



**Abernethy Primary School
Standards & Quality Report
2011-2012**

Aiming for Excellence

Abernethy Primary will aim to enable all young people to become successful learners, confident individuals, responsible citizens and effective contributors by:-

1. providing an appropriate curriculum which will ensure breadth, balance, coherence, continuity and progression.
2. providing an on-going commitment to raising standards and providing equality of opportunity which will promote lifelong learning to enable our pupils to fulfil their potential.
3. providing a range of learning and teaching approaches, which will challenge all pupils and encourage them to become ambitious, well motivated, independent and active learners which in turn will help them to participate responsibly in political, economic, social and cultural life as well as for the sustainability of the world.
4. providing effective support to meet the emotional, physical, intellectual and social needs of all pupils which will encourage them to pursue a healthy and active lifestyle.
5. providing a positive, secure and welcoming environment, which encourages a high level of staff and pupil morale and fosters an effective partnership with parents and the wider community.
6. Creating a safe, pleasant, stimulating and eco-friendly environment.
7. Ensuring the needs of all staff are recognized and met by offering support and providing opportunities for continuing professional development
8. Promoting on-going self-evaluation through a process of effective management and consultation in which all staff, pupils, parents and wider community can be involved

Learning

- ***'Literature circles'*** was developed to raise attainment in reading, promote enjoyment and motivation for reading and develop questioning skills. The P1-3 classes have been using 'Daily 5' lessons and P4-7 using 'literature circle' approach. All pupils have benefited from choosing own reading materials and indicate that reading sessions are more enjoyable. Younger pupils have enjoyed paired reading activities with older pupils and the older pupils demonstrate better interaction and use of questions when talking about the book with younger pupils. New resources were purchased to engage the pupils in reading activities. Almost all pupils have increased their reading age with some showing significant increase.
- ***Spelling strategies*** have been a focus for raising attainment in phonological awareness. Spelling games and a multi-sensory approach to teaching spelling has increased active spelling activities in the classroom. Pupils have demonstrated an increase in spelling age over a 6 month period which has also impacted on reading ability. Resources were purchased to support this development which has enhanced the enjoyment of learning in this area and improved phonological awareness and decoding skills.
- ***Introduction of new planning formats*** and weekly planning format has enabled staff to plan appropriately using the principles and focuses on planned learning and building in assessment. A more child centered approach is evident with an emphasis on learning and developing skills.
- ***Restorative Approach*** training for all school staff has ensured a whole school approach in this area. Pupils have a better understanding of the consequences of their actions, the effect it has on others and are better able to discuss difficult issues with one another and adults.

Embedding enterprising Learning & Teaching approaches – all contexts for learning have an enterprising focus – organising Burns Supper etc. Pupils have participated in outdoor learning and visits to places of interest to support class learning and provide a stimulus to a context; this has enhanced the learning experience for the pupils. Pupils are helping each other learn & are learning how to learn together, are working more frequently as a team and are taking a greater responsibility for and have ownership of their learning. They are being enabled to take responsibility, be independent, think independently, work in a range of contexts and use their imaginations.

- ***Lessons monitored on a regular basis***; The Senior Management team undertook several class observations throughout the year as per the planned quality assurance process as well as staff having the opportunity for **peer observations** to improve practice. Staff report that peer observations were a worthwhile process.

Cooperative/active learning

- ***Using a social skills framework*** pupils and staff have been developing these within their cooperative lessons. Particularly in the Early Years it is evident that social skills have improved because the skills are being taught and modeled. All staff use cooperative learning strategies in class and this has had a positive impact on relationships and the work ethos of the classes.
- ***Learning Logs*** have been established across the school. In the infant classes they take the form of class 'Talking & Thinking' books where they share their targets and evaluate learning. In the Upper classes individual pupils have learning reflection jotters where they write down using key prompts how well they have done and set targets. This has promoted dialogue between teacher and pupil, pupil and pupils about learning. It also allows the teacher to pick up on things and adapt plans as required.

Achievement

Most pupils have attained appropriate levels in reading, writing and maths in 2011-2012. Some pupils have attained above expected level in maths and reading. Almost all pupils are making well paced progress in talking and listening particularly through the cooperative learning process.

- ***Bounce back*** continues to be a feature of daily class life through use of core values and weekly lessons as part of HWB learning. The core values of Bounce Back were used as a whole school approach and used as an Assembly focus. They support the ethos we want to create at Abernethy. Pupils are using strategies taught during class lessons to resolve issues in and out of class.
- ***Extending opportunities for pupils to participate in school life-*** Pupils were given opportunities to make decisions through committee work, organising their learning, planning open afternoons and through planned enterprise contexts. This enabled children to have personalisation and choice in their learning as well as applying skills taught to plan for a specific event e.g. Street Party and P1-P3 led the Christmas Service performing a musical to parents, Nursery performed a sing-a-long for parents and P6&P7 have performed with Scottish Opera for parents. All classes have had many open days or afternoons to showcase learning to parents and community. This has enhanced the learning going on in school and informed parents of the work of the school as well as giving the pupils a vehicle for sharing and demonstrating their learning.
- ***'Good to be Green'*** initiative was launched by the Pupil Council and put in place to encourage pupils to follow school rules and to support the 'friendly' ethos we wish to create. Children were awarded with termly rewards.
- ***Glow*** as a virtual learning environment has been developed. Most classes have a simple class blog up and running. P6 have been working hard on theirs and will be able to support other classes in taking it forward. The pupils and Mrs MacDonald have set up the school website enhancing their skills in this area.
- ***Record of achievement folders (portfolios)*** have been set up in all classes to demonstrate achievement and aspects of learning. Staff and pupils have begun using them to demonstrate progression and key points of achievement in learning.
- ***Learning & achievement*** is promoted and celebrated with community at assembly and school events.

Leadership

Pupil groups across the school included: Pupil Council, Eco committee, Health Promoting Schools committee, House Captains, Junior Road Safety Officers, Website team, P6 Playground leaders and buddies. Through such school committees, all members of the school community were able to take responsibility, be involved in decision making and contribute positively to the wider life of the school. Pupils enthusiastically took on lead roles within the school. A variety of extra curricular school clubs were available for children, such as athletics, gymnastics, football, Jog Scotland, netball, Glee club and Arts and Crafts. Children also had opportunities to shape school ideas through Learning talks or informal lunch meetings with the Head Teacher.

A dedicated group of parents (and Grannies!) continued to make a positive impact on the school through supporting HPS activities, after school sports clubs, help with trips, assemblies, outdoor learning, curriculum evenings and PE activities. We had many who used their talents in art or knitting to provide pupils with a stimulating experience. Our Parent Council continues to support the school through a variety of fundraising events and involvement in curriculum developments.

We continue to offer opportunities for parents/grandparents/carers to sample school life through a variety of Open afternoons and performances. These will continue next session focusing on sharing what and how we are learning. Parental questionnaires enquiring about parental involvement with school indicated a positive response.

All teaching staff continue to develop their skills through professional development, involvement in school development, professional dialogue and debate amongst colleagues and visits to other establishments to glean good practice in areas of interest. Staff took part in significant training opportunities including Restorative approaches, First Aid and Child Protection. All staff were involved in audit and review as part of the planned evaluation process. Opportunities were given to staff through peer observations to share classroom experiences with colleagues and spread good practice. This will lead onto learning rounds next session.

Statutory duties: Additional Support Needs - staff received further training in developing Individual Educational Plans (IEPs).

A working party of parents was formed to help develop **Vision, Values and Aims for Abernethy Primary**. All teaching staff, support staff and pupils have been involved in this process. This is shaping our school culture and vision for the future.

A number of staff audits were carried out over the session to identify strengths and development needs. Staff also had the opportunity to complete questionnaires. This information was used to develop 2012-2013 plan.

Through the course of the year we have actively engaged with relevant partner agencies that provide support for our school.

Improvement Priorities for 2012 - 2013

- Develop learning & teaching of active numeracy skills
- Continue development of online portfolios for children to share and record learning and achievements in and out of school
- Maintain focus on pace and challenge to ensure tasks and activities meet the needs of all children

Staff, parents & PKC Education & Children's Services have all been involved in consultation in the production of this report