

# Improvement Plan 2024/2025

## Abercromby Primary School



**Clackmannanshire  
Council**

[www.clacks.gov.uk](http://www.clacks.gov.uk)

Comhairle Siorrachd  
Chlach Mhanann

# Overview

**Headteacher:**

Aileen Mellor

**Total PEF Allocation:**

£119,195 (after HR costs deducted)

Priority	Long Term Improvement Outcome	Accountable Person
1	By June 2025, 70% of children will achieve the expected level for Literacy in P1, P4 and P7 combined.	Linzi Stark
2	By June 2025, 72% of children will achieve the expected level for Numeracy in P1, P4 and P7 combined.	Deborah Hamill
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.	Matthew Ramsey
4	By June 2025, 75% of our families will have attended Family Learning sessions after increasing the number of opportunities throughout the year.	Emma Craig



# Context of Abercromby PS



In August 2024, our projected school roll will be 324.

Our attendance is currently sitting at 92.97%. Attendance and Late Coming will continue to be a priority.

In 2024/2025 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 38 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.





There are 113 learners on Staged Intervention (Stage 1 -4). This is 34.5% of our school.

54% of our learners live in Decile 1 or 2, Quintile 1.

31% of our school population have Free School Meal entitlement.

We have a small number of learners across the school who have experienced care.

The school has an effective collaborative partnership working with the Lornshill Cluster continuing our use of Didbook to track progress and moderate learning for session 24/25.

The school has very strong links with Tulach ELC as the majority of our P1 learners transition from there, we have an extensive transition programme and all tracking information is shared.

The school has strong links with Lornshill Academy which the majority of our P7 leavers move onto. The use of Didbook allows for attainment to be tracked and readily shared across the schools.



# Priority 1

## Long Term Improvement Outcome

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

By June 2025, 70% of children will achieve the expected level for Literacy in P1, P4 and P7 combined.

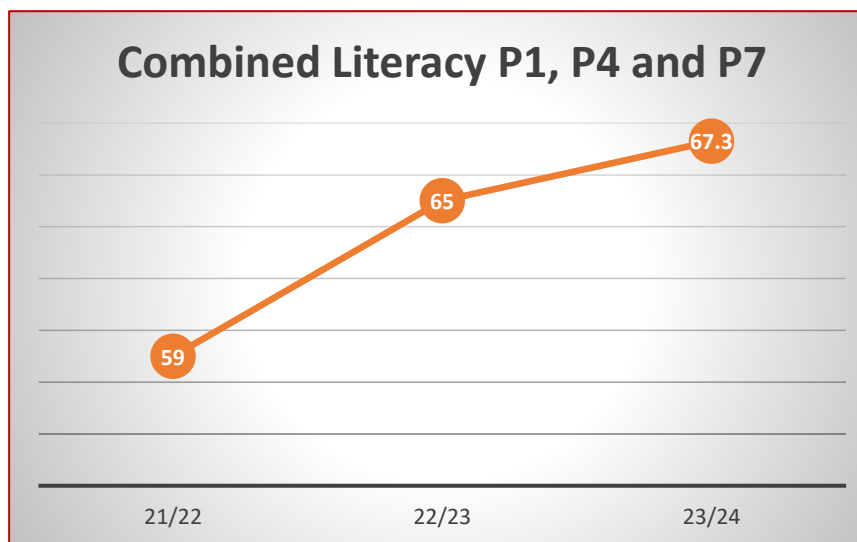
NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
<p>Placing the human rights and needs of every child and young person at the centre of education.</p> <p>Improvement in children and young people's health and wellbeing.</p> <p>Closing the attainment gap between the most and least disadvantaged children 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/carer 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 attainment across the authority is below the national average and improvements to raise attainment are of utmost priority. The national average for combined Literacy for P1, P4 and P7 in 22/23 was 73%. The 23/24 Achievement of CfE Level data for Abercromby PS shows that 67.3% of children in P1, P4 and P7 (combined) have achieved the expected levels in Literacy, this is 2.3pp above our improvement target. We are 1.7 percentage points below the Clackmannanshire Stretch Aim for P1, P4 and P7 Literacy (combined) which is 69%.

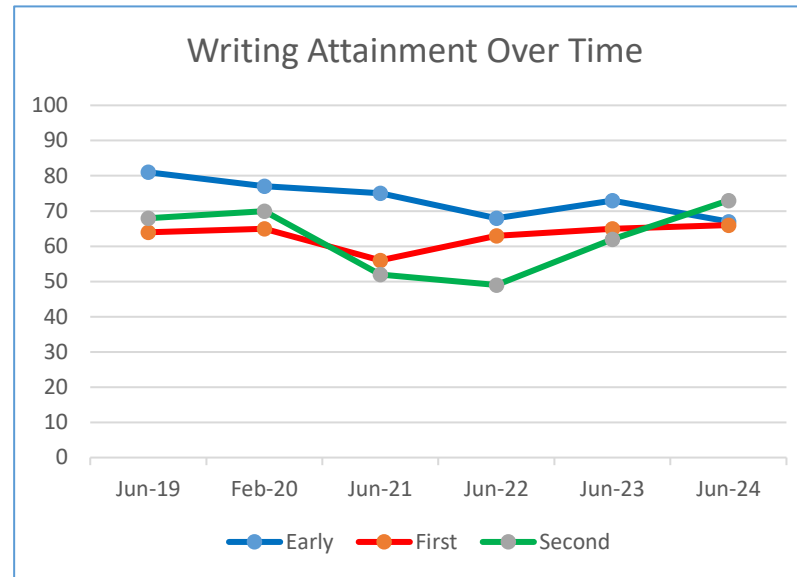
As can be seen from the graph, our combined literacy data is on an upwards trajectory so in order to keep this trend and to bring us more in line with the Clackmannanshire Stretch Aim, focused work on Literacy is required. A further break down of the Literacy components provides a clearer picture of our whole school attainment and Reading and Writing will be our specific areas for improvement which will require interventions for session 24/25.



## **Writing**

During session 21/22, we introduced an entirely new approach to writing and since then 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 has continued and this session 23/24, also saw the introduction for our Primary 4 and Primary 5 staff and learners in the National Improving Writing Programme intervention during Term 3. The graphs below show our writing attainment over time.

As can be seen, there is an upward trajectory for first and second level.



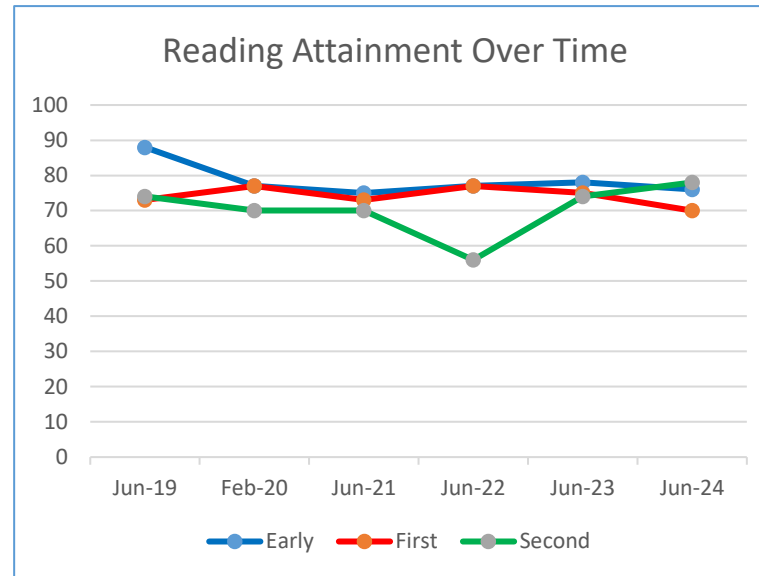
We have exceeded our combined P1, P4, P7 Writing target of 60% by 8.7pp, whilst this is great progress across the school, we are 6.3pp below the national for combined P1, P4, P7 writing. Comparing ourselves to the national attainment data from 22/23, we are 11pp behind at Early Level, 6pp behind at First Level and 2pp behind at Second Level.

We want to continue to work on writing in session 24/25 across the whole school, to maintain the upward trajectory at first and second level and with new writing approaches in Primary 1, hopefully alter the trajectory at early level. We must continue to work hard again next session to further embed our approaches to writing, engage in the National Improving Writing Programme in four stages across the school focusing on first and second level and embed our assessment and moderation procedures in order to ensure robust achievement of a level teacher professional judgements at all stages across the school through the use of our Writing Individual Learning Records.



## **Reading**

As can be seen on the graphs below, our reading attainment has decreased slightly at Early Level and First Level and an increase at Second Level.



We have exceeded our combined P1, P4, P7 Reading target of 70% by 4.7pp, whilst this is great progress across the school, we are 5.3pp below the national for combined P1, P4, P7 reading. Comparing ourselves to the national attainment data from 22/23, we are 5pp behind at Early Level, 8pp behind at First Level and 3pp behind at Second Level.

We want to continue to work on reading in session 24/25 across the whole school, to maintain the upward trajectory at second level and with new reading approaches, hopefully alter the trajectory at early and first level. We must continue to work hard again next session to further embed our approaches to reading. Again, like for writing, we need to develop our assessment and moderation procedures in reading in order to ensure robust achievement of a level teacher professional judgements at all stages across the school including the introduction of Reading Individual Learning Records.





# Priority 2

## Long Term Improvement Outcome

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

By June 2025, 72% of children will achieve the expected level for Numeracy 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/carer 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

Numeracy attainment across the authority is below the national average and improvements to raise attainment are of utmost priority. The National average in 22/23 of learners in P1, P4 and P7 (combined) was 80%. The 23/24 Achievement of a Level data for Abercromby PS shows that 76% of children in P1, P4 and P7 (combined) are achieving the expected levels in Numeracy, this is an increase of 8pp on the results in 2022/23 (see fig 1.). Our data is also 2pp above the Clackmannanshire Numeracy stretch aim.

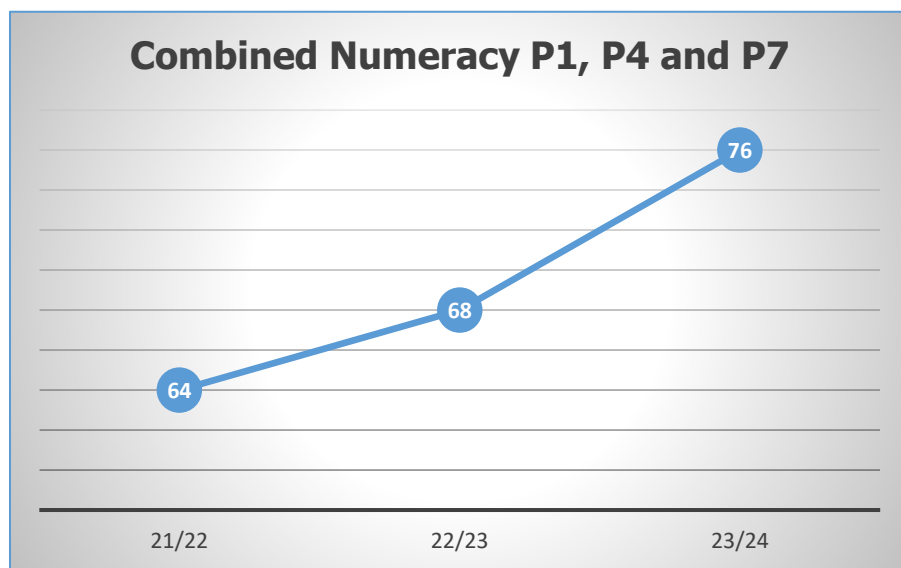


Fig 1.

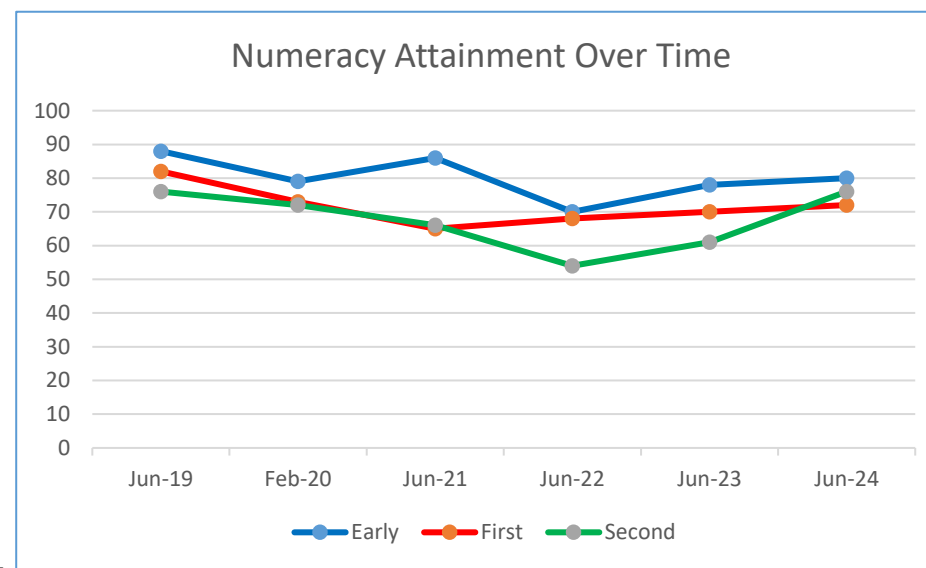


Fig 2.

Our attainment for 23/24 shows that-

- At Early Level in Numeracy in 2023/24, 80% of learners achieved, an improvement of 2pp on last year's attainment.
- At First Level in Numeracy in 2023/24, 72% of learners achieved, an improvement of 2pp on last year's attainment.
- At Second Level in Numeracy in 2023/24, 76% of learners achieved, an increase of 15pp on last year's attainment.

Fig 2. provides a clear picture of our whole school attainment over time and identifies that although our Numeracy attainment continues to be on the upward trajectory, we need to continue to focus on all aspects of Numeracy learning and teaching to ensure this upward trend continues.



Improvement in the attainment of Numeracy and Mathematics across the whole school is part of our Improvement Plan this year (2024/25). We hope to achieve this by building on the success of our small group targeted interventions approach and also through the development of a consistent Concrete, Pictorial & Abstract (CPA) pedagogy with a clear focus on counting skills. Family engagement and involvement will also be a focus.

In order to fully embed CPA approaches across the school we will support staff to increase their knowledge and understanding of CPA and to explore various strategies to ensure that this becomes part of their teaching of Numeracy and Mathematics.

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.

Family learning will also be a focus to encourage families to 'talk about numbers' and find out different ways to embed numeracy in natural opportunities at home.



# Priority 3

## Long Term Improvement Outcome

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

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.

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/carer 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

Over the course of school session 2023/24, the Health and Wellbeing group revised current practice in supporting positive behaviour at Abercromby PS. As a result, the *APS Promoting Positive Relationships and Behaviour Policy* was created which documented the different approaches and supports for behaviour in school. This session all staff also received CPI training on Classroom Culture which led to the creation of The Reflection Zone which offers learners a space to engage in a supportive and reflective conversation. The final revision in supporting positive behaviour was the introduction of the 7-step strategy which is a guide to support learners in regulating their own behaviour. Therefore, the next steps require a focus on embedding these various strategies in to everyday practice to create a consistent whole school approach in supporting positive behaviour.

Last session saw the introduction of the Abercromby PS *Know Your Number* Campaign. The purpose of this campaign was to share each learner's attendance % and days of school missed with their parent/carers every term. Attendance figures were monitored on a weekly basis and a monthly tracker was created for those with attendance below 90%. A Christmas advent ran during the month of December to promote attendance in school which contributed to an increase of 5% compared with the previous years' attendance figures. Each of these approaches contributed to an increase in whole school attendance which was 92.9% (within the Clackmannanshire Councils' stretch aim of 92-93%). Through our work last session, we have established the next steps of creating more targeted approaches to support those learners with declining attendance figures as well as creating more consistent approaches across the Lornhill Cluster.

The current school values were last reviewed outside the school experience of our oldest learners in Primary 7 therefore, the Health and Wellbeing group believe a review of these is important to ensure these reflect the current stakeholders within Abercromby PS.

Having previously achieved our Bronze award as a Rights Respecting School, we continued on our journey to achieving the Silver Award accreditation. The work embedding and promoting the UNCRC through everyday school life will continue in session 24/25.

Finally, through our work in promoting positive relationships and behaviours the school team further developed their knowledge and expertise with the Emotion Works programme. In recognition of this we will begin work towards the Bronze Emotion Works Award in session 24/25.

The HWB areas being focused are-

1. Promoting Positive Relationships and Behaviours
2. Attendance
3. School Values
4. Rights Respecting Schools Award
5. Emotions Work accreditation



# Priority 4

## Long Term Improvement Outcome

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

By June 2025, 75% of our families will have attended Family Learning sessions after increasing the number of opportunities throughout the year.

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/carer 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

'Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage' (Family Learning Network, 2016). The engagement of parents and families can help raise attainment for all and help to ensure equality and equity for every child. Parental involvement and engagement rely on the principles of trust and collaboration, good conversations and emotional bonds (Education Scotland). The Link is a family room which provides a calm and inclusive space for families to work in school. Our values are Safe, Trust, Community, Family and Respect. We would like to extend our work in The Link to whole school events to create an inclusive ethos for our whole community.

Successfully winning a Campaign for Learning award in session 23/24, in the 'family learning innovation', which celebrated our imaginative, innovative and inclusive family learning. The award recognised the work undertaken on our Paternal Play project, formerly 'Dads and Lads', in which our aims was to encourage more dads and other male carers to attend events in school with their children.

Whilst our targeted projects have proved highly successful, our current Family Learning programme has seen a reduction in the number of parents and families attending throughout the year (e.g., one class had 32% of families attending in September, which reduced throughout the year to only 4% in April.) We would like to change the way we plan these events to encourage more engagement from families, especially in the Second Level classes, as these have reduced significantly. In a recent survey, our parents/carers said that 64% of them would like support from the school to help their children with their learning. We hope that targeted learning events for each stage will demonstrate the knowledge and skills that our learners are working on in classes and will provide ideas for parents/carers to further support this learning at home.

In our current Family Learning Groups, we have targeted P1-4 learners and would like to extend this to P5-7 throughout this session. These groups are targeted to learners who are one level below where expected, to provide the opportunity for parents/carers to do specific Literacy and Numeracy learning with their child in school and at home.

Recently, we have received funding from What Matters to You to continue with our family group projects. The project "***Time Together***" is a collaborative initiative with staff and parents to seek out enhanced engagement with school and to strengthen the relationships within and across families, changing attitudes around eating, etc. We would like to create sustainability for these projects by having a group of parent volunteers (Abercromby Ambassadors), who will help in The Link, at school Family Events and potentially support Team Abercromby (Parent Council) going forward.

We are keen to provide more opportunities for our families to engage in the life of the school through learning or community events and hope that we can increase parental engagement and support our learners to develop skills which will equip them for future learning and life.

*A separate Pupil Equity Fund plan will go alongside this Improvement Plan for session 24/25.  
It details the targeted interventions for our Quintile 1 learners to close the poverty related attainment gap.*



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