Information System) to track pupil progress in Literacy and Numeracy.

### **National expectations**

The results of a range of assessments and data including the Scottish National Standardised Assessments supports teachers' judgements and show all children in P1 and P7 (we currently have no P4 children) have achieved the expected level or above in Literacy and Numeracy.

### **Attendance**

Regular attendance and good timekeeping are priorities in our school. During the 2023/24 session the attendance rate was 95% which is declining over time and is currently below the PKC target. This can be contributed to a high number of unauthorised family holidays during term time and increased levels of absence due to common childhood illness and viruses.

### **Achievement**

Across the school, children are achieving well in many areas. All learners are encouraged to participate in sports and the arts, developing pride and confidence. Children are also encouraged to share achievements gained from external activities and have opportunities to share these in school through weekly Rights of the Child assemblies. We continue to use the 'Shooting Stars' wall to recognise wider achievement. All children were involved in developing performance skills and confidence through participation in a Christmas performance, 'A Midwife Crisis', in conjunction with a bake fayre.

The school has continued to provide a wide range of digital learning opportunities, and as such we were awarded with a Digital Schools Award in November 2023. It was highlighted that Abernyte are committed to embedding digital technologies, ensuring continuous improvement and were invited to become a mentor school. All our learners have developed their computational thinking skills through a variety of applications and resources such as BBC micro:bits, Sphero Indis/Minis, Scratch, Lego League, Hour of Code, Marty robot and during Vex-Go and digital apps lunchtime clubs. The children showcased this to parents at a PATPAL (pupils as teachers' parents as learners) event.

Alongside this our school was awarded with a Silver Wild Challenge Award from RSPB and received its sixth ECO green flag. We were commended for compiling an excellent action plan and were asked if ours could be used as an example of excellent practice. Abernyte was highlighted in the HMIE report that our highly effective practice in outdoor learning was worthy of sharing more widely and as such we were asked to write up a case study with the proposed publication date on the Education Scotland website week beginning 24 June 2024.

The delivery of ice skating, athletics, gymnastics, daily mile and cricket sessions have encouraged an active and healthy lifestyle. Individually, all children have achieved in a variety of ways through involvement in pupil focus groups, assemblies and competitions representing the school. All children have high expectations of themselves and respond well to challenges across the various areas of the curriculum.

Parents and staff have contributed to decisions on PEF funding which has provided the opportunity for all identified learners to make progress through targeted support in numeracy and literacy including Plus Two, Precision Teaching, Colourful Semantics, 5 Minute Box and RWI tutoring. Progress is monitored closely using the 'Closing the Gap' Toolkit with interventions that are appropriate and measurable. Effective transition arrangements are in place to support the move from ELC to primary and primary to secondary education.