

**ABERDOUR PRIMARY SCHOOL & EARLY LEARNING CHILDCARE CENTRE**



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

**Context**

|  |  |        |                   |       |                     |       |
|--|--|--------|-------------------|-------|---------------------|-------|
| <b>Setting/School Roll (including ELC/ASC)</b> <ul style="list-style-type: none"> <li>• Can also include number of classes</li> <li>• Can also include ELC sessions offered</li> <li>• May include specific cohorts relevant to your context eg Care experiences, EAL etc</li> </ul> | We have 6 composite classes and a nursery class. Our school roll is 179 including nursery. Our school roll is 148 with 31 children in the nursery.   |        |                   |       |                     |       |
| <b>FME</b>   | 11.4%  |        |                   |       |                     |       |
| <b>SIMD Profile for establishment</b>  | SIMD 1-3 = 0%<br>SIMD 4-6 = 7%<br>SIMD 7-10 = 93%<br>Our average SIMD is 7.8   |        |                   |       |                     |       |
| <b>Attendance (%)</b>  | <b>Overall</b>   | 95.78% | <b>Authorised</b> | 2.85% | <b>Unauthorised</b> | 1.37% |
| <b>Exclusion (%)</b>   | 0%   |        |                   |       |                     |       |
| <b>Attainment Scotland Fund Allocation (PEF and SAC)</b>   | £13,475  |        |                   |       |                     |       |
| <b>Cost of the school day statement</b>  | At Aberdour Primary School we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings; Uniform, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning. |        |                   |       |                     |       |

**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 0.5 Learning Support Teacher and a peripatetic nursery teacher who visits Aberdour one week in

three. The nursery teacher has been absent since November 2023. In session 23-24 we formed 6 composite classes.

Nursery has a team of 2 fulltime and 4 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 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 Priority Session 2023 – 2024

#### Priority 1 – Develop our approaches to equality, diversity, and inclusion (School and Nursery)

Directorate Improvement Plan (delete as necessary)  
Equality & Equity  
Health & Wellbeing

HGIOS 4 Quality Indicators  
1.1 Self-Evaluation for Self-Improvement  
2.2 Curriculum  
3.1 Ensuring Wellbeing, Equality, and Inclusion  
1.2 Leadership of Learning  
1.4 Leadership of Change  
HGIOELC Quality Indicators  
1.2 Self-Evaluation for Self-Improvement  
2.2 Curriculum  
3.1 Ensuring Wellbeing, Equality, and Inclusion  
1.2 Leadership of Learning  
1.4 Leadership of Change

Has this priority been:  
(please highlight)

Fully  
Achieved

Partially  
achieved

X

Continued into next  
session

#### Progress:

- All staff learned about the 9 protected characteristics and poverty, and all have an increased awareness of them. Key themes explored around white privilege, stereotyping, conscious and unconscious bias and intersectionality
- All teaching staff have audited learning environments using the inclusive classroom toolkit and made changes to ensure they are inclusive
- All learners have been learning about rights, uniqueness, discrimination and stereotyping through weekly assemblies and HWB curriculum
- All stakeholders' views have been sought on EDI and what the school should focus on next in session 24-25
- In Nursery, all children have been introduced to children's rights through article 12, 8 and 14. Display area with children's rights book in story area. Rights being introduced through characters eg 'Captain Hear Me'. Staff have used during story time to encourage taking turns and listening to others
- In Nursery, home corner was audited and gender stereotypes identified within the provision of role play items. Areas revised to include different family dynamics eg 2 dads in the small world area. In block area pictures of male and female builders

#### Impact:

- Almost all staff have more knowledge and understanding of the protected characteristics and poverty and their impact on learners' lived experiences
- Almost all learning environments are more inclusive therefore meeting the needs of the learners more effectively
- The majority of learners in the school have a growing awareness of the protected characteristics and poverty. The majority of learners can identify that EDI supports equity and there's less discrimination. Most children understand that our school values align with children's rights and EDI. Most children can identify the ways in which learners are included at Aberdour and ways in which their classrooms are inclusive
- Almost all learners can identify ways in which they are unique
- In Nursery, all children are engaging with the character and are talking about being heard when they hold the character. Together times and story times are calmer and more settled
- Almost all children in nursery know and understand 'Captain Hear Me' and can use appropriately

**Next Steps:**

- After engagement with all stakeholders we now have a clear mandate to focus on race, poverty and disability next session
- Create pupil leadership groups to take forward each of these three areas, seeking views of pupils from ethnic minorities to better understand their lived experiences.
- Review how these are represented within our currently curriculum framework and adjust where necessary.
- Link EDI with children's rights and create a staged approach from nursery – Primary 7

**Improvement Priority Session 2023 – 2024****Priority 2 – Curriculum development to ensure high quality learning, teaching and assessment**Directorate Improvement Plan

Achievement  
Positive Destinations

HGIOS 4 Quality Indicators

2.2 Curriculum  
2.3 Learning, Teaching and Assessment  
1.2 Leadership of Learning  
1.4 Leadership of Change  
3.3 Creativity and Employability

Has this priority been:  
(please highlight)

Fully  
Achieved

Partially  
achieved

X

Continued into next  
session

**Progress:****Outdoor Learning**

- All teaching staff can identify their core values around outdoor learning and its benefits to learners
- All staff engaged in professional learning to support their delivery of outdoor learning, including using the local village environment
- Teaching staff examined examples of good/effective outdoor learning practice
- All children were involved in monthly activity mornings using the outdoor environment and the village including sensory garden, church, beaches etc
- Each stage created a box of support materials to support outdoor learning

**Progression Pathways**

- Teaching staff reviewed the current literacy progression pathways and considered using Fife's RUs for literacy. We considered how they can be used effectively to track learners progress
- Fife Rus now being implemented in Literacy

**Impact:****Outdoor Learning**

- Almost all staff feel more confident in delivering outdoor learning as a result of professional learning
- Almost all staff value outdoor learning and understand it's benefits to learners
- All staff agree that year group activities have supported the delivery of our outdoor learning programme
- All staff agreed that the children have the opportunity to develop and extend learning from within the classroom whilst in the outdoor learning environment
- Most children value outdoor learning and can identify the benefits of it
- Most children are engaging in regular outdoor learning with their teacher
- Most children can talk about cross-curricular links when engaging in outdoor learning eg literacy and numeracy

**Progression Pathways**

- All staff are now tracking learning across literacy in a more coherent and cohesive way thus ensuring children are receiving a progressive approach to literacy

**Next Steps:**

- Continue to ensure that there are regular opportunities for outdoor learning both to learn about science, history and nature as well as using the outdoor environment as a context for learning eg literacy and numeracy
- Continue to engage with Fife progression pathways and incorporating these into our core planning

**Improvement Priority Session 2023 – 2024****Priority 3 – Develop Literacy and Numeracy across the curriculum (Nursery)**Directorate Improvement Plan (delete as necessary)

Achievement  
Positive Destinations

HGIOELC Quality Indicators

1.3 Self-Evaluation for Self-Improvement  
3.1 Ensuring Wellbeing, Equality and Inclusion  
1.2 Leadership of Learning  
1.4 Leadership of Change

|   |                   |   |                       |  |                                |  |
|---|-------------------|---|-----------------------|--|--------------------------------|--|
| Has this priority been:<br>(please highlight) | Fully<br>Achieved | X | Partially<br>achieved |  | Continued into next<br>session |  |
|---|-------------------|---|-----------------------|--|--------------------------------|--|

**Progress:**

- All staff have engaged in developing literacy and numeracy learning opportunities in the outdoor environment
- New processes to capture and record learning have been introduced through a sharing learning board and this is shared with parents every day
- All children are being encouraged to access their PLJs more regularly. Staff are supporting this through appropriate use of language of learning

**Impact:**

- The majority of children are engaging in literacy and numeracy opportunities in the outdoor environment
- All children are engaging with the sharing learning board on a daily basis
- All children are accessing PLJs more regularly and are talking about their learning

**Next Steps:**

- Engage in Circle Professional Learning 'Up, Up and Away' to further develop inclusive nursery and literacy rich environment tool

**Attainment of Children and Young People**

| Stage | Listening and Talking | Reading | Writing | Numeracy |
|-------|-----------------------|---------|---------|----------|
|       | Actual                | Actual  | Actual  | Actual   |
| P1    | 88%                   | 94%     | 83%     | 94%      |
| P4    | 92%                   | 80%     | 80%     | 80%      |
| P7    | 100%                  | 100%    | 100%    | 100%     |

| Overall Attainment for 2023 - 2024 |          |        |          |        |
|------------------------------------|----------|--------|----------|--------|
|                                    | Literacy |        | Numeracy |        |
|                                    | Stretch  | Actual | Stretch  | Actual |
| P1                                 | 88%      | 82%    | 94%      | 94%    |
| P4                                 | 77%      | 76%    | 85%      | 80%    |
| P7                                 | 81%      | 100%   | 86%      | 100%   |

**Evaluative statement of attainment over time**

By the end of Primary 1, almost all children have achieved early level in Reading, Writing, Listening and Talk and Numeracy.

By the end of Primary 4, most children have achieved first level in Reading, Writing, Listening and Talk and Numeracy.

Almost all children across the school are making very good progress from their prior levels of attainment in Literacy and English and Numeracy and Mathematics.

By the end of Primary 7, all children have achieved second level in Reading, Writing, Listening and Talk and Numeracy. This marries up with their attainment in Primary 4 which showed that their attainment in Reading, Listening and Talking and Numeracy were 90%+. Writing attainment has shown an increase from 87% in P4 to 100% in P7. This would be consistent with the introduction of more IT to support learners including the use of Immersive Reader and Dictate functions.

Almost all children across the school are making very good progress from their prior levels of attainment in Literacy and English and Numeracy and Mathematics.

Overall, almost all children in Primary 1-7 achieve national expected levels of attainment in Numeracy and Maths, Listening and Talking, Reading and Writing.

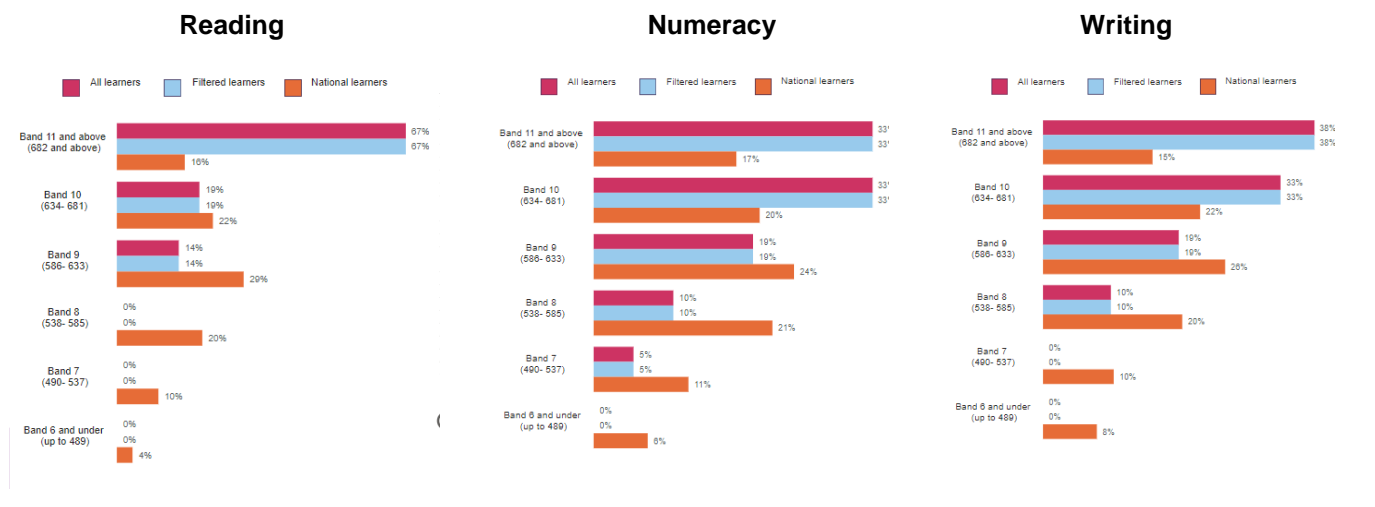
Two staff members in the early and middle years engaged with quality improvement methodology around Reading, focusing on reading comprehension. As a result of this intervention the predicted 83% of learners in primary 3 in Room 3 stayed on track in reading. 84% of primary 4s in Room 4 achieved reading at first level by May 2024.

**Percentage of learners ahead of track**

| Year Group | Listening and Talking | Reading | Writing | Numeracy |
|------------|-----------------------|---------|---------|----------|
| P1         | 65%                   | 59%     | 35%     | 65%      |
| P4         | 24%                   | 52%     | 36%     | 56%      |

|    |     |     |     |     |
|----|-----|-----|-----|-----|
| P7 | 33% | 76% | 29% | 48% |
|----|-----|-----|-----|-----|

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 although this session's primary 7 cohort show excellent reading, writing and numeracy skills as detailed above. When comparing to the national picture the NSA results show significant difference between our current primary 7 cohort and the national picture detailed in orange.



### Evidence of significant wider achievements

There have been a wide variety of wider achievement opportunities across this ELC/School session. All opportunities have developed a range of skills linked to the Four Capacities and the Four Context for Learning as well as the Fife Skills Framework:

#### The Four Capacities

- Effective Contributors
- Successful Learners
- Responsible Citizens
- Confident Individuals

#### The Four Contexts for Learning

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

These have been shared throughout the session through newsletters, Seesaw, App and Seemis and celebrated through Pupil of the Week, Assemblies, Positive Postcards, Hot Chocolate Fridays.

Below is an overview of these opportunities:

| Early Learning Setting (Nursery)  | Room 2 – Primary 1/2  | Room 3 - Primary 2/3  |
|---|---|---|
| Visits to Library, recycling centre, day care centre and garden centre<br>Trip to 5 Sisters Zoo<br>Trip to Burntisland Beach on the train   | Scottish Celebration<br>Dynamic Earth Trip<br>Super Soils Workshop  | Forth Bridges (STEM) trip<br>Discovery Trip (Dundee)<br>Super Soils Workshop              |
| Room 4 - Primary 4/3  | Room 5 - Primary 5/4  | Room 6 - Primary 6/5  |
| Forth Bridges (STEM) Trip<br>Discovery Trip (Dundee)<br>Super Soils Workshop  | Holyrood Palace Trip<br>Hillwalking on Arthurs Seat<br>YMI songwriting in association with BeatBox  | Holyrood Palace Trip<br>Fordell Firs (P6s)<br>YMI songwriting in association with BeatBox |
| Room 7 - Primary 7/6  | Whole School  |   |
| Ardroy (P7s)<br>Holyrood Park<br>Maths Enterprise (P7s x 3 pupils)<br>Sky Studios<br>D-Day Celebration (P7x x 2)<br>Rotary Club Quiz – cluster winners and 2 <sup>nd</sup> place Area winners | RNLI workshop (P1-P7)<br>Monthly Community Cafés (P2-P7)<br>Whole school Spring Show (P1-P7)<br>Whole school trip to Pantomime (Nursery – P7)<br>Natural Connections Outdoor Learning Programme (P1-P4)<br>John Muir Award (P5-P7)<br>Nativity Performance (P1-P3)<br>Harvest Festival (P1-3)<br>Christmas Church Service (P6-P7) |   |

Easter Church Service (P4-P5)  
 Poetry Competition in association with Aberdour Cultural Association (P1-P7)  
 Flower Show in association with Aberdour in Bloom (Nursery-P7)

In October 2023 we received a Digital Schools Award. In February we held a celebratory showcase of all the work and learning that went into the award. All stakeholders were given the opportunity to attend. We have been working towards becoming a Fair-Trade School. So far, we have achieved a Fair Aware Award and a Fair Active Award. Our monthly Community Café has been running for over 2 years now and we received a **Champion Award** from the Social Enterprise Academy in June 2024.

## Learning Partnership/Extended Learning Partnership Strengths and Areas for Improvement

### Strengths identified:

#### 2.3 Learning, Teaching and Assessment

- All children were highly motivated, enthusiastic and engaged in their learning in school and nursery
- The use of the 4-part model ie learning intentions, success criteria, feedback and plenary is embedded across the whole school
- In the upper classes, learners were able to articulate the 4-part model and describe the impact it had on their learning
- Almost all classes co-created success criteria. Plenaries were effective in supporting next steps in learning
- Across all classes learning is differentiated and learners are challenged appropriately
- Staff use high quality effective questioning in both the school and nursery which supports and extends learning
- Use of IT is used very effectively across the school and nursery. This is embedded and supports learning
- Learners were involved at all stages of the lessons and often led their own learning
- Parents were complimentary about the partnership they had with the school, in particular the SLT. They were pleased with the progress their children were making in their learning

#### 3.1 Ensuring Wellbeing, Equality and Inclusion

- There are opportunities across the school for all learners to be involved in pupil leadership groups
- Almost all learners have a growing knowledge and understanding of equality, diversity and inclusion
- In nursery learners have a growing knowledge and understanding of their rights
- All classroom environments support inclusion where everyone can access the supports they may need
- In outdoor learning all learners participate in Natural Connections programme and John Muir award in upper school
- Outdoor learning supports all learners to learn about nature and other areas of the curriculum such as numeracy
- All pupils' voices are heard through exploring children's rights and children can make suggestions about ways to improve school
- Parents commented on how included they thought their child was in the life of the school not only through learning but skills development through the wider work of the school including digital showcase, library, Spring Show and Dementia Cafe

#### 3.2 Raising attainment and achievement

- Almost all learners are making very good progress in their learning and parents views echoed this
- There are significant numbers of children exceeding the expected level of attainment for their age/stage
- Attendance levels are high and continue to improve year on year
- All children are fully engaged in their learning

#### Areas for Improvement/Planned Next Steps

- Use initial BASE data from P1s to share with nursery staff to support pace and challenge in nursery as well as identifying possible gaps in learning experiences being offered by nursery staff
- Consider use of SDS meta skills framework to track skills across the school
- Further strengthen the links with high school to support the transition from pupils in P7-S1

## Consultation with Stakeholders

- All parents/carers had the opportunity to feedback on improvement priority work through questionnaires
- Parent focus group was part of Learning Partnership
- Pupils on-going feedback gathered through regular pupil focus groups, pupil leadership groups, questionnaires
- Pupilwise and Parentwise surveys

- Parent Council discussions

### How is SQR, IP and PEF Plan shared with stakeholders?

- In September our improvement plan and standards and qualities report are shared with all parents/carers through posting on our school website.
- There is also a display within school for all visitors. There is a copy of a pupil friendly improvement plan in every class and the nursery improvement plan in the nursery. Staff refer to the plan throughout the session.
- Updates on school improvement work is shared via our newsletters throughout the session.
- Parent council are given a progress update at each meeting. This is then available for all parents/carers through PC minutes.

### PEF Evaluation/Impact

#### Targeted Interventions

##### Intervention 1

- By June 2024, 6 identified children will be within their expected age-range for writing – P4 (4), P5 (2). Focus on digital skills to remove barriers to learning in writing

##### Intervention 2

- By June 2024, all identified pupils for nurture intervention will have improved wellbeing and their barriers to learning will have been reduced

#### Progress:

##### Intervention 1

- Regular opportunities to access digital technologies to develop skills in using Dictate and Immersive Reader to support writing of extended pieces of writing
- Targeted support from PSA to help access netbooks as well as Dictate and Immersive Reader
- Regular discussion of targeted learners at tracking meetings as part of raising attainment strategy
- Professional dialogue between teacher, SfL teacher and HT to support raising attainment for targeted learners.

##### Intervention 2

- Weekly opportunities in a very small group to art therapy sessions. All children have had ongoing opportunities over the year to create art/craft linked to their interests
- Staff engaged pupils in baseline CSAT to help target interventions

#### Impact:

##### Intervention 1

- 66% of identified learners are now on track in writing in primary 4 and 5 using digital technologies to remove barriers to learning supported by PEF funded PSA

##### Intervention 2

- All learners hugely value art therapy sessions that reduce their barriers to learning and improve their mental wellbeing including reduced anxiety. Their feedback includes it being a calming, quiet space which gives them time and space to think. Learners report reduced stress and that makes them feel happier. For one or two learners it supports them and motivates them to come to school. It also gives them an opportunity to talk with an adult within a protected time every week.
- Feedback from parents includes identified learners are more willing to attend school as they have weekly art therapy session. Parents report less anxiety from their child when they have art therapy the following day
- Feedback from teachers includes that the children value their time in art therapy and it supports the learner's mental health and wellbeing. Teachers report that children are more ready to engage in formal learning following art therapy sessions.

School/Setting Name - Aberdour Primary and Nursery

| <b>NIF Quality Indicators (HGIOS 4) School Self- Evaluation</b> |                  |                  |                  |  |
|---|------------------|------------------|------------------|--|
| <b>Quality Indicator</b>  | <b>2021-2022</b> | <b>2022-2023</b> | <b>2023-2024</b> | <b>Inspection Evaluation</b><br><i>(since August 2023)</i> |
| <b>1.3 Leadership of change</b>                                 | Good             | Very Good        | Very Good        |  |
| <b>2.3 Learning, teaching and assessment</b>                    | Good             | Very Good        | Very Good        |  |
| <b>3.1 Ensuring wellbeing, equity and inclusion</b>             | Good             | Good             | Good             |  |
| <b>3.2 Raising attainment and achievement</b>                   | Good             | Very Good        | Very Good        |  |

| <b>NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)</b> |                  |                  |                  |  |
|--|------------------|------------------|------------------|--|
| <b>Quality Indicator</b>   | <b>2021-2022</b> | <b>2022-2023</b> | <b>2023-2024</b> | <b>Inspection Evaluation</b><br><i>(since August 2023)</i> |
| <b>1.3 Leadership of change</b>  | Good             | Good             | Good             |  |



|   |      |           |           |  |
|---|------|-----------|-----------|--|
| <b>2.3 Learning, teaching and assessment</b>        | Good | Very Good | Very Good |  |
| <b>3.1 Ensuring wellbeing, equity and inclusion</b> | Good | Good      | Good      |  |
| <b>3.2 Securing children's progress</b>             | Good | Good      | Very Good |  |

| <b>Care Inspectorate (within last 3 years)</b>  | <b>Grade (if applicable)</b> |                  |  |
|---|------------------------------|------------------|--|
|   | <b>2022-2023</b>             | <b>2023-2024</b> |  |
| <b>How good is our care, play and learning?</b> |                              |                  |  |
| <b>How good is our setting?</b>                 |                              |                  |  |
| <b>How good is our leadership?</b>              |                              |                  |  |
| <b>How good is our staff team?</b>              |                              |                  |  |

**Headteacher:-** Louise Wood