



Abernyte Primary School
Standards and Quality Report
August 2016 – June 2017



Our Vision

At Abernyte Primary our vision is to welcome children into a happy, caring and safe environment that builds their confidence through responsive and innovative teaching. We aim to maximise individual potential and attainment through core values, ensuring all children are empowered to meet the challenges of education, work and life in a rapidly changing global environment.



Our Values

- A mbition
- B elonging
- E nterprising
- R espectful
- N urturing
- Y outhful
- T echnology
- E quality

Our Aims

- To promote a culture of high expectations of attainment and achievement for all by offering active, motivating and enjoyable learning opportunities to inspire creativity and critical thinking
- To foster partnerships with parents, the community and other agencies to develop a sense of responsibility for self, others and the environment
- To celebrate achievements, build confidence, tolerance and citizenship in a community which respects the health and well-being of all members

ATTAINMENT AND ACHIEVEMENT

Learners are making good progress in developing their skills, knowledge and understanding across all areas of the curriculum.

- **In reading and writing all learners are making very good progress and all are achieving at or above expected Curriculum for Excellence levels.**
- **In mathematics all learners are making very good progress and most are achieving at or above expected Curriculum for Excellence levels.**

Attendance at Abernyte Primary for session 2016-2017 was 96.33%, with 2.63% authorised absence and 1.03% unauthorised absence.

The tracking system in place allows us to track and monitor learners' attainment over time in listening, talking, reading, writing, numeracy and mathematics. It also provides a useful tool to analyse learners' progress against predicted targets. The impact of this is that the school has a much clearer overview of individual pupil attainment over time which has led to targeted interventions to support learners' needs as well as improving clarity on the pace of learning. In our small setting, tasks are carefully differentiated, to ensure that all learners are progressing appropriately and experiencing success in their learning. We continue to develop contexts for learning taking into account learners' interests. All learners have developed their confidence in talking about their learning, setting targets, and reflecting on their learning in their 'My Learning Journey' profiles.

Learners are proud of their achievements and we have been delighted to celebrate success for example in 'Perform in Perth' music festival; our bugs and butterflies tapestry work we did with the Woman's Guild has been displayed in Perth Museum; pupils have had success in horse-riding events as part of their wider achievement and we have had sporting success in Perth's County Sports. Through 'Learner Focus Group' discussions, pupils report feeling like they have 'grown their mindset' as a result of our Growth Mindset initiative. This focuses on developing a classroom culture of 'Not Yet' e.g. 'I am not able to do this YET', rather than saying 'I can't do this'.

The school community has shown an ethos of caring for others through supporting a variety of charity fundraising events for example 'Wear a Hat Day' in support of Brain Tumour Research and 'Red Nose Day'.

Priorities for Improvement

- Continue to share 'My Learning Journey' Profiles with parents, encouraging their input and comment. Use information gathered to inform future development of the profiling of learning.
- Continue to develop creativity skills in learners through further developing the Growth Mindset programme within the school community.

LEARNING

A curriculum overview supports planning experiences throughout the year. Our learners are involved in the planning process and the main learning targets are placed on the 'Visible Curriculum' wall. Learners have said they like being involved in planning their learning and feel their voice is listened to. They say the 'Visible Curriculum' approach helps them to know what they are learning, and they feel more confident to talk about what they are learning. During class discussions teachers are using Higher Order Thinking Skills (HOTS) questioning and these questions are displayed in the classroom for teachers and learners to refer to when reflecting on learning. As a result learners are more articulate during learning conversations about where they are in their learning and what their next steps are.

We have focused on strengthening the practice of formative assessment and this is beginning to impact positively on learning gains, for example in writing learners traffic light their work against success criteria and then the teacher gives feedback and discussions take place on what a learner needs to do to up-level their work.

Our 'My Learning Journey' profiles are established and these include 'I can' statements for Literacy and English, Numeracy and Mathematics and Health and Wellbeing; they show children's strengths and development needs. Learners experience regular learning conversations. Learners have ownership of their profiles and refer to them throughout their learning; learners are beginning to see the relevance of the information gathered in the Profile and make connections on how that information can help them progress in their learning. We have introduced the Seesaw App (a digital learning journal) as a tool to improve the triangle of communication between pupil-teacher-parent.

Active learning approaches have been developed and learners feel this is impacting positively on their learning experiences. For example one pupil reported, "Having more interactive stuff around has helped me to learn, like Tweet the Teacher, Noggle and Boggle Challenges, and the Visible Curriculum, the Challenge area and Active Table".

French features across our daily routines, with the emphasis on consolidating strong oral skills to build confidence in learners' ability to communicate using familiar words and phrases. We will continue next session to develop French language learning, in line with the Government 1+2 initiative.

Priorities for Improvement

- Continue to strengthen Assessment for Learning processes including the introduction of standardised assessment approaches which feed into teachers' professional judgement on learner progress.
- Develop a skills progression framework to take forward skills for learning, life and work.

LEADERSHIP

The school has developed a Quality Assurance and Improvement Policy which directs the school when gathering self-evaluation information in a meaningful way. The feedback gathered has helped the Acting Headteacher to analyse where the school and learners are at, and carefully plan next steps in learning and school improvement. All staff have leadership roles for example Eco Schools co-ordinator, Junior Carsonians co-ordinator. The school recently renewed their 'Green Flag' status, thanks to all the hard work of the pupils, parents and members of the community who are friends of the school. Next session the learners will be given more opportunities to lead things in school.

In a survey some parents felt they would like to know more about where their child is at in their learning against standards and as such the 'My Learning Journey' profiles were shared with parents and they were encouraged to comment on their child's learning using the 'Parent Pride' sheet.

The Acting Headteacher has worked closely with the Senior Leadership Team and Teaching Staff at Inchtute Primary to take part in professional dialogue and development activities. This will continue next session. The Acting Headteacher will continue also to work closely with colleagues from across the Local Management Group and the Single Teacher Network.

All parents have continued to show their support for the school by attending open afternoons and our wider community have come together to ensure the children have a near 'full house' for the end of term performances. Abernyte has a strong and supportive Parent Council that is consulted regularly about developments within the school. We hope that collaborative working between school, parents and our community will continue to develop next session.

Priorities for Improvement

- Continue to engage with How Good Is Our School 4 including all members of the school community to influence future improvements.
- Further develop the frequency of data interrogation to make sure our focus is on experiences and opportunities that have the greatest impact on our children's learning.

Staff, parents and pupils and Perth and Kinross Council Children's Services have all been involved in consultation in the production of this report. Fiona Campbell (Acting Headteacher)