

# Improvement Plan 2023/2024

## Abercromby Primary School



**Clackmannanshire  
Council**

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Comhairle Siorrachd  
Chlach Mhanann

# Overview

**Headteacher:** Aileen Mellor

**Total PEF Allocation:** £119,194 (after HR costs deducted)

Priority	Long Term Improvement Outcome	Accountable Person
1	By June 2024, 60% of children will achieve the expected level for Literacy in P1, P4 and P7 combined.	Linzi Stark
2	By June 2024, 70% of children will achieve the expected level for Numeracy in P1, P4 and P7 combined.	Deborah Hamill
3	By June 2024 there will be a 65% reduction in the number of de-escalation interventions required for a targeted group of learners.	Matthew Ramsey



# Context of Abercromby PS



In August 2023, our projected school roll will be 315.

Our attendance is currently sitting at 92.4%. Attendance and Late Coming will continue to be a priority.

In 2023/2024 we will have 14 classes, two at every stage from P1-7.

Our Leadership Team consists of three Principal Teachers, a Depute Headteacher and a Headteacher.

We have 37 members of the wider staff team excluding campus janitors, catering and cleaning teams.

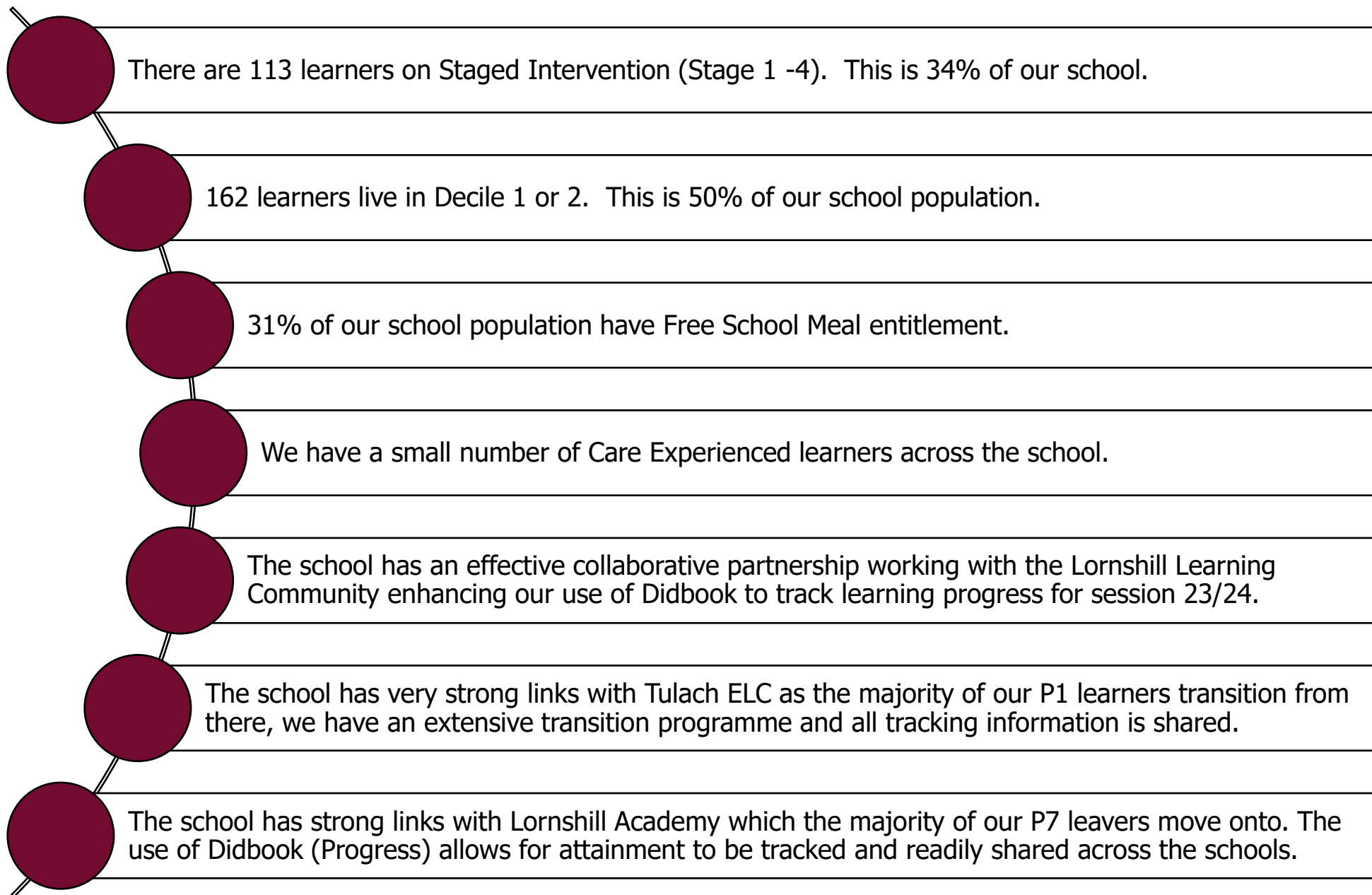
We have a dedicated Nurture teacher to support a flexible learning experience for our learners.



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# Priority 1

## Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)

By June 2024, 60% of children will achieve the expected level for Literacy in P1, P4 and P7 combined.

NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
<p>Placing the human rights and needs of every child and young person at the centre of education.</p> <p>Improvement in children and young people's health and wellbeing.</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people.</p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people.</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p>	<p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parent/carers involvement and engagement</p> <p>Curriculum and assessment</p> <p>School and ELC improvement</p> <p>Performance information</p>	<p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>



## Contextual Analysis/Rationale

### Literacy

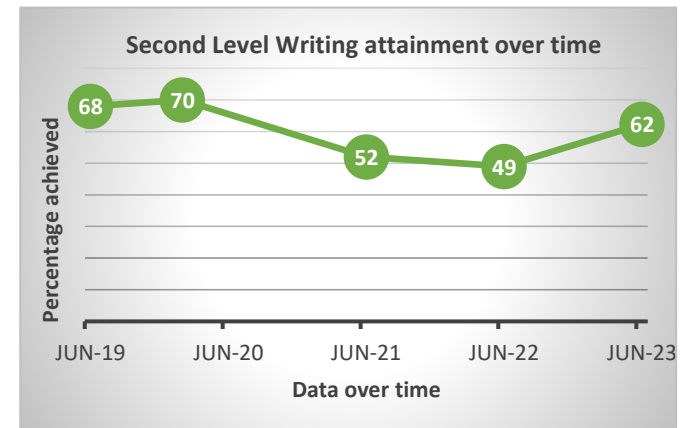
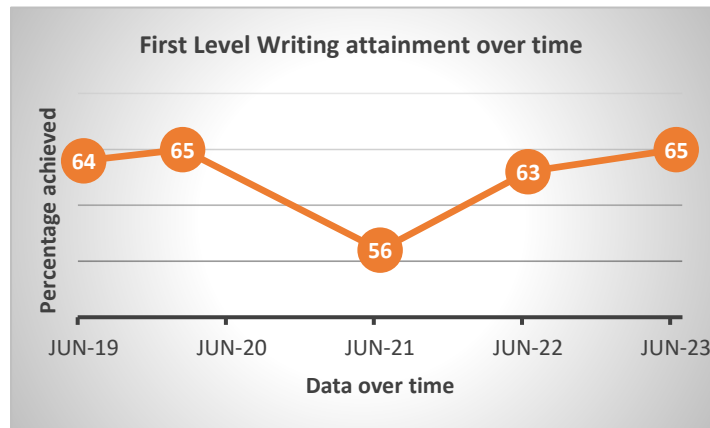
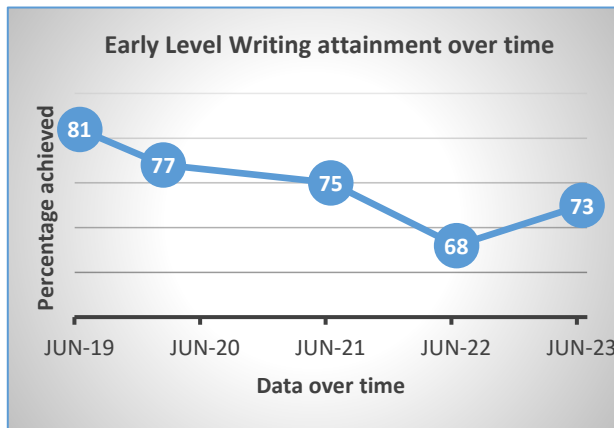
Literacy attainment across the authority is below the national average and improvements to raise attainment are of upmost priority. The national average for combined Literacy for P1, P4 and P7 in 21/22 was 70.5%.

The 22/23 Achievement of CfE Level data for Clackmannanshire shows that 63.3% of children in P1, P4 and P7 (combined) are achieving the expected levels in Literacy. The 22/23 Achievement of CfE Level data for Abercromby PS shows that 65% of children in P1, P4 and P7 (combined) have achieved the expected levels in Literacy. This shows that we are 1.7 percentage points above the Clackmannanshire average although the Clackmannanshire Stretch Aim for P1, P4 and P7 Literacy (combined) is 68%.

A further break down of the Literacy components provides a clearer picture of our whole school attainment. In particular, Reading and Writing will be our specific areas for improvement which will require interventions for session 23/24.

### Writing

During session 21/22, we introduced an entirely new approach to writing at our school and as a result of this, we have developed a planning document entitled 'Writing the Abercromby Way' to support us on our writing journey ensuring breadth, balance and progression across the school. This approach continued into session 22/23 following some amendments required after last year's evaluations and through our continuous rigorous tracking and analysing of attainment data for specific year groups we are beginning to see a picture of the impact this approach has had thus far. As can be seen on the graphs below, our writing attainment has increased since June '22.



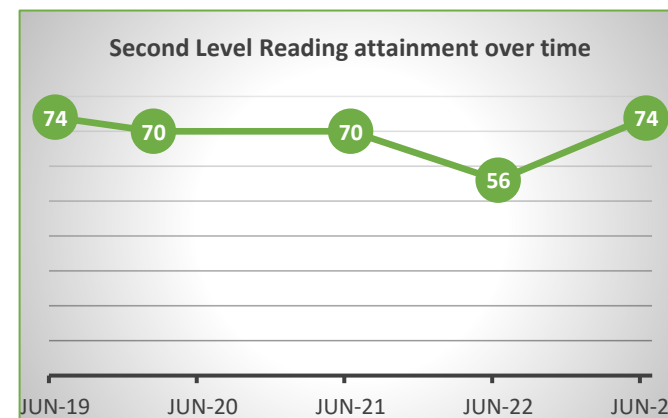
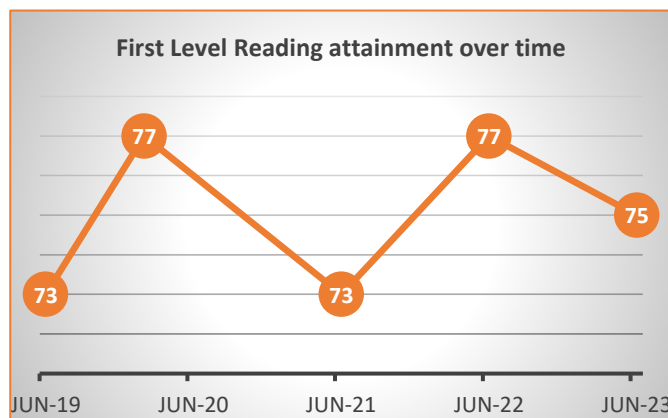
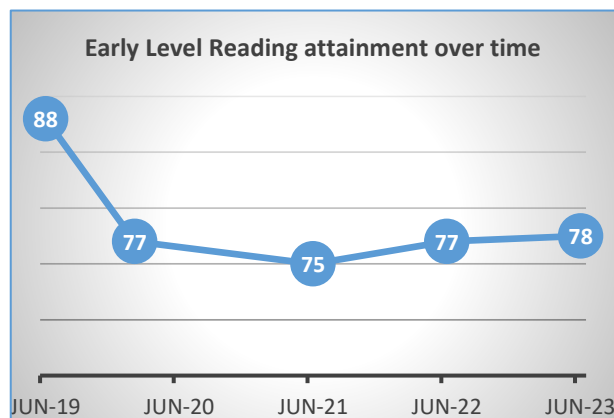
Comparing ourselves nationally to the National Attainment data from 21/22, we are 4% behind at Early Level, 5% behind at First Level and 11% behind at Second Level.

This is a declining trend that we want to target in session 23/24 therefore with the whole school data in mind and following on from staff discussions as part of our Standards and Quality feedback it was felt that in order to see an impact on attainment, we must continue to work hard again next session to further embed our approaches to writing and to develop our assessment and moderation procedures in order to ensure robust achievement of a level teacher professional judgements at all stages across the school.



## **Reading**

Following on from the analysis of our reading attainment, the educational research related to reading and writing and the need to increase our overall combined literacy target, we decided to focus on bringing reading back to the forefront of our learning and teaching. Throughout session 22/23 we amended, updated and streamlined 'Reading the Abercromby Way' in line with 'Writing the Abercromby Way' and through our continuous rigorous tracking and analysing of attainment data for specific year groups we are beginning to see a picture of the impact this approach has had thus far. As can be seen on the graphs below, our reading attainment has increased slightly at Early Level, there has been a decline at First Level and a more positive increase at Second Level.



A further analysis of reading attainment data, over a period of 4 years from 2019/2020 – 2022/2023 has identified a continued need for development within reading.

- P1(2020) who are now in P4 (2023) – We can see a decrease in their reading attainment from 77% to 75%
- P4 (2020) who are now in P7 (2023) – We can see a decrease in their reading attainment from 77% to 74 %

Following on from staff discussions and quality assurance observations, a need for consistency across the school has been identified. As a school Literacy team, and following on from the feedback gathered from staff, we have decided to update and develop this document further in line with current school practice and in response to the current levels of attainment in school. Again, like for writing, we need to develop our assessment and moderation procedures in order to ensure robust achievement of a level teacher professional judgements in reading at all stages across the school.

## **Listening and Talking**

Our Listening and Talking attainment data across the school has increased and currently, 89% of P1, P4 and P7 have achieved their expected level.

Reading and Writing are the literacy components that are impacting on our combined literacy attainment data and as such will be the main focus for our improvement priorities for session 23/24 though our listening and talking approaches will continue to be embedded throughout our day-to-day learning and teaching practice.



# Priority 2

## Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)

By June 2024, 70% of children will achieve the expected level for Numeracy in P1, P4 and P7 combined.

NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
Placing the human rights and needs of every child and young person at the centre of education.	School and ELC leadership	1.3 Leadership of change
	Teacher and practitioner professionalism	2.3 Learning, teaching and assessment
Improvement in children and young people's health and wellbeing.	Parent/carers involvement and engagement	3.1 Ensuring wellbeing, equity and inclusion
Closing the attainment gap between the most and least disadvantaged children and young people.	Curriculum and assessment	3.2 Raising attainment and achievement / securing children's progress
	School and ELC improvement	
Improvement in skills and sustained, positive school-leaver destinations for all young people.	Performance information	
Improvement in attainment, particularly in literacy and numeracy.		

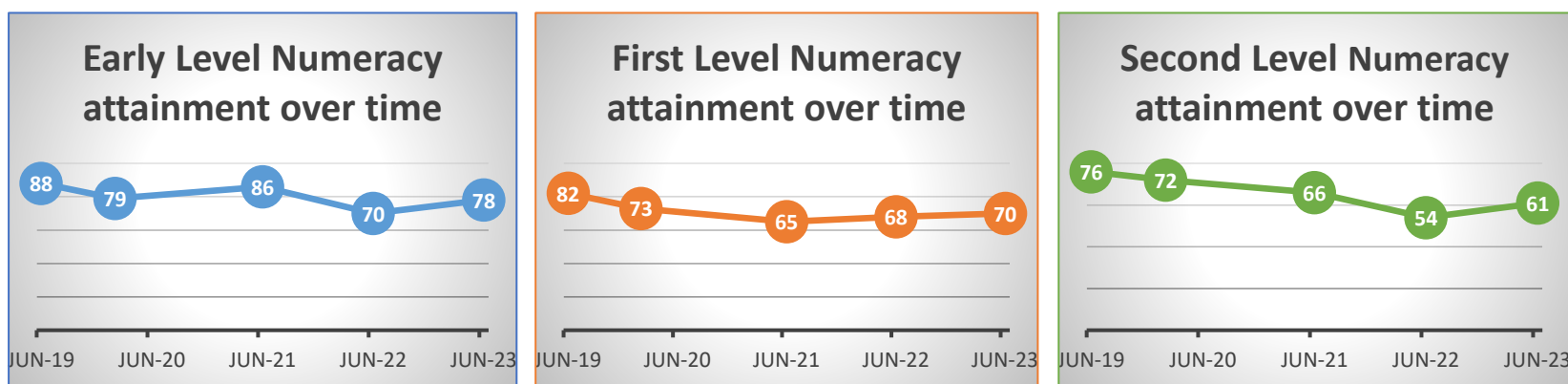




## Contextual Analysis/Rationale

Numeracy attainment across the authority is below the national average and improvements to raise attainment are of upmost priority. The National average in 21/22 of learners in P1, P4 and P7 (combined) was 77.9%. The 22/23 Achievement of a Level data for Clackmannanshire shows that 68.6% of learners in P1, P4 and P7 (combined) are achieving the expected levels in Numeracy. The 22/23 Achievement of a Level data for Abercromby PS shows that 68.3% of children in P1, P4 and P7 (combined) are achieving the expected levels in Numeracy, this is a difference of 0.3 percentage points in comparison to the authority figure and 9.6 percentage points to the national average.

Our attainment for 22/23 shows that 78% of learners in P1, 70% of learners in P4 and 61% of learners in P7 are achieving the expected levels in Numeracy.

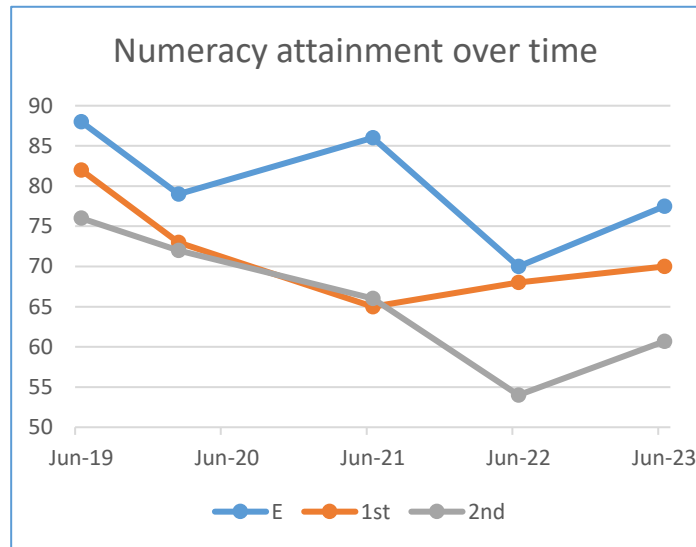


At Early Level in Numeracy in 2022/23, 78% of learners achieved, an improvement of 8 percentage points on last year's attainment. This rate is 1.9 percentage points lower than the authority average of 79.9% and also lower than the national figure from 2022 of 83.6%. When comparing our attainment with the Early Level SNSA results, learners performed better in Numeracy with 93% achieving. The percentage of learners "on track" is higher than the CfE achievement rate for Early Level in Numeracy.

At First Level in Numeracy in 2022/23, 70% of learners achieved, only slightly higher by 2 percentage points than last year's attainment figures. This rate is 10.8 percentage points higher than the authority average of 59.2% though lower than national average from 2022 which was 74.9%. When comparing our attainment with the First Level SNSA results, our learners performed slightly better in Numeracy with 73.7% achieving. The percentage of learners "on track" is higher than the CfE achievement rate for First Level in Numeracy.

At Second Level in Numeracy in 2022/23, 61% of learners achieved, an increase of 7 percentage points on last year's attainment. This rate is 5.9 percentage points lower than the authority average of 66.9% and also lower than the national figure from 2022 of 75.7%. When comparing our attainment with the Second Level SNSA results, our learners performed significantly better in Numeracy with 89% achieving. The percentage of learners "on track" is higher than the CfE achievement rate for Second Level in Numeracy.





This graph provides a clearer picture of our whole school attainment over time and identifies that although our Numeracy attainment is now on the upward trajectory, we need to continue to focus on all aspects of Numeracy learning and teaching including further analysis of the SNSA data where there were discrepancies between teacher professional judgements and the standardised results.

Using the Clackmannanshire Numeracy Progression Pathways, phased assessments and Numeracy benchmarks, we will have a baseline where our pupils are with their learning. Our priority remains to regularly assess our pupils, plan and deliver targeted support, interventions and challenge to address significant gaps and meet individual needs. Our Learning Assistants will play a vital role in delivering small group interventions and are at the heart of our intervention programme. This approach will continue to have an impact on our learners' attainment, across all stages of the school. We also need to develop our assessment and moderation procedures in order to ensure robust achievement of a level teacher professional judgements in Numeracy at all stages across the school.



# Priority 3

## Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)

By June 2024 there will be a 65% reduction in the number of de-escalation interventions required for a targeted group of learners.

NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
Placing the human rights and needs of every child and young person at the centre of education.	School and ELC leadership	1.3 Leadership of change
	Teacher and practitioner professionalism	2.3 Learning, teaching and assessment
Improvement in children and young people's health and wellbeing.	Parent/carer involvement and engagement	3.1 Ensuring wellbeing, equity and inclusion
	Curriculum and assessment	3.2 Raising attainment and achievement / securing children's progress
Closing the attainment gap between the most and least disadvantaged children and young people.	School and ELC improvement	
	Performance information	
Improvement in skills and sustained, positive school-leaver destinations for all young people.		
Improvement in attainment, particularly in literacy and numeracy.		



## Contextual Analysis/Rationale

### Positive Relationships Policy/ Fostering a positive culture

In session 23/24, our main priority will be to foster a positive culture across the whole school. The rationale for this priority has arisen from professional dialogue through our HGIOS QI 2.3 Learning, teaching and assessment, QI 3.1 Improving wellbeing, equity and inclusion self-evaluation work. Feedback including “*There is a calm, positive and inclusive ethos across **almost all** parts of the school and Staff have strong, positive relationships with learners and a **good** understanding of their needs*” suggests room for improvement. Although we have focused on many aspects of Health and Wellbeing over the years, last session we reviewed the Positive Behaviour Policy however feedback from staff has highlighted the need for a more consistent approach across the school especially following the supportive steps outlined in our policy. Furthermore, feedback from our learners this session as part of HGIOurS Theme 1: Our relationships, has also brought about the need to put more of a focus on relationships in school because of the known fact of how learners feel in school can impact on their ability to learn. As a result of this, our policy will become a Positive Relationships Policy and to support a roll out across the school, the introduction of the Crisis Intervention Institute Classroom Culture training will provide us with a platform to provide all staff with practical techniques to implement consistent and sustainable principles that prevent or mitigate the need for de-escalation within the classroom and create a calm and respectful learning environment.

### Health and Wellbeing Planning

Following on from the actions completed throughout session 22/23 on our Health and Wellbeing planning, feedback from staff in May 2023 has highlighted a positive impact “*The new streamlined HWB helps to ensure I am covering all the areas I need to be and I feel like it 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.*” Embedding Readiness 4 Learning, Emotion Works, Rights Respecting Schools, Growth Mindset and the Wellbeing Indicators as part of our monthly themed approach to Health and Wellbeing has equipped both staff and learners alike to manage the school day more positively. Our planning has ensured that our learners experience a wide range of HWB experiences relevant to each stage and this will continue to be embedded throughout session 23/24.

### Rights Respecting Schools (RRS)

Along with being a priority within the National Improvement Framework, the United Nations Convention on the Rights of the Child (UNCRC) was a priority last session for Abercromby Primary School. Focusing on Children’s Rights has improved our children’s understanding of the requirement to meet their basic needs and help them reach their full potential. Whilst we have started to raise the profile of Children’s Rights within the school, many of our GIRFEC approaches tie into a rights approach though more consistency is needed to ensure that all stakeholders are aware of and are able to implement rights-based approaches. As our Rights Respecting School journey continues, our consistent approach with all pupils and staff will enable our rights-based practices to be further embedded in our approaches at Abercromby. Feedback from our learners and families has highlighted the need to take our learning beyond the school and work in partnership with our families to increase their awareness as stated by one P4 learner “*We need to do more work of this [RRS] with people at home.*”



### **Attendance/Late coming**

Attendance data gathered in session 2022/23 highlights that our pupil absence rate has increased and is below Clackmannanshire's stretch aim. Our average attendance as at 7<sup>th</sup> 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.

Over the course of the year, we have 42 children (across 29 families) who were late 10 or more times, of which 21 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 and late coming naturally impacts on the children being able to settle to learn in the morning.

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.

Through the introduction of the CPI Classroom Culture learning and by continuing to focus on our work on our Positive Relationships Policy, Rights Respecting Schools, Emotion Works, Growth Mindset and attendance/late coming, we hope that we will have a positive impact on the wellbeing of all of our learners in school and provide a strong basis for supporting our learners across the school.

*A separate Pupil Equity Fund plan will go alongside this Improvement Plan for session 23/24. It details the targeted interventions for our Quintile 1 learners to close the poverty related attainment gap.*



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