

School: Abernethy Primary School

Head Teacher: Rhona Bootle

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School Vision, Values and Aims:

At Abernethy Primary School we aim to:

Be a happy, safe and nurturing school.

Promote a positive ethos of achievement by promoting success.

Encourage and support the development of positive attitudes and lifestyles with an awareness of wider issues including global goals.

Provide quality teaching and learning experiences through active and collaborative learning and the use of the outdoors.

Deliver quality feedback to inform next steps in pupils' learning journeys ensuring they reach their full potential.

Develop opportunities for pupil voice and responsibilities through citizenship and skills groups.

Actively promote partnerships with parents, professional agencies, businesses and the wider community.

Review and update practice through self-evaluation and continuous professional development of all staff.

Context of the school:

Abernethy Primary serves the area of Nethybridge which is situated in the Cairngorm National Park. Abernethy is a three-teacher school which is part of a cluster arrangement with Deshar Primary. The current roll of the school is 73 with 11 3/4 year olds who currently attend the morning only nursery within the school. Changes in staff this session have caused some disruption but the recent appointment of a new Head Teacher, Principal Teacher and P6/7 class teacher has now provided stability.

The school has a very active Parent Council who supports the school's plans for continuous improvement. They have been instrumental in the building of an outdoor classroom which will support the school's outdoor learning program. Pupils enjoy many outdoor learning opportunities and are very proud of their eco-school status.

Staff work effectively as a strong team and work closely with other professionals to provide the best support for pupils. They know their children very well and are sensitive to the needs of individuals, ensuring equity for all learners. Staff are ambitious for pupils and have high expectations of behaviour and attainment.

What have we done to close the attainment gap? Staff use data to be clear about pupils who may experience barriers to learning due to socio-economic factors. We are prioritising the highest quality of teaching and learning and a nurturing approach as key factors in addressing these barriers. As a staff we have reviewed our Behaviour Policy so it accurately reflects current practice and the nurturing and positive ethos of the school. We will re-establish citizenship groups to include pupils in future decision making and focus on outdoor learning opportunities and developing groups for skills for learning, life and work. Emerging literacy training will be extended to include nursery staff to ensure early identification of pupil needs and targeted intervention. We will secure additional games and reading materials to promote literacy skills. In addition we have identified a need for new mental maths resources as well as new numeracy planners and assessment profiles to monitor and evaluate attainment more effectively.

Our overall evaluation of the school's capacity for continuous improvement:

- * We are confident in our capacity for continuous improvement
- * We have some concerns about our capacity for continuous improvement

Comment:

This report summarises the strengths of our school, our recent improvements and what needs to improve further. We gather this information throughout the year in a variety of ways so we can make sure our report is as accurate as possible. We take time to compare what we do with national examples of best practice. We visit each others' classes to share standards in learning and teaching. We look at children and young people's work to see how they are progressing. We cross mark work. We make use of data and information including attainment results, responding and adapting our teaching in line with children's needs. We assess using our own expertise, standardised testing, cross marking and results tracking. Children peer assess and self assess. We gather the views of children, parents, staff from our own and other schools, and partners in the local community and beyond. We use all of this information to arrive at our view of the quality of education we provide and our priorities for future development in the coming year and beyond.

We have evaluated our work using the Quality Indicators (QIs) in Education Scotland's self-evaluation toolkit document, *How Good is Our School?* (4th Edition). Year by year we will address different QIs from this document.

QI 1.1 Self-evaluation for self-improvement - Good

Overall comment

As a staff we are committed to the process of self-evaluation to inform school improvement planning. We work together as a strong team, supporting each other and sharing good practice.

What is going well? (Strengths and recent improvements)

- Self-evaluation is integral to how we work and is an on-going feature of school life.
- Our staff take collective responsibility for school improvement.
- We work effectively as a strong team, supporting each other and sharing good practice.
- Learning and teaching is monitored and evaluated to drive forward change.
- We use a range of assessments and data to measure pupil attainment and progress.
- Our Parent Council meet regularly and support the school's plans for continuous improvement.
- Staff undertake Professional Review and Development and are committed to career-long professional learning.

What will we work on in the coming year and beyond?

- We will continue to evaluate other aspects of the school's work.
- We will ensure the whole school community has a shared understanding of the strengths and improvement needs of the school.
- We will involve children and their families more in our planning for improvement.
- Our staff will work with colleagues across the cluster and ASG to moderate standards.
- We will use benchmarks to support moderation.
- We will engage in reciprocal learning visits.
- We will continue to monitor and evaluate learning and teaching to measure the impact of changes.

Q1 1.3 Leadership of improvement - Good

Overall comment

We are clear about the strengths of our school and work with the school community to ensure our shared vision, values and aims are realistic and sustainable. Staff are motivated and engaged and share a collective responsibility to the process of change.

What is going well? (Strengths and recent improvements)

- Our staff have a good knowledge and understanding of the local community and this informs the vision, values and aims of the school.
- The school has a welcoming and positive ethos. Parents are regularly invited in to school and their contributions and views are valued.
- A collegiate climate allows for professional dialogue where staff feel listened to and supported.
- Staff are motivated and engaged with strategic direction.
- Our staff are actively encouraged to take on lead roles and initiate change.
- All staff have high expectations and aspirations for pupils. We promote equality and social justice across all our work.
- Our pupils are consulted and willingly adapt to change.

What will we work on in the coming year and beyond?

- *We will review the school's vision, aims and values and agree a Positive Behaviour Policy that accurately reflects the positive and nurturing ethos of the school.*
- *We will continue to consult widely with the school community as we work on our improvement priorities.*
- *We will ensure all staff have opportunities for training and link PRD to school improvement priorities.*
- *We will create Citizenship and Skills groups and encourage pupils to take on more responsibilities to lead change.*

Q1 2.3 Learning, teaching and assessment - Good

Overall comment

We provide creative and motivating learning experiences for our pupils. We know our children very well and are sensitive to the needs of individuals, ensuring equity for all learners.

What is going well? (Strengths and recent improvements)

- Our staff provide creative and motivating learning experiences that are suitably differentiated and matched to learners needs and interests.
- Pupils are involved in planning and understand the purpose of their learning.
- Children are motivated and engaged.
- Teacher observations and feedback is used effectively to inform future learning.
- We work with partners to provide high quality outdoor learning experiences and sustainable education is embedded in the life of the school.
- Learning is enriched and supported with the use of technology.
- We plan for progression and track learners progress effectively.
- We use assessment and profiling to provide clear information on pupil attainment.
- We use data and assessments to plan appropriate interventions for pupils. Our PSA's support pupils very well.

What will we work on in the coming year and beyond?

- We will review planning and adopt new benchmarks to support moderation and assessment.
- We will have regular planning meetings with HT to monitor and track attainment
- We will engage pupils and parents in learning conversations and Learning Journeys.
- We will further develop opportunities for outdoor learning and Learning for Sustainability.
- We will continue Emerging Literacy training and extend this to include nursery staff.
- We will create more opportunities for children to use ICT in their learning with Google classroom and Chrome Books.
- We will engage in moderation and Tapestry training with our ASG.
- We will hold curricular workshops for parents.

QI 2.4 Personalised support - Good

Overall comment

We are an inclusive school and we work hard to remove barriers to learning for all pupils.

What is going well? (Strengths and recent improvements)

- We provide an inclusive environment and work hard to remove barriers to learning for all pupils.
- Staff know pupils and respond well to individual needs.
- Learners' needs are identified early.
- Well planned interventions lead to positive outcomes for children with ASN and those affected by financial hardship.
- Activities are differentiated to ensure pace and challenge for all learners.
- Children benefit from quality targeted support.
- Children are active participants in their learning.
- Children have opportunities to discuss their learning with CT's.
- Parents and partners are fully involved in decisions about learning.

What will we work on in the coming year and beyond?

- We will review planning and assessment to record and track pupil attainment.
- We will hold regular reviews of ASN and will establish a timetable to include targeted support for individuals.
- We will ensure more able pupils are challenged and will create opportunities for more pupil choice.
- We will engage in regular consultation and review of ASN.
- We will introduce Learning Conversations and adopt a whole school approach to continuous Profiling and Reporting.

QI 3.1 Ensuring wellbeing, equality and inclusion - Good

Overall comment

We are committed to equality and inclusion and work effectively with our children and their families to reduce barriers to learning.

What is going well? (Strengths and recent improvements)

- Our school has a nurturing and caring ethos. We work effectively with other professionals to promote the health and wellbeing of our children.
- We promote positive relationships in the classroom, playground and in the wider community.
- Our children feel safe, healthy, achieving, nurtured, active, respected, responsible and included.
- All staff, parents and partners feel valued and respected.
- We listen to pupils and include them in decision making.
- We promote equality, inclusion and respect for diversity.
- Our staff use effective strategies to reduce barriers to learning.

What will we work on in the coming year and beyond?

- We will review our 'Positive Behaviour Policy' to reflect the current practice and caring ethos of the school.
- Our staff will complete training in Equality, Diversity and Human Rights and agree a school policy.
- We will engage in Rights Respecting Schools and develop IDL themes based on the UN Convention of the Rights of the Child.
- We will hold weekly assemblies to promote positive behaviour and celebrate pupils' success and wider achievements.
- We will invest in new literacy and numeracy resources and board games to promote higher order thinking skills, problem solving, social skills, tolerance, turn taking and resilience.
- We will encourage parents and partners to become more involved in our skills groups and outdoor learning.

QI 3.2 Raising attainment and achievement - Good

Overall comment

We are ambitious for pupils and have high expectations of behaviour and attainment. We use data to be clear about pupils who may experience barriers to learning due to socio-economic factors. We are prioritising the highest quality of teaching and learning and a nurturing approach as key factors in addressing these barriers

What is going well? (Strengths and recent improvements)

- Staff make effective use of data to inform judgements about learning and progress.
- We have raised attainment in literacy and numeracy for most pupils.
- The attainment of most pupils has improved consistently over time.
- We celebrate the successes and wider achievements of all pupils.
- Pupils engage confidently with partners and the wider community.
- Our pupils make positive contributions to the life of the school.
- We celebrate the successes and wider achievements of all pupils and promote equity for our most disadvantaged children through targeted support and creative, adapted curriculums.

What will we work on in the coming year and beyond?

- We will adopt a robust tracking system to monitor continuous progress and attainment and hold regular meetings between HT and CT to discuss SPP data.
- We will introduce new National Tests at P1, P4 and P7 and continue with Incas at P3 and P5 to track attainment.
- We will trial a new planning format using benchmarks for planning and assessment.
- We will create more opportunities for staff to share the standards and engage in moderation and assessment.
- Staff will participate in Emerging Literacy training.
- We will purchase additional resources for literacy, numeracy and mental maths.
- We will re-establish citizenship groups.
- We will develop a program for outdoor education and learning for sustainability that incorporates our eco-school and global citizenship goals.

QI 2.2 Curriculum: Theme 3 - Learning Pathways

Overall comment

We provide meaningful contexts for learning through inter-disciplinary themes.

What is going well? (Strengths and recent improvements)

- We have a shared understanding of inter-disciplinary learning.
- We promote meaningful contexts for learning and involve pupils in planning.
- Our curriculum is suitably differentiated and pupils are encouraged to build on prior learning.
- Our pupils can demonstrate skills in different contexts.

What will we work on in the coming year and beyond?

- We will develop the school grounds as a context for inter-disciplinary learning.
- We will establish skills groups and encourage the involvement of parents.
- We will develop a system of profiling and reporting to share with parents that shows progression.
- We will track progress in numeracy and maths with new planners.

QI Partnerships: Theme 3 – Impact on learners

Overall comment

We actively encourage parental and community involvement in the life of the school.

What is going well? (Strengths and recent improvements)

- We make effective use of the local community to enhance contexts for learning.
- We welcome parents' involvement in the life of the school.
- Parental engagement has a positive impact on raising pupil attainment.
- We regularly share information about pupil progress, attainment and achievement.

What will we work on in the coming year and beyond?

- We will hold more regular information/curricular workshops.
- We will introduce a continuous system of profiling and reporting to be shared with parents
- We will review homework to include more personalisation and choice and add web links.
- We will introduce Google classroom and revive the school website.

Improvement Priority Title	Relevant QI(s) and Theme(s)
Improving children's health and wellbeing	1.3 – Leadership of change 2.1 – Skills for learning, life and work 2.3 – Learning, teaching and assessment 3.1 – Ensuring wellbeing, equality and inclusion 2.2 – Learning Pathways
Moving towards continuous Profiling and Reporting	2.2 – The Curriculum 2.3 – Learning, teaching and assessment 2.4 – Personalised Support 2.6 – Transitions 2.7 - Partnerships
Raising attainment in Numeracy, Literacy, Language and Communication	1.3 – Leadership of change 2.3 – Learning, teaching and assessment 2.5 – Family learning 2.7 – Partnerships 3.2 – Raising attainment and achievement