



Abernethy Primary School Standards & Quality Report 2012-2013

Learning Today for Tomorrow

Our Purpose

Our vision is of a confident ambitious school with a strong identity. By working in partnership with pupils, parents, staff and local community we encourage respect, aspiration and a love of learning. Our school will be vibrant and stimulating; a safe, happy, healthy and sustainable environment; and a place where all can contribute and share; a place where **everybody** has the opportunity to develop attitudes, skills and knowledge that will enhance their future lives. A school which is continually developing.



School Aims

Our school community will:

- help us work together, to be motivated and be responsible for our own learning
- make our learning interesting, useful and challenging
- help us when we need it, to feel confident, safe and empowered to aim high
- help us be the best we can be, honest and kind, willing to try
- help everyone make good choices so we can be happy and healthy
- help us believe we can bounce back from setbacks in learning and life
- help us recognise and respect our differences and strengths
- help us contribute and respect our community and the world we live in
- share and celebrate our achievements in and out of school

Our core values are:

R Respect

E Equality & Fairness

A Aspiring to be the best we can

C Cooperation

H Honesty

F Friendship

A Acceptance of differences

R Recognising when Support is needed

2012 -2013 was a period of exciting change for Abernethy PS. We moved to decant accommodation in August 2012 and watched the school extension take shape. This provided us with many learning opportunities. In May 2013 we returned to a completed extension to set up our new and improved learning environment.

Learning

- **'Active Maths'** was developed to raise attainment in numeracy skills and, promote enjoyment and motivation for maths and develop active learning in this area. New resources were purchased to engage the pupils in active numeracy activities. Staff visited each other's classes to see how it was being used and developed. This had an impact on practice. Teachers made regular evaluations on weekly plans and term planning evaluations which informed reporting about maths learning. Children benefited from a baseline assessment to ensure teaching needs were being met and next steps in learning were identified quickly. Staff worked on developing a maths programme which includes active learning opportunities, including learning within a context and opportunities for applying skills in maths in other areas and activities and looking at maths in an outdoor setting. This work ensured all learning styles were met and pupils have purposeful experiences for applying their learning in maths.
- **Science** development was a cross cluster development. A group of Science Ambassadors (Mrs Murray from Abernethy) from each school in the cluster developed rich science tasks from Early Level to Second Level to ensure all experiences and outcomes were covered in an interesting and stimulating context. Staff trialled some of the new units and will be continuing this in 2013-2014 session.
- **Literacy Circles and Daily 5;** continued to be a feature of class literacy approach. Pupil's comprehension skills are improving and pupils can more readily talk about the text with increased confidence. Parents also had the opportunity at the Curriculum Evening to see how it is used in class and what the benefits are of this approach.
- **Outdoor Learning;** all staff undertook an outdoor learning training opportunity which led to increased confidence in trying new teaching methods. Most classes made use of their local environment this year to ensure learning experiences were engaging. A whole school project with Living Communities team and the school extension led to a variety of outdoor opportunities, visits and stimulating contexts to use to develop, apply and learn new skills. The new extension provided a good

context for learning for our pupils such as learning about school life past and present in Abernethy as well as looking at the construction industry and materials and planning and costing out a new library space.

Citizenship Groups;As well as committee groups classes grouped together in levels this year to undertake projects which linked Eco, Health and citizenship outcomes. Children had the opportunity to work within House groups to look at particular issues such as Internet Safety, Conservation, Healthy Eating & cooking and Rights and Responsibilities. This impacted on developing more positive relationships across ages and stages whilst embedding into real -life contexts e.g. running the healthy tuckshop and presenting to parents at the Curriculum Evening on Internet Safety.

- ***Learning Logs*** continued 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. This session, logs were shared with parents and parents commented positively.
- ***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.

Achievement

Most pupils have attained appropriate levels in reading, writing and maths in 2012- 2013. Some pupils have attained above expected level in maths. Almost all pupils are making well paced progress in talking and listening particularly through the cooperative learning process.

- ***Bounce back & Restorative Practices*** 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. Pupils are using strategies taught during class lessons to resolve issues in and out of class. These initiatives were shared at a curriculum evening with parents and carers. The feedback was very positive and parents felt that the lessons and strategies were transferable to home life and would be a very useful approach there.
- ***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. organising ECO afternoon, Nursery performed a sing-a-long for parents and P5-P7 pupils also put on an excellent performance at Christmas presenting a musical - Mr Humbug sees the Light. All classes have had many open days or afternoons to showcase learning to parents and community. This included an afternoon in P1 & P2 showcasing their Egyptian project and in P3 learning about the Buddhist festival of Wesak. 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.
- ***Glow*** as a virtual learning environment has been developed. Most classes have a simple class blog up and running. P6 pupils were trained as 'GLOW WORMS' and shared their expertise within their class. The school website was further developed and contains relevant information for parents. The Parent Council and Nursery now have their own section.
- ***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, 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 such as Buddying system for pre- school children. This year each class took an an Eco topic to have ownership of. A variety of extra-curricular school clubs were available for children, such as athletics, gymnastics, football, Jog Scotland, netball, Glee club and games. Children continued to have opportunities to shape school ideas through Learning talks or informal lunch meetings with the Head Teacher.

Vision Values and Aims - We took the opportunity to continue work on this whilst in the decant accommodation. After consultation with parents, staff and pupil groups we devised our new motto, values and pupil friendly school aims. These were launched at the Open Afternoon in June when we moved back to our newly extended school. Primary 4 pupils presented them as part of their class work on rights and responsibilities. This has ensured a shared understanding of expectations and shared ownership within our school community.

A dedicated group of parents 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. Our Parent Council continues to support the school through a variety of fundraising events and involvement in curriculum developments. A successful information evening was held in partnership with the Parent Council for parents looking at the subject of Internet Safety. Pupils gave a presentation as well as Catriona Laing (CEOP).

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 relating to nursery and early years indicated a positive response. 'Nursery Natters' relating to topics chosen by parents were held and the new nursery handbook was developed as a result. The Care Inspectorate visited the nursery setting and a very positive report resulted.

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 a Bounce Back refresher, Outdoor learning, 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 continue to be a feature of our practice next session. Staff have been involved in moderation activities within school and across cluster schools in a variety of curricular areas.

Statutory duties: Child Protection Training - all staff were updated in this area. The Head Teacher undertook 'named person' training as well as GIRFEC training.

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

Improvement Priorities for 2013 - 2014

- Develop learning & teaching of skills for learning with a focus on science and maths
- Improving learner dialogue and enhancing the learning culture within class
- Maintain focus on pace and challenge to ensure learning experiences have high expectations

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