

## Leadership

During our recent Learning and Achievement visit by central officers, the leadership of the school was recognised as being a key strength in terms of strategic direction for the school. It was highlighted that the school has strong relationships between children, staff and parents which is enabling children to thrive and reach their potential in a positive learning environment. The vision, values and aims are well embedded in the life and work of the school. This is lived and breathed and are articulated by all. There is a strong sense of teamwork and supportive culture across the school. Our school has a clear strategic drive and vision for what it is like to be an Abernyste learner. All staff are involved in evaluating the work of the school using HGIOS4 and quality indicators.

School staff have led:

- The developments in our sixth ECO green flag renewal
- The LEAF (learning about forests) Award project
- Developments in technologies including becoming certified educators of Seesaw and STEM, and introducing new robotics through SERCC (Scottish school education research centre)
- The accreditation of our Bronze Wild Challenge Award from the Royal Society Protection of Birds
- Our outdoor learning experiences through Forest School Kindergarten training

As well as being active in supporting our school improvement priorities this year, the parent body have applied and were successful in securing funding from Tesco Community Grants to raise money for a playground structure to enhance the children's outdoor learning experiences. This summer the construction of the play equipment will commence. The parent body have also funded iPads and Apple pencils to support the ongoing developments in digital learning. We also have a group of parents who have supported our ECO projects in preparing for a plant sale and maintenance of the school grounds.

All pupils are involved in decision making in our school. We have pupil focus groups in the school for children from P1-P7: The Eco Committee and the Pupil Council. The children gather to meet regularly enabling them to have their say and to contribute to school improvement. We encourage all our pupils to respect and care for each other as part of the Abernyste family. P6/7s help the new P1s settle in through buddying and this session have also taken on the role of digital leaders cascading learning to their peers and supporting learning experiences. Children from P4-7 act as leaders in our House system and take extra responsibility for organising and supporting the delivery of school events.

All pupils are encouraged to lead their learning and it was highlighted during our LAV visit that children can articulate the choice in what and how they learn within the parameters of the curriculum. Through Pupil Voice sessions, children have led on decisions which effect their daily life at school, influenced school improvement priorities and supported and benefited the wider community - locally (litter picks, fundraising for a local hedgehog sanctuary), nationally (Poppy Scotland and featuring on STV news for our involvement in ECO developments and hedgehog preservation) and globally (Shoe Box Appeal in association with local church).

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

# Abernyste Primary School



## Standards and Quality Report 2022-2023

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 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 reading and spelling programme. All staff are trained and well supported to deliver high quality learning which is matched to the needs and interests of the children. As a result, attainment in reading is very high across the school. It was highlighted during our recent Learning and Achievement visit that our children displayed high levels of engagement in their learning.
- A clear rationale and a shared understanding of the value of play and planning for play experiences has resulted in children taking ownership, creating and informing their own play in learning environments, our play provocation folios have been commented upon highly by our centre leaders.
- The children's motivation, concentration and resilience in computer science learning.

Support staff have undertaken training in Precision Teaching, RWI 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 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 micro:bit, Promethean, ActiveInspire, Prowise, Classflow, iPad, accessibility tools, internet safety and cyber resilience, DigiLearn computational thinking and movie making. 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. In Primary 4-7 staff have engaged with professional learning resources such as RWI spelling and comprehension this has improved engagement and mindset. The focus this session has been on teaching reflective reading skills. This has had a positive impact on improving the deeper understanding of comprehension skills. The writing primary focus has been centred around writers voice. Through engaging well-planned lessons the children have shown increased motivation and they have produced improved quality pieces of writing.

This session play pedagogy and practice has been embedded further and documented through Seesaw and folios. There is a shared understanding of planned play experiences across the whole school. All children have participated through designing, engineering, resourcing and creating play provocations. Pupil voice has been central to these developments and in turn enhanced their motivation and literacy listening and talking skills.

Time for pupil reflection and learner conversations have provided pupils with the opportunity to discuss and reflect on their learning and wellbeing and identify next steps. Children have taken ownership of assessing their learning and creating targets in Literacy and Numeracy enabling them to understand where they are in their learning.

In taking forward digital learning, children and staff have enhanced their learning in digital technologies utilising new software. Learners and staff have been motivated to engage with technology, and next session through continued investment in resources and training, staff and children will work towards evidencing and self- evaluating our journey to achieve our Digital School Award.

## Attendance, attainment and achievement

### **Attainment**

In line with the National Improvement Framework (NIF) Priorities and as part of our School Improvement Priorities 2022-23, our assessment, tracking systems and professional discussions for Numeracy and Literacy highlight that all learners throughout the school continue to make progress and show improvement. Almost all learners are on track towards achieving their predicted Curriculum for Excellence benchmark levels in Numeracy and Literacy 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 activities 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 which supports the tracking of pupil progress in Literacy and Numeracy.

### **National expectations**

The results of the Scottish National Standardised Assessments confirm teachers' judgements and show all children in P7, P4 and almost all in P1 have achieved the expected level or above in Literacy and Numeracy.

### **Attendance**

Regular attendance and good timekeeping are priorities in our school. We have a good attendance rate. During the 2022/23 session the attendance rate was 96% which is currently above the PKC average.

### **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 clubs and activities and have opportunities to share these in school through their learning journals on Seesaw and at weekly Rights of the Child assemblies. We continue to use the 'Shooting Stars' wall to recognise the wider achievement of our children. All children were involved in developing performance skills and confidence through participation in a Christmas performance, 'Christmas with the Aliens', which alongside a Christmas Eco craft fair was well attended.

The school has continued to provide a wide range of opportunities, such as our digital offer in preparation for our Digital Schools Award, where our younger children have explored a variety of apps to enhance digital literacy and develop basic algorithms through exploring robotics and during lunchtime Code Club. Our P4-7 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 and during Vex-Go and Scratch lunchtime clubs.

Alongside this our school have been working towards Abernyste's sixth ECO green flag, running projects on climate action, improving school grounds in a sustainable way and preservation of wildlife, achieving the Bronze Wild Challenge Award from RSPB. The children's continual drive to raise awareness for hedgehog decline was recognised nationally as we featured on STV news showcasing our high level of commitment and excellence in advocating awareness of the decline of hedgehogs in the wild.

The delivery of athletics, gymnastics, swimming, 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.

The engagement of the parent council has supported communications with the wider community through continuing to fund our website. PEF funding has provided the opportunity for all identified learners to make progress through targeted support in numeracy and literacy and through digital learning. Effective transition arrangements are in place to support the move from ELC to primary and primary to secondary education.