

**Abernethy Primary School and Nursery**  
**Standards and Quality Report 2024 – 2025**



## **Our Aims for Abernethy Nursery and Primary School**

Abernethy Primary School, a place where

- We provide a curriculum with quality experiences that develop Successful Learners
- We nurture children to become Confident Individuals
- We work together to promote Effective Contributors
- We develop our understanding of ourselves, others and our world to become Responsible Citizens

## **Our Vision**

With the skills we share and the tools available to us, we aim to ‘get it right’ for the children in our care. To do this we keep our school vision in front of us and our values beside us as we work together to provide a place that is happy and supportive so that children can achieve their best.

## **Our core Values are:**

Respectful and Responsible in all we do.

## **Improvement priorities for session 2024-2025**

This year, our school had 3 focus points for improvement.

1. Raising attainment in writing, for all learners (Year 2 of Explicitly Teaching Text Types)
2. Developing our use of a new learning Platform – Learning Journals
3. Raising pupil attainment in Listening & Talking

Our Nursery class focused on these points for improvement:

1. Developing children’s Listening & Talking skills
2. Developing the use of a new learning Platform – Learning Journals

**ATTAINMENT & ACHIEVEMENT** – in Nursery and School we graded ourselves here as ‘Good’

National Expectations	
Early Level	The pre-school years and P1, or later for some
First Level	To the end of P4, but earlier or later for some
Second Level	To the end of P7, but earlier or later for some

A recent review of the attainment data for session 24/25 highlighted the following key points:

In Listening and Talking, Almost all of our P1 children achieved Early Level; Almost all of P4 pupils achieved First Level and almost all P7 pupils achieved Second Level.

In Reading, Almost all of our P1 achieved Early Level; Almost all P4 children achieved First Level; Almost all of P7 pupils achieved Second Level.

In Writing, Almost all of our P1 children achieved Early Level; Almost all P4 children achieved First Level and Most P7 pupils achieved Second Level.

In Numeracy/Maths, Almost all P1 children achieved Early Level; Most P4 learners achieved First Level and Most P7 pupils achieved Second Level.

Almost all of our pre-school children (and those going to school in August 2025) in Nursery, achieved all their Nursery Developmental Milestones.

If we compare this year's school figures to last year's, we recognise that we are comparing different cohorts of children, who have different needs and abilities. We recognise a slight increase in P7 numeracy attainment from last year however we note that those children who did not achieve Second Level have still made progress in their own learning and are expected to achieve Second Level in S1. Nursery progress shows a slight decrease in the number of pre-school children meeting all of their milestones. Numeracy figures in P4 this year are slightly lower than those of last year but remembering that our classes are quite small this percentage is quite nominal. Listening & Talking skills are judged as being very good, across the school with some room for growth to develop at the Nursery level entering P1 after the summer.

Learners' achievements at Abernethy School and Nursery have been varied and engaging throughout the year, with a most successful whole school project based on our village, which enabled us to take community learning to a whole new level. Feedback about this was very positive and this has sparked our enthusiasm for continuing to use our local partners and spaces to the max next school year. Sport has featured prominently at all stages with continued access to weekly games sessions in addition to 2 hours of PE a week with teachers, ensures pupil access to good health and activity.

Children have also experienced I-Bike training and access to swimming (at the P7 stage), multi-sports club led by College volunteers linked to PHS for P3-4 pupils and netball for P4-7 pupils. Pupil leadership of and within activities has increased with P7 learners planning and leading activities within the school for younger classes and benefitting from more opportunities to engage in sporting events themselves. Nursery children have had similar success in their achievements with daily outdoor play, Play on Pedals sessions and opportunities to get into the village and meet through inter-generational events with our Church friends and the Toddler group. The Transition programme between Nursery and P1, with the support of the pupil Buddy system, has been well-received and utilised to build an early sense of 'team'. House Captains have continued to drive the ethos of our values alongside running special events across the year. P7 pupils benefitted from a bespoke Health & Wellbeing programme led by our Canadian friend Scott which promoted their Leadership skills, and P6 pupils benefitted from training in Peer Mediation – which will be further embedded across the school next year.

Children's progress in their learning was recorded and shared on Learning Journals this year. Parents and children have given us mixed reviews of this platform and so we will continue to build its use to ensure families can access information about what children are learning and how individual progress can be seen on a regular basis (alongside the usual means of Open Afternoons, Parent Contact sessions and annual report). We will open Learning Journals up to pupil engagement more next session, so pupils can access and use the platform, with training.

### **School Attendance**

	2021/22	2022/23	2023-24	2024-2025
<b>Attendance</b>	92%	94%	93%	96.5%

School attendance figures are positive this year being above the PKC primary average (of 93%). Nursery attendance is not measured in this way. While we continue to encourage families not to take holidays during school terms, there continued to be a number of families who made this choice (sometimes through limited options available to them.) Prolonged or regular absence can continue to contribute to gaps in learning.

**Learning** – In School and Nursery we graded ourselves here as 'Good'

All classes continued to engage in Explicitly Teaching Text Types, seeking to improve children's knowledge and skills in writing for different purposes. This is our second year using the programme and teachers are now more confident in the workings of this. Nursery children have continued to experience both indoor and outside 'pre-writing' experiences that promote fine motor skills. We note that while some

younger boys tend to avoid the drawing or 'writing' areas we are still promoting such pre-writing skills through other activities such as Play-Doh and use of Promethean Boards which are always a 'big hit'.

We will continue to develop our writing along with 4 other PHS primary schools, next session, in an adapted programme called the Blended Approach which will feature the best of writing approaches as experienced across PKC schools of late. This will give us the chance to moderate with other primary schools, and Nursery classes, to see how we fare in relation to attainment and achievement in other parts of PKC.

In Nursery, several families chose to have an additional year in Nursery for their young people, in line with the PKC offer. This offer to families is taken up for various reasons, to support children in being 'school ready'. We recognise how this has truly enabled those children to develop their progress within Nursery Developmental Milestones in an inclusive and play-based approach. 'Open Door' day (weekly) with P1 this year has enabled our Nursery children and P1 children to maintain friendships, extend play experiences and transfer their skills to people and play within the wider school context.

Listening and Talking skills have been targeted across Nursery and P1-7 this year with all learners attending to an increased expectation in listening skills that includes sitting still, looking at the person who is talking, listening to 'all the words' before you contribute and staying quiet. Our younger pupils have engaged in many play and group/class activities to promote this. Even older pupils have benefitted from regular use of these 'rules'.

All classes have worked this year on developing the core skills in oracy (Listening and Talking.) Teachers report that an increased focus on oracy this year is beginning to have a real impact on pupil success – and we must continue to drive this learning next session to build on pupil achievements so far. While each child may be at different stages of oracy skill, all pupils have made progress (almost all learners achieving their expected levels of achievement at P4 and P7 and all learners achieving at P1). Skills do increase in complexity as children get older and expectations are higher, so we look forward to working on this more next year.

In-person parent contact sessions were held in our Nursery and P1-7 classrooms and almost all parents attended. Nursery offered parent/carer engagement opportunities through several stay and play events highlighting how learning can be developed at home particularly in Listening & Talking skills. This year's annual Parent Survey (P1-7) told us that almost all parents (who responded) are happy with the school and the progress their child/ren are making. Almost all children surveyed in school reported that they are happy in school.

Pupil Equity Funding is devolved to schools by the Scottish Government in order to support the closing of attainment gaps between most and least deprived children. This year, Pupil Equity Funding (PEF) has mostly been used to bring in an additional teacher to target some of our younger learners, particularly in Term 1. This has had a significant impact on those children targeted and we have become more confident in evidencing children's progress. PEF spending plans are discussed with the Parent Council at the start and end of each year.

We are grateful for Parent Council support, once again, so that we can provide fruit for any child who has missed breakfast or forgotten snack which consequently helps them feel and learn better.

**Leadership** – as a School and Nursery we graded ourselves here as 'Good'

We were delighted to have the support of our Parent Council again this year, who met 4 times with the Management Team to talk about key school priorities and ensure the Parent Forum (that is all parents/carers in our school community) is represented and have a voice. A key role of the Parent

Council and Forum is fundraising and engaging community spirit to support our learners and the work we do. A recent survey at school shows we can do more to help the Parent Forum know about the work of the Parent Council so that is something we'll work on next session. The school has recently changed Website, and with a more determined effort to keep this 'fresh' and relevant for 25-26 we hope this will also keep parents informed. The weekly communication bulletin from Head Teacher to all families is read by the majority of parents and we recognise that Learning Journals could still be more popularly viewed by parents/carers. This year, Parent Council funding has been used (amongst other things) to fund 5 new iPads in Nursery (to replace ones removed from service due to age), supported the biking Pump Track fun day for all pupils, Christmas gifts from children to their families in the form of a unique tote bag, season parties and discos as well as Leavers Yearbooks and Nursery farewell books.

Our School learners also developed their participation and leadership skills through continued activities such as all classes leading assemblies featuring highlights of their learning, some older pupils leading clubs for younger pupils (notably including the new knitting club amongst others); P6 Buddies supporting in the Nursery for the full school year; a Christmas show for our school families and singalong for our Nursery families and friends; Scottish poetry and culture celebrated in January by all; Nursery visits to our local Church.....and so much more.

Teaching staff agreed at the outset of the school year to use part of their collegiate hours to offer lunchtime clubs to all learners, where pupils were offered the chance to gain more experiences in football, art and craft, Lego and construction and games. These clubs were targeted across all stages/year groups with the majority of learners taking up the opportunity to attend the club for their age. This enabled teachers to get to know children in different classes than their own and helped support relationships across the school.

The P1-7 classes continue to learn more about the Rights Respecting School movement linked to UNCRC. We intend to review how we plan for this across our year of learning (term planning, weekly planning) next year as well as learning as a whole school at assembly time. We want our children to be more familiar with the concepts of Rights linked to our school aims.

### **Improvement Priorities for 2025-2026**

Our Priorities in Nursery next year include:

1. Developing children's oracy skills through the teaching of Listening and Talking (Year 2) linked with exposure to a rich literacy environment
2. Refreshing staff knowledge and understanding of play theorems to ensure learners are experiencing a wide and varied range of play and learning skills

Our School priorities include:

1. Writing – developing pupil attainment through the Blended Approach with other PHS primary schools
2. Developing children's numeracy and maths skills by engaging with a PKC programme of professional learning for teachers
3. A look at our 'curriculum offer' in Science and Social Subjects to ensure learning is varied, relevant, responsive to pupil interests and motivational (as well as engaging in professional dialogue regarding the National review of Curriculum for Excellence)

There are many aspects of School and Nursery life that we are proud of. Do, please, continue to give your views and feedback through regular channels of annual surveys and the more relaxed ethos of 'chat' with our staff – in person, on the phone or through email.



*The National Improvement Framework provides a clear vision and priorities for Scottish education. Within this report, we have made reference to our School's progress against the 'drivers' within this NIF, together with an evaluation of some key Quality Indicators. This report was written in conjunction with Abernethy staff evaluation process reflecting feedback from parents, staff and learners.*