



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2023-2024**

**Abernethy Primary School**



*United, Motivated, Aspirational, Active & Creative*

# Introduction: Local and National Context

## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

### Highland Priorities



### National Improvement Framework Priorities



#### Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

#### Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

#### Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

#### Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

#### Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

#### Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

#### Looking outwards - learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Christopher Scrase  
Head Teacher  
Abernethy Primary School

# School Profile

## Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

<b>Attendance</b> 94.46%	<b>Average Class Size</b> 23	<b>Meeting PE Target</b> Target Met
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<b>Pupil Numbers (inc nursery)</b> 92 (+18 nursery)	<b>Teacher Numbers</b> 5	<b>Pupil Teacher Ratio</b> 18.4
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<b>N3</b> XX%	<b>N4</b> XX%	<b>P1</b> 95.13%	<b>P2</b> 93.92%	<b>P3</b> 94.80%	<b>P4</b> 95.71%	<b>P5</b> 94.99%	<b>P6</b> 94.90%	<b>P7</b> 91.81%
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<b>SIMD Q1<sup>1</sup></b> 2.17%	<b>SIMD Q2</b> 0.0%	<b>SIMD Q3</b> 4.35%	<b>SIMD Q4</b> 93.48%	<b>SIMD Q5</b> 0.0%	<b>Unknown</b> 0.0%
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<b>ASN<sup>2</sup></b> 15.2%	<b>No ASN</b> 84.8%	<b>FSM<sup>3</sup></b> 10.9%	<b>No FSM</b> 89.1%	<b>EAL<sup>4</sup></b> 2.0%	<b>No EAL</b> 98%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Majority	Majority	Almost all	Almost all

We have had **no** exclusions this year.

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

Overall children are making the following progress:

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Satisfactory progress	Satisfactory progress	Satisfactory progress	Satisfactory progress

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

## School vision, values and aims

At Abernethy Primary School we have the following vision, values and aims.

**Vision:** Moving forward together

**Values:** United, Motivated, Aspirational, Active and Creative.

At Abernethy Primary School we **aim** to:

- Be a happy, safe and nurturing school.
- Promote a positive ethos of achievement and encourage and support the development of positive attitudes and lifestyles.
- Provide quality teaching and learning experiences through active, outdoor and collaborative learning.
- Actively promote partnerships with pupils, parent, professional agencies, businesses and the wider community.

## Review of progress for session

### Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

### Raising attainment in Literacy

#### Purpose:

The purpose was to implement Talk for Writing across the school in order to raise attainment in Literacy and in particular writing.

#### Progress:

- All staff completed training from Talk for Writing professionals.
- Staff had a collegiate approach to Talk for Writing within the classroom.
- Staff adapted the approaches of Talk for Writing to suit the children they were teaching.

#### Impact:

- Staff more confident teaching writing within their class.
- Some children were more enthusiastic about their writing, particularly the P1-4 children.
- Allowed children to consolidate their knowledge around an individual text type.
- Quality of writing improved especially in P1-4

#### Next steps:

- P1-4 continue to embed the new Talk for Writing approach.
- P5-7 to take a more hybrid approach to writing with a more focussed approach to success criteria for the different genres of writing.

**Purpose:**

To have a clear and coherent reference to framework and planning.

**Progress:**

- Started to look at Inter disciplinary Learning (IDL) approaches.
- Researched and looked at other schools IDL.

**Impact:**

- In the new session of 2024/2025 staff to implement a clear vision for an IDL approach on an ongoing 3 yearly cycle.
- Children will gain a broad general education across Primary P1-7
- Staff will agree on a curricular pathway to be followed.

**Next steps:**

- Engage with the new Literacy and Numeracy frameworks.
- Create an IDL curriculum suitable for multi-composite classes.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Support Assistant (PSA) time has been used to support children within their Numeracy and Literacy work. There has been a small increase in children's attainment over the course of the year. Our PSA has been spending a lot of their time supporting the wellbeing of PEF attracted children and has taken the lead in ensuring they are following government guidelines of Getting It Right for Every Child (G.I.R.F.E.C). Spending this time on their wellbeing has seen an increase of their academic work.

## Wider achievements

### Coileanaidhean nas fharsainghe

- Our P7 children have got into the area finals Rotary Quiz Competitions to be held in Aberdeen.
- Our school has been making community links within our Nethy Community.
- Our P7 children have completed their Bikeability Level 2 programme
- Our school Polytunnel was a huge success. Weekly Polytunnel sessions with Lynne Munro have been thoroughly enjoyed by our P4/5 & P6/7 children. Resulting in a substantial amount of money being raised for our school funds.
- P6&7 attended the Snow Sports Programme to make them more competent skiers.

## Comments from learners, families, stakeholders and staff

### Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach

Christmas show was really good fun and enjoyed (P5&6), Our really enjoy our school grounds, the playing field, forest and equipment gives us lots of variety during break and lunchtime (P6). We really enjoy our teachers as they are fun and making learning enjoyable. PE is very fun with our PE specialist who gives us lots of opportunities to try a variety of sports.

The staff morale and team has begun to evolve in a positive manner as we all strive together to make improvement across the school. The leadership side of things has seen a huge improvement, and the

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ongoing problems are starting to be resolved. The school is starting to get back to where it was. Moving forward, it is to continue working together as a staff team to make the improvements across the school.

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
<b>QI 1.3</b> Leadership of change	Satisfactory	Satisfactory
<b>QI 2.3</b> Learning, teaching and assessment	Satisfactory	Satisfactory
<b>QI 3.1</b> Wellbeing, equality and inclusion	Satisfactory	Satisfactory
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

Curriculum – The next session Abernethy Primary School will continue to focus on creating a clear curricular pathway for the school. This will involve having a stronger focus on having a 3 year Inter Disciplinary Learning (IDL) approach to planning, teaching and learning. In addition to this, use and develop Highland Councils current Literacy and Numeracy progression exemplar across the school.

Numeracy – The next session at Abernethy Primary School will look to raise attainment in Numeracy across the school. Although, our Numeracy is data is satisfactory, we will continue to improve this by ensuring numeracy resources are consistently used across the school and following an excellent standard of concrete, pictorial, abstract and problem-solving approach. The school will have a collegiate approach to using a variety of different resources to support and enhance children's learning.

## Planning ahead

### A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [Abernethy PS \(abernethyprimary.co.uk\)](http://abernethyprimary.co.uk) or by contacting the school office.