



Abington Primary School
Standards and Quality Report 2022-23



Context of the school:

Our School:



Abington Primary School is a small, rural primary school situated in the village of Abington within South Lanarkshire. Our school serves the villages of Abington, Crawfordjohn, and the surrounding areas.

Our school's catchment area has a mix of local authority and private accommodation, as well as nearby farms. Approximately 45% of our children are bused to school. We have a close working relationship with the 11 other associated primary schools in the Biggar Learning Community. This year our school roll comprised of 42 pupils in two classes: Primary 1-3 and Primary 4-7, although this configuration may change in the future dependent on the number of pupils at each stage. Our school's new build was completed in May 2016 and boasts two classrooms, an open area, a canteen/gym hall, and a stage as well as a multi-use games area in the playground. Our school is also host to Rigside and Rural Community Nursery where many of our future children attend.

Abington Primary shares a head teacher with Crawford Primary and has been under new leadership since January 2022. We currently have 2 full-time teachers and 2 part-time teachers, who liaise closely to provide stimulating learning environments for our learners. We have one full-time team leader and 3 part-time school support assistants, who working together with the teaching staff provided targeted support for children to enhance and aid teaching and learning. Around 28% of our school's roll is made up of pupils placing requests. The SIMD bands within our catchment area are mixed with approximately; 41% of our pupils are from bands 1-3, 56% are from bands 4-5 and 3% are in band 7. Pupils with free meal entitlement make up around 13% of our school roll.

In June 2022, we were delighted to receive the Silver Reading Schools Award. Our Parent Council plays an integral role in school life and supports the school in many ways, including representing the views of parents & carers, fundraising, and supporting after-school activities.

Our school's vision and values play an integral role in Abington Primary School's ethos. It was developed and agreed upon through a thorough self-evaluation and consultation process with our school community and was refreshed in 2018. Our vision and values are discussed and celebrated regularly at school assemblies.

Our Vision: Safe; Happy; Aiming for the Highest

Our Values: to Respect Ourselves, Respect Others and Respect the Environment.

These values underpin all school learning and activities. Pupils and staff continue to build and sustain strong relationships built on mutual trust. Our highly positive ethos is a direct result of focussing on pupil voice and having robust procedures in school to support 'Getting it Right for Every Child' and developing pupil skills and abilities to ensure they can 'aim for the highest.'

Review of progress for session Aug 2022- June 2023

School priority 1: Raise attainment through a review of staged intervention processes and procedures in relation to our setting	
<u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Parent/carer involvement and engagement School Improvement	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.5 Management of resources to promote equity 2.4 Personalised support 3.2 Raising attainment and achievement
<p>Strategy</p> <p>What did we set out to do?</p> <ol style="list-style-type: none"> 1. Ensure individual learners would be supported through well-planned interventions leading to positive outcomes through a whole school analysis of the current staged intervention process. 2. Encourage parents and children to fully participate in the staged intervention process. 3. Enable learners to benefit from timely targeted interventions through the staff's increased knowledge and understanding of staged intervention processes and literacy profiles. 4. Remove barriers to children's learning through effective use of SLC's staged intervention process. <p>Progress and Impact</p> <ol style="list-style-type: none"> 1. Through CLPL sessions for staff their knowledge and understanding of staged intervention and literacy profile processes have increased. 2. Senior management team undertook an audit and review of current staged intervention procedures. 3. Procedures were streamlined and refreshed to ensure they identify and support the Additional Support Needs of children and were in line with South Lanarkshire Council's guidance. 4. A specialist support teacher delivered a series of four parental workshops to; increase knowledge of staged intervention procedures and have a greater knowledge of autism, ADHD, and literacy difficulties in children. 5. Timely targets identified, and interventions put in place to aid positive outcomes for learners. <p>Impact</p> <ol style="list-style-type: none"> 1. A range of effective interventions and support have been put in place to meet the additional support needs of children. 2. Parent feedback has shown a greater understanding of the staged intervention process and appreciation of the range of support which has been provided. 3. The impact of interventions for learners is closely monitored. 	
<p>Next Step(s) to inform SIP for 2023/2024:</p> <p>We will continue to implement and monitor the staged intervention process to ensure interventions are timely and well-planned. Pupils and parents involved in the process through discussions and feedback on children's progress will help inform any decisions made in relation to supporting children's additional support needs.</p>	

School priority 2: Raising attainment in reading and writing through effective moderation across schools

NIF Priority (select from drop down menus)

Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver

Performance information

Assessment of children's progress

HGIOS?4 QIs (select from drop down menus)

1.5 Management of resources to promote equity

2.4 Personalised support

3.2 Raising attainment and achievement

Strategy

What did we set out to do?

1. Reflect and analyse feedback provided for pupils on how to improve aspects of their reading and writing.
2. Focus on aspects of the moderation cycle that required development to improve learning experiences for children.
3. Engage with the moderation cycle to raise attainment in reading and writing.
4. Ensure consistency of teachers' professional judgments through engagement with Education Scotland's moderation cycle for reading and writing with staff across the learning community.

Progress

1. Staff engaged in systematic data analysis to discover where targeted support and interventions were put in place for reading and writing.
2. Targeted interventions incorporated into literacy sessions to aid identified children.
3. Staff collaborated with staff across the cluster, in regular and robust moderation discussions to gain confidence and a clearer understanding of the achievement of a level in reading and writing.
4. Analysing children's writing and reading allowed teachers to develop tailored strategies and feedback to meet individual pupil needs.
5. Through moderation with neighbouring schools staff planned, delivered, and assessed reading and writing lessons to ensure consistent high-quality teaching across schools to raise attainment; with a focus on feedback and target setting with children.
6. Systematic tracking and monitoring of reading and writing data.

Impact

1. Assessment data and teacher professional judgment has indicated that 89% of children in primary 1,4, & 7 combined have achieved their expected level in reading and writing.
2. Staff have indicated that they have a clear understanding and confidence in the achievement of a level within reading and writing.

Next Step(s) to inform SIP for 2023/2024:

Continue to focus on feedback with learners and investigate a variety of ways to deliver to motivate and challenge learners. Provide opportunities for children to identify their strengths and next steps.

School priority 3: Outdoor learning is consistently provided to allow learners to transfer skills and deepen their own understanding in different contexts

NIF Priority (select from drop down menus)

Improvement in children and young people's health and wellbeing

NIF Driver

School Improvement

HGIOS?4 QIs (select from drop down menus)

3.3 Increasing creativity and employability

Strategy

What did we set out to do?

1. Provide effective and engaging outdoor learning experiences for pupils to reinforce, consolidate and develop existing knowledge.
2. To ensure priority is given to skills and outcomes for learners outdoor learning will be included in termly plans.
3. To audit and develop current practices in outdoor learning within the school.

Progress

1. Staff and pupils engaged with weekly outdoor learning sessions.
2. Staff made greater use of the wider local community while planning and planning sessions.
3. Staff engaged in outdoor learning CLPL sessions and visited schools where effective practice already takes place.
4. A bank of resources has been created to support the implementation of outdoor learning.
5. Hats, socks and gloves were purchased to enable all children to take part in outdoor learning in almost all-weather conditions.

Impact

1. Pupil feedback indicated that over 85% of children enjoyed outdoor learning and would like it to take place on a regular basis.
2. To improve outdoor learning pupils suggested - more pupil input into activities chosen.

Next Step(s) to inform SIP for 2023/2024:

Continue to implement regular planned progressive outdoor learning experiences for children during session 2023-24 with pupils involved in the planning stage of outdoor learning.

National priority: How we are ensuring Excellence and Equity?

Strategy

What did we set out to do:

During 2023-24 session, we have made significant efforts to promote equity and address barriers to learning for pupils. Through a whole school approach, professional learning sessions, new guidance documents, financial support, and targeted interventions we have worked towards creating an inclusive and supportive environment for families.

The whole staff took part in two staff professional learning sessions on cost of the school day and poverty awareness which helped foster a whole school understanding of the barriers to learning caused by the cost of the school day. These sessions have equipped staff with the knowledge and tools to identify and address these barriers effectively. As a result, there is now a heightened awareness and sensitivity towards students facing financial challenges, leading to increased support and more equitable learning opportunities for all students.

To further develop our school's sensitivity to Cost of the School Day an audit toolkit was utilised. This toolkit enabled us to assess and evaluate our policies and procedures, identifying areas where financial burdens for families may occur. The findings from the audit guided us in implementing changes to reduce or remove barriers for families; ensuring pupil participation in school and afterschool activities was not cost related.

New guidance around cost of the school day has been written and implemented following on from a parent survey on financial pressures faced by some parents around Cost of the School Day.

To further support families and encourage healthy eating we have introduced our YUM initiative where we offered a cook-a-long bags for each family to prepare and eat a meal together at home.

To give pupils, parents, and staff a direct say in how money is spent in school we allocated 5% of our Pupil Equity Fund (PEF) for their input. Pupils, parents, and staff were given the opportunity to vote on how to allocate a proportion of the fund allowing their voices to be heard and promoting a sense of ownership and equity in the school community.

Closing the Learning gap has been a priority at Abington Primary. We have implemented targeted interventions for literacy and numeracy to provide additional support for targeted learners. As part of these interventions, targeted learners received additional support during writing sessions. This focused attention had helped these learners make progress and narrow the attainment gap.

The initiatives undertaken this year have contributed to a more equitable and inclusive learning environment. Through staff professional learning, policy improvements, financial support, and targeted interventions we have aimed to ensure that every pupil have equal opportunities to succeed.

What difference did we see? What did we achieve?

- Staff evaluations indicated an increase in staffs understanding of cost of the school day and its potential impact on families.
- Families have commented the school is considerate around cost of the school day
- 83% of our families took part in our cook-along session
- 5% of the PEF allocation was spent on resources chosen by parents, pupils, and staff to support pupil-led skills development sessions.

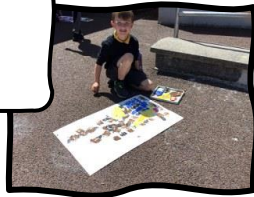
Taekwondo
Afterschool Club



Bike Ability



Outdoor
Learning



Celebrating
Success



Active Schools
Dance Festival



A few of our Participatory
Budgeting purchases



Afterschool
Cooking with
Rosie



Our Nativity
Show



Glasgow Science Centre
Body Works Tour



Next Step(s) to inform SIP/PEF Plan for 2023/2024:

Following on from evaluative data gained throughout this session Cost of the school day and raising attainment through targeted interventions will continue to be a focus for next session. The school will continue with YUM initiative during next session in order to provide cook-along bags for families to cook and eat meals together.