

Abercromby Primary School



Standards and Quality Report 2023 – 2024

Introduction to our Standards and Quality Report 23/24

In line with the Curriculum for Excellence, National Improvement Framework, Scottish Attainment Challenge and Clackmannanshire Council Education Service, 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.

The Standards and Quality Report for 2023-2024 is a summary of the performance of our school with specific reference to the priorities we set ourselves in August 2023. The report also highlights planned next steps to ensure progress. We have an agenda of continuous improvement which can only be achieved through working with all our stakeholders, reflecting on our progress as we move through the academic year.

This report forms part of Clackmannanshire Council's commitment to providing high quality services and ensuring continuous improvement in these services and 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



In August 2023, we set ourselves the following strategic priorities:

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

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

Section B1 – Establishment Context

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 2023-2024, Abercromby Primary had a roll of 328 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 14 classrooms over 2 floors with flexible learning areas for most stages. Our Senior Leadership Team consists of one Headteacher, one Depute Headteacher, three Principal Teachers and a Family Support Worker. We have strong relationships with our families, and in addition to our teaching and support staff, our learners are supported by an Early Intervention Worker. We have a strong understanding of our local context and demographic and work in close partnership with our Lornshill Cluster colleagues. We work closely with Tulach ELC, establishing relationships with children and families before they join our Abercromby family in Primary One, thus supporting a seamless transition for the children as they continue their learning journey at Abercromby Primary. As part of the Lornshill Cluster, most of our learners transfer to Lornshill 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. 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

School Roll

At Abercromby PS, during session 2023-2024, there are 328 learners. 163 are female (49.7%) and 165 are male (50.3%).

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

54% of learners are in living in SIMD 1-2 known as Quintile 1 (Q1).

26% of learners are in living in SIMD 9 and 10, known as Quintile 5 (Q5).

Free School Meals (FSM) Whole School

At Abercromby PS, 31% of learners are registered on FSM. 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)

34.5% of all learners are on Staged Intervention. They are supported throughout the year through Getting it Right For Every Child.

We have a small number of children who have experienced care.

Attendance

We continue to support our families to improve the attendance of children at Abercromby Primary School. Attendance is rigorously monitored on a monthly basis, with regular contact taking place with our families to ensure attendance is supported. Our Family Support Worker and Depute Headteacher also work closely with our Clacks Attendance and Welfare Officer within the local authority.

As can be seen, attendance over time has steadily increased since 2021-2022 after taking a drop in 2021. Although a more detailed analysis from previous years is not available, we are seeing an increase in the number of learners absent during term time for parental holidays.

2019-2020 (to March 2020)	2020-2021	2021-22	2022-23	2023-2024
94.18%	95.22%	92.6%	92.45%	92.97%

Our average attendance as at 7th June is 92.97%. This is an increase of 0.52 percentage points compared to last year. Clackmannanshire Council's attendance stretch aim for primary schools is between 92% and 93% so we have met this stretch aim.

On close analysis, there is a difference in attendance between families experiencing the most and least disadvantage as can be seen below.

	Average Attendance	Attendance below 90%
Q1	90.95%	79.1%
Q5	95.95%	8.96%
Attendance Gap	5pp	70.14pp

Late Coming

As of 7th June, we have 36 children who were late 10 or more times, of which 16 of these children were late 20 or more times. Although this has significantly improved since last year's data, this is still an area we will continue to address in the new session as there is still room for more improvement.

On close analysis, there is also a difference in late coming between families experiencing the most and least disadvantage, **88.9%** of those late 10 or more times are children in Q1 and only **2.8%** for Q5 children. There is a late coming gap of 86.1pp.

The data above for attendance and late coming highlights the need to continue increasing partnership working with our families through our whole school approaches and targeted interventions in session 24/25 to continue to improve both late coming and attendance in line with our own improvement priorities and the new Clackmannanshire attendance stretch aim.

Exclusions

There have been no exclusions during 2023 - 2024 school session.

Our success story: Family Learning Award April '24



Abercromby Primary is celebrating after winning a Campaign for Learning award in the 'family learning innovation' category in the annual awards, which celebrate 'imaginative, innovative and inclusive family learning'.

Abercromby won the award for its Paternal Play project, formerly 'Dads and Lads', which aims to encourage more dads and other male carers to attend events in school with their children.

The project is run by Emma Craig, principal teacher and Lindsay Patterson, family support worker, who, since 2018, have been running The Link, a family room designed to support family learning at home.

A diverse range of activities both in and out of the classroom were offered including boxing, archery, a STEM challenge, coding, orienteering and pizza making, culminating in a final trip to Gartmorn Dam to make dens, build fires and pond dip.

As a result of the project more male carers, dads and family members are now attending school events and family sessions as well as engaging with staff.

New skills have been learned, existing skills have been shared, and firm friendships were formed.

Parents who attended the previous programme are now keen to share their own skills, with the next sessions to be co-created with attendees.

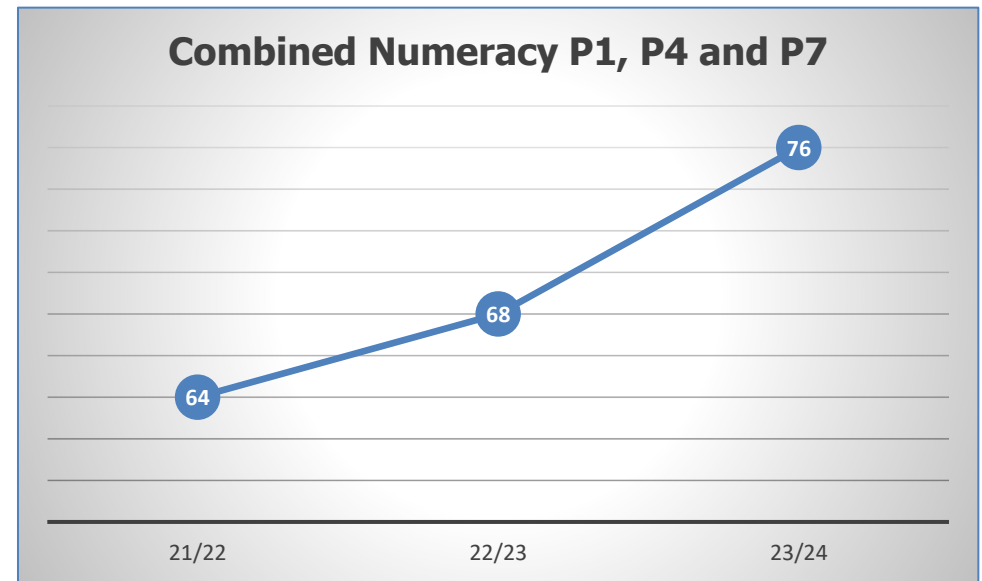
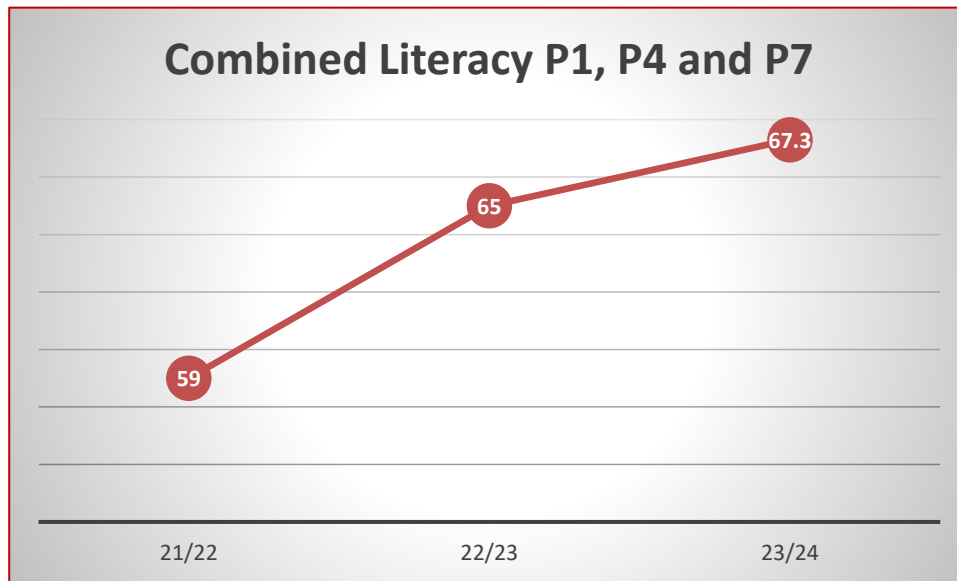
As a result of this success, we wish to provide more opportunities for more of our families to engage with us through supporting them with activities and ways to help learning at home. This will become a priority for session 24/25.

Attainment - Teacher Professional Judgement (TPJ) - Percentage Achieved

Our Attainment Over Time information from 2021- 2024 are detailed in the table showing attainment levels at Primary 1, 4 and 7.

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-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
Jun -24	76	70	78	67	66	73	90	90	96	80	72	76

In 2023-24, our children’s attainment rose in Literacy and Numeracy as outlined below.



67.3% of children in P1, 4 and 7 achieved combined literacy in academic session 2023/24, an increase of 2.3pp on the results in 2022/23.

76% of children in P1, 4 and 7 achieved numeracy in academic session 2023/24, an increase of 8pp on the results in 2022/23.

We have exceeded our school improvement targets in both Literacy and Numeracy.

Attendance v Attainment

There was a clear link between attendance (as of 7th June 2024) and attainment, with children who have a higher attendance rate enjoying more success when analysing combined Literacy and Numeracy at P1, P4 and P7.

Attendance	Literacy P1, P4, P7	Numeracy P1, P4, P7
Less than or equal to 90%	44.8%	41.4%
More than or equal to 95%	74.4%	87.8%
Attainment Gap	29.6%	46.4%

The table below indicates the % of children, at each stage, with less than 90% attendance who are 'on track' in Literacy and Numeracy.

	P1	P2	P3	P4	P5	P6	P7
Achieved Literacy	37.5%	83.3%	37.5%	50%	69.2%	45.4%	46.2%
Achieved Numeracy	50%	83.3%	50%	37.5%	76.9%	45.5%	38.5%

Narrowing the Attainment Gap

At Abercromby we have focused on reducing the impact of deprivation on educational outcomes and reducing the attainment gap. The table below indicates the percentage of children, living in Q1 compared to Q5 achieving combined Literacy and Numeracy outcomes at P1, P4 and P7.

Quintile	Literacy P1, P4, P7	Numeracy P1, P4, P7
Q1	58.3%	69%
Q5	83.8%	86.5%
Attainment Gap	25.5%	17.4%

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 B3: Evaluation of each Improvement Priority		
Improvement Priority: Literacy		
By June 2024, 60% 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 2024, 60% of children will achieve the expected level for Literacy in P1, P4 and P7 combined. We have achieved this outcome based on our teacher professional judgements. We have exceeded our combined P1, P4, P7 Literacy target of 60% by 7.3pp. Our combined attainment in Literacy is 1.7 percentage points below the Clackmannanshire stretch aim. In order to achieve this long-term outcome, as a school we focused on setting targets for reading and writing to improve each of these literacy components so collectively, we would be more successful in achieving this overall Literacy target. The detail below shows the progress, impact and next steps for Literacy.		
Progress and Impact		
A consistent approach to planning has now been developed and embedded across the school at every stage. At most stages, plans have now been moderated to ensure consistency and sufficient detail. This approach to planning is progressive, clearly linked to the curriculum benchmarks and has reduced teacher workload. Most staff are now using a consistent and quality approach to planning writing that is clearly linked to the curriculum benchmarks. As a result, there has been an increase in most teachers’ confidence when teaching writing and subsequently this has had a positive impact on most learners’ attitudes to writing and attainment has been raised at most stages across the school. This is evidenced in teacher plans, through our quality assurance procedures, such as, classroom observations and jotter sampling and through tracking and monitoring procedures.		
All staff have taken part in several moderation sessions across the year to moderate writing both at school and cluster level. Individual Learning Records (ILRs) linked to the benchmarks were introduced and developed to further support the moderation process and, in particular, the assessment of a level. All staff have had experience of using these to support judgements and continue to do so to build confidence. Teacher judgements are consistent across our school and this has given staff more confidence in the assessment of writing. This is evident in the rich professional dialogue that has taken place at these sessions and during tracking and monitoring meetings. Almost all class teachers have a very good understanding of progression within Writing and have become increasingly more confident when assessing the achievement of a level. As a result, pace of learning has increased across the school and expectations are clear. This is evidenced by an increase in the number of learners achieving expected levels in Writing and can be seen in our literacy attainment data.		

Targeted intervention groups for Reading and Writing have been identified and established at all stages and the majority are supported by our Principal Teachers and Learning Assistants. Learners in these groups are given targeted support to address gaps in learning and raise attainment. Learning delivered within these sessions is clearly linked to benchmarks that are required for learners to make progress. Evidence can be found in teacher's plans and support timetables. As a result of effective targeted interventions and small group supports across the academic year, the majority of children who were targeted have made good progress in their learning. This is reflected in the attainment data submitted by class teachers.

All targeted intervention groups have been reviewed and adapted throughout the school year to support learner needs. Running records, Benchmarks and TPJ have been used to inform planning and supports. 'Write on' (a Local Authority developed approach) intervention groups have been established for P3 learners and delivered by a Principal Teacher and the impact of this is evident in P3 where 15 out of 16 of the learners who participated in the Write On group have achieved 1:2 for writing by June 2024. In addition to our original, planned interventions, P4 and P5 staff have been part of the National Improving Writing Programme, a 12-week intervention developed by Education Scotland. For the Primary 4s engaging in the National Improving Writing Programme, 38.8% were predicted to attain writing in December (before intervention) and now 66% have achieved First Level Writing (post intervention).

As a result of all of this work, we are delighted that our attainment in reading and writing has improved which has contributed to the combined literacy attainment.

We have exceeded our combined P1, P4, P7 Writing target of 60% by 8.7pp.

We have exceeded our combined P1, P4, P7 Reading target of 70% by 4.7pp.

Literacy Next Steps

- 'Literacy the Abercromby Way' to incorporate our learning, teaching and assessment approaches
- Continue to moderate writing plans and provide support if and when required
- Review the writing planning process and update accordingly in line with new initiatives (e.g. National Improving Writing Programme)
- Embed the National Improving Writing Programme writing bundle in our P3, P4, P5 and P7 classes
- Individual Learning Records (ILRs) to be used by all teaching staff to support professional judgements
- Staff to participate in regular moderation sessions both in school and at cluster level and engage in quality professional dialogue around TPJ and assessment
- Targeted Intervention Literacy groups to continue
- Data from P4 & 5 National Improving Writing Programme to be monitored closely to assess impact
- Reading Individual Learning Records to be created for supported staffing professional dialogue
- Develop a whole school approach to teaching reading comprehension skills
- Develop a whole school progressive approach to teaching phonics and spelling

Pupil Equity Fund (if applicable)

Progress and Impact

A significant proportion of PEF money was allocated to Literacy through staffing and resources to enhance and support learning and teaching. We have three PEF Learning Assistants supporting in classes, working with targets groups at various stages to ensure that needs are being met to help close the poverty related attainment gap. This year we have also invested in Oxford Reading Buddy (ORB). A whole school subscription to ORB has been purchased. This allows all learners to access a wide range of quality texts digitally at home and in school. For our learners in SIMD 1&2, this has ensured that reading engagement at home and at school can be tracked and monitored and has been beneficial to all learners and provides an equitable approach to accessing reading texts out with the school. Almost all classes across the school have used ORB to enhance reading experiences and expose learners to a variety of genres. This has led to an increase in engagement and enthusiasm for reading across most stages as evidenced by classroom observations and learner voice. We will continue to embed this resource and use it to further enhance our approach to teaching reading skills.

In P7, we have 30 learners in Q1. Of these 30 learners, 17 learners were identified as working below their expected level for Reading in P7. Following the purchase and use of this quality reading resource we have seen an increase in attainment for the majority of our Q1 learners in P7 who were working below expected level, 11 out of these 17 have moved up a level with 6 now back on track and achieving their expected level.

In P3, 100% of children reported that they now read more since the introduction of ORB, of the learners surveyed, 42% now also read at home using their ORB access and 3 learners with additional needs use the functions within ORB to read the text to them.

In P6, ORB has been fundamental supporting our dyslexic learners particularly with the speech to text function as it helps them understand what they are reading and allows them to be successful when completing the quizzes.

We had identified a poverty related attainment gap between Q1 and Q5 learners in literacy. Our improvement outcome was to close the attainment gap in the specified areas by 5 percentage points by June 2024. As can be seen from the data below we have closed the attainment gap in 4 of the targeted areas/stages all by 5pp or more.

Curricular Area	Stage	Poverty Related Attainment Gap 22/23	Poverty Related Attainment Gap 23/24	Difference in percentage points (pink if closed by 5pp)
Reading	P3	43%	30%	13pp
Writing	P3	39%	33.8%	5.2pp
	P6	32%	39.3%	+7.3pp
	P7	48%	29%	19pp
Listening & Talking	P4	31%	2.4%	28.6pp

ORB is enjoyable, there's not a lot of books at my level but it is inclusive for everyone. I read more in school now.
Q5/P6 learner

READING

I really like ORB, I like the quizzes and I can go back to the book to check my answers.
Q1/P3 learner

All the children that have taken part have really enjoyed their writing sessions and were always eager to attend. The children would speak positively about their experience.
Staff

I feel more confident delivering writing lessons as the expectations are clearer and the shared approach to writing has allowed more experienced staff to share their knowledge and expertise with me and other new members of staff.
Staff

If you've got a disability, ORB helps you read. I can hear the words as I read them.
Q1/P6 learner

I got 100% on my last quiz. I read the book 2 times so that helped me figure out the answer.
Q1/P3 learner



PLANNING

I loved writing my story and sharing it with the younger learners.
P3 learner

My writing group has helped me to get more focused on my writing skills like punctuation.
P7 learner

My learners are more aware of their targets for each writing block and I have seen an increase in engagement during writing lessons as learners are motivated to see their progress at the end of a teaching block.
Staff

Our new planning approach is now clear and helps to ensure specific areas are being targeted each term. This has significantly reduced my workload and allows time for me to create engaging and stimulating lessons which are tailored to the individual needs of my learners.
Staff

WRITING

My teacher has inspired me to write more stories.
P3 learner

More writing skills which are currently being supported through Ms Hamill.
Parent

National Improving Writing Programme

School Improvement Priority: Numeracy

By June 2024, 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

Long Term Improvement Outcome:

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

We have achieved this outcome based on our teacher professional judgements. We have exceeded our combined P1, P4, P7 Numeracy by 6pp. Our combined attainment in Numeracy is 2pp above the Clackmannanshire stretch aim. Our approach to focus on Numeracy skills as part of our learning and teaching has had a positive impact though we will continue to focus on Numeracy again next session. The detail below shows the progress, impact and next steps for numeracy.

Progress and Impact

Targeted intervention groups for Numeracy have been identified and established at all stages and all are supported by our Principal Teachers and Learning Assistants. Learners in these groups are given targeted support to address gaps in learning and raise attainment. Learning delivered within these sessions is clearly linked to benchmarks that are required for learners to make progress. Evidence can be found in teacher's plans and support timetables. As a result of effective targeted interventions and small group supports across the academic year, the majority of learners (76%) in P1, 4 and 7 combined are at the expected level of attainment as evidenced by our TPJ results.

After auditing our learning and teaching environments, all classrooms have now developed their Numeracy Rich Learning Environment. Most learners access their numeracy area regularly and find the resources helpful in supporting their learning. This is evidenced by the results of an attitudes survey by learners and teachers where 86% of learners access their numeracy area and 85% of learners know where to find resources to support their learning.

A consistent approach to planning and assessment has now been embedded across the school at every stage. This approach to planning and assessment is progressive, clearly linked to the curriculum benchmarks and has reduced teacher workload. All teachers have an understanding of how to successfully plan, track and assess Numeracy and Mathematics in line with our updated procedures. As a result, consistency and pace of learning has increased across the school. This is evidenced through termly Attainment meetings and through our Quality Assurance procedures.

Numeracy Champions were introduced across the school from Primary 4 - 7. All Numeracy Champions reported feeling valued as contributing to the development of numeracy, as evidenced by an attitudes survey. Through this the profile of pupil voice has been raised. This is evidenced by the successful initiatives the Numeracy Champions have introduced, including a weekly Numeracy Challenge for all learners in P3-7.

As a result of regular promotion of the Abercromby Super Savers bank, there has been an increase in the number of learners using this service regularly to save money. We now have 37 learners who regularly save which is more than 10% of the school and as a result of this, their families have a greater knowledge and understanding of the benefits of regular saving.

Numeracy Next Steps

- Consistent approach to high quality learning and teaching numeracy
- Provide opportunities for staff to engage in high quality professional learning to develop consistent learning and teaching approaches in numeracy
- Provide opportunities for staff to engage in high quality professional learning to support them to analyse their data effectively to plan next steps
- Support Staff to be trained to deliver numeracy interventions
- Targeted Intervention groups to continue next session to raise attainment in Numeracy

Pupil Equity Fund (if applicable)

Progress and Impact

A significant proportion of PEF money was allocated to Numeracy through staffing and resources to enhance and support learning and teaching. We have three PEF Learning Assistants supporting in classes, working with targets groups at various stages to ensure that needs are being met to help close the poverty related attainment gap as well as supporting learning and teaching through resources including Tackling Tables and Sumdog.

Tackling Tables is used widely and frequently across the school as a tool to improve knowledge and quick recall of times tables. Pupils are now 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.

Sumdog is 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. 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.

Teachers and learners were consulted and resources were purchased to create a Numeracy Rich Learning Environment in each classroom to support learning and teaching of Numeracy and Mathematics. All classrooms have developed their Numeracy Rich Learning Environment with teachers and learners reporting that most learners access their Numeracy Area regularly and find the resources helpful in supporting their learning.

We had identified a poverty related attainment gap between Quintile 1 and Quintile 5 learners in numeracy. Our improvement outcome was to close the attainment gap by 5 percentage points by June 2024. As can be seen from the data below we have closed the attainment gap in both stages and one by over 5pp.

Curricular Area	Stage	Poverty Related Attainment Gap 22/23	Poverty Related Attainment Gap 23/24	Difference in percentage points (pink if closed by 5pp)
Numeracy	P3	38%	18.5%	19.5pp
	P6	46%	43.8%	2.2pp

"I enjoy marking the challenges every week and counting up the house points."
Numeracy Champ

"I like Tackling Tables, I enjoy playing it as I like doing quick maths. You can switch round the way you do it which gives you an extra challenge. I also really like the new games there are."
Q1 learner

"I like playing Sumdog, I like playing the games but it doesn't really feel like learning. You get a mixture of questions, which keeps you on your toes with things you have learned earlier in the year."
Q1 learner

"I enjoyed designed our Maths Champs badge and making maths more fun. I helped to improve our numeracy walls."
Numeracy Champ

"Numeracy challenge is challenging! It helps us get our brains working. Sometimes it's fun and other times it's hard!"
P4 learner

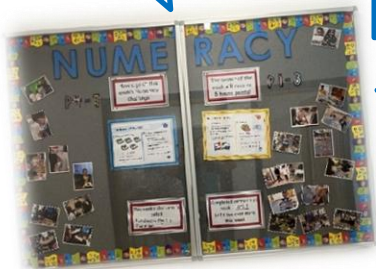


"The displays on our wall help us if we are unsure of how to do things. I use the number square to help me add and subtract sometimes. I like the pockets that show people's work off. I always feel proud if my work is in there. Our Numeracy area also has the words for the topic we are doing which helps me if I forget what something means. The boxes for different games and resources are always labelled clearly so we know where to find things and where things go."
P7 learner

"We try our best to rotate games and activities each week, either to complement their current learning or to revisit concepts they have learned previously. The introduction of our weekly Numeracy Challenge has provided an extra challenge to learners who wish to extend their learning and problem-solving skills - it definitely keeps them on their toes!"
Staff

"Building Blocks for P4 has provided the additional support for small groups outside of the daily numeracy lessons delivered in class. This has really helped children understand what they have to achieve and recognise the progress they are making. They are more motivated and confident."
Learning Assistant

I believe because there is more of a focus on Numeracy and Mathematics, children are achieving their expected level and more children are being challenged through support groups with a PT."
Staff



School Improvement Priority: Health and Wellbeing		
<p>By June 2024 there will be a 65% reduction in the number of de-escalation interventions required for a targeted group of learners.</p>		
<p>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.</p>	<p>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</p>	<p>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</p>
Progress and Impact		
<p>We have an overarching aim to reduce a number of these de-escalation interventions required for a targeted group of learners by 65% so in order to achieve this, a number of universal and targeted approaches have been introduced.</p> <p>All staff received Crisis Prevention Institute training on Classroom Culture which is a consistent whole school approach to supporting behaviour with shared language, expectations and strategies in place. This has further been supported by the creation of the lanyards which outlines scripted language and supporting questions for restorative conversations. Most staff share they feel more confident in having conversations with learners.</p> <p>We have revised our current practice in supporting positive behaviour at Abercromby PS and as a result, a revised approach and policy outlining a consistent whole school approach was created in consultation with staff, parents/carers and learners, called <i>APS Promoting Positive Relationships and Behaviour Policy</i>.</p> <p>One universal approach in place within the new <i>APS Promoting Positive Relationships and Behaviour Policy</i>, is a 7-step guide to how staff will support children to make positive choices. One feature of this 7-step guide is attendance at The Reflection Zone. The Reflection Zone was launched to offer learners a space to engage in a supportive and reflective conversation. The data gathered from attendances at The Reflection Zone is analysed termly to influence next steps and support strategies. The attendance at The Reflection Zone is on a continued downward trajectory with a significant decrease in the number of instances of kicking, hitting, pushing and not engaging in class.</p> <p>Another approach, using the Emotion Works Think Sheets has supported learners and adults to engage in reflective and restorative conversations that encourages the learner to reflect on the incident, how they feel about this, how others may have felt and positive strategies that could be used in the future. These sheets are used to support discussion at The Reflection Zone. Analysis of the data from The Reflection Zone, shows that the number of recorded incidents has decreased with significantly fewer incidents of hitting and a decrease in the number of incidents of kicking, pushing and using unkind words.</p>		

Individual Positive Relationships and Behaviour Plans have been created for targeted learners where appropriate. This details specific supports and strategies necessary to support the individual learner. Of the targeted group of learners there has been a 43% decrease in number of de-escalation interventions required. While this does not meet the projected target of 65% it is important to note that all members of this targeted group saw a reduction in the number of interventions required with this figure continuing to decrease.

Work has continued at a whole school level to embed our progress and recognition of Bronze level and work towards the Silver accreditation, Rights Respecting School Award. Some elements of this have included creating Class Charters at the start of each new session, Article of the Week shared with all learners in classes and at assemblies, Abercromby Allstars to celebrate wider achievements which are shared at assembly weekly and displayed in the dining room. Our Pupil Council explores how learner's voice is listened too and acted upon within the school. Through our Pupil Council, learners are able to share their thoughts and suggestions for whole school improvement using HGIOurS. Most children are aware of the UNCRC and can talk about the different rights they have.

To improve attendance, the Abercromby PS Know Your Number Campaign was launched. The purpose of this campaign was to share each learner's attendance % and days of school missed with their parent/carers every term. This was achieved through issuing printed letters and discussion at learning conversations. In addition to this:

- Attendance figures are monitored on a weekly basis and regular meetings take place between SLT and FSW to discuss individual learners and any supports needed.
- A monthly report is generated highlighting learners whose attendance is 90% or below.
- The Abercromby Attendance Advent Calendar ran during the month of December to promote attendance in school.
- Attendance Leads across the Lornshill Cluster have met to establish a consistency in approach to supporting attendance at a cluster level.
- Attendance Leads across Clacks have attended meetings throughout the session. These sessions have included sharing approaches to supporting attendance, analysing attendance data looking for a Clacks wide pattern in attendance and exploring a consistent approach to SEEMiS coding.

As a result of The Know Your Number campaign, parents are better informed with regards to their child's attendance and have some understanding around what these percentages equate to in terms of days of school missed.

- School staff have a more accurate understanding of attendance figures for all learners. The weekly monitoring of attendance alongside the monthly under 90% tracker has ensured that patterns of attendance are identified and where appropriate, supports are offered to families and actioned. For example, the Walking Bus in the mornings, attendance at Breakfast club etc.
- There is now a more consistent approach to recording absences across the LA as a result of the discussions from the attendance leads meetings with schools agreeing on specific codes for specific reasons for absence.
- At a cluster level, there has been some agreement with strategies to support attendance. This has initiated the creation of a Lornshill Attendance Framework which is ongoing.
- The Abercromby Attendance Advent Calendar provided an incentive for learners to attend school with each day in December having a different Christmas activity. As a result of the Christmas advent, and other attendance initiatives, the whole school attendance for December 2023 was 5.68pp higher than in December 2022.
- There has also been an increase in whole school attendance by 0.52pp when compared to last year's data.

Health and Wellbeing Next Steps

- Continue to build upon the work started in *APS Promoting Positive Relationships and Behaviour Policy*. The outcome of this being to ensure a consistent whole school approach throughout the whole school day and to continue to see a decline in attendance and instances recorded at The Reflection Zone.
- Explore The Emotions Works school awards and begin work towards Bronze accreditation.
- Continue to embed previous work on Rights Respecting Schools in order to obtain the Silver Accreditation and begin working towards the Gold Accreditation.
- Embed our existing approaches to supporting school attendance and to develop and embed a consistent Cluster framework/approach.
- Focus on tracking the wellbeing of our learners throughout the year using the analysis of Reflection Zone attendance.

Pupil Equity Fund (if applicable)

Progress and Impact

The Health and Wellbeing group were allocated a budget to support the implementation of the above supports. There was a separate budget for attendance and late coming (see below). Through discussion it was agreed that while restorative conversations were taking place where possible, there was not a suitable and sufficient space for this to take place while children were playing outside at break and lunch or while at P.E. outdoors. As a result, 3 picnic benches were purchased and the Emotion Works cogs were painted on these to support restorative conversations. This mirrors the Emotion Works cogs which are displayed in all classrooms, and at the Reflection Zone which are used to support learners through a restorative conversation. The benches have offered an appropriate space for learners to safely and calmly engage in a restorative conversation with staff. This has enabled learners reflect on incidents and work together with a staff member to establish more positive approaches they can take in the future. The Emotion Works Cogs being painted on the tables has not only ensured that there is a consistent whole school approach within our restorative practice, but also provides a framework to support learners while discussing their emotions and actions.

Each term, our data from the Reflection zone is analysed and shared with the staff and learners. Although not a particular intervention for closing the gap between our Q1 and Q5 learners, the most recent data from Term 4 (up to and including 7th June '24) has highlighted the need for further discussion around Reflection Zone. There were 40 learners who attended Reflection Zone, of these 40 learners, 24 attended only once. Of the 16 learners who attended more than once, 100% live in Q1. This is a statistic that will need to be explored further throughout session 24/25.

It gives you something to aim towards and show your child if they trying not to go to school.
Parent

Good to know where my child was at with attendance percentage, it's a motivation to keep it as high as possible.
Q1 Parent



When I am at Reflection Zone, I do the Think Sheet. I need to be good.
Q1 learner

I write down on the Think Sheet and I need to try my best to get better.
Q1 learner

ATTENDANCE KNOW YOUR NUMBER

Helpful to see the long-term impact of even just a few periods of absence across the school year.
Parent

It shows how important it is for your child to attend and be on time.
Parent

It's encouraging and positive to recognise this and keeps my child aware of how important this is.
Parent

The kids think it's great and are always trying to achieve better.
Q1 Family

Going to Reflection Zone helps. I think about my behaviour and talk with an adult and they encourage me to make better choices.
Q1 learner

REFLECTION ZONE

I have only been once and I know what I can do when I'm finding something tricky to deal with.
Q1 Learner

My behaviour was not good outside so I started at lunch club. I like lunch club because you still get to play. I've got all my ticks so I can go outside again. It has helped me as I haven't been to Reflection Zone.
Q1 learner

LUNCH CLUB

I like lunch club. I get to eat my lunch with my friends and I would recommend it to others.
Q1 learner

I like playing at lunch club and going to the Immersive Room on a Friday. The playground can be too busy for me,
Q1 Learner

EMOTION WORKS

I liked when we acted out the emotions in Emotion Works because it helped me recognise the emotions in someone else.
P4 learner

I found that music helped me to relax and I was able to know that I could use music to help me with my emotions.
P4 learner

PEF Improvement Priority: Attendance and Punctuality

Attendance

To improve the attendance rate to reduce this attendance gap between our Q1 and Q5 learners with an attendance of below 90% to 55 percentage points by June 2024.

Late coming

To improve late coming by reducing the gap between our Q1 and Q5 learners who have been late 10 or more times, to 70 percentage points by June 2024.

Progress and Impact

Attendance

Our average attendance as at 7th June is **92.97%**. This is an increase of **0.52pp** compared to last year. Clackmannanshire Council's attendance stretch aim for primary schools is between 92% and 93% so we have met this stretch aim.

On close analysis, there is a difference in attendance between families experiencing the most and least disadvantage, with children in Q1 having an overall attendance of **90.95%** and children in Q5 having an overall attendance of **95.95%**.

67 children have an attendance of lower than 90% which equates to 20% of our school. **79.1%** of children living in Q1 have an attendance rate lower than 90% whereas only **8.96%** of children in Q5 have an attendance rate lower than 90%. The attendance gap is 70pp.

One of our initiative to increase attendance and to help our learners develop their independence and organisational skills, we supplied targeted families with free alarm clocks. We are also offering spares out to all our families. Batteries and instructions were provided to make it easier for learners to use these immediately.

Unfortunately, we have not closed our attendance gap so this will continue to be a focus for us next session, with a greater emphasis on our Q1 learners.

Late coming

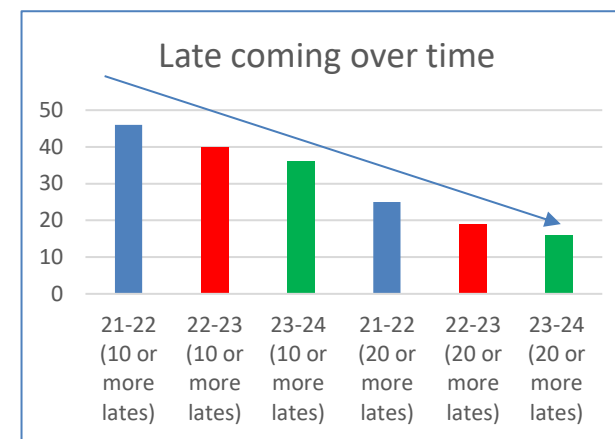
This session as at 7th June, 36 children were late 10 or more times, **88.9%** are Q1 children and **2.8%** are Q5 children. There is a late coming gap of 86.1pp. Of these 36, 16 children were late 20 or more times, **93.8%** living in Q1 and **no one** living in Q5.

To help improve late coming, we purchased adult and child waterproof ponchos for our two walking bus routes to keep staff and learners dry on wet weather days. Learners arrive at school dry and ready to learn and have had a more positive journey to school in our typical Scottish weather. Those without waterproof jackets, do not need to worry about the weather on the way to school. Staff and learners are easily visible to cars and bikes with the bright coloured ponchos and high visibility vests. This keeps everyone safe on the way to school. Our PEF funded learning assistant and family support worker have the walking bus built into their working hours so that we can offer this to families with poor attendance and late-coming. This helps to increase our overall attendance percentage.

Although on comparison from last session our late coming numbers have decreased across the school, 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.

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 and target our Q1 learners more effectively.

This will continue to be a focus as part of our Pupil Equity Fund Plan for session 2024-2025.



Next Steps

- Continue the Orange Walking Bus with targeted learners within our catchment area.
- Continue our Intervention Blue Walking Bus to take into account those children identified through contextual analysis.
- Continue with the Know Your Number initiative across the school next session to widen our families understanding of attendance and learning time lost.
- 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.

I think the walking bus is great. xxx really enjoys it, it has helped him get up in the morning to go to school. It has helped his attendance a lot as he looks forward to going on walking bus.
Q1 Parent

The walking bus means I need to get up and ready on time so I can get to school.
Q1 learner

It helps me get to school on time. I made some new friends that I talk to on the way.
Q1 learner

I like the walking bus because it means I get to exercise every morning.
Q1 learner

WALKING BUS

Walking crew is amazing, helped me and childcare out so much. Wouldn't be able to work without Emma and your staff. Honestly can't thank you guys enough!
Q1 parent

Good that they wake up but sometimes they run back to bed but great idea and they have been great at waking up in the morning rather than me constantly nagging them!
Q1 Parent

It has been good for them as we only set alarms on our phones so having the alarm clock has taught them a few things and helped with getting ready for school.
Q1 Parent

ATTENDANCE

Unfortunately, they are still not getting up in the morning.
Q1 Parent

It has been good for them learning times. Fingers crossed the alarm will wake him up soon.
Q1 Parent

Section B3 - Evaluation of Quality Indicators		
Quality Indicator	School Self-Evaluation (1-6)	Inspection Evaluation Date: n/a
1.3 Leadership of change	4	See detail on our Abercromby PS Expanded Self-Evaluation summary June 2024
2.3 Learning, teaching and assessment	3	See detail on our Abercromby PS Expanded Self-Evaluation summary June 2024
3.1 Ensuring wellbeing, equity and inclusion	4	See detail on our Abercromby PS Expanded Self-Evaluation summary June 2024
3.2 Raising attainment and achievement	3	See detail on our Abercromby PS Expanded Self-Evaluation summary June 2024

Key priorities for Improvement Planning 2024-2025



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 2023-2024 and from feedback from our parents, the following core priorities have been identified for 2024-2025:

1. By June 2025, 70% of children will achieve the expected level for Literacy in P1, P4 and P7 combined.
2. By June 2025, 72% of children will achieve the expected level for Numeracy in P1, P4 and P7 combined.
3. By June 2025, there will be an overall increase in school attendance resulting in an increase in self-regulation strategies used by learners supporting more positive engagement with learning in class By June 2025, increase opportunities for family learning across the whole school.
4. By June 2025, 75% of our families will have attended Family Learning sessions after increasing the number of opportunities throughout the year.

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

- 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.
- Continue to 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 Cluster level.
- Embed our skills progression in all classes.

This report will be published on our school website. Printed copies will be made available at the school office.