

**Our (draft) vision for Abernethy Nursery and Primary School** (*currently in consultation June '24*)

Abernethy Primary School, a place where

- We provide a curriculum with quality experiences that develop Successful Learners
- We nurture children to become Confident Individuals
- We work together to promote Effective Contributors
- We develop our understanding of ourselves, others and our world to become Responsible Citizens

**Our DRAFT Aims (as of June '24)**

Aims: With the skills we share and the tools available to us, we aim to 'get it right' for the children in our care. To do this we keep our school vision in front of us and our values beside us as we work together to provide a place that is happy and supportive so that children can achieve their best.

**Our core values are:**

Respectful and Responsible in all we do.

**Improvement priorities for session 2023-2024**

This year, our school had 3 focus points for improvement.

1. Raising attainment in writing, for all learners
2. Developing links with our LMG partners (other PHS primaries) to moderate pupils' writing skills
3. Developing and understanding a culture of a Rights Respecting School (UNCRC)

Our Nursery class focused on these points for improvement:

1. Developing children's pre-writing skills (linked with school)
2. Developing children's early numeracy and maths skills
3. Increasing our skills and use of digital technologies to support play and learning

**ATTAINMENT & ACHIEVEMENT Quality Indicator 3.2** – as a school we graded ourselves here as 'Good' and in Nursery 'Very Good'

National Expectations	
Early Level	The pre-school years and P1, or later for some
First Level	To the end of P4, but earlier or later for some
Second Level	To the end of P7, but earlier or later for some

A recent review of the attainment data for session 23/24 highlighted the following key points:

In Listening and Talking, Almost all of our P1 children achieved Early Level; Almost all of P4 pupils achieved First Level and most P7 pupils achieved Second Level.

In Reading, Almost all of our P1 achieved Early Level; All P4 children achieved First Level; Almost all of P7 pupils achieved Second Level.

In Writing, Almost all of our P1 children achieved Early Level; All P4 children achieved First Level and Most P7 pupils achieved Second Level.

In Numeracy/Maths, Most P1 children achieved Early Level; All P4 learners achieved First Level and the majority of P7 pupils achieved Second Level.

Almost all of our pre-school children in Nursery, achieved all their Developmental Milestones.

If we compare this year's school figures to last year's, we recognise that we are comparing different cohorts of children, who have different needs and abilities. We recognise a dip in P7 numeracy attainment from last year however we note that those children who did not achieve Second Level have still made progress in their own learning and are expected to achieve Second Level in S1. Nursery progress shows a significant increase in the number of pre-school children meeting all of their milestones.

Learners' achievements at Abernethy School and Nursery have been varied and engaging throughout the year, with an introduction of a new Bingo Tea House event. This event was suggested, organised and led by P7 pupils. It enabled our community to get together over 3 dates for Bingo fun, enjoying the home-baking from families not to mention the raising almost £400 from raffle tickets for the Parent Council. Sport has featured prominently at all stages with access to Mr McKinnon (P1-7) for organised outdoor game sessions increasing our health and activity rates. Children have also accessed I-Bike training and access to new scooters for all, swimming, hockey, football club led by S5/S6 volunteers from PHS for older pupils, rugby, tennis, gymnastics and of course summer athletics culminating in a pupil organised and led potted sports event. Pupil leadership of and within activities has increased with older learners leading more experiences within the school for peers, and benefitting from more opportunities to engage in sporting events themselves. Nursery children have had similar success in their achievements with much outdoor play and opportunities to get into the village and meet through inter-generational events with our Church friends and the Toddler group.

Children's progress in their learning was recorded and shared on Seesaw this year until its end in May 2024. Parents and children will be able to share learning again next session once an agreed platform is chosen and training has been undertaken. In the meantime, staff have worked with learners to produce a summary of our learning in the final weeks of this session.

### **School Attendance**

	2020/21	2021/22	2022/23	2023-24
<b>Attendance</b>	96%	92%	94%	93%

School attendance figures, once again, appear to be remain fairly stable; we are just above the PKC average. Nursery attendance is not measured in this way. Next session there will be a drive to further increase attendance at Authority and School level with parents and children seeing attendance data more often to recognise patterns and in a bid to support all learners from 3 – 12 years to get the most out of their school/nursery day. We aim to increase attendance in school to 95% next session.

**Learning - Quality Indicator 2.3** – As a school we graded ourselves here as 'Very Good' and our Nursery 'Very Good'

All classes have worked to increase our abilities in pre/writing skills. P4 learners engaged in a local authority programme called The National Improvement Writing programme (NIW) which has had the impact of all learners achieving First Level. All other classes have had an increased exposure to writing in different genres, as teachers developed their knowledge and understanding of different text types, supported by our local authority, through a new resource called Explicitly Teaching Text Types (ETTT). This has evidenced a positive start to our assessment of learners' stamina and skills for writing in various genres. We will continue to develop this pedagogy and NIW features for all, next session. In Nursery, children developed their gross and fine motor skills to prepare them for writing through play and creative experiences. This focus on pre-writing skills has had a notable impact in our Nursery levels of attainment in Developmental Milestones where almost all learners have shown increased skills in mark-making and readiness for letters and sounds. This is an increase in achievement of literacy developmental milestones for all pre-schoolers. This has also had a knock-on effect for improved fine motor skills. It will take slightly longer to see the full impact of writing programmes as we further embed excellent teaching across a

variety of texts next session. However, early predictions at P1/4/7 show children's progress is promising. We look forward to building on this positive start next year as we continue with year 2 of ETTT.

In Nursery, a focus on number and maths skills by ECPs has had the impact of improving play and learning for all learners evidenced by our tracking data where almost all pre-school children achieved their maths Developmental Milestone.

Digital skills have continued to be a focus for both Nursery and School this year. Our learners' experiences have been strengthened by staff learning and development. Children are showing more appreciation for increased teaching and learning opportunities in digital skills and we are confident this will continue to blossom, supporting children's skills across the curriculum.

In-person parent contact sessions were held in our Nursery and P1-7 classrooms and almost all parents attended. This year we hosted a Scholastic Bookfair for the first time in a while, resulting in the school benefitting from £300 in commission. Thank you. Nursery offered parent/carer engagement opportunities through several stay and play events highlighting how learning can be developed at home. Children in school highlighted trips, Bingo events, sporting opportunities and classroom 'discovery' time which gave learners of all ages more time to learn from and with each other in play experiences.

Pupil Equity Funding is devolved to schools by the Scottish Government in order to support the closing of attainment gaps between most and least deprived children. This year, Pupil Equity Funding (PEF) has mostly been used to bring in an additional teacher to target some of our younger learners. This has had a significant impact on those children targeted and we have become more confident in evidencing children's progress. PEF spending plans are discussed with the Parent Council at the start and end of each year.

We are grateful to parent/carer support, once again, so that we can provide fruit for any child who has missed breakfast or forgotten snack which consequently helps them feel and learn better. All children have had an introduction to more Decider Skills and emotional regulation strategies to help them better understand themselves, their emotions and their choices. This too will continue into next session where we also hope to help parents/carers learn more about the strategies we use.

This session we continued with our promotion of play for all, at the start of the day in Term 1. We then moved on in Term 2 to focus on daily spelling at the start of each day and in Term 3 a focus on numeracy skills. This was a specific plan of 15 minutes at the start of each day for all learners P1-7. Children and teachers recognised learner skills improving during this time. Children (naturally) preferred starting each day with play, however we have seen the power of 'over-learning' (practice makes perfect) in cognitive skills such as spelling/number too and therefore next year will feature both again.

**Leadership – Quality Indicator 1.2** – as a school we graded ourselves here as 'Good' and in Nursery as 'Very Good'

An unannounced Care Inspection in March 2023 brought 2 Inspectors into our Nursery to evaluate our play and learning provision. We were happy with our gradings and welcomed the many positive comments they shared. We have already begun to address their suggestions to make our practice and children's play and learning even better.

How good is our care, play and learning? 5 - Very Good

How good is our setting? 4 - Good

How good is our leadership? 4 - Good

How good is our staff team? 4 – Good

We were delighted to have the support of our Parent Council again this year, who met 4 times with the Management Team to talk about key school priorities and ensure the Parent Forum (that is all parents/carers in our school community) is represented and have a voice. A key role of the Parent Council and Forum is fundraising and engaging community spirit to support our learners and the work we

do. We were delighted that their fundraising has supported us with over £1000 worth of PE resources for Nursery and School which we will make good use of next session.

Our School learners also developed their participation and leadership skills through continued activities such as Digital Leaders, Eco Club, Bike Crew, P1-7 classes leading assemblies, some older pupils leading clubs for younger pupils; P6 Buddies supporting in the Nursery for the full school year; Sport Ambassadors organising and leading sporting events; a Christmas show for our school families and singalong for our Nursery families and friends then a Burns celebration after that; Scottish poetry and culture celebrated in January by all; Nursery visits to our local Church; a fundraiser by Nursery children (lots of dancing!) to raise funds culminating in an outing for pre-schoolers to the local garden centre to buy treats for their garden.....and so much more.

Teaching staff agreed at the outset of the school year to use part of their collegiate hours to offer lunchtime clubs to all learners, where pupils were offered the chance to gain more experiences in football, art and craft, Lego and construction and music. These clubs were targeted across all stages/year groups with most learners taking up the opportunity to attend the club for their age. This enabled teachers to get to know children in different classes than their own and helped support transitions for next year.

The P1-7 classes have also embarked upon the Rights Respecting School programme, from UNCRC. All children have now begun to understand their Rights and how they can use these to have full and fruitful experiences as they grow. Each class has developed a Charter, which we use to monitor our opportunities in school, and this helps us review our play and learning.

### **Improvement Priorities for 2024-2025**

Our Priorities in Nursery next year include:

1. Developing children's oracy skills through the teaching of Listening and Talking
2. Developing parent participation and feedback to support quality assurance in our Nursery
3. Developing use of a new learning platform that allows us to share, track and review children's learning progress with families

Our School priorities include:

1. Writing – developing our second year of Explicitly Teaching Text Types (ETTT)
2. Developing children's oracy skills through the teaching of Listening and Talking
3. Moderation with our Local Primary Schools linked to Perth High School around a new Learning Platform that will enable us to share, track and review children's learning progress with families

There are many aspects of School and Nursery life that we are proud of. Next session we would like to open up our doors to more volunteers from our local community – so please look out for opportunities to join us in our job of play and learning.



*The National Improvement Framework provides a clear vision and priorities for Scottish education. Within this report, we have made reference to our School's progress against the 'drivers' within this NIF, together with an evaluation of some key Quality Indicators.*

*This report was written in conjunction with Abernethy staff evaluation process reflecting feedback from parents, staff and learners.*