



## Abbeyhill Primary School

### Standards and Quality Improvement Report for parents

June 2017

*This report relates to the improvements made by the school in the school year running from August 2016 – June 2017. It will also detail some of the work that we intend to do during the school year running from August 2017 – June 2018. Our full Standards and Quality Improvement Plan is available on request from the main school office. This report contains links which may make it easier to access electronically.*

#### **The School in Context**

Abbeyhill Primary School is located in the heart of Edinburgh, overlooking the Palace of Holyrood House and Arthur's Seat. For the 2016-17 session there were 175 pupils in the school and capacity for 80 pupils in the nursery. There were 8 primary classes as well as morning and afternoon nursery sessions. The grounds are well developed and the school aims to achieve its first Eco Schools Green flag imminently following extensive work by staff and pupils over recent years. We have a wildlife garden which is being developed by pupils, picnic tables, areas for outdoor learning which are currently being developed, a trim trail and a tarmacked sports pitch for which the school has applied for a grant to create a Multi-Use Games Area (MUGA). The Nursery enjoy their own playground with soft surface and outdoor play equipment to the rear of the school. The school has a swimming pool which is well used by not just Abbeyhill pupils but by other school and community groups.

Abbeyhill has a strong positive ethos and presence in the community. We are proud of our involvement in the Colony of Artists festival each year; a practice which was noted as 'innovative' in our 2013 HMIE inspection. There is an ongoing arts programme, led by our 'curator in residence' and parent, Iliyana Nedkova. Over the 2015-16 session we developed a link with the Collective Gallery on nearby Calton Hill in partnership with one of our cluster schools, Leith Walk Primary, and this continues to thrive with pupils from P4-7 working with professional artists on a monthly basis. Over the 2016-17 session, all children from Nursery to P7 have worked with professional artists and will exhibit their work as part of the Colony of Artists festival in September 2017.

The leadership team for 2016-17 was made up of the Head Teacher, a Principal Teacher and a Business Manager. Leadership is distributed amongst all staff in the school including Pupil and School Support Assistants and every member of staff feels a sense of pride and ownership which is passed onto the children who also enjoy taking responsibility in a variety of areas.

There are opportunities for pupil leadership through Pupil Council, Eco group, Playground Buddies and House Captains. Abbeyhill is in the Drummond Community High School cluster and we have strong links with the other schools in the cluster. In our older classes, a significant amount of our children attend from out with our catchment area and so we are developing a stronger transition programme to address falling numbers at Drummond. Further down the school, the vast majority of our children are from within our catchment.

There are 38 staff members in total comprising the leadership team, teachers (including Support for Learning, PE and swimming), Pupil Support Assistants, an Early Years Officer, Early Years Practitioners, an administrator, janitor, crossing guides and dining room supervisors. The 2016-17 session saw a significant amount of change within the teaching staff with 3 teachers leaving at Christmas for a variety of reasons (retirement, taking up a promoted post etc). These roles have been filled, including the appointment of a new Principal Teacher, and our staff team has benefited from an injection of fresh ideas and different experiences.

There is a significant number of children in the school and nursery classes for whom English is an Additional Language (EAL). These children are supported by a part-time EAL teacher and a bilingual Early Years Practitioner. We work closely with our partners including Social Work, Visiting Teaching Support Services, the Educational Psychologist, Speech and Language Therapists and Occupational Therapists to ensure that we are effectively meeting the needs of all children in the school and Nursery.

We have an active Parent Council who take responsibility for a variety of formal and informal activities throughout the session. There is a good level of communication between the school and the Parent Council and the wider parent body regularly use these representatives to communicate ideas and suggestions about school life. In June 2017, two parents with the relevant training represented the wider parent body on the recruitment panel for an Acting Head Teacher for the 2017-18 school session to cover the substantive Head Teacher's maternity leave. Social events are well attended with the Summer Carnival in June 2016 and the Winter Talent Show 2016 being two recent successful events and something that the Parent Council hope to repeat on a bi-annual basis. A 'Big Garden' event is planned for the end of the current session with staff and families invited to take part on Saturday 17<sup>th</sup> June. Curricular events are not so well attended and this is an area that the SLT will address next session with a focus on encouraging families who may not enjoy formal engagement with the school to attend. Parent Council will focus on the CEC Parental Engagement Strategy\* over the 2017-18 session.

Through the recently announced Pupil Equity Fund\*, Abbeyhill will receive £38,400 in the coming financial year to focus on raising attainment and closing the poverty related gap. At Abbeyhill, 12% of our families live within a Scottish Index of Multiple Deprivation\* (SIMD) 1 or 2 area and 32 children are registered and eligible for free school meals.

\*Links:

CEC Parental Engagement Strategy [https://cityofedinburgheducation-my.sharepoint.com/personal/9032061\\_ea\\_edin\\_sch\\_uk/\\_layouts/15/questaccess.aspx?fold erid=033937ab70e9241089629073c2dd9b6ba&authkey=ARXlaQkmRP9VwEQbLtq4xNo](https://cityofedinburgheducation-my.sharepoint.com/personal/9032061_ea_edin_sch_uk/_layouts/15/questaccess.aspx?fold erid=033937ab70e9241089629073c2dd9b6ba&authkey=ARXlaQkmRP9VwEQbLtq4xNo)

Scottish Government Pupil Equity Funding

<http://www.gov.scot/Topics/Education/Schools/Raisingeducationalattainment/pupilequityfund>

Scottish Index of Multiple Deprivation data <http://www.gov.scot/Topics/Statistics/SIMD>

## **Our Improvement Priorities for 2016-17**

1. Improvement in Literacy and Numeracy attainment
2. Improvement in children's health and wellbeing (physical, mental and emotional)
3. Improvement in employability skills

### **Progress against Priority 1: Improvement in Literacy and Numeracy attainment**

A 'Maths Journey' was been developed by a staff working group to develop consistency and continuity in Maths delivery across the school from Nursery to P7. This work aims to embed the Maths and Numeracy tracker developed by the City of Edinburgh Council over the 2016-17 session. The impact is expected to be seen next year (2017-18) as this has taken the session to complete.

The 'Literacy Journey' has been reviewed and updated by the Principal Teacher, with wider staff input, to ensure relevance. We have made a significant investment in new reading books to ensure clearer progression in reading across the second level.

We embedded the system for formally identifying children causing concern in terms of attainment and this is allowing the leadership team to ensure that all appropriate measures are being taken to address this including provision of resources i.e. Pupil Support Assistant time or Support for Learning sessions.

#### **Next steps for 2017-18:**

- Ensure that the work of the working group is embedded with the Maths and Numeracy Coordinator taking responsibility for the implementation of the Maths Journey.
- Ensure that reading progression is being followed with appropriate pace and challenge for second level readers. The Literacy Coordinator will take responsibility for this.

Using data from standardised assessments plus teacher judgement in P1,4 and 7, we will use a tracking system in each year group to ensure sustained improvement in attainment.

## **Progress against Priority 2: Improvement in children's health and wellbeing (physical, mental and emotional)**

We ran the Children's Parliament (CP) project in P6 with 5 children. 7 other schools in the authority took part and our children have had the opportunity to work with a range of other children, school staff and professional partners. They are developing their confidence in spreading the message of the CP to different audiences and are able to speak with confidence about the key messages.

We have developed methods for children's voices to be gathered prior to Getting It Right For Every Child (GIRFEC) Child Planning Meetings with staff now being trained in Emotion Talks and Talking Mats. We also use the My Views forms for older children and children who feel confident enough attend for all or part of the meetings.

We ran the Turn Your Life Around project with P6 and P7 but due to issues in the delivery, the impact has not been as widely felt as it could have been.

School provided funding for children eligible and registered for free school meals to attend after school clubs where requested by the parent, up to a limit of 2 places per club/activity. This enabled more children to have equality of opportunity.

### **Next steps for 2017-18**

Funding has been received for the CP project to continue and the same children will be involved in P7. Our aim is to embed the message and the work in the school so that it is sustained even when the original children involved have gone to high school (August 2018). We are discussing methods to do this with the Children's Parliament staff and pupil team. Our P7 teacher and Health and Wellbeing Coordinator will have overall responsibility for this.

We will continue to ensure that children's voices are sought as a matter of routine and not as a 'gold standard' for GIRFEC practices.

We hope to be able to use the Pupil Equity Funding to allow all children in SIMD 1 & 2 and eligible and registered for free school meals to access clubs with no limit on the amount of free places available to ensure equality of opportunity for all.

### **Progress against Priority 3: Improvement in employability skills**

We aimed to promote positive relationships and wellbeing through the use of our outdoor spaces and worked closely with the Parent Council to achieve this. Pupils who are part of the Eco group and Pupil Council also had opportunities to contribute ideas. A grounds development event was planned in June 2017 with staff, parents and pupils but due to lack of volunteers it was unable to run. Another event is planned for the new school year. The achievements will be maintained with a gardening pupil group and with support from Facilities Management for larger areas.

Health Week 2017 focussed on physical, mental and emotional health as well as online safety which we see as having a significant impact on young people's relationships which in turn could affect their future employability. P5-7 pupils were able to opt in to a variety of off-site activities such as paddle boarding, kayaking and wall climbing with an aim to broadening their experiences and encouraging the physical and mental benefits of staying active in new and exciting ways. In addition to Health Week, Mindfulness was trialled in P5 with a view to running it from P4-7 next year. P4 started the John Muir Award in the summer term 2017 and all classes from Nursery – P7 were introduced to the Ranger Service in Holyrood Park in January 2017 with the aim of all classes working with the service at least once per term.

#### **Next steps for 2017-18**

- Teacher with Parks and Greenspaces experience to continue to develop our grounds with opportunity for pupil contribution through Eco Group, supported by Pupil and Parent Council
- Gardening Group to be established and run as a Golden Time activity. This group can also contribute to ongoing grounds development (above)
- Engage with parents about the benefits and dangers of the internet, particularly social media, and the effect that this is having on relationships.
- Embed the relationship with the Ranger Service
- P5 to continue with the John Muir Award
- Mindfulness input to be evaluated and rolled out to P4 -7 if the evaluation data suggests that it would be beneficial.
- Explore the use of a Family Learning worker, in partnership with the Royal Mile Primary, as part of our Pupil Equity Fund approach

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*Hopefully this report has been of interest. If you have any questions or would like to discuss it in any further detail, please contact the main school office and ask to make an appointment with the Acting Head Teacher for 2017-18, Mrs Astrid Gracie.*