

# **Abercromby Primary School**



**Standards and Quality Report  
2020 – 2021**

## Introduction to our Standards and Quality Report 20/21

In line with the 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.

We aim to do this by providing the highest quality learning and teaching within a nurturing, supportive and challenging learning environment. We have an agenda of continuous improvement which can only be achieved through very effective partnership working with all our stakeholders. This report forms part of Clackmannanshire Council's commitment to providing high quality services and ensuring continuous improvement in these services.

The Standards and Quality Report for 2020 - 2021 is a summary of the performance of our school with specific reference to the priorities we set ourselves in September 2020. The report also highlights planned next steps to ensure progress.

Overall the school has made good progress in achieving our objectives over the past year, having been impacted by periods of remote learning due to Covid.

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 – learners, staff and parents
- Documentation, including planning, reports to parents, working groups, staff professional reviews and staged intervention meetings

Our progress and achievements are the result of the enthusiasm and commitment of children, parents and staff who work very effectively in partnership to ensure the very best learning and teaching opportunities and experiences for all.

We have considered priorities for the school year ahead in the light of:

- learner outcomes as identified in standardised assessments and ongoing formative classroom assessments
- outcomes from our own monitoring and evaluation
- consultation with staff, learners, parents/carers and partner agencies

In September 2020, we set ourselves the following strategic priorities:

- To raise attainment in Writing through a structured, progressive and consistent approach to the learning and teaching of writing.
- To raise attainment in Numeracy through a structured, progressive and consistent approach to the learning and teaching of numeracy.
- To develop a structured progression of PSE which ensures consistency in the learning experiences for children in Health and Wellbeing.
- To integrate digital technology as an integral part of learning and teaching thus increasing opportunities to engage in quality learning experiences which are enriched by the use of digital technologies and fit for 21<sup>st</sup> century learning.

Before sharing our progress in these areas, please read all about the context of Abercromby Primary School.

## Section B1 - School Context

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.

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

We promote our school values which are **Determination, Teamwork, Respect, Ambition and Honesty**. We believe these values are central to achieving the aims of the school and are an important part of life at Abercromby.



### 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.*

Abercromby Primary is a non-denominational school serving the catchment area to the south of Tullibody. The school is located within Tullibody South Campus and is shared with St Bernadette's Primary, Tulach ELC and a Community Library. Tullibody South Campus was officially opened in October 2019, however the building has been occupied since August 2019.

In session 2020-2021, Abercromby Primary had a roll of 336 learners. There are currently 14 classrooms over 2 floors with flexible learning areas for each stage. The school is part of the Lornshill Cluster and most of our learners transfer to Lornshill Academy at the end of Primary 7, although some learners go on to other nearby secondary schools as a matter of choice.

Due to Scottish Government and Health and Safety Guidance in place, we have been unable to share any of the areas in the campus with the other establishments. Children have had their lunch in their classes all year. Although we have a fabulous, well equipped and spacious gym hall which doubles up as an Assembly Hall, PE has been outdoors and for the year, we have held virtual assemblies through Google Meet. There is also another smaller hall upstairs which is also used for PE though this year has been used for group work.

Due to the nature of the Immersive classroom which offers a full 360 degree floor to ceiling immersive experience, we have been unable to use this due to strict Health and Safety guidelines. We are looking forward to a time when we can explore the vast range of interactive experiences which will support all areas of our curriculum in the future. We also have access to 3 GP rooms in the campus which are used for many different purposes. This session, the purpose of these rooms have had to be re-prioritised, providing a safe place for Support for Learning and for staff breaks and lunches due to room capacities.

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 almost all teachers who have completed a Tapestry Masterclass and are previously trained in the Equitable Literacy programme. A number of the staff team have also participated in Masters qualifications at Stirling University including our HT and DHT undertaking Into Headship.

## Section B2 – Performance Information

### Abercromby Primary School Profile (August 2021)

#### School Roll

At Abercromby PS, during session 2020-2021, there are 336 learners. 172 are female (51%) and 164 are male (49%).

#### Scottish Index of Multiple Deprivation (SIMD)

No SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10	
No	63	97	17	21	34	2	0	13	88	1
%	19	29	5	6	10	<1	0	4	26	<1

As can be seen from the table above, 160 learners are in SIMD 1-2 or SIMD Quintile 1. This represents 48% of all learners.

#### Free School Meals (FSM) Whole School

At Abercromby PS, 97 learners of our 336 are on FSMs. This represents 29% of all learners.

#### Additional Support Needs (ASN)

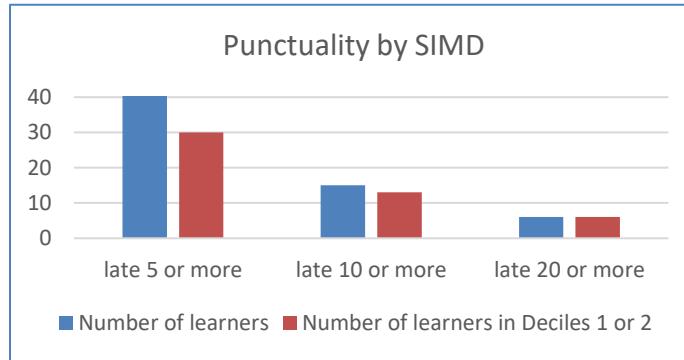
There are 119 learners of our 336 learners who are on Staged Intervention. This represents 35% of all learners.

<b>Stage 1</b>	4	1%
<b>Stage 2</b>	91	27%
<b>Stage 3</b>	21	6%
<b>Stage 4</b>	3 (2 of these learners attend CSSS)	<1%

#### Attendance/Punctuality

Average attendance is 95.22% as of week ending 28<sup>th</sup> May 2021. 39 learners have an attendance under 90%. 64% of these 39 learners live in deciles 1 or 2.

Over the course of the year, there were 41 learners who were late to school on 5 or more occasions. Out of these, 15 learners were late 10 or more occasions and 6 of these were late on 20 or more occasions. This will naturally impact on being able to settle to learn in the morning. As can be seen from the graph below, there is a strong correlation between punctuality and the SIMD deciles 1 and 2. In particular, 87% of children who were late 10 or more times and 100% of children who are late 20 or more times all live in deciles 1 or 2.



As a result of this data which highlights the need to do targeted interventions in session 21/22 on punctuality and attendance.

#### Exclusions

There have been no exclusions during 2020 - 2021 school session.

## Attainment - Teacher Professional Judgement (TPJ) - Percentage Achieved

Abercromby Primary School	Reading			Writing			Listening and Talking			Numeracy		
	P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
	E	1st	2nd	E	1st	2nd	E	1st	2nd	E	1st	2nd
Jun-17	82	54	74	75	51	64	86	75	84	74	58	57
Jun-18	65	82	65	68	82	81	68	88	73	68	76	65
Jun-19	88	73	74	81	64	68	93	89	89	88	82	76
Feb-20	77	77	70	77	65	70	95	85	76	79	73	72
Jun-21	75	73	70	75	56	52	77	79	94	86	65	66

When analysing the TPJ this can be done by tracking a year group of learners across time or year on year.

When tracking a year group of learners specifically P1 (2018) who are in P4 (2021) we can analyse their attainment journey.

In Reading, there has been an increase in their Reading attainment from 65% to 73% though when tracking the same cohort of learners in Writing, there has been a decrease in their Writing attainment from 68% to 56%.

Their Listening and Talking has increased from 68% to 79% and there has been a slight decrease in Numeracy from 68% to 65%.

It is worth noting that our current Primary 4 has 48 learners, of which 20 of are on Stage 2 or Stage 3 of Staged Intervention, 42% of the children with difficulties in learning all of whom are supported through targeted small group interventions with Support for Learning.

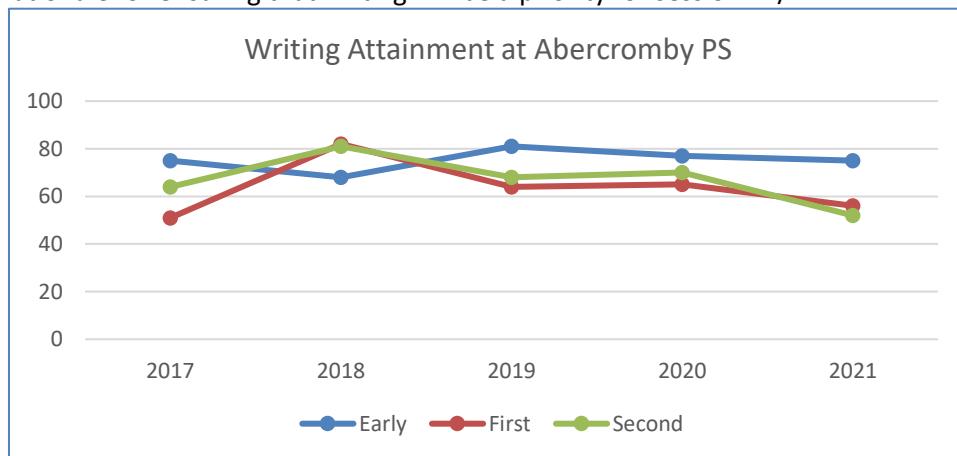
When tracking a year group of learners specifically P4 (2018) who are now P7 (2021) we can analyse their attainment journey.

In Reading, there has been a decrease in their Reading attainment from 82% to 70% though when tracking the same cohort of learners in Writing, there has been a more concerning decrease in their Writing attainment from 82% to 52%.

Their Listening and Talking has increased from 88% to 94% and there has been a slight decrease in Numeracy from 76% to 66%.

It is worth noting that our current Primary 7 has 53 learners, of which 20 of are on Stage 2, 3 or 4 of Staged Intervention, 38% of the children with difficulties in learning all of whom are supported through targeted small group interventions with Support for Learning.

This data alone shows that there needs to be a specific focus on Writing and the writing attainment over time graph corroborates the rationale for ensuring that writing will be a priority for session 21/22.



Analysing the data from last year to this year, there has been a decline in the Literacy and Numeracy components across all levels with the exception of P7 Listening and Talking and P1 Numeracy. This is to be expected considering the unsettled position schools have faced since the initial closure in March 2020 and moving to extended periods of remote learning.

## Section B2: Evaluation of each School Improvement Priority

### School Improvement Priority: Literacy

#### Literacy

To raise attainment in Writing through a structured, progressive and consistent approach to the learning and teaching of writing and targeted interventions to close the gaps in attainment that have widened as a result of Covid-19.

#### National Improvement Framework Priority

- improvement in attainment, particularly in literacy and numeracy
- closing the attainment gap between the most and least disadvantaged children
- improvement in children's and young people's health and wellbeing
- improvement in employability skills and sustained, positive school leaver destinations for all young people.

#### Key drivers for improvement

school leadership  
teacher professionalism  
parental engagement  
assessment of children's progress  
school improvement  
performance information

#### HGIOS4 Quality Indicators

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:	<ul style="list-style-type: none"> <li><b>Fresh Start</b> – Children were assessed, grouped and learning begun in Term 2. Staff were allocated to the programme. However, we were unable to run the groups in Term 3 due to Covid, and in Term 4 due to a shortage in staffing, so progress has been minimal.</li> <li><b>Writing</b> – Staff survey carried out at the beginning of the year, extensive research was carried out by the Literacy group and Talk 4 Writing (T4W) was purchased. Initial staff training was carried out, with teachers planning to trial the resource in term 4. Resources shared via Glow.</li> <li><b>Phonics</b> – P1-3 working group was established and led by a member of staff. Programme was written collaboratively, based on current practise and a phonics programme that had been successfully used in the past. Programme to be rolled out for trial in final term.</li> <li><b>Literacy Events</b> – All planned events were carried out, either virtually or at school by learners who were in attendance. Additionally P5-7 participated in an interactive virtual author visit and virtual story telling sessions from the local librarian for P1.</li> </ul>
Impact:	<ul style="list-style-type: none"> <li><b>Fresh Start</b> – In terms of quantitative data, children were not reassessed to demonstrate impact, due to children being away from school for such an extended period of time, which would have resulted in skewed data. From observation, pupils were very settled in groups and were positive about coming along to sessions and fully engaged and supportive of each other within the sessions. Class teachers fed back that timetabling was supportive, rather than disruptive to other learning.</li> <li><b>Writing</b> – staff survey suggested the need for a consistent approach, the introduction to T4W and resources on Glow group regarded as helpful/somewhat helpful via staff survey, staff fully consulted before programme purchased. Further data on impact will be provided in June at feedback session.</li> <li><b>Phonics</b> – Draft programme has been written and distributed to staff, however the impact of this can only be considered after trial stage, at the least.</li> <li><b>Literacy Events</b> – Calendar events all ran successfully and feedback from pupils, families and staff was positive. Pupil photos from home and school were posted on social media. Author visit was positive but feedback from staff was that the duration of these visits needed to be condensed to maintain pupil engagement. This has led us to planning more opportunities for this next year.</li> <li><b>Impact on attainment</b> – see data section above which clearly shows need for writing to be a focus.</li> </ul>

Next steps:	<ul style="list-style-type: none"> <li><b>Literacy recovery</b> – groups to be established to close the gap widened by Covid. This may be Fresh Start or another programme.</li> <li><b>Writing</b> <ul style="list-style-type: none"> <li>One of three areas of focus across school for next session</li> <li>Staff training to be organised for next session for T4W and other aspects of Writing</li> <li>Programme to be implemented gradually.</li> <li>Writing Group to put together a progression called 'Writing the Abercromby Way' taking into account the three domain model, any updated Clacks guidance, and the Talk 4 Writing Resource.</li> <li>Positive writing culture to be implemented in classrooms and across the school, including timetabling free-writing.</li> <li>Quality model texts to be audited and considered for purchase, to support writing.</li> </ul> </li> <li><b>Phonics / Reading</b> <ul style="list-style-type: none"> <li>Updated phonics programme to be fully implemented by P1-3 teachers.</li> <li>All classes to provide children with instructional texts and chill books, at correct book-banded level, to be sent home regularly.</li> <li>Links with community library to be re-established and regular visits offered to every class.</li> </ul> </li> <li><b>Literacy Events</b> <ul style="list-style-type: none"> <li>New programme of events to be established for session 2021/2022</li> <li>Further author visits and visits from others who use writing in their profession to be set up to support the improvement of writing.</li> </ul> </li> </ul>
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## Comments from pupils, parents, stakeholders, staff:

### Pupil Comments:

We have undertaken lots of learning conversations with the children across the school to find out what their feelings are about writing. These are some of the things they have shared and when we plan our 'Writing the Abercromby Way' their views and comments will be incorporated into this.



### Staff Comments:

- "It was good to have time allocated to look at writing as this is a very busy term."
- "More resources needed for writing. Anything which reduces teacher workload or resources which can be easily adapted"
- On T4W: "It would be good to have some training for all staff, including support staff who often support writing lessons"

### **Progress and impact of Pupil Equity Fund:**

- We used our Pupil Equity Fund to support the purchase of our writing resource. All staff have received some introductory training, are trialling the programme this term, and feeding back in June. The PEF funding has allowed us to purchase resources for each classroom and the impact has made the planning process easier for class teachers to manage as well as having a consistent approach. The initial feedback from our learners on the trial of the resource has had a positive impact on their engagement when writing.
- We also used our Pupil Equity Fund to purchase an online phonics resource. This has improved the opportunities for our learners in accessing exciting resources to support their learning in phonics. The impact of this has been seen through increased opportunities for progressing learners progress in phonics.

## School Improvement Priority: Numeracy

<p><b>Numeracy</b></p> <p>To raise attainment in Numeracy through a structured, progressive and consistent approach to the learning and teaching of numeracy.</p>	<p><b>National Improvement Framework Priority</b></p> <ul style="list-style-type: none"> <li>improvement in attainment, particularly in literacy and numeracy</li> <li>closing the attainment gap between the most and least disadvantaged children</li> <li>improvement in children's and young people's health and wellbeing</li> <li>improvement in employability skills and sustained, positive school leaver destinations for all young people.</li> </ul>
<p><b>Key drivers for improvement</b></p> <p>school leadership teacher professionalism parental engagement assessment of children's progress school improvement performance information</p>	<p><b>HGIOS4 Quality Indicators</b></p> <p>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:</p>	<p><b>Planning, Tracking and Assessment-</b> Consistent use of the planning, assessment and tracking documents and procedures for Numeracy.</p> <p><b>Interventions-</b> Small group and individual support interventions are in place to address the gaps in learning that have widened in light of COVID-19. We were unable to run the groups regularly due to school closures and pupils isolating, therefore, progress is minimal.</p> <p><b>Staff Training-</b> The Learning Assistants delivering Early and First Level Numeracy have engaged in the FVWL RIC Numeracy Training Programme for Vulnerable Children. P7 class teacher is undertaking a professional enquiry on developing conceptual understanding of Numeracy through manipulatives.</p> <p><b>Resources-</b> Various manipulatives purchased following professional enquiry and various training modules to enhance learning and teaching across the Numeracy curriculum.</p>
<p>Impact:</p>	<p><b>Planning, Tracking and Assessment-</b> Staff confident using the planning, assessment and tracking documents ensures consistency and pace across stages for all pupils.</p> <p><b>Interventions-</b> In terms of quantitative data, children were not assessed regularly to demonstrate impact, due to children being away from school for such extended periods of time, which would have resulted in inaccurate data. From observation and the responses within the pupil questionnaires, pupils were very enthusiastic about coming along to sessions and found it helped with their numeracy skills and made them more confident. The class teachers and learning assistants delivering Number Blocks and Building Blocks all said they agree or strongly agree that the small group interventions are having a positive impact for the child. It has a positive impact on children's enjoyment, confidence and progress in mathematics and allows the child to 'catch up' with their peers.</p> <p><b>Staff Training-</b> The Learning Assistants have new tools and increased confidence delivering numeracy interventions. The professional enquiry undertaken by the P7 class teacher has had a positive impact on her practice. It has allowed her to consider how she can ensure the use of manipulatives more widely and has also impacted on her planning, considering more pupil choice.</p> <p><b>Resources-</b> New resources support the delivery of quality Numeracy lessons.</p>

Next steps:	<p><b>Numeracy Recovery-</b> Groups to be established to close the gap widened by Covid. This may be Number Blocks, Building Blocks or other programmes and interventions.</p> <p><b>Staff Training-</b> Good practice shared with class teachers in using manipulatives to deliver effective Numeracy lessons.</p> <p><b>Outdoor Learning-</b> Children will have increased opportunities to engage in quality outdoor learning experiences.</p>
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Comments from pupils, parents, stakeholders, staff:

**Pupils:**

*'I enjoyed building blocks it helped me.'*

*'I love going to Building Blocks as it is fun and we play games. It has really improved my number work this year. I hope I can do it in P5.'*

*'I find maths tricky but going to my number blocks group has helped me.'*

**Learning Assistants:**

*'The children obviously enjoy number blocks both in class and being taken out in small groups.'*

*'The Building Blocks programme builds confidence and self-esteem. I have loved seeing the children develop a better understanding and enjoyment for maths. The concrete materials that were bought really support the learning and teaching.'*

*'I think Building Blocks is great and is really improves the child's numeracy skills. The pupils are totally engaged during the sessions and love coming along. I don't think they see it as 'work' as we play games and they have fun.'*

**Class Teachers:**

*'The pupils are really enjoying taking part in the Number Blocks programme and it is building their confidence and enjoyment when it comes to numeracy, I am able to see that already in their attitude and their work.'*

*'I've seen an improvement in children's ability and confidence from the small amount of support that they have had this year.'*

*'It has had a very positive effect on pupil's confidence.'*

**Progress and impact of Pupil Equity Fund:**

We used our Pupil Equity Fund to purchase Numeracy resources to support the delivery and enhance our learning and teaching of numeracy. The impact of this is that all classes have their own set of core numeracy resources, which not only helps class teachers to deliver quality learning and teaching within their classroom but provides concrete materials to support the learners too.

## School Improvement Priority: Health and Wellbeing

<p><b>Health and Wellbeing</b></p> <p>To develop a structured progression of PSE which ensures consistency in the learning experiences for children in Health and Wellbeing.</p>	<p><b>National Improvement Framework Priority</b></p> <ul style="list-style-type: none"> <li>improvement in attainment, particularly in literacy and numeracy</li> <li>closing the attainment gap between the most and least disadvantaged children</li> <li>improvement in children's and young people's health and wellbeing</li> <li>improvement in employability skills and sustained, positive school leaver destinations for all young people.</li> </ul>
<p><b>Key drivers for improvement</b></p> <p>school leadership teacher professionalism parental engagement assessment of children's progress school improvement performance information</p>	<p><b>HGIOS4 Quality Indicators</b></p> <p>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><b>Progress:</b></p> <p>Some progress has been made with regards to the outcomes previously outlined in the SIP (August 2020). Most progress has been made with a focus on work carried out in school, such as raising the profile of SHANARRI for children and parents and the development of a consistent PSE planner.</p> <p>We have introduced the role of Health and Wellbeing champions for our P7 children next year and asked for applications to take the format of a poster showing the child's understanding and interest in SHANARRI. There have been several P6 children who applied for this role and have shown how SHANARRI relates to their own wellbeing, linking each indicator to their own lives. SHANARRI banners have been developed and are displayed around the school. The banners were developed from a whole school competition which asked children to develop a character for each indicator. The wellbeing indicators are also being used when collecting children's views for review meetings.</p> <p>With regards to developing a more structured approach to PSE, staff were introduced to the PSE planner and shown the digital resources which were added to a folder online for staff to access and use in March. The aim of the planner was to ensure coverage of experiences and outcomes across the levels and a consistent approach to teaching PSE and Health and Wellbeing. Staff have been enthusiastic about the planner (see below for feedback) and have used the planner and resources appropriately. However, due to a recent school closure, staff feedback has been they have not been able to cover the previous 'topic' on the planner with enough depth. Therefore, the final 'topic' of the planner has been adapted to be a week-long focus, rather than a term focus to meet the needs of the school and learners as they return to school. We have achieved developing a structured approach to PSE, however more time is needed to gain the consistent approach we are aiming for.</p> <p>There has been little progress made with the outdoor play and learning resources due to ongoing work in the playground and Covid. We have not been able to make progress with the Cost of the School day outcomes though we have continued our work on the uniform bank and provided period products throughout the whole year. There have been no school trips or events which have incurred money, such as discos, happening this session due to Covid.</p>	

<b>Impact:</b>	<p>Children have a clearer understanding of SHANARRI in relation to their own wellbeing.</p> <p>Children are developing an awareness of how to support their own wellbeing in relation the wellbeing indicators.</p> <p>Parents have a better understanding of the SHANARRI indicators, how they relate to their child's wellbeing and strategies they can use to support their child's wellbeing.</p> <p>Staff are beginning to have clear understanding of the progression of PSE at Abercromby Primary which ensures consistency in the learning experiences for children in Health and Wellbeing. Staff are more comfortable teaching PSE lessons due to the planner and resources provided.</p>
<b>Next steps:</b>	<p>Development of HWB champions as an opportunity for P7 children to lead the further development and understanding of SHANARRI across the school and to families.</p> <p>Introduction and development of using Emotion Works as a resource to ensure a consistent approach to supporting children's mental and emotional wellbeing after school closures due to Covid.</p> <p>Use grant money on resources such as outdoor clothing, outdoor classroom equipment and other resources agreed on by the staff team.</p> <p>Develop Early level/ P2 outdoor area including Loose Parts Play.</p>

#### **Comments from pupils, parents, stakeholders, staff:**

##### **Parent feedback:**

*Considering the crisis we have all gone through with the pandemic, the school has managed to keep the education going as well as the wellbeing of the children.*

*We are listened to and all our child's support needs are met. The school go above and beyond to help us*

*Very little first-hand experience but hear a lot about children going to nurture groups etc.*

*The school has the willingness and desire to fully support them but lacks resources.*

*My child feels valued in class and is always told he does a good job*

##### **Staff feedback relating to PSE planner:**

- *I find it useful to have something to follow.  
I love having a set overview to follow and tick off.*
- *It's been difficult to follow it properly this year with all the closures and remote learning but this will hopefully be better next year and then we can follow it and see how it goes.*
- *Perhaps if we had concrete resources in addition to the folder on staff share*
- *I am happy with it as it is so no further suggestions.*
- *Due to the remote learning this has not been the perfect year to implement this - hopefully if we have a more settled year we will be able to use it better.*

### **Staff feedback relating to SHANARRI outcome from SIP:**

- *SHANARRI has had a big focus and everyone has a better understanding of it.*
- *Children can talk about it more and use some of the vocabulary. They have shown a better understanding of what SHANARRI is and how it relates to them.*
- *Children are better able to talk about the indicators.*
- *I don't know if the parents do or not (have a better understanding of the wellbeing indicators)*

### **Pupil feedback relating to SHANARRI outcome from SIP:**

*"I understand how this helps with my mental health."*

*"I believe in the principles of nurture and I hope I can pass these on to younger children."*

*"I would like to know more about SHANARRI but I don't know how to do this."*

*"Safe means you know people love you."*

*"It's important to feel nurtured so you don't feel like nobody cares and there's nobody watching out for you."*

*"I know I'm nurtured in my class because I have my friends who look out for me. I also have adults I can talk to if there's something wrong."*

*"I've learned more about SHANARRI this year."*

*"SHANARRI is important because it keeps a good head on your shoulders for when you're older if you remember to be safe, healthy etc. It gives you a good mindset for when you're older."*

### **Progress and impact of Pupil Equity Fund:**

The PEF money allocated to Health and Wellbeing has used to support the progress made towards the long-term outcomes outlined in the SIP. With the PEF money, we have purchased SHANARRI posters to raise awareness across the school about the wellbeing indicators. We have also bought the online resource, Emotion Works which, next session, will provide a consistent and in-depth approach to teaching Health and Wellbeing and supporting children's emotional wellbeing. There is limited impact at the moment due to the time we have had to implement the resources though we should begin to see the impact on our learners early in the new session.

## School Improvement Priority: Digital Technologies

<p><b>Digital Technologies</b></p> <p>To integrate digital technology as an integral part of learning and teaching thus increasing opportunities to engage in quality learning experiences which are enriched by the use of digital technologies and fit for 21<sup>st</sup> century learning.</p>	<p><b>National Improvement Framework Priority</b></p> <ul style="list-style-type: none"> <li>improvement in attainment, particularly in literacy and numeracy</li> <li>closing the attainment gap between the most and least disadvantaged children</li> <li>improvement in children's and young people's health and wellbeing</li> <li>improvement in employability skills and sustained, positive school leaver destinations for all young people.</li> </ul>
<p><b>Key drivers for improvement</b></p> <p>school leadership teacher professionalism parental engagement assessment of children's progress school improvement performance information</p>	<p><b>HGIOS4 Quality Indicators</b></p> <p>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:</p>	<ul style="list-style-type: none"> <li>- Children identified and allocated devices to support with remote learning during lockdown and home learning in future.</li> <li>- Mifi devices allocated and delivered to families to ensure internet connection was not a barrier to remote learning.</li> <li>- Staff have had access to training and documents to support and upskill them in the area of digital technologies.</li> <li>- Staff, pupils and families had a smooth and streamlined move to remote learning due to preparations made in advance and the whole school approach taken.</li> <li>- Resources have been purchased to support an effective, progressive and up to date ICT framework at Abercromby (E.g. Apps, graphics tablets, Sphero robot kits).</li> </ul>
<p>Impact:</p>	<ul style="list-style-type: none"> <li>- Pupils and families were supported through remote learning with clear instruction guides and a consistent learning format across the school. This meant that the process was as straightforward as possible for families who did not consider themselves confident in the use of technology. Engagement with remote learning was higher than in session 2019-20.</li> <li>- Pupils and families had access to adequate IT resources to support remote learning. This meant that all learners has the means to access learning and did not miss out due to lack of a device.</li> <li>- Staff confidence with digital technologies has increased and in turn, the use of ICT to support quality learning and teaching experiences has also increased.</li> </ul>
<p>Next steps:</p>	<ul style="list-style-type: none"> <li>- Create a progressive framework to support and guide ICT learning at Abercromby.</li> <li>- Develop a Digital Technologies Policy in collaboration with our learners, to ensure safe and appropriate use of ICT resources at Abercromby.</li> <li>- Continue to encourage the use of Google Classroom and other online platforms to support learning &amp; teaching.</li> <li>- Provide any necessary further training to help upskill and support class teachers with the delivery of ICT.</li> </ul>

Comments from pupils, parents, stakeholders, staff:

### Pupils

Pupils from small focus groups across P2-5 shared that they accessed remote learning 'every day' or 'most days.'

The children also shared that they had accessed their remote learning tasks more often than last session.

The reasons they gave for this were:

'It was easier to work GC this time.'

'I had a computer from school to use because my phone was too hard last time.'

'I use GC in school so I could do it at home the same, it was hard last time because my mum couldn't help me.'

When asked to feedback about what they enjoyed from their online learning experiences the children expressed a strong liking for the online platforms used, particularly Sumdog, Topmarks, Kahoot and Google Meet.

### Staff

When asked what have you started in remote learning that you would like to continue, staff commented that they would like to 'continue using Google Classroom to support home learning and in school learning.'

Some members of staff were keen to make ICT resources a more integral part of their learning and teaching after having the chance to try them out and commented that moving forward they will: 'Use Daily check-ins and other digital formats in class such as Jamboards, Epic Books and Kahoot.'

Another member of staff commented: 'I feel the approach we are taking this time is good and it is clear as a class teacher what is expected of us. The engagement is much better than last lockdown.'

When asked about how we have overcome barriers to remote learning, a member of staff commented: 'Availability of digital training for staff meant that staff were more confident in delivering and offering suitable and engaging learning opportunities for pupils.'

Most staff members in the school, particularly class teachers, reported an increased level of confidence when using ICT resources to support learning and teaching. Some felt there was scope for more training opportunities in future around certain areas.

### Parents

The majority of parents who filled out our survey were happy with the approach to remote learning taken by the school.

Google Meets, Live lessons and recorded teaching videos were all met with high praise.

All parents, except one, felt that the Google Meets were beneficial for their children and that they were something that their children 'looked forward to' and they helped to support their children's wellbeing whilst they could not physically see their friends and teacher.

In reference to the recorded teaching videos, one parent commented: 'Great idea! It makes it more meaningful for the learner as they are seeing their teacher on screen going through the learning intention etc. It also allows the learner to go back and consolidate anything they have not quite grasped or have forgotten about as and when they need to.'

### **Progress and impact of Pupil Equity Fund:**

In terms of our spending on resources there's been no direct impact because we only just received the resources. But we will use them to support learning within a framework for ICT that will provide the children with up-to-date skills, fit for life and work in the 21st century. Hopefully, these skills will help lead to positive destinations for our learners in the future, as digital technology is now an integral and essential part of the working world. Children in deciles 1 or 2

who do not have access to technology at home will be immersed in quality digital learning experiences throughout their time at Abercromby and not miss out on skills developed and opportunities experienced by their peers who have access to devices and technology at home.

In terms of the Chromebooks and laptops, 26 of our P5-7 learners in deciles 1 & 2 were supplied with devices to support with remote learning. 2 of our LAC learners and one child who chose not to attend amidst the pandemic also got a device. 7 children were provided with a MiFi device too for internet access at home. This ensured they had means to access all learning remotely when necessary.

**School Improvement Priority: Parental Engagement supported by staff from Pupil Equity Fund**

<p><b>Parental Engagement</b></p>	<p><b>National Improvement Framework Priority</b></p> <ul style="list-style-type: none"> <li>improvement in attainment, particularly in literacy and numeracy</li> <li>closing the attainment gap between the most and least disadvantaged children</li> <li>improvement in children's and young people's health and wellbeing</li> <li>improvement in employability skills and sustained, positive school leaver destinations for all young people.</li> </ul>
<p><b>Key drivers for improvement</b></p> <p>school leadership teacher professionalism <b>parental engagement</b> assessment of children's progress school improvement performance information</p>	<p><b>HGIOS4 Quality Indicators</b></p> <p>1.3 Leadership of Change; 2.3 Learning, teaching and assessment; 2.5 Family Learning; 3.1 Ensuring wellbeing, equity and inclusion, 3.2 Raising attainment and achievement</p>
<p>Progress:</p> <p>(PEF) 1:1 Outdoor family sessions established Aug – Dec. 1 member of staff with 1 parent and child going out into the community for walks/activities and refreshments from local café. This provided time for parents/carers to spend time with each other alongside a member of staff to support anxieties, build confidence and make connections between home and school so pupils know they are supported jointly. We created nature pictures, went for walks, fed the ducks and explored the local area. This also gave parents/carers an opportunity to check in with staff and gave us a sense of how things were going at home, so we could provide advice or support when required.</p> <p>(Not PEF) Tasty Tuesday established November – April with funding from Food, Families, Futures (partnership with Clacks Council). 36 families were selected to participate over 3 blocks and the uptake was 34 families. All Abercromby families were offered the opportunity to participate, with some families specifically invited due to their work with The Link. We built partnerships with our local Co-op who provided the bags of ingredients each week and local business, The Ladybird Tearoom in Alloa who provided the recipes and instructional videos. A Google Classroom was set up for each block so that the 12 families in each group could access the recipes and videos each week. This created a small online community of families where they could leave feedback, upload images and videos of the dishes being cooked and comment on each other's creations. Staff could also leave comments for the families, praising them for their efforts and skills.</p> <p>(Not PEF) Our Virtual Family Quiz Night took place on Tuesday 23<sup>rd</sup> March. This was organised through Google Classroom so we could share the quiz and answer sheets. We had 9 families and some members of staff attend this. More families had signed up, however, some had IT issues and others sent apologies as circumstances had changed on the day. This was lots of fun with all the members of the family joining in.</p>	

Impact:	<p>1:1 Outdoor sessions supported some families who were anxious about coming back to school during Covid and created links with staff and the school to support learners returning. Established new relationships with some new learners and their families who require support. Continued to build on existing relationships with some of our most vulnerable families to ensure they feel comfortable speaking to staff and keeping us up to date with issues at home so we know how best to help learners in school. Ensured that we can continue to create links with school and home, even in the current circumstances where parents/carers cannot come in to the school building.</p> <p>Tasty Tuesday – great opportunity to engage with families remotely during Covid and to create small communities where families can engage with each other. We provided food for 36 families over the 3 blocks, once a week. The meals created were used over 2 nights for some families. We created great partnerships with our local Co-op and The Ladybird Tearoom. Alison provided our families with recipes for healthy, home-cooked, winter warmer meals which could be prepared by all the family. Families commented that Tasty Tuesday gave them the chance to develop new cooking skills together, spend time together and got them to think about the meals they were cooking and how they could get the children involved more. (See Feedback sheet).</p> <p>Quiz Night – allowed us to engage remotely with families and still provide a “Family Learning Event” as we normally would. This was a fun evening where families engaged really well and had a great time together. Our local Co-op and Tesco provided us with prizes.</p>
Next steps:	<ul style="list-style-type: none"> <li>• Re-establish Family Groups in the family room next session.</li> <li>• Run Tasty Tuesday as planned in school, with the purchase of fridges, equipment, etc. so we can have families in to school to participate in the project. Build on links with Active Clacks to provide activities as well as cooking. Apply for funding from Food for Thought Education Fund.</li> <li>• Re-establish Family Learning Events x 4 throughout the school year</li> <li>• (PEF) Welcome back picnic in August for all families with food, ice cream and games. A welcome to P1 learners and families.</li> </ul>

#### Comments from pupils, parents, stakeholders, staff:

David Kirk (Tullibody Co-op Manager) – “I think it’s a fantastic project. If people can learn to start to cook from scratch it is a great skill for kids and parents to take forward, health -wise as well. From my point of view it has been organised really well.”

#### Feedback from Tasty Tuesday:

- *It was a great opportunity to try new stuff and kids even eat the mushrooms which they would never have eaten before*
- *It has been a great opportunity to get kids learn more cooking skills and enhance their knowledge of healthy food choices.*
- *The food was delicious. Enjoyed doing this together. Enjoyed learning new dishes.*
- *Like how it brought the family tasting new things*
- *Great experience, had a lot of fun doing the sessions and learned new skills*
- *Our family would definitely take part again, it was fun and great to learn how to prepare and cook meals with my daughters, a brilliant experience ☺ thanks for letting us take part*

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

Covid-19 has continued to impact families across the world. Abercromby PS have continued to support our families since our return to face to face learning in August 2020.

#### **Communication**

- Class Dojo and Groupcall messaging used for keeping families updated throughout the year
- Newsletters issued fortnightly/monthly at key periods of time throughout the pandemic
- Class Dojo portfolios used to share all access logins and passwords for remote learning
- Class Dojo messaging used over weekend periods for Covid related incidents when necessary

#### **Remote Learning**

- Google Classrooms all set up in August to ensure provision for remote learning and to develop skills in digital learning whilst in school
- Access details shared with all parents via Class Dojo portfolios and troubleshooting support provided on an individual basis
- Chromebooks from the authority allocated to families in P5-7 which also benefitted learners in the younger stages too
- Self-isolation learning grids created for each term should any individual learners need to access
- Consistent approach to learning and teaching agreed for periods of remote learning, taking into account demands on families working at home
- Staff supported with digital skills supported in school to ensure all staff were confident with platforms and online tools
- Remote Learning between January 2021 – February 2021 for P1-3 and March 2021 P4-7
- Teacher confidence levels increased throughout with support from Principal Teachers on Google Classroom.
- A wide variety of learning experiences were encouraged with a strong emphasis on Health and Wellbeing, Literacy and Numeracy.
- Introduction of twice weekly Google Meets for each class
- Introduction of learning videos to support the remote learning
- Live weekly assemblies for the whole school to engage from home and stay connected with those in school
- Engagement with families was monitored and different approaches were introduced e.g. STEM activities
- Some children with ASN were provided with packs of work to support their particular learning style
- Stationery was made available in school and also in the local Co-op
- We received very positive feedback from parents on the quality of work provided, all preferring the new consistent approach to what had previously been offered in March 2020
- Additional Remote Learning periods for Abercromby PS on 31<sup>st</sup> March and 1<sup>st</sup> April following decision from Public Health and again on 20<sup>th</sup> May and re-opening 31<sup>st</sup> May 2021, remote learning was provided for the full week however the engagement levels were considerably lower than compared to Jan-March

#### **Staying Connected**

- HT joined weekly meetings with HT colleagues and disseminated key information swiftly
- The full staff team remained well connected through weekly staff meetings and through use of emails
- SLT supported staff during the remote learning periods where there were any particular concerns
- Parent Council meetings continued virtually throughout the year as well as regular informal contact with the Parent Council Chair, Mrs Nicoll
- Our vulnerable children were very well supported, mainly by our Family Support Worker and other staff undertaking phone call check-ins. 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....
- 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 all children on Staged Intervention

#### Section B4 - Evaluation of Quality Indicators

Quality Indicator	School Self-Evaluation (1-6)	Inspection Evaluation Date:
1.3 Leadership of change	3	<p>This is an area for developing next session focusing on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. We need to ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. Our SIP will be shared with the parents at the start of the new session to encourage their involvement throughout the whole process.</p>
2.3 Learning, teaching and assessment	4	<p>Through our Quality Improvement Calendar we will be focusing on ensuring high-quality learning experiences for all children and young people, particularly through shared classroom experiences to ensure that the learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. This will be developed through our involvement in the Assessment and Moderation programme as outlined by Clackmannanshire Council.</p>
3.1 Ensuring wellbeing, equity and inclusion	4	<p>Through our focus on inclusion and nurture next session, the impact of the school's approach to wellbeing will underpin our children's ability to achieve success. Through ensuring the wellbeing of all children and young people and their families, we are improving outcomes for all of our children and their families.</p>
3.2 Raising attainment and achievement	3	<p>Through our focus on literacy (writing in particular) next session, we will be focusing on our success in achieving the best possible outcomes for all learners. We are at the start of the journey for improving attainment in writing and this will continue as we develop our approaches to meet the needs of our learners.</p>

## **Key priorities for School Improvement Planning 2021-2022:**

After our self-evaluation carried out with staff and learners, analysis of information for the Standards and Quality Report and from feedback from our parents, the following core priorities have been identified for 2021-2022:

1. To develop a whole school nurturing/R4L culture which enables children to feel included in all aspects of school life by June 2022.
2. To develop a progressive, consistent approach to writing which will enhance learning experiences for our children and raise attainment across the school by June 2022.
3. To enhance learning experiences for all children by developing outdoor learning experiences across the campus by June '22.

As well as these specific core targets, staff will be undertaking work in the following areas:

- To further enhance digital learning opportunities through CLPL for staff
- Development of robust Tracking & Monitoring through the implementation of Progress
- Moderation activities for staff to work together to use Benchmarks within Literacy and Numeracy to ensure valid judgements being made for attainment
- To further develop parental engagement opportunities through a number of measures including the introduction of whole school home learning opportunities

This report will be published on our school website and sent out via Class Dojo and Groupcall email. Printed copies will be made available at the school office.