

School Improvement Priorities 2021-2022

- All learners will experience high quality learning, teaching & assessment consistently across the school, through continuing to embed our Abernethy Curricular Pathways.
- All learners within the school community will experience increased opportunities to develop strategies which support their social, emotional, and mental aspects of their Health & Wellbeing.
- Stakeholders will work in partnership to support the inclusion of all learners to ensure readiness to learn through a positive and enabling environment.

Nursery Improvement Priorities – In addition to Point 2 & 3 above, Nursery staff shall explore the approach of 'Planning in the moment', carrying out a small test of change focusing on one curricular area.



Attendance 2020-2021

Total: 96.4 %

The 'National Improvement Framework' (N.I.F) provides a clear vision and priorities for Scottish education. Within this report, we have made reference to our schools' progress against the drivers within the N.I.F, together with an evaluation of key Quality Indicators.

This report was written in conjunction with Abernethy Primary School self-evaluation process; reflecting feedback from parents, staff and pupils.



Abernethy Nursery & Primary School Standards & Quality Report 2020-2021

Learning Today for Tomorrow

Our Purpose

Our vision is of a confident ambitious school with a strong identity. By working in partnership with pupils, parents, staff and local community we encourage respect, aspiration and a love of learning. Our school will be vibrant and stimulating; a safe, happy, healthy, and sustainable environment; and a place where all can contribute and share; a place where everybody has the opportunity to develop attitudes, skills and knowledge that will enhance their future lives. We are a school which is continually developing.

School Aims

Our school community will:

- help us work together, to be motivated and be responsible for our own learning
- make our learning interesting, useful, and challenging
- help us when we need it, to feel confident, safe, and empowered to aim high
- help us be the best we can be, honest and kind, willing to try
- help everyone make good choices so we can be happy and healthy
- help us believe we can bounce back from setbacks in learning and life
- help us recognise and respect our differences and strengths
- help us contribute and respect our community and the world we live in
- share and celebrate our achievements in and out of school

Or core values are:

R Respect

E Equality

A Aspiration

C Cooperation

H Honesty

F Friendship

A Acceptance

R Resilience

N.I.F Priorities– ‘Assessment of Children’s Progress’ & ‘Performance Information’

All learners continue to aspire to be all that they can, and their success is celebrated during Virtual assemblies, Seesaw learning journals, school website/app and whole school wider achievement walls. Learners continue to present as articulate and happy, and most are motivated to do their best.

Performance within national CfE levels continues to improve within Literacy & Numeracy at Early, First & Second Levels. Most pupils in Pr 1 have achieved Early Level Numeracy & Literacy. The majority of pupils within Pr 4 have achieved First Level Numeracy, with most achieving Literacy. Almost all pupils in Pr 7 achieved Second Level Literacy and most of pupils achieved Numeracy. When evaluating our Pupil Equity Fund agenda, whole school Improvement agenda and remote learning impact from this year, we are delighted to report that Writing and Numeracy attainment was consistent across the school.

Within our Nursery, most of pupils attained well against their measured milestones; almost all pupils are progressing steadily within Early Level.

When analysing standards of attainment by cohort, the general trend has been one of consistency across the board. We were delighted with the progress of pupils continuing to remain on track with their learning, particularly following a period of remote learning throughout the school.

Almost all learners were engaged in discussions about their learning. When focusing on reflections of remote learning, pupils’ feedback together with staff evaluation, has been central to planning our outcomes for next session. We shall therefore be focusing on social and emotional wellbeing across our school community, continuing to develop the Health & Wellbeing of all.

All learners continued to experience a wide range of opportunities to enrich and enhance learning and achievement, both in person and online. Learners explored a range of opportunities to show initiative, express pupil voice and develop an understanding of the power of working together. This collaboration was shown clearly with our high levels of engagement within our remote learning curriculum during Term 3.

QI 3.2 Raising Attainment & Achievement – Good

N.I.F Priorities – ‘School Improvement’ & ‘Parental Engagement’

All classes continue to embed profiling their learning using Seesaw, providing learners with the opportunity to collaboratively plan, track and self-evaluate their learning with their peers and families.

Home-School communication and well-prepared remote learning was highlighted within our Parental Evaluations as components of key success during this past year. Feedback showed that ‘Staff were accessible to answer queries and support learning across the family’, ‘Support for IT during remote learning was welcomed’, ‘Hub attendance was key to family life’.

All staff continue to be committed to improving the curriculum and have been actively involved in shaping it. This year staff have developed an Abernethy Remote Learning Offer for the whole school. This clear outline was welcomed, including the introduction of live lessons. Our next step is to continue to take the time to embed all our curricular pathways from Early-Second Level, as well as continue growth of IT profiling across the classes both in and out of school learning time.

Growth Mindset continues to become the thread of everything we do, with pupils showing greater resilience when embracing learning. This approach to Abernethy School Life was essential when returning to school.

‘Play based learning’ approach was embedded across Primary 2 this year. Building on the key skills, ensured we have confident and passionate learners who regularly embrace life skills into their everyday learning.

Transition experiences across the schools have continued to be high priority for us. Transitions across and within Nursery, Pr 1 and P7 were carefully planned, and parents were informed and included in this process. As a school we held several online meets for Early Years parents and P7 pupils enjoyed the opportunity to carry out several transition lessons remotely with Perth High School staff.

Our ethos and resilience within the school are key to our success. Pupils, parents and community members partnership is what makes Abernethy PS special. We have worked hard to ensure that alternative methods during these times have been explored so we can keep this partnership alive with our community, albeit remotely. Our next step is to continue to build on the remote family learning opportunity that was delivered to Nursery parents, across the rest of the school if current guidelines require.

Parents and the community have continued to be encouraged to take part in our school self-evaluation processes. Parent’s nights were held remotely via telephone; our school community adapted well, and feedback was positive around the value of this opportunity. Three report points were shared throughout the school year, with 2 interim progress reports and a final summary to conclude.

QI 2.3 Learning, Teaching & Assessment – Good

QI 3.1 Ensuring wellbeing, equality & inclusion – Very Good

N.I.F Priorities – ‘School Leadership’ & ‘Teacher Professionalism’

This year the school community has pulled together to ensure the best for our learners. This included the success of providing our first 2 in-school learning provisions during lock-down. A culture of collaboration was evident amongst pupils and staff, ensuring decisions regarding learning and teaching was and is made as close to the pupils as possible.

Management ensured timely communication was evident throughout the year. Local and national government procedures were shared, built upon to ensure a clear next step was shared with families. Availability of management to our families was always welcomed, this year ever more so.

Regular collegiate meetings and in-service days allowed staff to take forward developments outlined in the School Improvement Plan, including adapting outcomes when circumstances required prioritising. Time was also given to the annual audit and self-evaluation process.

Our school staff are all engaged and committed to improving outcomes for all children; their passion for the wellbeing of our pupils is second to none. As a school community we feel honoured to be in the position to be able to continue to support our school community through these unprecedented times. Professional development continued throughout the year, with some staff gained external qualifications in Trauma informed and Inclusive Practise.

QI 1.3 Leadership of Change – Very Good