

Abercromby Primary School



Standards and Quality Report 2022 – 2023

Introduction to our Standards and Quality Report 22/23

In line with the Curriculum for Excellence, National Improvement Framework, Scottish Attainment Challenge and Clackmannanshire Council Education Service's 'Big Goals', we are committed to achieving excellence and equity – raising attainment, tackling inequity and ensuring that high aspirations and positive outcomes are the expected norm for all our learners.

We aim to do this by providing the highest quality learning and teaching within a nurturing, supportive and challenging learning environment. We have an agenda of continuous improvement which can only be achieved through very effective partnership working with all our stakeholders. This report forms part of Clackmannanshire Council's commitment to providing high quality services and ensuring continuous improvement in these services.

The Standards and Quality Report for 2022-2023 is a summary of the performance of our school with specific reference to the priorities we set ourselves in August 2022. The report also highlights planned next steps to ensure progress.

Overall, the school has made good progress in achieving our objectives over the past year.

This report has been informed by looking inwards, looking outwards and looking forward through:



- Assessment – formative (on-going, teacher professional judgement) and summative
- Monitoring of tracking and attainment throughout the school
- Dialogue with children and staff about learning
- Classroom visits and observation of learning and teaching
- Self-evaluation/feedback – staff, learners, parents/carers and our partners
- Documentation, including planning, reports to parents, working groups, staff professional reviews and staged intervention meetings

Our progress and achievements are the result of the enthusiasm and commitment of children, parents and staff who work very effectively in partnership to ensure the very best learning and teaching opportunities and experiences for all in order to improve outcomes for our learners.

We have considered priorities for the school year ahead in the light of:

- learner outcomes as identified in standardised assessments and ongoing formative classroom assessments
- outcomes from our own monitoring and evaluation
- consultation with staff, learners, parents/carers and partner agencies

In August 2022, we set ourselves the following strategic priorities:

- By June 2023, 65% of children will achieve the expected level for Literacy in P1, P4 and P7 combined.
- By June 2023, 70% of children will achieve the expected level for Numeracy in P1, P4 and P7 combined.
- By June 2023, develop a whole school approach to Health and Wellbeing that is consistent, ensures progression and helps pupils to be included in all aspects of the school day.

Before sharing our progress in these areas, please read all about the context of Abercromby Primary School.

Section B1 - School Context

At Abercromby Primary School we have high aspirations for all of our learners. Our shared Vision and Values underpin all that we do and have a high profile within our whole school community. We work in an inclusive way and believe in promoting positive life chances for all. In putting children first, we aim to meet the needs of the children in our care in a holistic and nurturing way. We actively seek to be innovative in our approach to providing the best educational experience for our learners in an active and stimulating environment, where children are motivated and challenged to reach their full potential. We aim to ensure that learning is relevant, engaging and fun.

Our Vision, Values and Aims 'Believe You Can Achieve'

We promote our school values which are **Determination, Teamwork, Respect, Ambition** and **Honesty**. We believe these values are central to achieving the aims of the school and are an important part of life at Abercromby.



Our Ambition

Abercromby Primary is the best place to learn.

We want our learners to experience the best education possible, which will equip them with the essential, skills, knowledge and attributes for lifelong learning, work and life in an ever changing modern world.

Abercromby Primary is a non-denominational school serving the catchment area to the south of Tullibody. The school is located within Tullibody South Campus and is shared with St Bernadette's Primary, Tulach ELC and the Community Library. Tullibody South Campus was officially opened in October 2019, however the building has been occupied since August 2019. The relationship between all three education establishments has continued to grow in strength and we have developed an effective positive working relationship as we meet regularly as a campus team to work collaboratively and as a result, we have the opportunity to arrange campus events.

In session 2022-2023, Abercromby Primary had a roll of 326 learners, this has fluctuated across the year as learners have moved into or out of the area and other learners submit placing requests to transfer into the school. There are currently 15 classrooms over 2 floors with flexible learning areas for most stages. The school is part of the Lornhill Cluster and most of our learners transfer to Lornhill Academy at the end of Primary 7, although some learners go on to other nearby secondary schools as a matter of choice.

Across the campus, we have been able to share areas in the campus. This session we have also introduced a shared break time to allow the children across both schools the opportunity to play together once a week. The remainder of the time, breaks and lunches are separate across the three establishments. The spacious gym hall has been used for PE when this hasn't taken place outdoors and we have been holding whole school assemblies and special events there too. The smaller hall upstairs continues to be used for PE, for group work and for smaller events. Both spaces are shared by all three establishments. The immersive classroom which offers a full 360-degree floor to ceiling immersive experience has been reintroduced back into campus now that all Health and Safety guidelines have been removed. The children have been enjoying exploring the vast range of interactive experiences again which enhance learning and teaching of the curriculum. Some staff across the campus have been trained to use the technologies linked to the virtual experiences.

Our experienced staff team are committed to taking the school forward on a journey of continuous improvement through critical reflection, and rigorous evaluation of our work to ensure best practice. There is a strong commitment to professional learning across the school which is beneficial to our learners as the staff are kept abreast of the most recent technologies and learning pedagogy.

Section B2 – Performance Information

Abercromby Primary School Profile (August 2022)

School Roll

At Abercromby PS, during session 2022-2023, there are 326 learners. 161 are female (49%) and 165 are male (51%).

Scottish Index of Multiple Deprivation (SIMD)

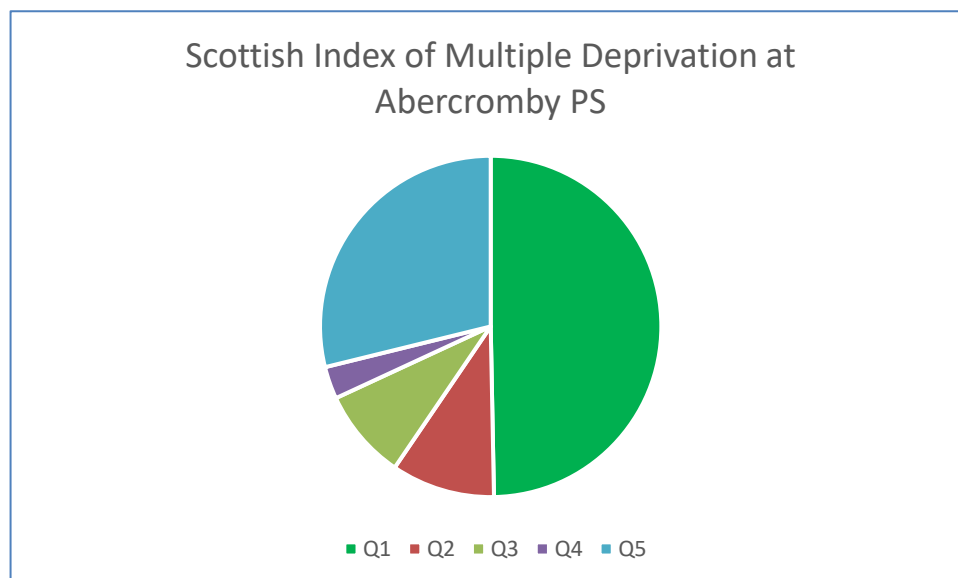
Background information: *The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation across Scotland. If an area is identified as 'deprived', this can relate to people having a low income, but it can also mean fewer resources or opportunities. SIMD helps to improve understanding about the outcomes and circumstances of people living in the most deprived areas in Scotland. It can also allow the Scottish Government effective targeting of policies and funding where the aim is to wholly or partly tackle or take account of area concentrations of multiple deprivation* (Education Scotland).

SIMD at Abercromby Primary School

SIMD	SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10
No	74	88	10	22	26	<10	0	10	92	<10
%	23	27	3	7	8	<0	0	3	28	<0

162 learners are in living in SIMD 1-2 known as Quintile 1. This represents 50% of all learners.

92 learners are in living in SIMD 9 and 10, known as Quintile 5. This represents 29% of all learners.



Free School Meals (FSM) Whole School

At Abercromby PS, 100 learners of our 326 are registered on FSMs. This represents 31% of all learners. This has increased since last year by 9 more learners. Although learners across P1-P5 are entitled to a free school meal, we continue to support our families to ensure that those who are entitled still complete the necessary steps to apply for Free School Meals as it also opens up access to the Clothing Grant, Free School Milk and Breakfast provision too.

Additional Support Needs (ASN)

There are 113 learners of our 326 learners who are on Staged Intervention. This represents 34% of all learners.

Stage 1	*	*
Stage 2	74	23%
Stage 3	34	10%
Stage 4	*	*

* denotes a small number and is not shared to avoid the children being identified

Attendance

Our average attendance as at 7th June is 92.45%. This is an increase of 0.15 percentage points compared to last year. Clackmannanshire Council's attendance stretch aim is 94.3% for all primary schools so we are below this by 1.85 percentage points. As there are still improvements to be made in our school attendance, this will be a focus on next year's improvement plan and we will promote the new Forth Valley and West Lothian Regional Improvement Collaborative attendance campaign: Be INspired, Be INVolved, Be IN School!

Punctuality

We have 40 children (across 29 families) who were late 10 or more times, of which 19 of these children (across 15 families) were late 20 or more times. Although this has improved since last year's data, this is an area we will continue to address in the new session as there is still room for more improvement. The data highlights the need to increase partnership working with our families through targeted interventions in session 23/24 to continue to improve punctuality and attendance in line with the Clackmannanshire attendance stretch aim.

Exclusions

There have been no exclusions during 2022 - 2023 school session.

Attainment - Teacher Professional Judgement (TPJ) - Percentage Achieved

Abercromby Primary School	Reading			Writing			Listening and Talking			Numeracy		
	P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
	E	1st	2nd	E	1st	2nd	E	1st	2nd	E	1st	2nd
Jun-19	88	73	74	81	64	68	93	89	89	88	82	76
Feb-20	77	77	70	77	65	70	95	85	76	79	73	72
Jun-21	75	73	70	75	56	52	77	79	94	86	65	66
Jun -22	77	77	56	68	63	49	82	82	65	70	68	54
Jun -23	78	75	74	73	65	62	88	90	89	78	70	61

When analysing the TPJ this can be done by tracking a year group of learners across time or year on year by curriculum area.

Attainment over time can also be seen from our current P7 learners (2023) who were P4 in 2020.

There has been a decrease in their Reading attainment by 3.2 percentage points from 77% to 74%, there has been a decrease in their Writing attainment by 2.7 percentage points from 65% to 62%, there has been an increase in their Listening and Talking by 3.5 percentage points from 85% to 89% and there has been a decrease in their Numeracy by 12.3 percentage points from 73% to 61%.

It is worth noting that our current Primary 7 has 61 learners, of which 20 are on Staged Intervention, this equates to 33% of the children with difficulties in learning who are supported through targeted small group interventions with Learning Assistants, our Raising Attainment Teacher and from our Support for Learning teacher. This cohort of learners has changed over the 3 years this data has been collected too.

When tracking the attainment year on year, there is more of a positive picture:

	Reading			Writing			Listening and Talking			Numeracy		
	P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
	E	1st	2nd	E	1st	2nd	E	1st	2nd	E	1st	2nd
June '22	77	77	56	68	63	49	82	82	65	70	68	54
June '23	78	75	74	73	65	62	88	90	89	78	70	61
+/- pp	+1	-2	+18	+5	+2	+13	+6	+8	+24	+8	+2	+7

Reading at both Early and Second Level have increased since last year and although Reading at First Level has fallen by 2 percentage points, our attainment is above the Clackmannanshire authority average by 6.3 percentage points.

Writing at all levels has increased from last year. Writing has been a large part of our improvement priorities over the last two years and it is great to see that our new approaches to teaching writing are beginning to have an impact on our learners' progress and attainment.

Talking and Listening at all levels have increased from last year. Again, our specific focus on Talking and Listening as part of our improvement priorities this year has shown an impact on attainment.

Numeracy at all levels has increased from last year again as part of our improvement priorities this year, has shown an impact on attainment.

The table below shows the attainment data for the whole school from session 22/23.

It clearly shows the curricular areas and also highlights the stages that will require more targeted interventions to allow us to support and improve the attainment and will be the main focus as part of our Improvement Priorities for 23/24.

Abercromby PS June '23	P1 (40)	P2 (45)	P3 (47)	P4 (40)	P5 (45)	P6 (48)	P7 (61)
Reading	78%	76%	49%	75%	78%	77%	74%
Writing	73%	69%	47%	65%	78%	60%	62%
Talking and Listening	88%	91%	64%	90%	87%	79%	89%
Numeracy	78%	78%	53%	70%	69%	56%	61%
Combined Literacy	73%	67%	40%	60%	76%	58%	62%

Combined Literacy (Reading, Writing and Talking and Listening):

P1- 73% was 66% last session

P4- 60% was 64% last session

P7- 62% was 47% last session

Our combined Literacy for P1, P4 and P7 is 65%.

Combined Numeracy:

P1- 78% was 70% last session

P4- 70% was 68% last session

P7- 61% was 54% last session

Our combined Numeracy for P1, P4 and P7 is 68%.

For more information on how our data compares to the Clackmannanshire stretch aims, please see more detailed analysis in each of the Improvement Priority evaluations.

Section B2: Evaluation of each Improvement Priority		
Improvement Priority: Literacy		
By June 2023, 65% of children will achieve the expected level for Literacy in P1, P4 and P7 combined.		
National Improvement Framework Priority 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.	Key drivers for improvement School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information	HGIOS4 Quality Indicators 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equity and inclusion 3.2 Raising attainment and achievement / securing children's progress
Long Term Improvement Outcome: By June 2023, 65% of children will achieve the expected level for Literacy in P1, P4 and P7 combined. Our target was 65% of children will achieve the expected level for Literacy in P1, P4 and P7 combined and we have achieved this outcome based on the professional judgement figures submitted. Our combined attainment in Literacy is also 1.4 percentage points above the Clackmannanshire authority average. In order to achieve this long term outcome, as a school we focused on each literacy component separately to identify targets to improve each area so collectively. The detail below shows the progress, impact and next steps for each literacy component: Writing, Reading and Listening and Talking.		
WRITING		
Progress:	<p>Planning, Tracking and Assessment- A consistent approach to planning, assessing and tracking has been developed for writing across the school. 'Writing the Abercromby Way' is being used across P1-7. Opportunities for moderation have been identified at 3 points throughout the school year in line with our new writing approach.</p> <p>Interventions- Identified the pupils in P1, P4 and P7 and established targeted groups. Small group and individual support interventions were put in place to address the gaps in learning. Literacy interventions for P4 and 7 were delivered by Jacki Dowie, Principal Teacher of Improving Outcomes, to raise attainment between September and December. These interventions were mostly writing focused as it was identified as an area with particularly low attainment.</p> <p>The Write On intervention programme was delivered to small groups of learners in P4 and in P7. These learners were identified by their class teacher as requiring additional support to get back on track with their learning following a short-written assessment. Following a 6-week block, it was evident that the Write on programme was not appropriate for the age and stage of our P7 learners and the approach was adapted by P7 staff and the Improving Outcomes Principal Teacher.</p> <p>Staff Training- All Learning Assistants attended training on the Write On intervention programme to ensure they had the tools to support pupils currently not on track to achieve their next level as a result the staff felt more confident when supporting writing groups.</p> <p>Resources- Various resources were purchased following consultation with pupils and staff to enhance learning and teaching across the Literacy curriculum. It was identified that books to support learners with writing in the different genres were not readily available in school. In order to expose children to these type of texts, books were purchased across 9 reading bands (First level).</p>	

	<p>A whole school planning folder has been established on StaffShare to store planning documents and resources to support with our aim to 'leave a legacy.'</p> <p>Assessment criteria for almost all writing genres have been developed to support with teacher professional judgement and the assessment of a level in line with the CfE benchmarks, as a result the staff are more confident in their assessment of writing.</p>
Impact:	<p>Planning, Tracking and Assessment- Staff familiar with using the planning, assessment and tracking documents to ensure consistency and pace across all classes. This is evidenced through Planning and Attainment meetings and through robust Quality Assurance procedures. Regular moderation sessions across the year have provided staff with the opportunity to engage in professional dialogue around expectations and professional judgement.</p> <p>Interventions- P1 are using a combination of Colourful Semantics and Talk for Writing tools to develop Early level writing skills. They are being supported by our Early Intervention Worker.</p> <p>Targeted Intervention Group P7 – 22 Learners who were predicted to achieve 2.2 or below in December '22 have achieved 2.3 by June '23 as a result of regular intensive small group support and targeted learning around the benchmarks in class. Primary 7 learners speak more positively about writing with one pupil commenting: <i>'I don't hate writing time anymore. I like that we only have to do one big long piece of writing once every few weeks now because we can learn how to write better for a few weeks first after our cold task. My hot task is always better at the end and I like to see it get better.'</i></p> <p>Targeted Intervention Group P4 - 8/14 learners who were predicted in December '22 to achieve 1.2 have now achieved 1.3 by June '23 following targeted interventions and small group support. All learners are reported to have made some progress following this targeted support. A positive attitude to writing has also been developed amongst our P4 learners, with one learner commenting: <i>'I like how we go into a lot of detail for each piece of writing and learn every part of how to write each type of story.'</i></p> <p>Staff Training- The learning assistants have new tools to support with the delivery of small group targeted interventions. For example, at First level, the Write On programme which aims to develop the basic foundations of writing and, at Second level, a tailored programme that builds upon these foundations and focuses on key identified benchmarks. Almost all staff report feeling more confident with their delivery of writing lessons and their ability to support learners in the development of their writing skills.</p> <p>Resources- Most staff are now using the assessment criteria documents as part of a holistic approach to assessment and to help support with their teacher professional judgement. One member of staff commented <i>'It is good to have the assessment criteria which gives a more detailed overview of what learners should ideally be able to do at each level, it helps me to make a more detailed judgement on any learners I am unsure about based on my own professional judgement.'</i></p> <p>All staff are now familiar with and using the whole school approach to planning writing. The folder on StaffShare is regularly being updated and having a positive impact on workload and teacher confidence. One staff member commented: <i>'As a new member of staff at Abercromby, it was really helpful to have the planning readily available. It is linked to the benchmarks and gives the details of the skills to be covered in that unit of work so it was easy to adapt for the learners in my class. I felt it helped me to get into the swing of the writing process at Abercromby easily and I could deliver quality writing lessons from the get go.'</i></p> <p>Long Term Improvement Outcome: By June 2023, 65% of children will achieve the expected level for Writing in P1, P4 and P7 combined Our target was 65% of children will achieve the expected level for Writing in P1, P4 and P7 combined and we have achieved this outcome as 66% of children are achieving the expected level for Writing in P1, P4 and P7 combined based on the professional judgement figures submitted. Our targeted work on</p>

	<p>writing has had the biggest impact on our combined literacy percentages as writing was the literacy component that needed a significant improvement. We will continue to focus on writing next session to bring our attainment more in line with the Clackmannanshire Literacy stretch aims.</p>
Next Steps:	<p>Planning, Tracking and Assessment- Ensure all staff have a full understanding of the Writing planning, assessment and tracking procedures and are using them consistently across all stages. These documents to be reviewed and updated.</p> <p>Include opportunities for moderation at wider level next session – plan for collegiate working with St Serf’s and Banchory colleagues throughout the year.</p> <p>Interventions- Children will be identified through robust tracking and monitoring procedures currently in place. Individual and small group support groups (P1 to P7) to be planned accordingly.</p> <p>Considerate planning of staffing and timetables to improve consistency.</p> <p>Continue to embed and support with new writing approach.</p> <p>Staff Training- Learning Assistants and Teachers to access training opportunities to further enhance knowledge and confidence in delivering Literacy Interventions during staff development days and collegiate sessions.</p> <p>Resources- Continue to expand on current resources to support genre writing across Second level.</p>
READING	
Progress:	<ul style="list-style-type: none"> - Refresher course for staff to build confidence with Miscue Analysis. - Literacy rich environment audit carried out by all class teachers. - Some First Level resources purchased to expose learners to different genre texts. - Gaps in resources identified and new resources purchased to support reading at specific stages (Yellow – Purple Level books). - P3, 5 and 7 trialling Oxford Reading Buddy – online resource to access books and comprehension quizzes from home.
Impact:	<ul style="list-style-type: none"> - Some staff have become more confident using miscue analysis to identify areas of development in reading following training refresher. - All classrooms are literacy rich environments. - Larger number of resources allows learners to take books home and have access to a wider variety of texts. - Learners can now access books that are linked to their writing genre focus. <p>Long Term Improvement Outcome:</p> <p>By June 2023, 75% of children will achieve the expected level for Reading in P1, P4 and P7 combined</p> <p>Our target was 75% of children will achieve the expected level for Reading in P1, P4 and P7 combined and we have also achieved this outcome as 75% of children are achieving the expected level for Reading in P1, P4 and P7 combined based on the professional judgement figures submitted. Our approach to bring Reading back to the forefront of learning and teaching in conjunction with the work on writing across the school has had a positive impact on our combined literacy percentages. We will continue to focus on Reading next session to bring our attainment more in line with the Clackmannanshire Literacy combined stretch aims.</p>
Next Steps:	<ul style="list-style-type: none"> - Update Reading the Abercromby Way to ensure consistency across all literacy guidance documents. - Purchase further resources to expose learners to different genre texts at second level. - Purchase more resources to support reading at home. - Develop a whole school approach to teaching reading comprehension skills.

TALKING AND LISTENING	
Progress:	<ul style="list-style-type: none"> - Rights Respecting Schools and UNCRC – Right to be heard. Rights discussed within classes. - Teaching Children to Listen, listening rules embedded consistently through stages. - Listening rules displayed and referred to in all classes. - Resources for listening games (Teaching Children to Listen) available for all stages – agreed storage area for whole school access. Resources organised into listening rule boxes to make it easier for staff to access resources and teach a particular listening rule. - Games embedded throughout classes to further develop listening skills in line with the benchmarks. - Good opportunities throughout school for practising talking & listening skills and developing confidence e.g. presentations, assemblies, group discussions, poetry, Euroquiz, Burns night, Rotary quiz. All stages are presented with opportunities. - Opportunities throughout school to take on responsible roles – WOW monitors, buddies, Makaton champions, bank. Helps to develop talking & listening skills as learners need to communicate effectively with peers and staff in these roles. - Effective tracking and monitoring where teachers discuss and plan with stage partners and SLT. - T&L IP group have condensed the benchmarks into non-negotiables for each stage. - T&L IP group are developing a progressive plan for each of the stages to develop talking & listening skills – including appropriate activities from Teaching Children to Listen to help embed the 4 listening rules.
Impact:	<ul style="list-style-type: none"> - Learners are aware of the 4 listening rules and how to follow them. - Listening rules followed consistently throughout the school e.g. in class, during assembly. - Learners are able to develop listening skills through implementation of the Teaching Children to Listen games. The games and activities help to provide learners with examples of how to follow the listening rules and apply these to different situations. - Consistent learning experiences throughout the school help to promote talking and listening skills allowing children to develop their confidence and skills. - There are less children in red or amber for talking and listening – evidence that the attainment within T&L is improving. - Effective tracking and monitoring allow stages to target those who need additional support – allowing support to be allocated from teachers or LAs. - Learners are generally more confident individuals and have more confidence speaking in front of peers and audiences. - Learners display effective talking and listening skills through a range of settings – with adults, peers, in groups etc. <p>Long Term Improvement Outcome: By June 2023, 80% of children will achieve the expected level for Listening & Talking in P1, P4 and P7 combined. Our target was 80% of children will achieve the expected level for Listening & Talking in P1, P4 and P7 combined and we have also achieved this outcome as 89% of children are achieving the expected level for Listening & Talking in P1, P4 and P7 combined based on the professional judgement figures submitted. Our approach to focus on Listening & Talking skills as part of our learning and teaching has had a positive impact on our combined literacy percentages however, we will continue to focus on Writing and Reading next session as these literacy components need further work to bring in line with our Listening & Talking attainment.</p>
Next Steps:	<ul style="list-style-type: none"> - T&L IP group to finish creating a progressive programme for talking and listening similar to Reading and Writing the Abercromby Way. - T&L IP group to create a plan with activities outlined for each stage to progress throughout the year – including games from Teaching Children to Listen and discussion and presentation activities. These will be tied in with the current contexts for learning for each stage to allow teachers to assess T&L more effectively alongside this.

	<ul style="list-style-type: none"> - More consistent approach to assessing talking and listening. Development of a progressive assessment to more effectively assess whether learners are meeting benchmarks. - More resources to support talking and listening skills. - More resources and activities to support upper school – different needs and benchmarks compared to lower school. - Better programme of opportunities for activities for upper school. - More opportunities to develop listening skills – such as discussion groups, after school clubs and lunch clubs. - Specific LA support to target identified learners for Talking and Listening. - More cohesive programme to follow for talking benchmarks – similar to Teaching Children to Listen for listening benchmarks. Research whether there are any progressive and applicable programmes appropriate for P1-7. - Collaboration with Reading and Writing groups to ensure consistency across the stages.
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Evaluative comments from pupils, parents, stakeholders, staff:

Pupils

Writing

- Writing is amazing. I like that our writing gets more interesting. *P3 learner*
- My writing has got better this year. I can spell harder words and the story map drawings help me remember the story. *P4 learner*
- I like writing new stories. I have a squishy thing on my pencil that helps me write. *P3 learner*
- The story map is easier to understand because of the pictures. *P4 learner*
- I like adding suspense to my writing, I did this by adding suspense words. *P4 learner*

Reading

- I love reading because you can go on lots of magical adventures. *P3 learner*
- I think the way we do reading has made me get a lot better at reading, I like the comprehension tasks we do about our class novels. I am good at those. *P7 learner*
- I enjoy reading, I enjoying relaxing with a book and in class we listen to the audio book. *P7 learner*
- I like reading, it makes me feel better as I can zone out when I reading. *P7 learner*
- We use Super 6 skills in our reading groups and we have free reading time and we do 3 or 4 class novels every year. *P7 learner*

Talking and Listening

- We have listening rules in class [shared them all orally] and most people listen and some that don't need to be reminded. *P5 learner*
- We play games and have partners to do a task and I choose someone that I get on with and it helps us work better. *P3 learner*
- We have our listening rules explained by our teacher but they are on the board too. *P2 learner*
- We have the listening symbols in our class. *P1 learner*

Staff

- Almost all stages using a consistent and progressive approach to writing.
- School writing overview adapted in line with feedback from previous session. Opportunities for moderation now embedded throughout the year.

- Almost all staff have a clear understanding of teaching writing skills and are growing in confidence when implementing our writing approach.
- Assessments used by almost all staff to support TPJ and attainment predictions.
- Staff feedback on assessments has been positive as this, along with other tools, supports them in making judgements.
- Ensure all stages are using a consistent planning format linked to the benchmarks and uploading this to Writing the Abercromby Way folder on StaffShare.
- All stages will use a consistent and progressive approach to writing in line with Writing the Abercromby Way.

Pupil Equity Fund (if applicable)

Progress:	<p>A significant proportion of PEF money was allocated to Literacy to ensure levels of support could be provided and through resources to enhance and support learning and teaching.</p> <p>0.6fte Improving Outcomes Principal Teacher (Sept – Dec '22) targeting P1, P4 and P7 in writing.</p> <p>0.8fte Raising Attainment Teacher (Jan-June '23) in post to support these interventions across the school.</p> <p>PEF Learning Assistants also supporting in classes.</p> <p>All staff have a clearer understanding of who requires additional support through targeted interventions based on analysis of previous TPJ achievement of a level data and as a result targeted interventions have been in place throughout the year.</p> <p>New non-fiction reading books purchased at pink – gold level bands to support a wider range of reading levels.</p> <p>New Second level and Third level books purchased to support and challenge our most able readers – purchased with input from a select group of P7 pupils.</p>																																																			
Impact:	<p>Non-fiction texts – used as reading books for learners alongside non-fiction writing blocks. This ensures children are exposed to real examples of the texts they are trying to create in their writing.</p> <p>Learners at Second & Third level have access to new and interesting texts.</p> <p>See below for the impact of our interventions to close the poverty related attainment gaps in literacy.</p>																																																			
Poverty Related Attainment Gap:	<p>We identified a poverty related attainment gap between Quintile 1 and Quintile 5 learners in literacy and numeracy. Our improvement outcome was to close the attainment gap in the specified areas by 5 percentage points by June 2023. As can be seen from the data below we have closed the attainment gap in 8 of the targeted areas/stages.</p> <table border="1"> <thead> <tr> <th>Curricular Area</th><th>Stage</th><th>Poverty Related Attainment Gap 21/22</th><th>Poverty Related Attainment Gap 22/23</th><th>Difference in percentage points (green if closed by 5pp)</th></tr> </thead> <tbody> <tr> <td rowspan="2">Reading</td><td>P2</td><td>40%</td><td>43%</td><td>Increased by 3pp</td></tr> <tr> <td>P5</td><td>35%</td><td>22%</td><td>Closed by 13pp</td></tr> <tr> <td rowspan="4">Writing</td><td>P4</td><td>34%</td><td>23%</td><td>Closed by 11pp</td></tr> <tr> <td>P5</td><td>51%</td><td>32%</td><td>Closed by 19pp</td></tr> <tr> <td>P6</td><td>43%</td><td>48%</td><td>Increased by 5pp</td></tr> <tr> <td>P7</td><td>31%</td><td>27%</td><td>Closed by 4pp</td></tr> <tr> <td rowspan="4">Listening & Talking</td><td>P2</td><td>30%</td><td>14%</td><td>Closed by 16pp</td></tr> <tr> <td>P5</td><td>37%</td><td>29%</td><td>Closed by 8pp</td></tr> <tr> <td>P6</td><td>43%</td><td>14%</td><td>Closed by 29pp</td></tr> <tr> <td>P7</td><td>37%</td><td>13%</td><td>Closed by 24pp</td></tr> </tbody> </table>				Curricular Area	Stage	Poverty Related Attainment Gap 21/22	Poverty Related Attainment Gap 22/23	Difference in percentage points (green if closed by 5pp)	Reading	P2	40%	43%	Increased by 3pp	P5	35%	22%	Closed by 13pp	Writing	P4	34%	23%	Closed by 11pp	P5	51%	32%	Closed by 19pp	P6	43%	48%	Increased by 5pp	P7	31%	27%	Closed by 4pp	Listening & Talking	P2	30%	14%	Closed by 16pp	P5	37%	29%	Closed by 8pp	P6	43%	14%	Closed by 29pp	P7	37%	13%	Closed by 24pp
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School Improvement Priority: Numeracy		
By June 2023, 70% of children will achieve the expected level for Numeracy in P1, P4 and P7 combined.		
National Improvement Framework Priority 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.	Key drivers for improvement School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information	HGIOS4 Quality Indicators 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equity and inclusion 3.2 Raising attainment and achievement / securing children's progress
Progress:	<p>Planning, Tracking and Assessment- Consistent use of the planning, assessment and tracking documents and procedures for Numeracy across the whole school.</p> <p>Interventions- Identified the pupils in P1, P4 and P7 and established targeted groups. Small group and individual support interventions were put in place to address the gaps in learning. Numeracy intervention training was delivered to our Learning Assistants by Jacki Dowie, Principal Teacher of Improving Outcomes, to support their skills and to help raise attainment through their intervention work. The aim of this intervention is by June 2023 all identified learners will have achieved by June 2023 with an overall improvement priority of 70% of children will achieve the expected level for Numeracy in P1, P4 and P7 combined.</p> <p>The Number Blocks intervention programme was delivered to small groups of learners in P1. The Building Blocks intervention programme was delivered to small groups of learners in P4 and in P7 small group intervention took place. These learners were identified by their class teacher as requiring additional support to get back on track with their learning.</p> <p>Staff Training- All Learning Assistants to be engaged in the Building Blocks training to support pupils currently not on track to achieve their next level. Our Raising Attainment teacher joined the authority working group to develop Building Blocks for Second Level.</p> <p>Resources- Various resources and outdoor learning equipment were purchased following consultation with pupils and staff to enhance learning and teaching across the Numeracy curriculum. School ground markings were painted to enhance Numeracy learning.</p> <p>Outdoor Learning- The Numeracy orienteering resources have been developed for each stage to access as part of the outdoor Numeracy learning.</p>	
Impact:	<p>Planning, Tracking and Assessment- Staff familiar with using the planning, assessment and tracking documents to ensure consistency and pace across all classes. This is evidenced through Planning and Attainment meetings and through robust Quality Assurance procedures.</p> <p>Interventions- Number Blocks intervention has been delivered to pupils in P1. This intervention has given the learners a 'can do' attitude towards numeracy, they appear to be more motivated when attending the sessions and have commented on their enjoyment.</p>	

	<p>Building Blocks intervention has been delivered to groups of learners in P4 and P7 who are just behind the expected level for their age and stage. All pupils reported that by revising and consolidating basic Numeracy concepts within a small supported group, they feel more confident and are more enthusiastic towards Numeracy. This is evidenced through discussions and questionnaires.</p> <p>In December, it was predicted that 70% of our P1 learners would achieve Early Level by June 2023. 78% of our P1 learners have now achieved Early Level and are on track with their learning in numeracy.</p> <p>In December, it was predicted that 53% of our P4 learners would achieve First Level by June 2023. 70% of our P4 learners have now achieved First Level and are on track with their learning in numeracy.</p> <p>In December, it was predicted that 48% of our P7 learners would achieve Second Level by June 2023. 61% of our P7 learners have now achieved Second Level and are on track with their learning in numeracy.</p> <p>Staff Training- The Learning Assistants have new tools and increased confidence delivering numeracy interventions. The Second Level Building Blocks working group programme piloted by the Raising Attainment teacher has had a positive impact on her practice and the Numeracy attainment.</p> <p>Resources/Outdoor Learning- New resources support the delivery and quality of outdoor Numeracy lessons. The member of staff leading on Orienteering has developed a set of resources for each stage and shared with all teachers. She has run sessions for the class teacher to observe. Staff feel more confident developing numeracy skills through Orienteering lessons.</p> <p>Long Term Improvement Outcome: By June 2023, 70% of children will achieve the expected level for Numeracy in P1, P4 and P7 combined.</p> <p>Our target was 70% of children will achieve the expected level for Numeracy in P1, P4 and P7 combined and for this session, 68% of children are achieving the expected level for Numeracy in P1, P4 and P7 combined based on the professional judgement figures submitted. Our approach to focus on Numeracy skills as part of our learning and teaching has had a positive impact and although we have not achieved this target, we will continue to focus on Numeracy again next session to bring us more in line with the Clackmannanshire Numeracy stretch aims.</p>
Next Steps:	<p>Planning, Tracking and Assessment- Staff have a full understanding of the Numeracy planning, assessment and tracking documents to ensure confident and consistent use across all classes. These documents to be reviewed and updated.</p> <p>Interventions- Children will be identified through robust tracking and monitoring procedures currently in place. Individual and small group support groups (P1 to P7) to be planned accordingly. Considerate planning of staffing and timetables to improve consistency. Embed Building Blocks at Second Level.</p> <p>Staff Training- Learning Assistants and Teachers to access training opportunities to further enhance knowledge and confidence in delivering Numeracy Interventions during staff development days and collegiate sessions.</p> <p>Outdoor Learning- Children will have increased opportunities to engage in quality outdoor numeracy learning experiences.</p>

Evaluative comments from pupils, parents, stakeholders, staff:

Interventions

"Working on decimals is helping me with my confidence and I have used it in class. The group is helping me because it is small." *P7 Learner (Building Blocks)*

"The group is helping me with my fractions. The explanations Miss Andrew is giving is helping me understand fractions more. Working in a smaller group is helping me with my work." *P7 Learner (Building Blocks)*

"Building Blocks was fun. I loved playing Times Tables Bingo. Using the money and shopping lists was like playing shops." *P4 Learner*

"I find Building Blocks really fun and I would like to do it more often. It really gets me thinking." *P4 Learner*

"I like going to my number blocks group. It was fun and it helped me learn my numbers. When you join the number blocks together it makes big numbers." *P1 Learner*

"I love number blocks. We always watch the video then it helps me remember that number. I had to hop 2 times and throw 2 bean bags onto the right number." *P1 Learner*

"I would say that the learners are really enjoying the group, they have all fed that back to me and I think it is helping their confidence with giving new concepts a go." *P7 Class Teacher*

"I think Building Blocks is a wonderful programme. The children are really engaged and enthusiastic during our sessions and you can really see their confidence grow." *Learning Assistant*

Outdoor Learning

"The activities were well received by the staff and everyone participated. I was impressed with the way the teachers created their own mini National Parks and welcomed people to their park in French. There was a lot of laughing and imagination at play during that activity. The teachers gave their own suggestions of how they could use the grids and hopscotches on the playground and what equipment they had to make the set up easier and quicker." *Forestry Commission Partner*

"Orienteering was great! Everyone was engaged and got into the challenge. It helped to have mixed ability groupings because it meant that the less able learners felt more confident to take on the challenge." *Class Teacher*

"I really liked doing the outdoor learning because we get fresh air as well as knowledge." *P6 Learner*

"I like it because it was different than being indoors and I like the games." *P6 Learner*

Pupil Equity Fund (if applicable)

Progress:	<p>A significant proportion of PEF money was allocated to Numeracy to ensure levels of support could be provided.</p> <p>0.8fte Raising Attainment Teacher (Jan-June '23) in post to support these interventions across the school. PEF Learning Assistants also supporting with numeracy interventions.</p> <p>PEF funding was also used to purchase resources and online learning tools that our learners can access both in school but also at home. These include Tackling Tables and Sumdog.</p> <p>Tackling Tables continues to be used widely and frequently across the school as a tool to improve knowledge and quick recall of times tables.</p>
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	<p>Sumdog continues to be used regularly to support and consolidate Numeracy and Mathematics learning, both at home and at school. This is helping to support the parental engagement link with school and encourages parents/carers to support their child’s learning at home. Children are encouraged to participate in regular class, school and national competitions and challenges.</p> <p>Teachers were consulted and resources were purchased to support learning and teaching of Numeracy and Mathematics in every classroom and outdoors.</p>																		
Impact:	<p>Pupils are more engaged, enthusiastic and confident reciting their times tables as evidenced throughout sharing learning experience classroom visits and from observations of day to day learning.</p> <p>Pupils have shown increased confidence, enthusiasm and ability in Numeracy and Mathematics through using Sumdog as evidenced by their scores and through pupil group feedback.</p> <p>A full complement of resources are readily available in every classroom throughout the school to assist with learning and teaching. The impact of the outdoor numeracy resources purchased are still to be measured to fully appreciate the impact. However, feedback from staff and pupils have commented that the activities are fun and engaging. This has motivated the pupils with their learning.</p> <p>As a result of the Building Blocks intervention, out of the 10 targeted pupils in Decile 1 and 2, 6 have now achieved First Level. 4 have made progress but are still working within First Level.</p>																		
Poverty Related Attainment Gap:	<p>Numeracy P5-7: To close the attainment gap in the specified areas by 5 percentage points by June 2023. As can be seen from the data below we have closed the attainment gap in P5 and P6.</p> <table><tr><th>Curricular Area</th><th>Stage</th><th>Poverty Related Attainment Gap 21/22</th><th>Poverty Related Attainment Gap 22/23</th><th>Difference in percentage points (green if closed by 5pp)</th></tr><tr><td rowspan="3">Numeracy</td><td>P5</td><td>63%</td><td>46%</td><td>Closed by 17pp</td></tr><tr><td>P6</td><td>36%</td><td>29%</td><td>Closed by 7pp</td></tr><tr><td>P7</td><td>34%</td><td>36%</td><td>Increased by 2pp</td></tr></table>	Curricular Area	Stage	Poverty Related Attainment Gap 21/22	Poverty Related Attainment Gap 22/23	Difference in percentage points (green if closed by 5pp)	Numeracy	P5	63%	46%	Closed by 17pp	P6	36%	29%	Closed by 7pp	P7	34%	36%	Increased by 2pp
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Comments:

"In Abercromby we have all the numeracy equipment we need which I think is important and affects our learning. Abercromby also makes lesson fun and exciting which makes the pupils more interested in the learning." Q1 P4 Learner

"I really like Sumdog. I enjoy playing the games because they are fun and they help me with my learning." P3 Learner

"Tackling Tables is great because it provides differentiation, I can use it as a whole class resource or assign it. Providing the inverse operations challenges learners and the website is really easy to navigate." Class Teacher

"Tackling Tables is good because it gives you a variety of sums." P6 Learner

"It is fun because I like to win and you can play again your friends." P6 Learner

"I love Tackling Tables. I find it really fun and I love being challenged." Q1 P4 Learner

School Improvement Priority: Health and Wellbeing		
By June 2023, develop a whole school approach to Health and Wellbeing that is consistent, ensures progression and helps pupils to be included in all aspects of the school day.		
National Improvement Framework Priority 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.	Key drivers for improvement School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information	HGIOS4 Quality Indicators 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equity and inclusion 3.2 Raising attainment and achievement / securing children's progress
Progress:	<u>Rights Respecting Schools (RRS)</u> Long Term Improvement Outcome: To develop a whole school approach to RRS which enables us to achieve our Bronze Award by June 2023 so that 100% of pupils are more rights aware. Some progress has been made towards developing a whole school approach to RRS. This needs more time to be able to fully see the impact and will continue as we implement our action plan for achieving the Silver Award in the new session. Most pupils are now able to discuss children's rights but this is not yet consistent across all pupils. We are registered as a Rights Respecting School and are currently working towards achieving our Bronze Award. Our action plan for achieving Silver has been created and will be submitted in June to achieve our Bronze Award. The Headteacher and HWB Principal Teacher completed <i>Introduction to Children's Rights and the UNCRC in Scotland</i> online module and took part in online sessions organised by <i>Children in Scotland</i> . Teaching staff engaged in a collegiate session focused on UNCRC. Key information from the online training module was shared with staff and as team, we evaluated where we are as a school. We identified areas we are doing well and steps to take moving forward. All staff and pupils as a class completed a UNCRC questionnaire. This was used to gather baseline data at the start of RRS journey and will be repeated at various points over the coming years. Every class nominated a pupil to join a Rights Respecting School Pupil group. This group has met several times since forming in February. All classes focused on UNCRC in Term 1 and created a class charter after learning about UNCRC. This will be repeated at the start of each new school year. The Headteacher shares the article of the week and classes are encouraged to spend time looking at this on a weekly basis.	

	<p><u>HWB Planning</u></p> <p>Long Term Improvement Outcome: By June 2023, to develop a whole school, progressive approach to the Health and Wellbeing curriculum that ensures consistency across all stages and equips almost all pupils with strategies to more successfully access the school day.</p> <p>Positive progress has been made towards achieving our long-term goal. We now have a whole school approach to Health and Wellbeing which is progressive across all levels, allows consistency across the school and ensures coverage of all the HWB Benchmarks across all levels. More work is needed to ensure RRS, the Wellbeing Indicators and Emotion Works tie in together and are fully embedded within all aspects of school life, including the playground.</p> <p>After consulting with teaching staff, we have adjusted the Health and Wellbeing planner. To ensure we are promoting Children's Mental Health week, we have moved around when we cover this area of the curriculum.</p> <p>As a staff team, we worked together to ensure there is coverage and progression within our curriculum. Each stage now has specific benchmarks to focus on for each area of the planner.</p> <p>Time has been spent organising resources to support the delivery of the HWB curriculum. Gaps were identified and resources purchased to ensure staff have the resources/equipment needed to teach engaging HWB lessons.</p> <p><u>Attendance</u></p> <p>Long Term Improvement Outcome: To improve whole school average attendance by at least 3 percentage points to ensure that we are in line with council targets by June 2023.</p> <p>Our average attendance as at 5th June is 92.45%. This is a difference of 0.15 percentage points compared to last year and not in line with our target.</p> <p>Clackmannanshire Council's attendance stretch aim is 94.3% for all primary schools so we are below this by 1.85 percentage points.</p> <p>As there are still improvements to be made in our school attendance, this will be a focus on next year's improvement plan and we will promote the new Forth Valley and West Lothian Regional Improvement Collaborative attendance campaign: Be INspired, Be INVolved, Be IN School!</p> <p>64 learners have an attendance of 90% and below, this equates to 20% of our school. Although this is an improvement in comparison to last year's data, it is still a concern due to the known research that attendance impacts in attainment.</p>
Impact:	<p>All classes have a class charter on display and almost all RRS Representatives are able to confidently talk about it during our group meetings.</p> <p>Several representatives spoke positively about learning about the article of the week and how it linked to their life both in and out of school.</p> <p>Classes are able to identify how we support UNCRC within the school. This will be used to display articles around the school, in child-friendly language and linked to the Wellbeing Indicators.</p> <p>Robust and progressive planning is in place to ensure coverage of all HWB areas and consistency across the school.</p>

	<p>Resources organised and available to support the delivery of all areas of the HWB curriculum.</p> <p>All staff have participated in a learning session about attendance provided by the Regional Improvement Collaborative, as a result the staff feel more confident in 'knowing the numbers' in relation to attendance and are more aware of the impact on attainment from the research.</p>
Next Steps:	<ul style="list-style-type: none"> - Develop a progression that links UNCRC, Wellbeing Indicators and Emotion Works together to streamline the HWB focus at the beginning of the school year. - Review our positive behaviour policy, ensuring it is in line with the UNCRC. Develop a playground charter and develop resources (linking together Emotions Works and UNCRC) to use alongside restorative conversations for both in classroom and playground. - Look at options for recording learner progress in Health and Wellbeing. - Continue to embed UNCRC within all aspects of school life and work towards achieving our silver award. Promote our RRS work with the whole school community including our families. - Introduction of new attendance reporting procedures to parents across the school year along with promotion of the Forth Valley and West Lothian Regional Improvement Collaborative attendance campaign: Be INspired, Be INVolved, Be IN School!

Evaluative comments from pupils, parents, stakeholders, staff:

Pupils

I liked learning about our emotions. The Colour Monster feels different ways and I do as well. I like it when I am yellow and happy. *P1 Learner*

When we were learning about how our body feels, I realised I get butterflies in my tummy when I am worried. *P1 Learner*

We have learned about so much stuff in P1. We talked about different families, how to stay healthy, made a healthy packed lunch and the names for our body parts. I loved making a glittery firework poster to tell people how to stay safe and keep pets safe too. *P1 Learner*

At the start of P2, we were learning about the 5 different emotion cogs. It helped me name new emotions that I knew I had felt but didn't know what it was called, like embarrassed. *P2 Learner*

Emotion works has helped me know how to control my emotions and things to do if I am angry. I know I should talk to an adult if I am worried about something and we made a handprint to show who I trust. *P2 Learner*

I like that we decided on the theme of our class charter because it makes it special to us. The different characters represent us and our rights. It helps us chat about something if we've made a wrong choice. *P4 Learner*

When we do article of the week, I like listening to the books that relate to the article. The story books help me understand the ideas better. We've learned what people are struggling with every day and sometimes people's rights aren't being followed. We've learned what people are going through and that we are lucky adults in our school listen to our rights. *P4 Learner*

We need to do more work of this [RRS] with people at home. *P4 Learner*

I really like Emotion Works because it makes me think about the different ways I feel sometimes. It taught me about the feelings I might get in my body for different emotions and I know if my body is feeling a certain way, it might mean something now. *P5 Learner*

I think we focus on rights in our class but it would be good to talk about this at assembly so everyone knows about it because I am not sure if other classes do as much as us. It feels like sometime people forget to follow their class charter when we are out in the playground. *P5 Learner*

By learning about rights, I can help myself or my friends if I ever see someone's rights not being met. *P6 Learner*

Our class charter helps us remember how we should be behaving and reminders of what we need to be to make sure our rights are being met. It helps us remember to be safe and respectful to other people. *P6 Learner*

Staff

The new streamlined HWB helps to ensure I am covering all the areas I need to be and I feel like helps to ensure consistency across the school as we are all using the same planner. I know exactly what I should be focusing on within HWB with my own class.

Creating a class charter at the beginning of the year was really useful for building positive relationship within my class. Each child was able to add to it and we have used it throughout the year to refer to during restorative chats.

I share the article of the week PowerPoint from UNICEF with my class. It is an excellent way of informing children of the rights and encourage my class to engage in discussion about the various articles shared.

Emotion works is good as it gives pupils the skills to be open and talk about their emotions. It helps structure a conversation if a pupil is feeling a certain way or perhaps made a wrong choice. The beginning of the year is really busy so it would be good if RRS, Emotion Works and the Wellbeing Indicators could be pulled together further.

We have used the heart monitors a number of times. We were asked to purchase these by Educational Psychology so that the children can monitor their heart rate when they are dysregulated - I plan to try and use this more next term.

Pupil Equity Fund (if applicable)

Progress:	<p>Using the Pupil Equity Fund, we have been able to purchase resources that support the teaching of our Health and Wellbeing curriculum.</p> <p>Staff were asked to identify any resources that they felt were needed and as a result, we have purchased table-top ovens, aprons, fitness resources, smoking and alcohol resources and sensory resources.</p> <p>Picture books were bought to help introduce/teach the concept of UNCRC to our younger learners. We have also purchased a new display board to keep the whole school community up to date with the work we are doing on children's rights.</p> <p>As recommended by our Educational Psychologist, we have purchased heart rate monitors to use with our learners. These have been used within the Rainbow Room and to support our 'Jump into January' focus.</p>
Impact:	<p>Resources are available to help staff deliver all aspects of the HWB curriculum.</p> <p>Table top ovens were used during 'Foodie February' as all classes were asked to create a food dish.</p> <p>Younger learners have enjoyed exploring the concept of Children's Rights through the picture books purchased.</p>

PEF Improvement Priority: Attendance and Punctuality	
<p>Attendance</p> <p>We have identified a persistent attendance gap between our Quintile 1 (63%) and Quintile 5 (9%) learners with an attendance of below 90%. The figure for 2021-22 indicates a gap of 54 percentage points.</p>	<p>To improve the attendance rate to reduce this attendance gap between our Q1 and Q5 learners with an attendance of below 90% to 30 percentage points by June 2023.</p>
<p>Late coming</p> <p>We have identified a persistent late coming gap between our Quintile 1 (80%) and Quintile 5 (4%) learners who have been late 10 or more times. The figure for 2021-22 indicates a gap of 76 percentage points.</p>	<p>To improve late coming by reducing the gap between our Q1 and Q5 learners who have been late 10 or more times, to 50 percentage points by June 2023.</p>
<p>Progress:</p>	<p>Our Walking Bus has been running since the start of the new session. Our PEF Learning Assistant, supported by another member of staff targeted learners who we had the data from the previous session required support with late coming and attendance.</p> <p>Early in Term 1, we introduced a more rigorous attendance monitoring system in the school office. The impact of this is we have a record of specific reasons given for absences across the school. This has led to increased knowledge of absences to allow us to provide supports where needed.</p> <p>Soft starts are consistently used across all classes in the school and as a result, those that are late to school can come into class more confidently.</p> <p>We appointed a new Family Support Worker this session, who started in October '22.</p> <p>Headteacher and Family Support Worker attended the Regional Improvement Collaborate Attendance Symposium and as a result has led us to be more aware of supportive resources.</p> <p>Our Parental Engagement PT has offered sessions throughout the year to our identified families and also reintroduced 'Dads and Lads' which has been positively received.</p> <p>All staff attended a staff session on attendance and as a result are more aware of their classes attendance and more familiar with the impact of attendance on actual learning time lost.</p>
<p>Impact:</p>	<p><u>Attendance</u></p> <p>Long Term PEF Improvement Outcome: To improve the attendance rate to reduce this attendance gap between our Q1 and Q5 learners with an attendance of below 90% to 30 percentage points by June 2023.</p> <p>Last session, our identified attendance gap was 54 percentage points between our Quintile 1 and Quintile 5 learners. This session, 64 learners have an attendance of 90% and below. 73% of these 64 learners live in Quintile 1 and 11% of these 64 learners live in Quintile 5.</p> <p><u>Punctuality</u></p> <p>Long Term PEF Improvement Outcome: To improve late coming by reducing the gap between our Q1 and Q5 learners who have been late 10 or more times, to 50 percentage points by June 2023.</p> <p>Last session, our late coming indicates a gap of 77 percentage points between our Quintile 1 and Quintile 5 learners. This session, of the 40 children who were late 10 or more times, 85% live in Quintile 1 and only 8% live in Quintile 5. Of these 40, 19 children were late 20 or more times, 84% live in Quintile 1 and only 5% live in Quintile 5.</p>

	<p>Although on comparison from last session our late coming numbers have decreased across the school (see graph below), our data is showing that our targeted interventions have not had the desired impact as we have not closed the attendance gap or the late coming gap and there is an even stronger correlation between attendance, punctuality and the SIMD deciles.</p> <div><p>Late coming over time</p><table><thead><tr><th>Group</th><th>10 or more lates</th><th>20 or more lates</th></tr></thead><tbody><tr><td>21-22</td><td>45</td><td>25</td></tr><tr><td>22-23</td><td>40</td><td>20</td></tr></tbody></table></div> <p>We now need to reconsider our targeted PEF approaches for next session and raise awareness of the impact of attendance and late coming across our whole school community. This will be a focus as part of our Pupil Equity Fund Plan for session 2023-2024.</p>	Group	10 or more lates	20 or more lates	21-22	45	25	22-23	40	20
Group	10 or more lates	20 or more lates								
21-22	45	25								
22-23	40	20								
Next Steps:	<p>Continue the Walking Bus with targeted learners.</p> <p>Explore opportunities to start another walking bus to take into account those children identified through contextual analysis.</p> <p>New attendance approach across the school next session to widen our families understanding of attendance and learning time lost.</p> <p>Joined up approach with Clackmannanshire’s Attendance and Welfare Support Officer, Depute Headteacher, Family Support Worker and Parental Engagement PT for targeted interventions for attendance, late coming, family support and group support.</p>									

Comments from Quintile 1 learners in relation to attendance and late coming:

I like coming to school because you see friends, your teacher and do fun stuff.

I like coming to school to learn.

Coming to school helps you get smarter and get a job.

I like to guess what I am going to be doing when I walk to school.

Every day is different and not as much fun. I like knowing one thing I am going to do each day.

I use the walking bus to help me come to school on time but I don't like that I can't go outside to play with my friends when we arrive.

When I arrive late, I have to catch up when I come in and it can be awkward as I arrive halfway through a task.

I feel nervous and miss learning and my friends.

Section B3 - Evaluation of Quality Indicators		
Quality Indicator	School Self-Evaluation (1-6)	Inspection Evaluation Date: n/a
1.1 Self-evaluation for self-improvement	4	See detail on our Abercromby PS Expanded Self-Evaluation summary June 2023
1.3 Leadership of change	4	See detail on our Abercromby PS Expanded Self-Evaluation summary June 2023
2.3 Learning, teaching and assessment	3	See detail on our Abercromby PS Expanded Self-Evaluation summary June 2023
3.1 Ensuring wellbeing, equity and inclusion	4	See detail on our Abercromby PS Expanded Self-Evaluation summary June 2023
3.2 Raising attainment and achievement	3	See detail on our Abercromby PS Expanded Self-Evaluation summary June 2023

Key priorities for Improvement Planning 2023-2024



After our HGIOS self-evaluation carried out with staff and learners, analysis of information for the Standards and Quality Report, in depth analysis of our attainment from session 2022-2023 and from feedback from our parents, the following core priorities have been identified for 2023-2024:

1. By June 2024, 60% of children will achieve the expected level for Literacy in P1, P4 and P7 combined.
2. By June 2024, 70% of children will achieve the expected level for Numeracy in P1, P4 and P7 combined.
3. By June 2024 there will be a 65% reduction in the number of de-escalation interventions required for a targeted group of learners.

As well as these specific core targets, staff will be undertaking work in the following areas:

- Engage in Classroom Culture Training to foster a positive culture across the whole school.
- Continue to enhance our attainment tracking procedures through focused attainment meetings including consolidating and further embedding our use of Progress at school level and across the Cluster.
- Participate in opportunities throughout the year for moderation to ensure valid judgements being made for teacher professional judgements across Literacy and Numeracy both at school and Tullibody level.
- Develop our skills progression in all classes.
- Develop our home learning approaches taking into account learner and family feedback.
- Continue to develop parental engagement and sharing the learning opportunities for our families throughout the year taking into account learner and family feedback.
- Consolidate our self-evaluation procedures to ensure consistency of expectations across the staff team and to introduce evaluative language into our classrooms.

This report will be published on our school website.

Printed copies will be made available at the school office.