

Standards and Quality Report 2019-2020

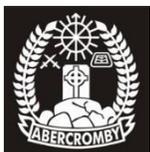


Establishment Name: **Abercromby Primary School**

This report reflects progress made towards achieving our priorities, session 2019-2020, up until schools closed on 20th March.

Also included is our response to supporting learners and their families throughout the COVID-19 crisis.

Section B1 - School Context



Introduction

In line with Curriculum for Excellence, National Improvement Framework, Scottish Attainment Challenge 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

Abercromby Primary 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 2019 - 2020 is a summary of the performance of our school with specific reference to the priorities we set ourselves in May 2019. 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.

Overall the school has made very good progress in achieving its objectives over the past year. Staff have also adapted well to supporting children's distant learning during the COVID-19 pandemic.

This report has been informed by:

- Assessment – formative (on-going, teacher professional judgement) and summative
- Monitoring of tracking and attainment throughout the school
- Dialogue with children and staff about learning
- Classroom visits and observation of learning and teaching
- Self-evaluation/feedback – pupils, staff and parents
- Documentation, including planning, reports to parents, working groups, staff professional reviews and staged intervention meetings

Our Context

Abercromby Primary is a non-denominational school serving the catchment area to the south of Tullibody. 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 other nearby secondary schools as a matter of choice. Abercromby Primary currently has a roll of 336 pupils.

The school is located within Tullibody South Campus and is shared with St Bernadette's Primary, Tulach Nursery and a Community Library. Tullibody South Campus was officially opened by Keith Brown MSP on Friday 11th October 2019, however the building has been occupied since August 2019. This has been an exciting time for our school and local community and we are making the most of all the opportunities afforded to us by working in close partnership with the other establishments in the campus and the excellent state of the art facilities.

The campus is light and airy and influenced by biophilic design. This incorporates nature in the interior and architectural design bringing the outdoors inside. There are numerous floor to ceiling windows throughout the campus which let in an abundance of light. Furniture in the campus is in keeping with this theme in its colour and design. There are currently 14 classrooms over 2 floors with flexible learning areas for each stage.

We share some of the areas in the campus with the other establishments. Children can enjoy lunch in the dining hall, with its choice of different styles of tables, including café style booths. We have a fabulous, well equipped and spacious 4 court gym hall which doubles up as an Assembly Hall and is a super space for performing and holding other events. There is also another smaller hall upstairs which is also used for PE.

We are the first campus in Scotland to have an Immersive classroom. This classroom offers a full 360 degree floor to ceiling immersive experience for a whole class. There is a vast range of interactive experiences which support all areas of our curriculum.

We also have access to 3 GP rooms in the campus which are used for many different purposes.

Our experienced 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.

There is a strong commitment to professional learning across the school, with all teachers participating in Tapestry Masterclass and the Equitable Literacy Programme. Quite a few teachers have undertaken learning at Masters Level at Stirling University.

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 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. There is a strong commitment to professional learning across the school and nursery, with all members of staff engaging in school, authority and school professional learning, with some staff currently undertaking Masters at Stirling University.



Our Vision, Values and Aims 'Believe You Can Achieve'



At Abercromby Primary School we have high aspirations for all of our learners. 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 learners 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.
- ensure there is a positive welcoming and inclusive ethos where everyone in the school community is valued and has a voice.
- 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.
- 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
- 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.

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

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, extended family and friends. 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 and teams.

Celebration of our learning and achievement is shared regularly on Twitter, Dojo, Facebook and Newsletters.

We were extremely proud when our work in Parental Engagement and Family Learning was recognised nationally at **The Scottish Education Awards**, where we were nominated as finalists (top 3 in this category) in **Parent and Family Engagement Award**. This was a major achievement for our school community of which we are very proud.

Abercromby Primary has developed 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. Individual teams and RACI groups have driven forward initiatives and developments which have had a positive impact on learners' progress and achievement. There are increasing opportunities for learners to take on leadership roles and to be innovative and creative. This year learners have had opportunities to take on responsibilities such as prefects, house captains, sports leaders, school bank team, buddies to younger children, curriculum buddies, WOW/Eco work, school improvement projects and young janitors.

Our Key Priorities for Improvement 2019 - 2020

- Priority 1 To ensure that learning and teaching across the school is consistently good through continued engagement with the Tapestry Programme and improving pedagogy, with a particular focus on learning and teaching of reading, numeracy, assessment and moderation of numeracy and adapting to change in a new school learning environment.
- Priority 2 To develop a Policy on Anti-Bullying which aligns to the new Council Policy.
Familiarise our school community with the Cost of the School Day Toolkit and take forward actions to address poverty and equality.
- Priority 3 To ensure that digital technology is a central consideration in all areas of the curriculum through developing the skills and confidence of teachers across all STEM subjects to enhance learning and teaching experiences for learners and develop a Digital Literacy Policy to support learning.
- Priority 4 (Maintenance Priority) Further increase Parental Engagement at Abercromby Primary, building on existing practice, to ensure that parents are informed, included, have a voice, are supported and fully involved in their child's learning and the life and work of the school.

Information in the following tables describes actions taken and progress we have made towards these goals. We have been unable to complete all our priorities as a result of COVID-19. However, staff and children developed other skills and new ways of working during the pandemic.

Section B2 – Performance Information

Please include HIGH LEVEL, EVALUATIVE statements and any tables/data as appropriate relating to attainment, attendance and achievement.

School Profile (August 2020)

- **SIMD** · 161 learners out of 336 are in SIMD 1-2 or SIMD Quintile 1. This represents 48% of all learners
- **Free School Meals (FSM) Whole School** · 83 learners out of 336 are on FSMs. This represents 25% of all learners
- **ASN** - 116 learners out of 336 are on Staged Intervention. This represents 35% of all learners.
- **Gender** · 170 out of 336 are female (51%) · 166 out of 336 are male (49%)

Attendance

Average attendance is 94.18%, as of week ending 21st March 2020.

Exclusions

There have been no exclusions during 2019-2020 school session.

Attainment - Teacher Professional Judgement (TPJ) - Percentage Achieved

We have no definitive figures for 2019-20. The local authority calculated the 2019-20 figures listed in the table below. They calculated these figures on the basis of the Scottish National Standardised Assessment results.

	Reading 2017	Reading 2018	Reading 2019	Reading Feb 2020	Writing 2017	Writing 2018	Writing 2019	Writing Feb 2020	L&T 2017	L&T 2018	L&T 2019	L&T Feb 2020	Numeracy 2017	Numeracy 2018	Numeracy 2019	Numeracy Feb 2020
Early	82%	65%	88%	77%	75%	68%	81%	77%	86%	68%	93%	95%	74%	68%	88%	79%
First	54%	82%	73%	77%	51%	82%	64%	65%	75%	88%	89%	85%	58%	76%	82%	73%
Second	74%	65%	74%	70%	64%	81%	68%	70%	84%	73%	89%	76%	57%	65%	76%	72%

When tracking a year group of children (P1 in 2017) in Early Level Reading, some have not stayed on track as they moved into First Level Reading (P4 2020)- 82% to 77%.

When tracking the same cohort of learners for Writing, the pattern is the same, although the gap is wider from 75% to 65%.

This highlights the need to identify supports in Literacy from Early Level to First Level.

Our data for Numeracy is showing improvements across the year groups though still remains a focus when comparing year on year.

Other Highlights and Achievements during the year at Abercromby.....



- ❖ We were finalists **in the Scottish Education Awards 2020** in the **Parent and Family Engagement Award** category. This was a major achievement for our school community.
- ❖ Our P7s performed a superb show ‘Mystery at Magpie Manor’. The children shone as confident individuals!
- ❖ Abercromby Primary has achieved success at many different sporting events throughout the session. Our Sports Leaders have done a tremendous job in supporting and motivating others.
- ❖ Mrs Aileen Ferguson retired as Headteacher of Abercromby Primary at the end of this session after a long and successful career. Mrs Aileen Mellor takes up post as the new Headteacher on the 24th August 2020.

Section B2 - Review of Progress to March 2020

NIF Priority 1:

Improvement in attainment particularly in literacy and numeracy.
Closing the gap between the most and least disadvantaged pupils.

School Improvement Priority/Priorities:

To ensure that learning and teaching across the school is consistently good through continued engagement with the Tapestry Programme and improving pedagogy, with a particular focus on learning and teaching of reading, numeracy, assessment and moderation of numeracy and adapting to change in a new school learning environment.

NIF Driver:

Teacher/Staff Professionalism
Assessment of children's progress
Performance Information
School Improvement

HGIOS4 QIs:

1.3 Leadership of change
2.3 Learning, teaching and assessment
3.1 Ensuring wellbeing, equity and inclusion
3.2 Raising attainment and achievement

Progress and Impact until 20th March 2020

Tapestry – Learning and Teaching

- Staff at all levels have continued to engage with the Tapestry Programme throughout the session. This has taken the form of SMT, TLC Leaders and 2 Learning Assistants attending all Local Authority Tapestry Learning Sessions. This has enabled TLC Leaders to deliver sessions effectively to the staff team at school. This CLPL has been delivered through a series of workshops.
- Teachers are thinking more about the impact of formative assessment and are implementing new strategies within their practice.
- Teachers are focusing more on how they use learning intentions, success criteria and questioning in their own practice and have been successful in implementing these more effectively in their classrooms.
- Resources have been purchased to support implementation of the 5 strategies within the programme. Packs of resources have been distributed to each class teacher.
- Quality Assurance visits by SMT and TLC leaders have been carried out and there has been an improvement noted with regards to Learning Intentions and Success Criteria in some classes.

Numeracy

Planning, Tracking, Assessment and Moderation

- Updated planning, assessment and tracking procedures were introduced at second level.
- All teaching staff fully engaged in the Authority Assessment and Moderation events. They attended an afternoon CLPL event with colleagues from across the cluster. They then completed an assessment task back at Abercromby before engaging in moderation of this task. This has increased teacher confidence in the assessment and moderation cycle.

Teaching strategies

- Several members of teaching and support staff attended training using five/ten frames, Rekenreks, Cusenaire Rods and Story through Numeracy, providing new strategies when teaching number. Teacher confidence has increased. As this was only in January we have not had time to measure impact.
- We also introduced Number Blocks intervention at P1. The aim of this intervention was to target those who are a year or more behind in numeracy development. Two Learning Assistants were trained to deliver this intervention. A baseline assessment was carried out and we started targeting 8 pupils. The impact has not been measured yet due to lock down. We plan to use the programme with children even as far up as P4 who have missed the key concepts.

Support and Challenge

- Nick Strong, Learning Assistant (PEF funded) timetabled small groups from P2-7, to support and challenge with Numeracy.
- Learning Assistants delivered Building Blocks, a support programme for targeted pupils in P2-4 who are working just below their phase level to help them catch up. The impact has not been measured yet due to lock down.
- Some pupils from P3-7 engaged in the Tackling Tables programme to increase pupils' confidence in tables. This has helped increase pupils confidence.

The Stirling Maths University challenge

- Each year, we have improved our scores and position in the rankings. Our most gifted mathematical children in P6 and 7 receive additional Numeracy challenge to prepare for this competition throughout the year. Unfortunately this event was cancelled this year due to lockdown.

Literacy

To further develop our approach to reading through full engagement with the Equitable Literacy Programme

- Further training at both school and local authority level on Running Records, Comprehension and Planning.
- Teachers were provided with additional time out of class to allow them to take children individually for running records – the purpose of this was to build confidence. All respondents on a school survey conducted in June gave positive responses about their confidence levels in relation to running records. Sampling of running records from P6 upwards demonstrates that teachers are using these correctly and all children sampled had been provided with instructional texts at an appropriate level.
- Support staff were involved in a training session on the principles of equitable literacy and provided feedback on their role. Support staff felt the session provided them with further clarity.
- For equitable literacy on the whole – local authority level training attended on Reading Comprehension and increased confidence of staff with principles and techniques used across the school. 94% responses in a local authority survey conducted in January scored 7 /10 or above for confidence in teaching literacy. 60% said their confidence had increased this session and 24% stated that external factors were to blame for no increase (i.e. not being in class, being away for a year etc)
- Reading the Abercromby Way, which embeds the principles of Equitable Literacy into teaching and learning has been finalised after trial over a term and feedback from teaching staff. During feedback at a collegiate session, staff felt this document was easy to use and clear when used to plan learning. The draft document was also shared with LAs who feedback that the document was helpful in providing clarity over their role.
- All class novels, literacy textbooks and reading schemes have now been book banded and new novels were ordered in.

Literacy Rich Reading environments in classrooms and flexible learning areas in our new school.

- Teachers carried out evaluations of their reading environments and new books and soft furnishings were purchased on request to address any gaps. The changes were carried out by class teachers to the best of their abilities despite several classrooms still waiting for book furniture.
- Flexible learning areas were organised during an in-service session between stage partners.
- Literacy cupboard organised by literacy team.

Working in partnership to support reading, i.e. Community Library in campus/others.

- Regular visits to the community library were timetabled as 2-3 times termly for all classes along with storage for borrowed books and class cards. Many children had the opportunity to meet the librarian and hear stories during their visits.
- Volunteer reading support (parent helpers) was established across

Reading Engagement

- Trash and treasure –upper school pupils took part in a trash and treasure to get rid of old books from our move. Each pupil in the school got to take home several books for free, in line with Cost of the School Day.
- World Book Day, Book Week Scotland and ERIClackmannanshire (during lockdown) were celebrated with events including a book swap and “dress as an adjective”.

Author Stuart Reid visited upper school pupils.

Next steps:

Tapestry/Learning and Teaching Next Steps

- Further enhance teacher professional collaboration, enquiry and practice to ensure that learning and teaching is very good.

Literacy Next Steps

- Equitable Literacy and Running Records – continue to embed and look at changing the frequency of RRs for various groups of children.
- Focus on providing support for individual pupils for literacy to help address the widening of the attainment gap as a result of school closure.
- Focus on Writing – look at a progression, resources and moderation. Produce ‘Writing the Abercromby Way’
- Revised Phonics Programme in place, initially for P1
- Rebuild partnerships with community library and parent helpers.
- Continue to build on pupil engagement through literacy events and author visits etc.

Numeracy Next Steps

- Continue to implement teaching strategies and targeted interventions and measure impact. (Many will be useful in supporting children to have regressed in learning during COVID-19.)
- Further develop the moderation process.
- Cluster Numeracy – learning and teaching at 2nd/3rd level to ensure consistency in the way concepts are taught across the authority.

<p>NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children Improving the Health and Wellbeing of children and young people</p>	<p>School Improvement Priority/Priorities: Health and Wellbeing</p> <ul style="list-style-type: none"> • To develop a Policy on Anti-Bullying which aligns to the new Council Policy. • Familiarise our school community with the Cost of the School Day Toolkit and take forward actions to address poverty and equality
<p>NIF Driver: School Improvement Parental Engagement</p>	<p>HGIOS4 QIs: 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equity and inclusion 3.2 Raising attainment and achievement</p>
<p>Progress and Impact until 20th March 2020</p> <p><u>Anti- bullying</u> This year we have created a new anti-bullying policy. Initially, pupils/ parents and staff were consulted about our current policy (parent and pupil focus group/ staff collegiate session) and the new policy was created with these views in mind. The new draft policy was shared with a group of staff/pupils/ parents and small changes were made based on this feedback. A child friendly version was created (with a local graphic designer) and professionally printed. This leaflet was launched during mental health week. The whole school community is now clear about our Anti- Bullying policy and there is one consistent approach with clear steps for all adults and children to follow.</p> <p>Staff/pupils and parents are now more aware of the whole school anti bullying policy and there is now a consistent approach to dealing with bullying across the school. It is clear and easy for all members of staff to follow.</p> <p><u>Cost of the School Day</u> Initially, we began with the COTSD audit with parents/ pupils and staff to find out which aspects of the school day families felt were barriers due to cost. 96 families completed the questionnaire and the findings helped inform the action plan moving forward. Every family who completed the survey identified uniform as one of their ‘top 3 costs’ and almost all families identified trips and fun events as also being a ‘top 3 cost.’ I took P4/5 and P6/7 focus groups in September 2019 to find out pupils’ views on COTSD. The main issues that pupils identified were also uniform/ fun events and trips. All staff then took part in a collegiate session to find out their views and to develop their understanding of COTSD.</p> <p>As part of the action plan school trips were subsidised (not all of these could go ahead due to COVID), some pupils’ residential costs were covered and some experiences were bought in for pupils (such as owls, PT sessions, yoga...). There was also a uniform bank set up. We have had lots of donations of school uniform. There was a delay in getting storage for this, however, just before school closure the ‘pre-loved’ uniform shop was ready to open. This will hopefully be up and running fully next session. As part of family learning the family learning team secured funding for the Food, Families and Futures programme which is due to start next session. School ‘fun’ events such as dress up days and charity events were carefully planned and all events were changed to optional donations. Dress up events were planned so that pupils could wear something that they already had.</p>	

We are beginning to reduce the cost of the school day for parents. We have more of an understanding from the audit of any financial barriers that families face and we have tried to eliminate these barriers for some of our families. We have a plan moving forward for how we are going to further reduce the cost of the school day. Several school trips were offered free/ residential was accessible for all pupils.

Mental Health

When evaluating our current approach to HWB the RACI group felt that there was a gap around mental health teaching. The group felt that there was a lack of resources and consistency across the school. We planned and organised a successful 'Children's Mental Health Week' in February 20. This included specific teaching and fun events on mental health and we worked with other partners such as a local PT and yoga teacher to offer experiences to pupils. Pupils watched films such as Brave and The Greatest Showman, these films provided a hook and proved to be an engaging way to get pupils on board with discussions around mental health. We also ran a successful 'Wellbeing Week' during the school closures. We had noticed a dip in online engagement, however, during this week the engagement levels were high. The week was structured into Mindful Monday, Tasty Tuesday, Workout Wednesday, Try something Thursday and Fantastic Friday. We worked with a local PT, yoga teacher and a local café to provide engaging learning experiences for pupils such as workout videos and cook along videos. Staff felt these focus weeks gave them both the time and the opportunity to trial strategies that they may not have previously had time for such as mindfulness/ yoga and this has encouraged them to continue to use these strategies more regularly out with the focus weeks.

Pupils have a much clearer understanding of what mental wellbeing is/ how they can support their mental wellbeing and how to access help for their mental wellbeing if they need it. This was shown in the P4-P7 post mental health week questionnaire. Pupils are more able to engage in strategies such as mindfulness/ yoga to improve their mental wellbeing. Staff found focus weeks helpful as it gave them the time to try new approaches and they have since embedded these in their class.

Next steps:

Anti- bullying

- To embed the new policy throughout the school and to revisit when necessary. Continue to record all bullying on SEEMIS.

Cost of the School Day

- Launch uniform bank properly (this was postponed due to COVID) – create a 'helping hands' shelve with items such as toiletries
- Continue to offer experiences to pupils at a reduced cost
- School lunches are a big cost for parents (in survey data) look at how we can support this – family learning/ meals on a budget etc.

Health and Wellbeing Overall Next Steps:

- Develop outdoor learning to support H&WB in light of COVID-19.
- Embed SHANARRI across the school
- To create a more structured whole school approach to HWB with a specific focus on PSE(planners and resources)
- To continue to use RSHP resource and increase staff confidence with this

<p>NIF Priority 3: Closing the attainment gap</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>School Improvement Priority/Priorities: To ensure that digital technology is a central consideration in all areas of the curriculum through developing the skills and confidence of teachers across all STEM subjects to enhance learning and teaching experiences for learners and develop a Digital Literacy Policy to support learning.</p>
<p>NIF Driver: School Improvement Parental Engagement Assessment of Children’s Progress Teacher Professionalism</p>	<p>HGIOS4 QIs: 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equity and inclusion 3.2 Raising attainment and achievement</p>
<p>Progress and Impact until 20th March 2020</p> <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> • All Staff have been trained in the use of Prowise 9 software to support the use of our new interactive whiteboards. 2 sessions have ran on staff development days with an additional opt in session provided. • All staff have been trained in the use of Clicker 7 software to support literacy across the curriculum. Currently being used to support raising attainment in writing. • All staff were trained in the use of the immersive classroom. • 60 new iPads and 2 charging stations have been purchased to support the use of digital learning across the curriculum. • All staff provided with an iPad to support learning and teaching in their classrooms. • There are now more opportunities in school for the use of IT to support quality learning and teaching and staff confidence has increased. • Staff developed new skills during the COVID pandemic. • IT more readily available for pupil use – ratio of devices to pupils. <p><u>STEM</u></p> <ul style="list-style-type: none"> • We received a £600 grant from the Edina Trust to purchase new science resources that will support learning across the school. • Miss Stark (Acting PT) has been put forward as a SSERC mentor for the Primary Cluster Programme to develop and enhance the delivery of STEM learning across the authority. As a result of this the school will be provided with additional resources to support STEM teaching (a kit box from SSERC for pneumatics and hydraulics, lights and shadows, material world and carbon dioxide). • Maker Spaces established in each open area. £1000 has been spent on resourcing these spaces. Lego, K’nex, Stickle Bricks, Craft materials and other building resources have been purchased. (These were not fully established in all areas as a result of the school closure.) 	

- STEM Young Leaders identified – 4 pupils from P6&7 who are responsible for the organisation of STEM resources and maker spaces, will take leadership over STEM challenges and support younger classes with learning across the STEM subjects.
- Miss Stark has been working with Jennifer McLean, RAiSE Leader for Clackmannanshire, on a progression for STEM in our school. With a particular focus on upskilling staff in the delivery of quality science lessons. (Training was being arranged for the final term around the areas staff identified as their least confident in our STEM Staff survey – however, could not go ahead due to COVID).
- Staff introduced to the Science Lesson Overviews for Early, First & Second level put together by the RAiSE and STEM teams. Staff can now access these documents and supporting materials on Staff Share.
- STEM Club ran for P6 & 7 pupils after school. 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. The First and fourth weeks focused on 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 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 week the children learned about chemical reactions, Making Rockets using everyday household materials. Unfortunately, the fifth and sixth week could not go ahead due to the school closures. Feedback from both parents and pupils was very positive with many parents expressing their gratitude towards the teachers for giving their time and effort, and pupils very sad that they did not have the opportunity to finish the block of STEM Club.

Next steps:

Digital Literacy

- Refresher course in use of Prowise software on an opt-in basis for staff. This also coincides with the launch of Prowise 10 which contains many new and updated features. Prowise boards have also to be fitted with Prowise MOVE – this will require additional training for staff.
- Refresher in Clicker 7 and develop use across the school to support more curricular areas.
- Refresher on use of immersive classroom.
- Educational apps for iPads to be researched and downloaded/purchased. To ensure technology is being used to its full potential. Staff may need training/support on how best to use apps to support learning across the curriculum.

STEM

(A lot of this work was cut short due to COVID and will need to be revisited and completed).

- Maker Spaces officially launched and promoted within school.
- Optional Training for staff reorganised when the time is right.
- Apply for additional grants next session to build upon current STEM resources - particularly in the area of technologies.

Overall Digital Literacy and STEM Next Steps:

- Revisit this area of the school improvement plan next session to further enhance learning and teaching and children's experiences in this area of the curriculum.
- The school website needs updated and refreshed to reflect the positive work of the school

<p>Improvement Priority 4: Closing the attainment gap</p>	<p>School Improvement Priority/Priorities: (Maintenance) Increase Parental Engagement at Abercromby Primary, building on existing practice, to ensure that parents are informed, included, have a voice, are supported and fully involved in their child’s learning and the life and work of the school</p>
<p>NIF Driver: School Improvement Parental Engagement Assessment of Children’s Progress Teacher Professionalism</p>	<p>HGIOS4 QIs: 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equity and inclusion 3.2 Raising attainment and achievement</p>

Progress and Impact until 20th March 2020

All of our families are now engaging with Class Dojo and are interacting with staff regularly about their children.

Family Groups

Our family groups have continued to run each week throughout the year with a P1-3 group and a P4-7 group with 8 families attending at a time. These groups run for 6 weeks and have been well attended. Parents/carers have the opportunity to join the Link team at 9 am for tea and toast and an informal check-in/chat about their week. The children then join at 9.30am to participate in different activities with their family member. These activities are designed to get children and their parents working together but also working with other families and staff in the group. Some of our activities have included a walk in the community, using 3D pens, Growth Mindset lessons, decorating cakes/biscuits, playing games, Playdough Touch, etc.

These sessions have been really well attended, with mums, dads, grandparents and carers coming along each week. The impact of this has been that the children can see that there is a home – school link and that we are all working together to support them. The confidence of the children and parents has grown each week and they have built relationships with other families, some of which have continued after the block of sessions have finished. Children go back to class in a better frame of mind which helps them to concentrate on their learning and progress. Some of our families now come to us for support or let us know if there are issues at home, which gives us a better understanding of how we can help in school. The feedback from children and parents has been very positive and they often do not want their block to come to an end.

Parent Group

After feedback from parents/carers who attended family groups last year, we decided to run a parent only group this session. We invited 8 parents/carers to come along on a Wednesday afternoon for a more formal session with the team. These sessions helped parents/carers to understand some of the Health and Wellbeing initiatives we run in school such as Growth Mindset, R4L, stress management, etc. so that they could reinforce these at home with the children. We worked with partners such as NHS, fitness instructors and local businesses to provide a workshop each week. These began with a check-in with each person, including staff over a cuppa and a biscuit. The

workshop was then delivered by a staff member or one of our partners. The group learned stress management skills, the language used in school to encourage children using Growth Mindset, boxing moves, how to support children to regulate themselves in difficult situations and how to cook a family meal on a budget.

The feedback from these sessions was very positive, with group members saying they felt like they had made new friends, had a support network and were “part of a family.” Some of these parents had previously been difficult to engage in the life of the school and are now coming in as much as possible which helps engage their children in learning too. Some of them have commented on the positive impact in their mental health and feeling that they can come to us to seek advice and support. The Link Team also thoroughly enjoyed these sessions and feel we have a better understanding of some of our more vulnerable families and the stresses they have in their life. This information can then be passed to class teachers to ensure the children are getting the support they need in class.

Family Learning

Our Family Learning events have proven very popular again this year with high numbers of attendance (up to 130 people.) This year we implemented our second STEAM event which was lots of fun and allowed the children to showcase some of their skills from school to parents/carers related to technologies and science subjects. We also held another Scots Supper and Story in January, complete with a traditional Scots meal. Families enjoyed haggis, neeps and tatties served by our dining hall staff with Irn Bru, shortbread, tablet and dumpling to finish off their meal. This was free of charge for our families. They then participated in Scots language activities such as bingo, creating a Scots dictionary, Scots story corner, a Scots word hunt, etc. Unfortunately, our other two planned events were not held due to the Coronavirus outbreak. A key change this year at our events was that staff attended as part of their working time agreement.

The feedback from children, parents and staff for these events has been fantastic with lots of positive messages. Parents enjoyed getting to meet other parents and see what their children were doing in school. Children loved having their parents in school to show off their skills and spend time as a family in school. Staff enjoyed meeting parents in a more informal setting where they could chat and get to know them. There is a real community feel at these events with lots of different family members attending and some staff bringing along their own families to join the fun.

Food, Families, Futures

We were hoping to start “Food, Families, Futures” in May 2020 to further develop our family learning program and encourage families to get involved in cooking and eating a meal together. The funding for this should still be available for this during next session to begin this program when restrictions are lifted.

This year we were asked to participate in a case study by Education Scotland for the National Improvement Hub. The study was completed in March 2020 and will be published this year. We were also selected as finalists in the Parent and Family Learning category at The Scottish Education Awards this year.

Next steps:

Food, Families, Futures

- Food hygiene training
- Purchase fridges and cooking equipment
- Plan for partners/staff to implement sessions

Parental Engagement

- Seek to increase our partners to improve our parent and family groups
- To continue to hold Family Learning Events at regular intervals throughout the school session

Section B3 : Supporting learners and their families during COVID-19

Online Learning

- Class Dojo proved invaluable for communicating key information to parents and we used this initially whilst Google Classroom was being set up.
- Teachers adapted very well overall to the online platform, supporting each other with technical queries. Principal Teachers led on Google Classroom.
- A wide variety of learning experiences were encouraged with a strong emphasis on Health and Wellbeing, Literacy and Numeracy.
- Engagement with families was monitored and different approaches were introduced, e.g. Health Focus Week to increase engagement and maintain interest. We saw levels of engagement increase when different experiences were offered.
- Five iPads were delivered to families to support online learning, but there was a need for more than we were initially able to obtain.
- Some children with ASN were provided with packs of work to support their particular learning style.
- Stationery packs were available for those who preferred this.
- The Acting HT secured funding from the Round Table (£500) and £300 of this was used to provide 30 families with art and craft resources
- We received very positive feedback from parents on the quality of work provided.

Staying Connected

- The Acting HT joined weekly Hangouts with HT colleagues and disseminated key information swiftly.
- The full staff team remained well connected through weekly or twice weekly Google Hangouts with the Acting HT.
- SLT ensured that staff who were within vulnerable categories and unable to volunteer in the Hub were contacted regularly.
- The Acting HT remained well connected to the Parent Council and had two online Parent Council meetings during lockdown as well as regular informal contact with the Parent Council Chair, Mrs Nicoll.
- The Parent Council (Team Abercromby) reported that they preferred online Parent Council meetings as more families joined these as childcare was not an issue.
- Our vulnerable children were very well supported, mainly by our Family Support Worker. Some families were contacted twice weekly, others once a week and referrals were made for families requiring support, e.g. Food Bank, Outreach Support, Social Work etc...
- Learning Assistants supported with calls to families to enable teachers to focus on Google Classroom.
- Some families were visited by staff at a safe distance, particularly when there was limited contact by telephone.
- Virtual Team around the Child meetings were held for some children on Staged Intervention.
- The Lornshill Cluster HTs worked closely together, supporting each other.

Hub

- Nearly all staff volunteered to support in the Hub, willingly giving their time during holidays too. The Lornshill rota enabled staff from the same school to work together.

Section B4 - Evaluation of Quality Indicators

Quality Indicator	School Self-Evaluation (1-6)	Inspection Evaluation Date:
1.3 Leadership of change	4	
2.3 Learning, teaching and assessment	4	
3.1 Ensuring wellbeing, equity and inclusion	4/5	
3.2 Raising attainment and achievement	3	