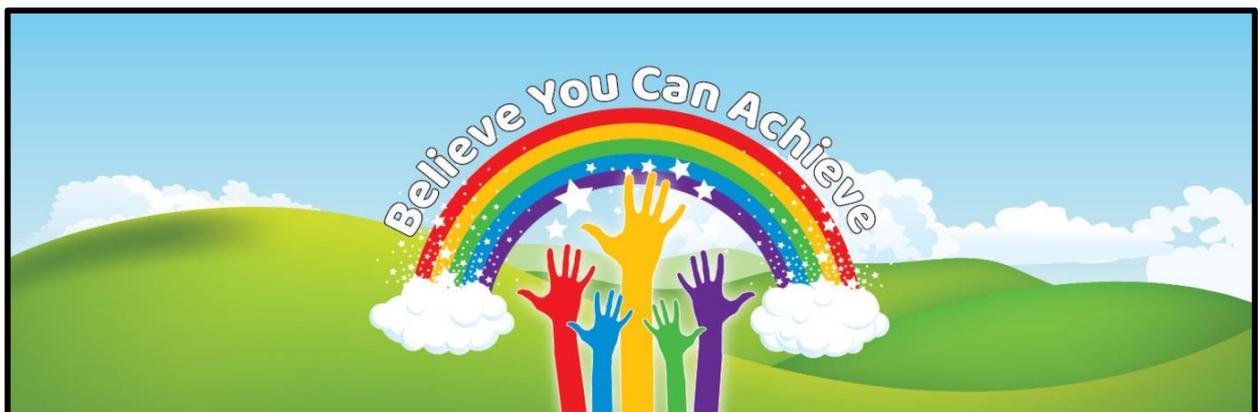




Abercromby Primary and Nursery Standards and Quality Report

Session 2016 – 2017





Introduction

In line with Curriculum for Excellence, National Improvement Framework and Clackmannanshire Council Education Service's 'Big Goals', we are committed to achieving excellence and equity – raising attainment, tackling inequity and ensuring that high aspirations and positive outcomes are the expected norm for all our learners.



Our Ambition

That, Abercromby Primary and Nursery is the best place to learn. We want our learners to experience the best education possible, which will equip them with the essential, skills, knowledge and attributes for lifelong learning, work and life in an ever changing modern world.

The Standards and Quality Report for 2016 – 2017 is a summary of the performance of our school and nursery with specific reference to the priorities we set ourselves in May 2016. The report also highlights planned next steps to ensure progress. We have an agenda of continuous improvement which can only be achieved through working with all our stakeholders.

Our progress and achievements this academic session, are the result of the enthusiasm and commitment of our learners, parents and staff who work in partnership to ensure the best learning and teaching experiences for all.

Evidence for this report has been gathered through:

- Assessment – formative (ongoing, teacher professional judgement) and summative (including standardised assessments, - PIPS, InCAS, NGRT, Single Word Spelling Test, end of unit and phased assessments, pm benchmarking etc.)
- Monitoring of tracking and attainment throughout the school
- Dialogue with children and staff about learning
- Classroom visits and observation of learning and teaching
- Sharing practice with other schools in our Cluster
- Documentation, including planning, reports to parents, working groups, staff professional reviews and staged intervention meetings
- Self Evaluation - pupils, staff and parents
- Feedback from Education Scotland and Clackmannanshire Education Service following a joint evaluation visit at the beginning of December 2016



Our Context

Abercromby Primary is a non-denominational school serving the catchment area to the south of Tullibody. The school was built in 1951, the first post-war school of its kind in Clackmannanshire. It has spacious grounds, including a wildlife garden which supports recreation and outdoor learning. The school is part of the Lornshill Cluster and most of our pupils transfer to Lornshill Academy at the end of Primary 7, although some pupils go on to St Modan's High as a matter of choice. Abercromby Primary and nursery currently has a roll of 483 pupils, which includes 88 children in the nursery.

The nursery building is pyramid shaped and provides a very flexible, spacious interior with an excellent outdoor environment, to support learning and play. The nursery provides sessional and full day provision. Currently the nursery provides early learning and childcare for up to 56 children in each session 5 days of the week.

Following an extensive consultation with all stakeholders in the local community, plans are underway to build a new Abercromby Primary School. The new school will be located within a campus, on the existing school grounds. We will share Tullibody South Campus with St Bernadette's Primary School. There are also plans for a large nursery, which will provide all year provision.

This is an exciting time for our school and local community. We are looking forward to the part we will play in shaping our new learning environment, ensuring it supports the delivery of high quality learning experiences for all learners. This will include, consulting, planning, designing and making best use of our internal and external spaces. We are also looking forward to working collaboratively with staff, pupils and parents from St Bernadette's Primary, making the most of the opportunities afforded by the super facilities, which will support learning in the modern world.

The school was inspected by Education Scotland in May 2015. Education Scotland and Clackmannanshire Council carried out a joint evaluation visit to the school at the beginning of December 2016. Improvements made since the inspection were recognised i.e. developments which have been taken forward to secure improvements in Literacy and Numeracy. We are also continuing to further develop our curriculum pathways.

Our staff team are committed to taking the school forward on a journey of continuous improvement through critical reflection, and rigorous evaluation of our work, ensuring best practice. We aim to provide the highest quality learning and teaching experiences which will ensure positive outcomes and raised attainment for all of our learners.



Our Vision, Values and Aims

'Believe You Can Achieve'



At Abercromby Primary School and Nursery we have high aspirations for all of our learners. Staff, pupils and parents were all involved in an extensive and highly successful consultation process to decide upon our vision and set of values, which we all agreed encapsulated our school. Our shared Vision and Values underpin all that we do and have a high profile within our whole school community.

We work in an inclusive way and believe in promoting positive life chances for all. In putting children first, we aim to meet the needs of the children in our care in a holistic and nurturing way. We actively seek to be innovative in our approach to providing the best educational experience for our pupils in an active and stimulating environment, where children are motivated and challenged to reach their full potential. We aim to ensure that learning is relevant, engaging and fun.

We continually promote and uphold our **school values** of:

Ambition	have high expectations of yourself
Respect	good manners, consideration and kindness for others
Determination	try everything and don't give up
Teamwork	together everyone achieves more
Honesty	be true to yourself and others

In carrying out all aspects of our work:

- We aim to provide a supportive, reflective and developing environment to ensure that each child has the opportunity to reach his or her potential through the provision of high quality learning and teaching.
- We aim to ensure there is a positive welcoming and inclusive ethos where everyone in the school community is valued and has a voice.
- We aim to build nurturing relationships with the children and work effectively in partnership with parents/carers, outside agencies and the wider community to ensure we get it right for every child.
- We aim to improve our children's health and wellbeing by building their confidence and self-esteem, promoting healthy lifestyles and by developing in them consideration and respect for others, tolerance and resilience
- We aim to equip our children with the skills, knowledge and attitudes they need to build a successful future for themselves and make a positive contribution to society.

We believe that by fostering these principles, we can improve our service and provide the best possible experiences for our children.



Our school has a strong positive and inclusive ethos which promotes good behaviour, courtesy and effort. These qualities are regularly rewarded by the presentation of certificates, badges and other awards. Strong emphasis is put on celebrating success, recognising wider achievement, raising attainment and on personal improvement and self-belief. We encourage our learners to aim high, set high standards for themselves and be ambitious about their future.

Pupil and staff achievements are regularly celebrated at our monthly 'Superstar Assemblies', attended by parents, friends and of local partners, and at our Special Celebration Assembly at the end of the school session, where a wide variety achievements are celebrated. These include awards for both, individual and team efforts, including outstanding academic achievement, hard work, effort and perseverance, linked to Growth Mindset, various skills and qualities, sports awards, and recognition and celebration of the hard work, success and commitment of our Young Leaders, House Captains, Buddies to our Nursery learners and P1, Curriculum Buddies, Eco Team and Peer Mediators.

Our young learners in the nursery, planned and presented their Special End of Year Celebration Day, where they confidently shared stories about their learning over the year, and entertained their audience with song and dance.

Celebration of our learning and achievement is shared regularly on Twitter.

We pride ourselves on being a welcoming and nurturing school, where staff, pupils and parents work in partnership together and everyone is valued.

We are developing a culture where a collective vision for development and improvement is shared and understood by all members of the school community, where there are opportunities for leadership at all levels. Individuals, teams and working groups channel initiatives into actions which then impact positively on learners. There are increasing opportunities for pupils to take on leadership roles and to be innovative and creative.

This session, our P7 Young Leaders Forum worked on an aspect of school improvement. They focused on a, 'Better Playtimes, Better Lunchtimes' project. This involved carrying out an audit across the school, liaising with local business, and organising a fund raising event to purchase new playground equipment.

Next session a new team of P7 Young Leaders will continue to support this work and take forward other improvements and initiatives. We are also introducing a P7 Prefect system where all our senior pupils will have additional roles and responsibilities to support the life and work of the school and have opportunities to further develop life skills.

A new school bank is going to be established in partnership with Tullibody Credit Union. Our P7 pupils will have responsibility for running the bank for all school pupils and will take on specific roles in teams to support this.



Our Key Priorities for Improvement 2016 – 2017

- Priority 1 To raise attainment in Literacy across the school
- Priority 2 To raise attainment in Numeracy across the school
- Priority 3 To develop a Health and wellbeing framework with a clear focus on raising attainment and reducing inequity

Information in the following tables describes actions taken and the progress we have made to date:

School Priority 1 : Raising attainment in literacy	
<p>NIF Priority : Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap</p> <p>NIF Drivers: Performance information Assessment of children's progress Parental engagement</p>	<p>HGIOS 4 QIs 1.2 Leadership of Learning 2.3 Learning, teaching and assessment 2.5 Engaging families in learning 3.2 Raising attainment and achievement</p>
Progress and Impact	
<p>Ensuring a consistent approach and shared understanding</p> <ul style="list-style-type: none"> • Literacy Leaders were appointed for First and Second Level. We now have Literacy Leaders from Early to Second level. This trio of staff have worked extremely well together and successfully led and driven forward initiatives and activities to improve literacy across the school, e.g. working group, Read Write Inc, Literacy Events, transforming the school library, leading learning, sharing practice and working in partnership with colleagues. • Our Raising Attainment in Literacy Strategy, developed last session, was shared with staff and implemented throughout the school. This has ensured a shared understanding and a more consistent approach. • Clear expectations were set out for staff regarding assessing and recording of literacy. • The Spelling Programme was amended and shared to provide a clearer progression. • Writing lesson structure was outlined and teachers engaged in Moderation of writing during Collegiate Time. • There were opportunities for staff, (teachers and learning assistants) to peer observe in order to share good practice and develop a clear understanding of literacy across the school. Staff engaged in these activities during Jan-March as part of the quality assurance process. Some staff chose to observe colleagues practice at other times of their choosing. • Read Write Inc was implemented in P1 –P3 classes from August. This has been implemented extremely successfully, with regular development days to evaluate and offer advice. The success of this intervention is attributed to staff's planning, commitment and delivery of the programme. Pupils have been assessed at regular intervals throughout the year. Staff continually evaluated the effectiveness of the strategies and systems they were using and have adapted practice as required. Paul Dagleish, RWI Trainer praised the 'very good learning and teaching' he saw during his observations of lessons. He said that the lessons were some of the best he has ever seen. <p>Targeted support for children identified as 'in danger of falling behind' has been extremely successful. Planned timetabling maximised the number of pupils who would benefit from this focused support. The timetable was tightly structured and the Learning Assistant, highly skilled in the strategies and methods she deployed. 27 P1 pupils have benefited from 1:1 input to boost their phonic knowledge at different points throughout P1 and 2/3 of them are now working at the expected level or beyond. The other 9 children continue to receive support. This is a significant improvement in attainment in comparison with other years.</p> <p>Improved understanding in phonics has led to increased attainment in reading and also spelling with a number of P1 and P2 children performing so well in SWST that their spelling age is recorded as beyond 8.6 years. <ul style="list-style-type: none"> • One member of staff was involved in the creation and finalisation of the local authority Literacy Progression Framework. </p>	
<p>Ensuring consistent and thorough Assessment procedures are in place</p> <ul style="list-style-type: none"> • Staff have been provided with clear assessment guidance which has ensured a consistent approach across the school. • PIPS, POLAAR, RWI, ongoing assessments, NGRT, INCAS, Big Writing have been used effectively to determine 	

pupil progress and to inform next steps. Pupils requiring additional support have been identified quickly and support put in place.

- Read, Write Inc has had a positive impact on writing. This is particularly noticeable in our current P1 classes and in P2, where children have been taught Read Write Inc approaches last session in P1.
- A group of 9 Primary 4 pupils (1 x group of 5 and 1 x group of 4 pupils) received additional support for reading through a 12 week Reading Attainment Support Programme delivered by Mr G Joyce from the Clackmannanshire Attainment Team. Learning and teaching strategies employed have had a significant positive impact on raising attainment in reading for these pupils. All pupils involved were assessed through PM Benchmarking at the start and end of this targeted support. All pupils involved made at least an 18 month gain, with some making as much as a 30 month gain.

Gain in months between assessments for this cohort of pupils was as follows:

3 pupils 18 months gain in Reading

3 pupils 24 months gain in Reading

3 pupils 30 months gain in Reading

Mr Joyce shared this good practice and modelled lesson delivery with Support for Learning Teacher who will take the lead on delivering this programme to a wider group of children next session and sharing this programme with the wider staff team.

Increased parental engagement and involvement in their child/children's learning in literacy

- We raised the profile of literacy with parents through providing workshops, information and guidance leaflets, twitter and Literacy Focus Days. Parents have provided very positive written and verbal feedback about the events they have been invited to/involved in. A number of parents of children who have received additional support in literacy have commented positively on the good progress their children have made.
- The First Minister's and World Book Day challenges were very well supported by parents. There was a real sense of family involvement/sharing reading. This was evidenced in photographs around the school and feedback. Twitter has also been used more effectively to raise the profile of literacy.
- Parents were invited to observe and participate in literacy activities in P1 – P3 classes. This included a Read, Write, Count Event.
- Parents were provided with advice and clear expectations, regarding homework in the Homework Record Book. Homework booklets were produced and used in Term 1 by all pupils. During the year this was adapted to suit different homework styles.

Nursery Specific – Links to Literacy

Priorities

Further develop listening and talking skills with all learners to support the foundation for reading and writing in P1

To increase opportunities for learners to explore with a variety of learning and teaching experiences in their everyday play and learning.

Early Years Practitioners will further develop listening and talking and embed in their everyday practice

- All educators have embedded links to literacy into their everyday practice and use the visual cards and terminology to support and encourage all learners to understand the important principles of links to literacy.
- Nearly every learner understands the meaning behind the 4 visual cards and can demonstrate the skill. Educators encourage learners to use their learning and teaching skills during their play and learning and other group learning situations. Most learners are more willing and able to sit, concentrate and focus on specific play and learning tasks as a result of the skills they have learned due to learning and teaching experiences.
- We held 3 very successful literacy information events and some families asked for a set of learning and teaching cards to encourage and develop good listening and talking skills at home

Next steps:

Carry forward/continuing priorities for next session

Create guidance notes re.VCOP, comprehension etc. Including expectations regarding frequency for each level

Moderation next session linked to reading and writing

Look at the need for Fresh Start assessments/PM Benchmarking at key points, e.g. end of P5

Carry out classroom literacy rich environment surveys, source/make new resources and survey impact

Continue to further develop Links To Literacy returning learners. New learners will develop an understanding of Links to Literacy through different play and learning experiences.

New Priorities for next session

Engage in Word Aware Programme

Teachers will use the new progression pathway with national benchmarks in their practice when planning, moderating and assessing.

Early Intervention Team Worker will join the staff team in August. She will offer focused support – timetable agreed and trialled.

An additional Learning Assistant will be recruited to support literacy through offering targeted intervention with a particular focus on closing the equity gap and raising attainment in reading.

To introduce a Literacy Cafe for parents with opportunities to find out about different areas of literacy and see learning in action across the school.

School Priority 2: To raise attainment in numeracy across the school

NIF Priority : Raising attainment in numeracy

NIF Drivers:

Improvement in attainment, particularly in literacy and numeracy

Assessment of children’s progress

Performance information

Parental Engagement

HGIOS 4 QIs

1.2 Leadership of Learning

2.3 Learning, teaching and assessment

2.5 Engaging families in learning

3.2 Raising attainment and achievement

Progress and Impact

Ensuring a consistent approach and shared understanding

- An Early Level Numeracy Leader was appointed. She works closely with the other Numeracy Leader who currently has responsibility for First to Second Level. She supported small groups, shared practice across early level and developed resources. She liaised with Early Years Practitioners. The other Numeracy Leader provided targeted support to small groups across First to Second Level within a new specially designed numeracy hub. She also supported Challenge Groups. There is evidence that pupil confidence in numeracy is increasing in this small group environment.
- The Raising Attainment Numeracy Strategy and Framework produced by the working group last session was shared with staff and implemented across the school. Clear expectations were set out for all staff regarding assessment and recording of numeracy. This has ensured a consistency across the school.
- Clear guidance for teaching mental maths was agreed and shared. This was supported through CLPL delivered by the numeracy leaders. Numeracy leaders shared strategies and resources to support the teaching of mental maths. Minimum time of 15 minutes was agreed for daily mental maths. Contexts within ‘Maths Phases’, was shared with staff. We now have clear guidance for mental maths.
- Sum Dog was introduced early on in the session and has been used at home and at school by a majority of children. Parents have welcomed this intervention and some say that their children are more motivated in maths. In some classes there is evidence it is having an impact on mental agility. We need to ensure this is happening in all classes. This should be closely monitored next session.
- One of our numeracy leaders has been working closely with the Authority numeracy leader this session, updating progression pathways, planning, tracking and assessment, based on benchmarks developed by Education Scotland. This has enhanced the professional knowledge of the member of staff involved, and provided clarity on the standards expected within numeracy within our Lornshill Cluster. This will be updated in line with the final benchmarks.
- One of our Numeracy Leaders has also been a member of the Lornshill Cluster Numeracy Working Group. This has supported the work of our school as well as the cluster.
- There were opportunities for staff to peer observe in order to share good practice and develop a clear understanding of numeracy across the school. Staff engaged in these activities during Jan-March as part of the quality assurance process.
- A variety of Numeracy CLPL opportunities were organised in school and by the authority. This professional learning has upskilled staff and resulted in improved teacher confidence.
- Our young learners are developing their numeracy skills in the nursery, with many demonstrating confidence during practical activities and through structured and purposeful play. The outside environment is used effectively to support numeracy. Early years practitioners and P1 teachers have shared practice at Early Level. We now need to further develop this shared practice across early level to ensure consistency, pace and seamless transitions for all.

Assessment

- Clear assessment guidance was provided to ensure consistency across the school. Teachers have a clearer understanding of expectations.
- Ongoing assessments and Phase Assessments were completed by every pupil.
- All teachers have recorded data on the new tracker and have attended meetings with the HT and DHT to discuss progress/impact of strategies. Overall attainment in numeracy is rising. However, this will continue to be a major priority to ensure that all children are achieving expected levels. We expect to see attainment in numeracy rising next year with the additional focus on numeracy and once our approach to teaching mental maths, becomes embedded across the school.

Ongoing assessments and evaluations identified pupils requiring further support in numeracy. Additional staffing was allocated (Attainment Teacher) to provide targeted support to individual pupils and small focus groups. Assessment evidence shows a rise in attainment for these pupils.

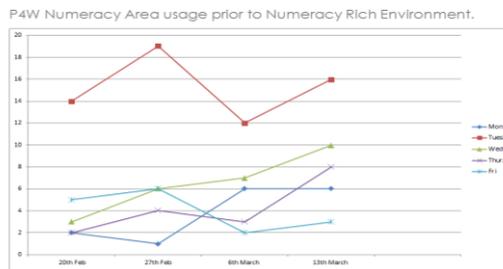
- A Numeracy Phase Tracker has been introduced this session and class teachers and numeracy leaders have entered data on these.

Increased parental engagement and involvement in their child/children’s learning in numeracy

- We raised the profile of numeracy with parents through workshops, P1 – P3, information leaflets and twitter.
- Numeracy Information leaflets were produced for parents from Early to Third Level. These were recently shared with a group of parents for feedback and will be sent out to all parents at the beginning of the new session.
- Our first Numeracy Cafe was held for parents in the Summer Term. It was well attended and we received positive feedback on our evaluations. The numeracy leaders led this event and discussed the content of the leaflets, how parents can support numeracy at home and shared resources. They shared strategies and also gathered parent’s views regarding what numeracy topics they would like to hear more about at future Numeracy Learning Cafe Events.

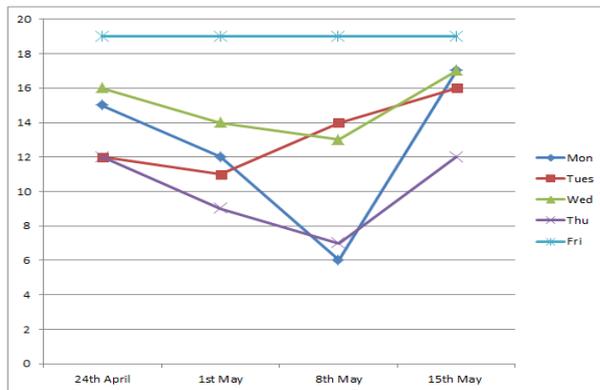
Numeracy Test of Change

- A Numeracy Test of Change project was carried in P2S and P4W. A Numeracy Rich Learning Environment was created to improve the motivation of pupils towards numeracy. The following graphs show the increase in the number of pupils accessing the ‘Numeracy Area in P4W’. The pupil comments indicate the increase in enjoyment, motivation and confidence.



NB: active numeracy carousel games and activities on Tuesday.

P4W Numeracy Area usage from Numeracy Rich Learning Environment Resources



NB: Active Numeracy carousel games and activities on Friday.

Pupil Comments

"I think I'm getting better at maths as there are lots of games to play and you don't even realise you are doing maths when you are playing!"

"I give our new area 10 out of 10 as it's amazing and there are lots of interesting activities to do now."

"I give it 10 out of 10 as there is lots of space for us to spread out and play new things."

"My favourite game to play is Target Maths as it also helps us with our aiming in PE."

"I am definitely more confident with division now we have these games, I have played lots of things to do with division to help me."

"The area has helped me as there is one wall that always changes depending on what topic we are doing and one that stays the same with things that we have done. It has helped."

"The multiplication monsters – I can use these for my times tables!"

Next steps:

Carry forward/continuing priorities for next session

Use the new progression pathway with new benchmarks for planning, tracking and attainment

Continue to focus on guidance/practice regarding time, frequency and quality of a mental maths lesson. Share practice, through collegiate and peer learning visits.

Continue to hold numeracy cafe's for parents with opportunities to find out about different areas of numeracy and to see

lessons in action. (Taking into account parent’s views from the feedback this session)
 Numeracy leader to continue to be a member of the Cluster Numeracy Working Group, now a RACI Group
New Priorities for next session
 Develop opportunities for taking Numeracy outdoors across the school
 Staff to engage in numeracy moderation at school and cluster level
 Work collaboratively/partnership/team teaching with Maths teacher colleagues from Lornhill Academy, who will teach numeracy within Abercromby for a block of time. The focus will be on raising attainment through targeted support, sharing planning, pedagogy etc.
 An additional Learning Assistant will be recruited to support numeracy through offering targeted intervention with a particular focus on closing the equity gap and raising attainment in numeracy.
 Each classroom will develop a Numeracy Rich Environment
 CLPL – School and Cluster
 QA Learning Visits to focus on numeracy learning and teaching – SMT and Peer

School Priority 3 : To develop a health and wellbeing Framework with a clear focus on raising attainment and reducing inequity and improve children’s health and wellbeing and overall achievement.

<p>NIF Priority : Improvement in children and young people’s health and wellbeing</p> <p>NIF Drivers: Performance information</p>	<p>HGIOS 4 QIs</p> <p>1.2 Leadership of Learning 2.2 Curriculum 3.1 Improving wellbeing, equity and inclusion</p>
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Progress and Impact

Increased practitioner knowledge and skills in delivering Health and Wellbeing

- A Working Group was set up to support improvements in health and well-being. The main focus was to ensure consistency in learning and teaching in Health and Wellbeing. Following an audit, gaps in current provision were identified and it was agreed that a focus would be on establishing a progression framework for learning and teaching children about Relationships, Sexual Health and Parenthood, and further development of Growth Mindset.
- Our Health and Wellbeing Leader within the school has been working with the Authority Attainment Team, this session, focusing primarily on developing a draft HWB Progression Pathway, using the national benchmarks. This has enhanced the professional knowledge of the member of staff involved and impacted positively on our developments in school.
- Staff participated in professional learning sessions on Growth Mindset, NME and Nurturing approaches in the classroom X 3 sessions, led by the Educational Psychologist, 2 x sessions on Relationships, Sexual Health and Parenthood led by a partner from the NHS and our Health and Wellbeing Leader, and an Introduction to the Bounceback Programme and related resources to support learning. Staff also recognise the importance of using local data and have an awareness of the NHS resource ‘Practical Tools to Improve Children and Young People’s Mental Wellbeing’.

This professional learning has supported our curriculum development and learning and teaching within the classroom. One P5 class participated in an NME Pilot (Neurosequential Model in Education), supported by the Educational Psychologist. Resources have been sourced to support NME/Nurturing approaches. Most teachers have reorganised their classrooms and adopted different strategies to support nurturing approaches. Changes in practice have ensured more positive outcomes for a number of individual children who can find the classroom setting challenging for different reasons.

Teachers have an understanding that early intervention is key to support children identified as ‘at risk’ of under-achievement with regards to NME/Nurturing approaches and will continue to develop this further next session.

- Questionnaires from staff following staff training showed increased confidence in the delivery of RSHP.

Consistency in quality of learning and teaching in health and wellbeing

- The Working Group developed a Framework for RSHP. An audit of current practice, resources, identifying gaps and using a range of data specific to our context, (including SIMD and Clackmannanshire Health and Wellbeing Profile) was used to identify our key focus and support this work.
- New resources were sourced by the Working Group to support the HWB Curriculum and shared with all staff.
- Staff are members of HIBS, NHS Health resource bank.
- The Framework and professional learning undertaken by staff this session will ensure a consistent approach and shared understanding with regards to Health and Wellbeing.

Motivated and engaged learners

- Pupils responded well to the Growth Mindset Re-launch Assembly at the beginning of session. There is evidence of increased levels of engagement and involvement.
- A Growth Mindset approach is now part of our school culture and is having a positive impact on children's approach to learning and overall achievement. Growth Mindset language is used in everyday school life. Children are becoming more resilient and recognise that making mistakes is part of learning. They understand the value of hard work and effort, and are demonstrating a more determined approach to be the best they can be in all aspects of school life.

Children said:

'Growth Mindset has helped me with my gymnastics because I used to get moves wrong and would sometimes give up. Now I practise the move until I get it right.'

'I used to think I would always fail in tricky words but learning about the brain and GM has made me think challenges aren't a bad thing. I won't always fail.'

'Making mistakes is good because I will learn from them.'

Staff said:

'Before introducing our GM mascots to the class one pupil would sit and not attempt her work. With the help of the, 'practising' and 'stick with it' mascots on her table, the pupil now works very hard and always tries her best.'

'GM is not seen as another thing to do. Staff are seeing a difference in children's attitudes in the way they take on challenges and deal with mistakes.'

'I didn't really know anything about GM before this year but after using the mascots in the classroom I can see a difference.'

- Embedding Growth Mindset in the classroom has had a positive impact, e.g. language used, including feedback in jotters has helped children to develop a Growth Mindset. Children have been observed taking the time to read the feedback in their jotters, more so than previously, and are acting on this feedback when tackling their next piece of work.
- Learners have responded well to other GM strategies, - lessons on the brain, use of mascots, stampers and learning pit strategies have been successful. Children have been observed to have shown more perseverance when faced with challenging tasks and talk about mistakes being an opportunity for learning. Small tests of change conducted in P1/2C and P6 support this.
In P6, small tests of change run to measure impact on wellbeing and involvement, suggested that using the 'Learning Pit' in P6 to help children understand why more challenge leads to enhanced learning had an impact on both feelings of confidence and levels of engagement in maths

Early interventions to support children who may be at risk of under-achieving

- As previously stated – NME, developing nurturing classrooms
- Eight of our pupils benefited from participating in therapeutic counselling sessions provided by The SPARK, a Counselling Service. During the period from January – June, each child attended a block of sessions. This Pilot, Scheme was funded through the Clackmannanshire Attainment Challenge.

The support delivered by this service directly contributes to the Scottish Government's Raising Attainment Strategy and Getting It Right for Every Child. Children who were identified for this support were aged 8 or above and were experiencing particular difficulties and problems, such as periods of stress, anxiety, low self esteem, and needed support for their social, emotional and mental wellbeing at this time. They have accessed regular 1:1 specialist support with a trained counsellor, in a safe and supportive environment, their individual needs being met through therapeutic play, art therapy and having the opportunity to talk about how they are feeling in strictest confidence.

Although no qualitative data was obtained, feedback from staff and pupils suggests the work undertaken within the therapeutic environment had had some impact on children's social skills, self-awareness and readiness to learn. Positive feedback was also received from parents.

Due to positive impact of this project this year, we are buying in the services of The Spark next session and funding this through our Pupil Equity Funding.

Actively engaging parents with children's development in health and wellbeing

- Parents were kept informed about curriculum and other HWB developments through newsletters, twitter, leaflets and attending events at school.
- Sonia Grant set up a Growth Mindset Stall in partnership with school staff, at Parents Evening to raise further awareness of how this and other developments are being taken forward at Abercromby. She interacted with parents, shared information and issued guidance on how parents can work in partnership to support their children's learning. Growth mindset language features prominently throughout the school and visible to pupils, parents and other visitors.
- Parents of 'nurture children' participated in learning within the nurture environment in order to enable consistent approaches between home and school. Another group of parents were invited to take part in Growth Mindset family learning sessions. This was successful and parents gained a deeper understanding of GM, with many families adopting this approach at home.
- Some parents of P6 pupils supported the Max in the Middle Programme for a full week.
- The working group developed Information Leaflets for parents on Relationships, Sexual Health and Parenthood (RSHP). Leaflets were issued to all parents in advance of a Parent Information Session about RSHP. Two sessions were held (afternoon and evening). These sessions were led by J Reid (HWB Leader) in partnership with P Vannan from the NHS. Members of the HWB working group also planned and supported this event, and engaged with parents in discussion groups. Sessions were well attended and evaluations were very positive. Parents welcomed the opportunity to learn more about this aspect of HWB, how their children are taught, terminology, what they will learn and what progression looks like.
- The Working Group took the lead role in planning and driving forward the whole school health and wellbeing focus, during the Summer Term This included offering a wide range of sporting and other health and wellbeing activities and events for pupils and staff. This was supported by Active Sport, local partners and parents. Pupils were given the opportunity to try out different sports, activities and healthy food options. P1-3 experienced Taekwon-Do, while senior pupils participated in yoga, dance and korfbal lessons. P5 pupils also participated in Bikeability lessons which gave them the opportunity to learn how to ride their bikes safely. Cammy Anderson, a personal trainer from gym Renegade Fitness and Performance, worked with P6 and P7 pupils and teachers, delivering bootcamp-style functional fitness classes. This culminated in the whole school, including some mums and dads, taking on a '1000 Rep Challenge', which saw pupils raise money for Williams Syndrome by squatting, jumping and burpee-ing 1000 times per class. Senior pupils were taught how to use CPR to save a life during a visit from the fire service and the whole school attended talks by mountain rescue and the community warden. Some classes also visited the Tullibody Community Garden to learn about the vegetables and plants that grow there, while others had the opportunity to make and try different healthy foods.

Next steps:

Carry Forward/Continuing Priorities for next session

Implement the new Relationships, Sexual Health and Parenthood Curriculum.

Continue to work in partnership with Sonia Grant to further embed Growth Mindset

Use analysis of data from NME Pilot to inform practice and procedures in further developing this across the school.

Continue to develop a nurturing culture across the school.

New Priorities for next session

To develop emotional resilience and self worth in children to help them interact positively with others and engage more successfully in learning and raise attainment.

Engaging parents in emotional resilience awareness groups to give them a better understanding of how to support their children.

Develop a Progression Framework for Bounceback and identify resources and training to support this.

Introduce a Growth Mindset Family Learning Cafe

Further develop partnership with Tullibody Healthy Living Initiative – 'What's Quid for a healthy kid' Programme. Introduce a Healthy Tuck Shop

Specific Nursery Priority: That every child will have the opportunity to reach his or her potential through the provision of high quality and effective learning and teaching. Learners and family voice will be a key feature of the development of the curriculum and life within the Nursery to ensure engagement, support, challenge and motivation. Family involvement and participation will have a positive impact on the development of the whole child.

HGIOEL Priorities:

Leadership and Management – 1.1, 1.2

Learning Provision – 2.2,2.3, 2.5, 2.6, 2.7

Success and Achievements – 3.1, 3.2, 3.3

Progress and Impact

To review curriculum planning to ensure it is responsive, motivating, challenging, supportive and tracks children’s learning. (Pathways to Play and Learning)

- BGE and Group plans correspond in order to provide consistency, clear aims and progression for learners. BGE has been very successful and child centred. Educators and learners worked together to bring play and learning and learning experiences to ‘life’ while ensuring skills, knowledge and understanding were being developed at all times.
- On occasion, Laura’ann and educators worked together on the floor to plan for learner’s play & learning experiences. Educators highlighted the style of quality assurance was more effective and informative and would like this style of QA for future planning meetings. Most educators have further developed individual group planning and have reflected on the 7 principles of CfE to ensure they are embedded within all play and learning experiences. Educators need to further develop and evidence more progress and achievement in learner’s journals. Educators need to ensure they are tracking and monitoring within appropriate timescales.
- Educators have worked together to celebrate children’s play and learning and encouraged learners to discuss and share significant learning with each other. Groups worked together, (older and younger) and encouraged each other to learn new skills. Educators have worked together and shared their leadership roles with each other during nursery sessions and team planning.

Parental Engagement – Involving the Family 2.5, 2.6, 2.7

- There have been increased opportunities for families to participate in their child’s learning journey through more Learning Together Sessions, (LTS), twitter and other family sessions. Twitter has been very successful in raising the Nursery Profile. Play and learning is shared throughout the week and families have actively engaged, e.g. responding to tweets and sending their own messages to the Nursery via twitter. Families have shared how informative they find the Nursery tweets.
- Family engagement has further developed through more LTS, GFL, PEEP, Information events. Families have had different opportunities to participate in life within the nursery and most events were well attended. Mrs Fraser facilitated 4 very successful GFL family groups this session and the impact on learner’s behaviours and family relationships has improved. Miss Banks facilitated our first 2 PEEP family groups. Afternoon groups were more successful with more parental participation. Families who participated in PEEP shared positive feedback and discussed how they have noted positive differences in their child’s play and learning/interactions and behaviour. Full day learner’s families have participated in events in the evening in order for them to share in their child’s play and learning journey. Families have shared how this has been very helpful and accommodating for their working/family circumstances and has enables them to still be part of life within the nursery.
- All educators worked with the new learning journals this year. Learning journals are very child centred and learners are proud to share and celebrate their journals. Most families have participated in the journals and the ‘family voice ‘ pages are informative and have helped create links to play and learning from home. Learning journals will move to e-learning from August 17.
- Nearly all new learners received a home visit from Miss Owen and their keyworker. All visits were successful and families highlighted the smooth and positive transition experience into nursery. The follow up transition play days for those children who received home visits were successful and well attended. New learners spent time with their keyworker and had opportunities to explore within the nursery and take part in some play and learning experiences. Families had opportunities to speak to educators and explore life within the nursery during a

'normal' nursery session.

- Learners who will start nursery in August 17 have had opportunities to participate in family play days through June. All new learners will receive a home visit prior to their start date. Home visits will commence week beginning 20.8.17.

Next steps:

New Priorities for next session

Curriculum

- Benchmarks and progression pathways will be used to track and monitor learners play and learning
HGIOELC – will be used termly to track and monitor life within the Nursery
- **New E-Learning journals** will document all learners play and learning
- Introduce French Language in line with the new Progression Pathway

Continue to :

- Further develop Growth Mindset ethos within the Nursery. Educators will further develop GM terminology with learners and ensure they have opportunities to develop their understanding of GM through various play and learning experiences.
- Introduce the principles of Growth Mindset to families, e.g. Information Events and 'Give it a go or you will never know' sessions.
- Continue to further develop Links to Literacy

Outdoor Play and Learning

- Continue to further develop and enhance the effective practice educators demonstrate during outdoor play and learning.
- Ensure Room 3 is well resourced at all times and learners have access to a wide range of play and learning materials.
- Ensure outdoor play and learning is more evident within all play and learning plans and highlights the significant skills our learners are developing
- Educators will reflect on relevant documents, e.g. loose parts and my world outdoors to enhance and further develop our outdoor environment

Other Significant Priorities

- Play on Pedals
- Setting the Table
- ABC Music
- Family Participation

In Addition

Green Flag

We were awarded another Green Flag following a rigorous assessment by Eco Schools, Keep Scotland Beautiful. The Eco Team led the whole school very well through this process.

French – Curriculum and Resources

We spent £2,000 on French resources which will support our French Programme across the school. This funding was allocated to schools from the 1+2 Budget which supports teaching of modern languages in schools.

Next session we will be implementing our updated French Language Framework across the school

and nursery.

We have two French Leaders who will lead and support the teaching of French as required. A number of teachers are fluent in French and other languages. A number of teachers have also participated in Flame Training, (French).

We will introduce another language by 2020 in line with Government 1+2 Policy and Guidance.

School Clubs

There are a variety of school clubs which our children can access. Active Schools provide a range of sports clubs before the start of the day, lunchtime and at the end of the school day. Mrs Mather and Miss Davis ran a Lunchtime Homework Club for P3 pupils. This club was very well attended and supported pupils with homework tasks.

Miss Stark ran a Coding Club every Monday for 6 weeks from Easter until the end of June. The children worked their way through an online coding program which helped them to understand how computer software works and how games are developed online. Each of the children completed course one which allowed them to see how lines of code run and the different actions and commands they could use.

The club ran in two blocks, for 15 P2 & P3 children each time with some P7 Coding buddies from P7S.

Miss Stark also ran a STEM Club. Over the course of 5 weeks the children who attended STEM club engaged in a number of problem solving challenges and activities within the areas of Science, Technologies, Engineering and Maths. All of the children approached every task with great enthusiasm and a good sense of competition.

The First and fourth weeks focused on the design and engineering. The children were set the challenge of creating a stable bridge structure that could carry different weights and also to design a safe, secure storage device that could safely deliver cargo from a military airbus. Our technologies focus in week 3 was around computer coding where the children had a taster session, giving them the chance to explore different lines of code and how they work.

The Second and Fifth week the children learned about chemical reactions, Making Rockets and Bath Bomb using everyday household materials.

On the sixth week parents were invited along and the children were given the opportunity to share their learning. Feedback from both parents and pupils was very positive with many parents expressing their gratitude towards the teachers for giving their time and effort.

Parents Said:

“It’s great that the children are having the opportunity to do science activities in a more relaxed setting.”

“Every Thursday my child shows a great enthusiasm for coming to school as he knows he has STEM club to look forward to.”

“My child is always very keen to come home and share what she has been learning at her science club. She went on about the rockets for hours

The school and nursery continue to be successful in developing a culture of leadership. Many members of staff have embraced leadership opportunities to drive forward improvements and have

a clear understanding of roles and responsibilities. Class teachers have taken on lead roles , as leaders of learning in their classroom as well as leading working groups and driving forward key initiatives.

Almost all staff have demonstrated a commitment to professional learning and improving practice. This session four members of staff undertook Leadership Modules at Masters level. Next session, they will continue their studies by undertaking further modules. In addition we have another two members of staff commencing Leadership Programmes at Masters Level.

Next session there will be increased opportunities for members of staff to take on additional roles and responsibilities.