

# Standards and Quality Report (SQR)

Session 2025 to 2026



**Abernethy Primary School and Nursery** Education and Children's Services

June 2026 (reporting on session 2025-2026)

Headteacher: Mrs Fiona Whittet

**Commented [AL1]:** @Fiona Whittet Fiona this reads really well. Just a couple of comments. Also make sure you add the 4 QI evaluations.

## 1. Context of the school or setting

Abernethy is a compact village of around 1,400 residents covering less than 1 km<sup>2</sup>. Lying in the heart of Abernethy, our village school has a roll of 114 children from P1-7 and 34 children on our Nursery role. Our Nursery class has been at full capacity this year, led by a new Senior ECP in a permanent capacity. This supported a strong team where we have been able to reflect and improve our practice with new and different approaches. The school has been operating without a Principal Teacher since February, but strong teamwork has resulted in continued success for learners and the opportunity for further shared leadership for all staff. We have continued to benefit from strong relationships with our wider community including visits to local businesses and enterprises, engaging with key community members and getting out and about in the locality.

## 2. Vision, values and aims

Our Aims for Abernethy Nursery and 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.

This year we have increased visual and verbal recognition of our values and aims so that learners can strive to attain these with motivation and participation resulting in achievements for all.

## 3. Attendance, attainment and achievement

**Attendance:** This school year, the average attendance has been 96%. This is the same as last year's attendance. While a few families continue to take time off school for holidays, this is limited to very few children.

### Attainment:

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Enabling  
children and  
young people  
achieve full  
potential

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In Listening and Talking: Most P1 children achieved Early Level; Almost all P4 pupils achieved First Level and All P7 pupils achieved Second Level.

In Reading: The majority of P1 achieved Early Level; Almost all P4 children achieved First Level; Almost all of P7 pupils achieved Second Level.

In Writing: The majority of P1 children achieved Early Level; Almost all P4 children achieved First Level and Almost all P7 pupils achieved Second Level.

In Numeracy/Maths: The majority of P1 children achieved Early Level; Most P4 learners achieved First Level and Most P7 pupils achieved Second Level.

Overall, Literacy and Numeracy attainment is good with most learners achieving their learning targets.

The majority of those children going to P1 next session from Nursery, achieved all their Nursery Developmental Milestones. In reviewing data from Nursery a number of learners will require early support in Numeracy and Maths learning as well as Literacy and Language next year (in P1.)

In comparing 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. While attainment at P4 and P7 continues to be consistent in achieving First and Second Levels (almost all pupils) there is a dip in this year's P1 attainment. Last year, a few children were noted as not having met all their Nursery Milestones and while support has been in place for them in P1, they are still requiring further support to close the attainment gap. Pupil Equity Funding (PEF) monies were targeted towards this group of learners and while each did make progress on their own trajectory, this will continue to be an area for attention next session.

We have continued to offer a wider range of achievement opportunities for our children – our commitment to promote wellbeing, equality and inclusion is very good.

### Achievement:

Learners have continued to engage in their local community with visits to Branstons, The Nook, St Bride's Church, Abernethy Museum, the parks and woodlands, to help them learn about their world and their part in it. Children told us this year they love to get out into the community as it makes learning more active and fun for them. Pupils are regularly applauded for their good manners, confidence and enthusiasm by guests to our school and when out and about.

All P1-7 learners took part in our first year of Pupil Leadership Groups, with vertical groupings allowing older learners to take a leadership role in many ways. Learners responded positively to these opportunities to focus on different aspects of wider learning such as Global development (learning more about Bongani, South Africa), the Community group, Outdoor Play group (who helped plan and source equipment for the playground funded by the Tesco scheme, in conjunction with the Parent Council), the Happy & Healthy group, the Digital group (who taught others how to use various tech types across the classes), the Eco group and the Rights Respecting Group.



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When monitoring and observing learners across the school we see a high level of participation in learning where almost all pupils are focused and eager to do their best in learning. The opportunities to engage in active numeracy (this means in mental agility, oracy and play) within maths has increased this year. Children are rising to the challenge to talk more confidently within maths lessons to demonstrate better understanding thus establishing stronger foundation skills.

Sporting offers have continued to extend health and wellbeing for all learners such as swimming (this year at P6 and P7, to try and bring swimming back to the middle years of school), rugby taster sessions, an after school club with mixed events. 2 hours of quality PE lessons feature a range of sports and exercise. Nursery children have continued to play outdoors and in the bigger playground which has led to almost all pupils achieving their Gross Motor Developmental Milestone.

A STEM theme week enabled all children to engage deeper with the subjects that bring about active learning and curiosity. Highlights included talks from parents/family members and the giant Tetrahedron team-working workshop.

Primary 7 learners enjoyed a residential trip to Glenshee where they engaged in a wide range of active pursuits, developing skills and resilience and enjoying nature. They presented to the rest of the school with an evaluative slideshow to showcase their experiences.

## 4. Learning

Overall, our Learning and Teaching is graded 'good' across Nursery and School. Our learning environments are built on positive and nurturing relationships. Almost all parents (of those who returned surveys) reported their children are happy at school and nursery and believe their child is making good progress with their learning. Classroom observations evidence learners who are nurtured and have good relationships with teachers where most have the confidence to participate, ask for help and where the majority of children can talk about their strengths and next steps. Pupil feedback in writing lessons (P3 to 7) says they like the structured support of Blended Approach that gives them clear guidance on what to write and how, over a text type block, so they can improve their skills gradually but in dramatic ways (cold and hot assessments are evidence of this.)

## 5. Leadership

Learners have been able to develop further leadership of their own learning this year in several ways: through increased expectations to 'talk numeracy', with increased oracy built into writing lessons, where children discuss aspects of a good piece before they begin, and engage in paired writing before creating independent pieces. Students now lead 'sharing the learning' sessions at the end of each term to present to another year group/class highlights of their own learning. Pupil Leadership groups have enabled vertical groupings (P1-7) where children are learning together about different aspects of wider learning from ethos and life of the school, offering opportunities to develop their skills as effective contributors, confident individuals and responsible citizens (our school aims and the C4E Four Capacities.)

Staff have worked effectively with each other to moderate in writing and highlight effective practice in Blended Approach. Nursery staff have reviewed and improved their play offer for 3 – 5 year olds

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by effectively reviewing play types to introduce new opportunities such as the Workbench and Rough and Tumble indoor area. Teachers continue to lead learning inviting pupil voice to review day-to-day learning in their classrooms through plenaries (at the end of key lessons) and through Floorbooks. Teachers are using planning formats to support close scrutiny of learners with Additional Support Needs as Support Staff deliver interventions to close learning gaps.

This session staff have collaborated and supported each other in a range of aspects of school life and our capacity to manage leadership of change is 'good'.

## 6. Consultation process (statutory requirement)

Parents and Carers were consulted throughout the year, to support self-evaluation. The Parent Council have been effective partners in some more rigorous conversation about school improvement. Learners have engaged in Learning Conversations throughout the year both with Teachers and the Head Teacher to gather views about learning and teaching.

## 7. Overall evaluation of capacity for continuous improvement

The overall capacity for continuous improvement is good. We have clear plans, supported by whole staff engagement in Self Evaluation and from our work on Improvement planning this year, to address next session.

## 8. Improvement priorities for Session 2026 to 2027

Nursery Priorities will include:

- Developing outdoor provision, to ensure high quality targeted play and learning skills. This should complement the indoor offer, where a wide range of play types are available (and reflect learner interest) to deepen knowledge, skills and attitudes highlighted through Developmental Milestones
- A focus on Meeting Learner Needs. This will further embed our use of the Circle document and the new Quality Framework to enhance interactions, experiences and spaces to support children to make progress across almost all aspects of their learning but particularly in Literacy and Numeracy.

School Priorities will include:

- A second year to embed high quality teaching and learning in Maths and Numeracy with a focus on assessment, use of success criteria and pupil skill in identifying strengths and next steps in their learning (targets).
- Curriculum Design, where we continue to create an Inter Disciplinary Learning offer that is motivating and rich in contextual understanding, knowledge and skills. We will create a Learning and Teaching policy and increase use of feedback from Learners in the what and how of our learning and teaching.