



**Standards and Quality Report  
Achieving Excellence and Equity**

Context	
Setting/School Roll (including ELC/ASC)	175
FME	10
Attendance (%)	Authorised 92.3% Unauthorised 7.7%
Exclusion (%)	0
Attainment Scotland Fund Allocation (PEF and SAC)	£12,252



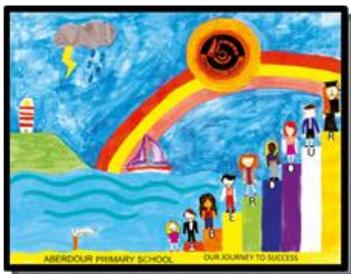
### Our Vision



**Aspire      Persevere      Succeed**

### Our Values

**Respect                      Kindness**  
**Fairness                      Honesty**



### Our Aims

*Playing our part to make a difference in our community and our world!*

The School Leadership Team comprises Headteacher, Principal Teacher and acting Principal Teacher. We are also supported by 0.4 Learning Support Teacher and a peripatetic nursery teacher who visits Aberdour one week in three. In session 21-22 we initially formed 7 single stage classes but due to a family leaving over the summer holidays we should have formed 6 classes. We were able to keep the formation of 7 classes which impacted on the leadership team including the Principal Teacher teaching for 3½ days per week and the headteacher covering NCCT as well as a day teaching every week. This ensured the continuity for already formed classes for the remainder of 21-22 only.

Nursery has a team of 3 fulltime and 2 part-time early years officers offering full day places 9am-3pm. The school is a two-storey building with accommodation for seven classes and a nursery. We have a music room and a stage in the gym/dining hall.

Our immediate external environment provides wonderful learning opportunities and we are committed to Eco work and sustainable outdoor learning. We have well developed school grounds that include a trim trail in the large grassed area, a wooded wildlife garden with a pond, class 'planters' for herbs and vegetables, Polytunnel, Bug Hotel and Eco Hide. Nursery use the garden to develop learning through play and the structured environment. Aberdour village dates back to medieval times and we are able to exploit its lively, cultural community and rich heritage. The school is privileged to have developed partnerships with Historic Scotland and Aberdour Castle, St. Fillan's Parish Church, Silver Sands and Black Sands beaches, Village in Bloom Committee, Aberdour Cultural Association, Aberdour Festival Committee, the Victorian 'Aberdour Station.'

**Improvement for Recovery Priority Work  
Session 2021 - 2022**

NIF Priority – Improvements in attainment, particularly in Literacy and Numeracy

NIF Driver - School Improvement

HGIOS 4 Quality Indicators

- 1.1 Self Evaluation for Self-Improvement
- 1.2 Leadership of Change
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising attainment and achievement

HGIOELC Quality Indicators

- 1.1 Self Evaluation for Self-Improvement
- 1.2 Leadership of Change
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 3.2 Securing Children's Progress

**Focused priority - Develop our curriculum rationale that is reflective of our context and meets the needs of all learners - SCHOOL AND NURSERY**

**Progress:**

Professional learning and reading for all staff where they examined their core values about curriculum. All staff looked outwards where they examined other curriculum models and what works in other countries. They were able to engage critically with this and compare this with the Curriculum for Excellence. All staff engaged in professional learning about learning for sustainability. We engaged with groups of parents as well as the wider parent body, all staff and all pupils to identify what makes our school unique and learning for sustainability. Staff examined curricular frameworks from a variety of settings and they discussed how experiences and outcomes can be managed on a yearly basis ensuring pupils have a progressive planning framework of learning and experiences. All staff were involved in creating a planning framework that includes learning for sustainability goals which are central to our vision, values and aims.

**Impact:**

- All pupils contributed to a curriculum rationale that is meaningful to them.
- All parents had the opportunity to contribute to our curriculum rationale.
- All staff have a clearer understanding of our rationale and why we do what we do.
- Clear framework that ensures progression across all stages of the school.
- All children from nursery – Primary 7 will benefit from this framework next session.

Link to curriculum rationale sway:-



# Aberdour Primary School - Curriculum Rationale

Everything we strive to do is underpinned by our vision, values and aims.

[Go to this Sway](#)

## Next Steps:

- Monitor the impact of the new framework to ensure it is meeting the needs of all learners.
- Collegiate work to develop high quality lessons that integrate the identified Sustainable Development Goals in each bundle of Experiences and Outcomes.

## Improvement for Recovery Priority Work Session 2021 - 2022

NIF Priority - Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver – Teacher Professionalism

### HGIOS 4 Quality Indicators

- 1.1 Self Evaluation for Self-Improvement
- 1.2 Leadership of Change
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising attainment and achievement

### HGIOELC Quality Indicators

- 1.1 Self Evaluation for Self-Improvement
- 1.2 Leadership of Change
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 3.2 Securing Children's Progress

## Focused priority: Create and develop our digital culture - SCHOOL AND NURSERY

### Progress:

All staff across the school and nursery have participated in the Digital Culture programme led by Mrs Cormack and Mr Lee. The programme included a number of taught sessions led by Mrs Cormack and Mr Lee. It also included tasks for them to try out with their learners in class and then feedback on the impact of this. The aims included upskilling and developing confidence in all staff. All staff have a responsibility for developing their IT skills. They helped to develop pupil participation through responsibility for aspects of ICT. All staff have developed a 'can do' and resilient approach to IT. Pupil Digital Leaders have been responsible for developing skills in other learners. Pupil Digital Leaders have used a cascade approach to develop IT skills and confidence in all learners through developing skills in coding, using Microsoft Office tools and logging in to GLOW.

## Impact:

All staff understand GDPR and can apply it to their role within school. Evidence shows that there is an increase in confidence for all staff in the use of O365 applications. All staff have evaluated that they are more confident in recognising how to solve problems in IT and how to improve their own skills. Almost all staff are more confident in supporting colleagues to solve problems related to digital technologies. All staff has shown an increase in their confidence about incorporating digital technologies across the curriculum compared to the beginning of the session 21-22.



**Next Steps:**

- Staff will widen the different types of equipment and cameras they use with their learners including editing software
- School will be a part of SEIC Digital Connectors programme for 22-23
- Use Digital Schools Awards Scotland self-evaluation to support targeted work around digital strategy
- Embed the use of digital technologies to deliver the curriculum
- School will make progress towards gaining the Digital Schools Award status

**Improvement for Recovery Priority Work****Session 2021 - 2022**

NIF Priority - Improvements in attainment, particularly in Literacy and Numeracy

NIF Driver – Assessment of children’s progress

HGIOS 4 Quality Indicators

- 1.1 Self Evaluation for Self-Improvement
- 1.2 Leadership of Change
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising attainment and achievement

**Focused Priority – Raise attainment in reading and writing across key stages – SCHOOL****Progress:**

Each class has a raising attainment strategy with specific focused interventions for individuals or groups of learners. Through regular robust planning and tracking meetings with senior leadership team, support for learning teacher and class teachers, we are able to identify concerns earlier and put appropriate strategies, support or assessment in place. Targeted work in Primary 6 has closed the gap slightly for learners that were behind track in reading, writing and numeracy. However, further work to close the gap further is still a focus next session when they move into Primary 7. In Primary 7 Listening and Talking attainment was increased from 93% at the start of the session to 100% at the end. In Writing attainment was increased from 86% to 100% at the end of the year. In Primary 4 we haven’t been able to increase the attainment in writing although it has remained steady at 86% and this will continue to be a focus in Primary 5.

All classes now have opportunities for ‘free learning’ over the course of the week. Almost all children have had the opportunity to influence the types of free learning opportunities there are in their classes. The majority of classes have begun to develop a ‘plenary of play’ linked to Fife’s skills framework where the children are beginning to talk using even more language of learning and can identify skills they have been developing in their free learning.

All teaching staff have engaged in professional learning sessions led by Acting Principal Teacher. These have included exploring their core beliefs and values around the benefits of play. They have learned about different types of play and how to set up a played based environment within their class. All teaching staff have engaged in professional learning around model for improvement to set up a small -scale practitioner enquiry based on play within their classes. All staff were able to use data through the small test of change and were able to analyse the impact on learners.

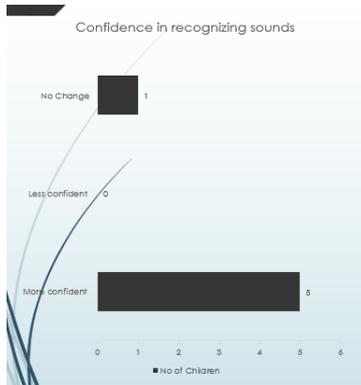
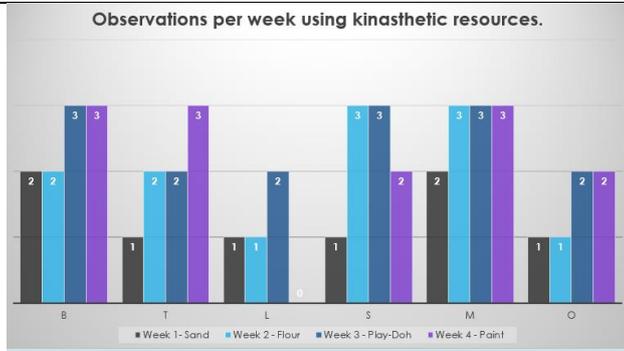
PSA co-created a school library in new identified area along with the Junior Librarians. The Junior Librarians supported the co-creation through categorising the non-fiction library section and organising the fiction section by author.

All teaching staff have begun to self-evaluate our approaches to reading. This will be a focused priority for session 22-23.



## Findings

- Most children were more likely to participate during phonics inputs, by volunteering an answer and in top tasks were able to demonstrate understanding.
- All children had increased engagement with kinesthetic activities during free learning and were observed to use this to support their learning in phonics.
- The group showed an increase in letter recognition and were noticeably more confident in recognizing sounds.



- Clear impact on learners through engagement in kinaesthetic approaches in phonics helped to improve letter recognition.

All children now have the opportunity to visit the school library. The library area is very much viewed as a learning area by all children. It is used very well over the course of a week, with learners engaging in quiet reading time, small groups work with PSAs, children developing their ICT skills in this area.

## Next Steps:

- Create a play strategy including a progression of skills across the school
- Support early years practitioners (P1-3) to observe the play in class and act on the children's interests to take the learning forward
- Further share our play journey with parents and other partners
- Continue to review our approaches to teaching reading across all stages of the school and continue to develop our library area
- Use of Pupil Equity Funding to engage with Fife's Professional Learning Team alongside one of our cluster schools to take a closer look at reading including, Tools for Reading, Tools for Reading (Phonology) and Skills for Understanding, Analysing and Evaluating

## Improvement for Recovery Priority Work Session 2021 – 2022

NIF Priority - Improvements in attainment, particularly in Literacy and Numeracy

NIF Driver – Assessment of children's progress

### HGIOELC Quality Indicators

1.1 Self Evaluation for Self-Improvement

1.2 Leadership of Change

2.2 Curriculum

2.3 Learning, Teaching and Assessment

3.2 Raising attainment and achievement/Securing Children's Progress

## **Focused priority: Learning, Teaching and Assessment through robust tracking processes in the Nursery - NURSERY**

### **Progress:**

All parents have had the opportunity to be more involved in their children's learning and progress through the use of SeeSaw, Parent Chats and sharing the PLJ. All staff have worked together to create an overview of learning for the term which includes the common themes of learning for literacy, numeracy and health and wellbeing as well as the whole nursery themes such as Spring, Christmas etc. All nursery staff have worked together to have a common approach to writing up observations. All observations now include dates and are linked directly to the progression pathways. All nursery staff are now more familiar with the new benchmarks. This is supporting them to link the benchmarks with their observations. All Nursery staff are using the benchmarks more robustly to ensure their nursery offering and resources reflect the next steps in learning for the children. Greater familiarity of the benchmarks is supporting nursery staff to be more aware of what the children's strengths are and their next steps. Nursery staff are becoming more skilled in adding to core areas to challenge the children in literacy and numeracy. Weekly planning has been adapted to be more flexible to meet the children's needs and interests. All staff are participating in high quality discussions about resources that could be added to core provision to challenge the children in literacy and numeracy.

### **Impact:**

Almost all parents are feeling more involved in their child's learning through posts shared on SeeSaw. Almost all parents are commenting on SeeSaw. Parents are now starting to share learning done at home through the app. There is greater consistency between home and nursery as the learning targets are shared. There are opportunities for families to enhance their child's learning further through suggested home learning activities/websites etc on the termly overview. Children's progress in learning is being tracked much more robustly ensuring they are making progress at the appropriate rate. Learning activities are much more targeted to ensure they are meeting the learners' needs and challenge them in their learning.

### **Next Steps:**

- Track the engagement of children during learning activities that are linked to their interests
- All staff to engage in provocation training
- Further develop pupil voice for all learning opportunities within the nursery
- Improve children's opportunities to talk about their progress and their next steps in learning

## **Attainment of Children and Young People**

<b>Stage</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening and Talking</b>	<b>Numeracy</b>
<b>P1</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>P4</b>	<b>92%</b>	<b>81%</b>	<b>100%</b>	<b>92%</b>
<b>P7</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

The above results compare favourably with our stretch targets of CfE levels (P1, P4 and P7 combined) which for 21-22 were as follows:-

75% in Literacy  
80.2% in Numeracy

### **Attainment over time**

### Percentage of learners ahead of track

Class	Listening and Talking	Reading	Writing	Numeracy
P1	77%	50%	50%	50%
P4	75%	60%	21%	25%
P7	66%	47%	47%	73%

The table above depicts the significant number of children who are ahead of track in their learning across all areas of the curriculum. Attainment over time for the last 5 years remains steady for all despite Covid. P7 closed the gap in listening and talking this session rising from 93% on track in August 2021 to 100% by May 2022. Primary 7 also closed the gap in writing rising from 86% in August 2021 to 100% by May 2022. Primary 6 was a target group this session and although there is some closing of the gap there are still several children who are behind norms at year end. This group of learners will continue to be a target group next year as well as Primary 4 writing attainment where these classes will be supported by our PSAs through our raising attainment strategies and Pupil Equity Funding.

### Evidence of significant wider achievements

Year Groups	Wider Achievement	Skills Developed
P1-3	Virtual Nativity	Communicating, presenting, creativity.
P5-7	Completion of Bikeability Levels 1 and 2	Communicating and problem solving.
P6 and P7	World Book Day including a book swap shop (sustainability)	Organisation, collaborating and leading.
P7 Kitbag Ambassadors	Training in kitbag techniques and delivering kitbag sessions to younger peers	Leadership, Active listening, open-mindedness
P7 Digital Leaders	Training in digital technologies and delivering digital lessons across the school.	Leading, collaborating, imagination and interacting

Primary 6 and Primary 7 house captains and vice-captains have been taking the lead in our weekly assemblies where they have been engaging with the children about various topics including the wellbeing indicators and looking at aspects of the Fife skills progression framework.

Class	Wider Achievement	Skills Developed
Nursery	Weekly visits throughout the whole year to woods and beach.	Curiosity, imagination, problem solving, leading and collaborating
Nursery	Visit to Three Sisters Zoo	Imagination, problem solving, creativity.
P1	Visit to Aberdour Sensory Garden	Curiosity, planning and organisation, collaborating
P2	Weekly visits throughout the whole year to woods and beach.	Curiosity, imagination, problem solving, leading and collaborating
P3	Village tour	Planning and organisation. Taking ownership and problem solving.
P4	Visit to Port Edgar	Communication including active listening Resilience including character development
P4	STEM Challenge	Leadership including leading and collaborating Creativity including imagination and curiosity
P5	Youth Music Initiative – Creating a class song with Davy Lees. Related to tapestry project around 'Scotland's Year of Stories'.	Creativity, organisation, leading and collaborating, social leadership
P6	Fordell Firs – 2 day residential experience	Resilience including connecting and contributing, character development and confidence Organisation including taking ownership and problem solving
P7	Social Enterprise – Winning dragon's Den event and receiving £100 seed fund to set up 'Let's Meet to Eat' community café, tackling loneliness in the community post Covid.***	Influencing others, leading, collaborating, social leadership and presenting

These are a summary of one of the wider achievements each class has engaged in this session. There are many other achievements too which classes have been able to engage in despite Covid restrictions earlier in the session.

\*\*\* Primary 7s social enterprise is something we are particularly proud of. As well as two community cafes this term, we were awarded a Champion Award at the Social Enterprise Academy's award ceremony in the Assembly Rooms in Edinburgh. When our MSP Annabelle Ewing visited the P7s very recently she was treated to a café style experience by the children where they served her tea and cake before her q and a session with them. Going forward as a school we are going to be running a community café every month with a committee of children responsible for organising and running the café. Annabelle Ewing was very interested in this work and a summary of the project it has been submitted to the Scottish Government in the form of a parliamentary motion. Next year we also plan to work with STAND Striving Towards a New Day [STAND Kirkcaldy, Fife - DEEP \(dementivoices.org.uk\)](http://STAND Kirkcaldy, Fife - DEEP (dementivoices.org.uk)) who will be training all the children to be Dementia Friends. This will help us to support older members of our community whom we are targeting to attend our community cafes. We are also aiming to make our school environment dementia friendly.

#### Partnership Working

Class/Year Groups	Wider Achievement	Skills Developed	Partners
Whole School	Creating a tapestry to celebrate 'Scotland's Year of Stories'.	Creativity, Communication, Leadership	Parents and Aberdour Cultural Association – Simon Taylor and Alison Chapman
Whole School	Poetry competition celebrating 'Scotland's Year of Stories'	Creativity, Communication	Aberdour Cultural Association and Parents

It has been wonderful to be able to engage with our parents and partners in the latter half of the session, in particular the Tapestry project which has included a whole school initiative.

#### Impact of Local/National resources to support recovery within your setting (additionality of staffing)

Additionality in staffing (teaching/support)	0.2 teacher and 20 hrs PSA staff
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We used our 0.2 teacher additionality to keep our school at 7 classes instead of 6 due to a drop in roll over the summer holidays. PSA staff worked with targeted groups of learners who were behind national expectations and also support targeted groups to support emotional health and wellbeing. One of our PSAs left Aberdour in December 2021 and another in April 2022. During the period we were unable to recruit a suitable candidate therefore we were not fully staffed. For impact see wellbeing survey link.

#### Scottish Attainment Challenge Funding

##### Progress:

Our Scottish Attainment Challenge Funding was used to fund our Acting Principal Teacher with a remit of developing play pedagogy across the school. Further information about the impact of this earlier in the report.

Our PSA funding has supported health and wellbeing of all our learners across the school this session. They have also worked with targeted groups of learners around their emotional wellbeing through our kitbag sessions and lego therapy sessions. PSAs have also worked with Primary 7 Kitbag Ambassadors where they trained them in leading kitbag groups with the younger children across the school. Feedback from the P7s includes that they have developed leadership skills as well as developing empathy as some of them feel they've been in the position of needing additional emotional wellbeing support and they knew what other children were going through.

PSAs have supported children in the use of IDL which was a focus of our SAC funding. This has helped to break down barriers in learning for a number of children ensuring they are able to access the curriculum.

Evidence of wellbeing was gathered from Staffwise survey, Wellbeing survey to parents and pupils completed a wellbeing survey in school.

##### Impact:

All children, staff and parents had the opportunity to give their views about what it's like to be a pupil or staff member at Aberdour. The feedback was very positive. Click on the link for the highlights of the feedback from these surveys.

<b>I feel happy in school.</b>	83%	<b>I feel safe in school.</b>	88%
<b>It's easy to make friends in school.</b>	64%	<b>I have friends in school who I talk to.</b>	75%
<b>The adults in</b>	90%	<b>The pupils are</b>	81%

## How are we doing? - The Results!

Thank you to the parents who responded to our recent survey about your child's experience at school. We had 39 respondents in total with an even number of responses from each class group. ...

[Go to this Sway](#)

PSAs ran kitbag groups across all classes over the course of the year and measured the impact of this. A pre and post wellbeing wheel was used to measure the impact. Most children who engaged in kitbag reported that they enjoyed engaging in kitbag and that they felt an overall improvement in their wellbeing. In particular they said that kitbag helps them to recognise how they are feeling and they now have ways to help themselves with their worries. The Primary 7 kitbag ambassadors thought that they were empowered to help others with their wellbeing and being able to do that in a safe and quiet space.

### Next Steps:

- Targeted approach for learners who need support with wellbeing and readiness to learn through art therapy sessions next year
- Play strategy/progression of skills across the school
- Pupils identified improving the playground as a priority for them. The Pupil Council will take this forward in session 22-23

### School/Setting Name:- Aberdour Primary School

NIF Quality Indicators (HGios 4) School Self- Evaluation				
Quality Indicator	2019 – 2020	2020 - 2021	2021- 2022	Inspection Evaluation (within last 3 years)
1.3 Leadership of change	Good	Good	Good	Good
2.3 Learning, teaching and assessment	Good	Good	Good	Good

<b>3.1 Ensuring wellbeing, equity and inclusion</b>	Good	Good	Good	Good
<b>3.2 Raising attainment and achievement</b>	Good	Good	Good	Good

<b>NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)</b>				
<b>Quality Indicator</b>	<b>2019 – 2020</b>	<b>2020 - 2021</b>	<b>2021- 2022</b>	<b>Inspection Evaluation (within last 3 years)</b>
<b>1.3 Leadership of change</b>	Good	Good	Good	Good
<b>2.3 Learning, teaching and assessment</b>	Good	Good	Good	Good
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	Good	Good	Good	Good
<b>3.2 Securing children’s progress</b>	Good	Good	Good	Good

<b>Care Inspectorate (within last 3 years)</b>	<b>Grade (if applicable)</b>		
	<b>2019 – 2020</b>	<b>2020 - 2021</b>	<b>2021- 2022</b>
<b>Quality of care and support</b>			
<b>Quality of environment</b>			
<b>Quality of staffing</b>			
<b>Quality of leadership and management</b>			

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