

Abercromby Primary School



Standards and Quality Report 2024 – 2025

Section B1 – Establishment Context

Community

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 a Community Library and we meet regularly as a campus to work collaboratively and as a result, we have the opportunity to arrange campus events. As a school we work hard to maintain relationships with the wider community including the Civic Centre and the Orchard Care Home. Abercromby PS is the largest of the four schools within Tullibody.



Our school

In session 2024-2025, Abercromby Primary had a roll of 314 learners, this has fluctuated across the year as learners moved into or out of the area and other learners submit placing requests to transfer into the school, 155 are female (49.4%) and 159 are male (50.6%).

At Abercromby, 50.3% of learners are living in SIMD 1-2 known as Quintile 1 (Q1) and 26.1% of learners are living in SIMD 9 and 10, known as Quintile 5 (Q5).

At Abercromby PS, 30% of learners are registered on Free School Meals. 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.

34.1% of all learners are on Staged Intervention. They are supported throughout the year through GIRFEC (Getting it Right for Every Child) and we have a small number of children who have experienced care.

There are currently 14 classrooms over 2 floors with flexible learning areas for most stages. Our staff team consists of 41 members of staff, ranging from teaching staff, support staff and includes our Senior Leadership Team- one Headteacher, one Depute Headteacher, three Principal Teachers and a Family Support Worker. We have strong relationships with our families which we work hard to develop through activities and events throughout the year.

We have a strong understanding of our local context and demographic and work in close partnership with our Lornshill Cluster colleagues. We also 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 as the children 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.

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.

Self-evaluation *What processes have informed your self-evaluation? Who has been involved? How? How do you ensure assessment data is robust?*

Our Standards and Quality Report for 2024-2025 is a summary of the performance of our school with specific reference to the priorities we set ourselves in August 2024. 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 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
- HGIOS Self-evaluation with the wider staff team
- HGIOurS Self-evaluation with learners across the school
- Whole school survey to gather feedback – from staff, learners, parents/carers and our partners
- Documentation, including planning, reports to parents, working groups, staff professional reviews and staged intervention meetings
- Ongoing Cluster improvement work
- Validated Self-Evaluation with a team from Education



Section B2 – Performance Information

Attendance

In Abercromby Primary School, attendance is rigorously monitored on a daily and monthly basis by our Family Support Worker and Depute Headteacher who make regular contact with our families to ensure attendance is supported.

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	2024-2025
94.18%	95.22%	92.6%	92.45%	92.97%	93.3%

Our average attendance as at 6th June is 93.3%. This is an increase of 0.33 percentage points compared to last year. Clackmannanshire Council's attendance stretch aim for primary schools is between 93% and 94% 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	91.7%	71.6%
Q5	95.8%	10.4%
Attendance Gap	4.1pp	61.2pp

The attendance gap has closed by 0.9pp and the attendance under 90% gap has closed by 8.9pp compared to last year's data.

Late Coming

As of 6th June, we have 40 children who were late 10 or more times, of which 12 of these children were late 20 or more times. Although this has 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, 85% of those late 10 or more times are children in Q1 and only 7.5% for Q5 children. There is a late coming gap of 77.5pp, this gap has closed by 8.6pp compared to last year's data.

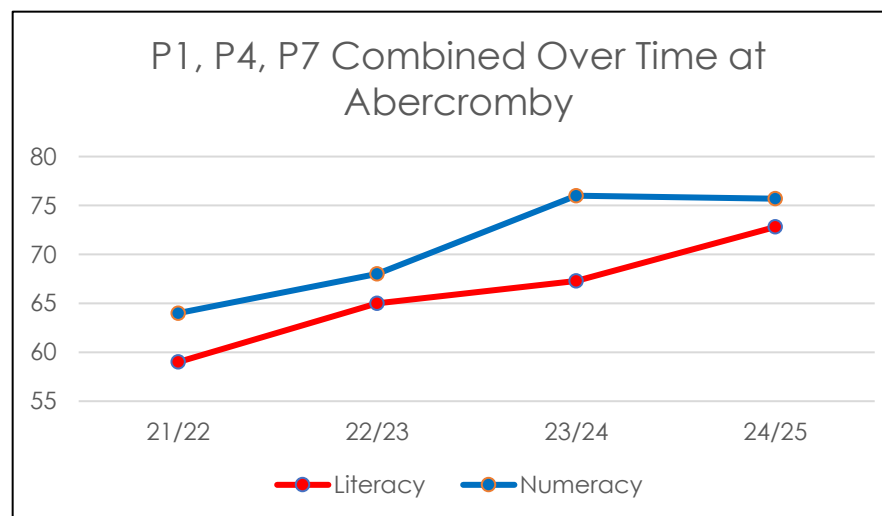
The data above for attendance and late coming highlights the need to continue increasing partnership working with our families through our whole school approaches and targeted interventions in session 25/26 to continue to improve both late coming and attendance in line with our own improvement priorities and the new Clackmannanshire attendance stretch aim.

Attainment

Our Attainment Over Time information from 2021- 2025 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
Jun -25	74.4	78.4	83.3	67.4	76.5	81	86	92.2	95.2	79.1	72.5	76.2

In 2024-25, our children's attainment rose in Literacy and Numeracy as outlined below.



72.8% of children in P1, 4 and 7 achieved combined literacy in academic session 2024/25, an increase of 5.5pp compared to data in 2023/24.

75.7% of children in P1, 4 and 7 achieved numeracy in academic session 2024/25, a slight decrease 0.3pp compared to data in 2023/24.

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

We have exceeded the Clackmannanshire Stretch Aims in Literacy by 2.8pp and in Numeracy by 1.7pp.

Achievement

On analysis of our current P7 cohort, their Achievement of a Level has increased in all areas since they were in Primary 4.

Reading has increased by 6.3pp

Writing has increased by 18pp

Talking & Listening has increased by 13.2pp

Numeracy has increased by 8.2pp

On analysis of our current P4 cohort, their Achievement of a Level has increased in all areas since they were in Primary 1.

Reading has increased by 1.4pp

Writing has increased by 8.5p

Talking & Listening has increased by 10.2pp

Numeracy has increased by 2.5pp

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	60.9%	65.2%
Q5	82.5%	82.5%
Attainment Gap	21.6pp	17.3pp

We have closed the attainment gap in literacy by 3.9pp and numeracy by 0.1pp.

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 2025, 70% 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 2025, 70% 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 70% by 2.8pp. Our combined attainment in Literacy is 2.8pp above 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

Writing- Targeted Intervention Groups established at all stages for writing.

Targeted Interventions groups have been established at all stages. These groups are regularly reviewed and adapted by class teachers and members of the Extended Leadership Team as part of our tracking and monitoring procedures. These intervention groups focus mostly on targeting our 'light green' learners and are clearly linked to the curriculum benchmarks to target gaps in learning and raise writing attainment. Evidence of these interventions can be found in teacher's plans, support timetables and tracking and monitoring documents. Following participation in effective writing targeted interventions, 74.3% of learners in P1, P4 and P7 combined are at the expected level of attainment for writing as evidenced by our TPJ results. This exceeds our target by 4.3pp.

Moderation of writing to support with TPJ.

All staff have taken part in numerous moderation sessions across the year to moderate writing both at school and cluster level. Teacher judgements are consistent across our school and this has given staff more confidence in the assessment of writing using a patchwork of evidence. This is evident in the rich professional dialogue that has taken place at these sessions and during tracking and monitoring meetings. Following participation in effective moderation activities, 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, moderation conversations are now also happening more naturally across the staff team and this has helped to build a more consistent picture of attainment across the school.

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. 74.3% of learners in P1, P4 and P7 combined have achieved the expected level of attainment in literacy. This exceeds our target by 4.3pp.

National Improving Writing Programme to be embedded across P3, P4, P5 & P7

All P3, P4, P5 & P7 staff alongside our 3 Principal Teachers, have attended the National Improving Writing programme. This approach has been embedded in to practice this year and delivered to all P3, P4, P5 & P7 classes across the year. This is evidenced through our quality assurance and moderation procedures.

As a result of this intervention, most learners who have taken part have made progress in working towards achieving specific writing benchmarks. This is evidenced in the tracking procedures used as part of this approach and in our overall attainment in writing for these stages.

Reading- Targeted Intervention Groups established at all stages for reading.

Teacher and learner confidence has grown in the use of Oxford Reading Buddy this year and classes are using it more consistently to support with reading skills and development. ORB is used effectively in almost all classes to support with reading and comprehension skills. Learner progress is evident within the data provided by this programme and key next steps can be identified using this.

Targeted Interventions groups have also been established at all stages. These groups are regularly reviewed and adapted by class teachers and members of the Extended Leadership Team as part of our tracking and monitoring procedures. These intervention groups focus mostly on targeting our 'light green' learners and are clearly linked to the curriculum benchmarks to target gaps in learning and raise reading attainment. Evidence of these interventions can be found in teacher's plans, support timetables and tracking and monitoring documents.

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 reading. This is reflected in the attainment data submitted by class teachers. Following participation in effective reading targeted interventions, 77.9% of learners in P1, 4 and 7 combined are at the expected level of attainment as evidenced by our TPJ results. This exceeds our target by 7.9pp.

Active Literacy approach to be developed and embedded to teach phonics at Early Level.

Resources to support an Active Literacy approach have been purchased and Primary 1 staff have adapted and delivered the programme consistently to Early Level learners. Following the delivery of the Active Literacy phonics approach, most Primary 1 learners are familiar with their initial sounds and are beginning to sound and blend words. 74.4% of Primary 1 learners have achieved their expected level (E3) in reading.

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 70% by 4.3pp.

We have exceeded our combined P1, P4, P7 Reading target of 70% by 7.9pp.

We have exceeded our combined P1, P4, P7 Literacy target of 70% by 2.8pp.

Literacy Next Steps

Writing

Targeted Intervention groups to remain a key focus next session at all stages.

All teaching staff to continue engaging in moderation approaches both in school and at cluster level.

Individual Learning Records (ILRs) to be reintroduced and used to support with TPJ and moderation sessions.

NIWP to be used in Term 1 as a whole class intervention to teach and consolidate key tools for writing across P3-7.

Request with local authority that Learning Assistants be trained in delivery of NIWP to support with ongoing targeted interventions.

Reading

Targeted Intervention groups to remain a key focus next session at all stages.

To develop a more consistent approach to using ORB as part of our approach to home learning.

To further embed and build confidence using the Active Literacy approach to teaching phonics and consider how this can be extended to Primary 2 learners.

To develop a consistent approach to excellent learning and teaching in Literacy by establishing key elements of a lesson and building teachers skills and abilities in the delivery of quality Literacy lessons across the curriculum. (What A Good One Looks Like).

Work towards achieving our Scottish Book Trust – Core Reading Schools Award.

Pupil Equity Fund

Progress and Impact

North Lanarkshire Active Literacy Resources

This programme and the necessary accompanying resources were purchased to embed a consistent approach to teaching phonics in Primary 1. We made the decision to purchase this resource following professional dialogue with colleagues at other cluster establishments and many of our staff have had great success with the programme at other schools. This programme was adapted and implemented in Primary 1 this year.

Following the delivery of the Active Literacy phonics approach most Primary 1 learners are familiar with their initial sounds and are beginning to sound and blend words. 74.4% of Primary 1 learners have achieved their expected level (E3) in reading. The impact of this programme is also beginning to have a noticeable impact on P1 learners writing which has 67.4% of learners achieving their expected level.

We had identified a poverty related attainment gap between Quintile 1 and Quintile 5 learners in literacy. Our improvement outcome was to close the attainment gap by 3 percentage points by June 2025 in two stages. As can be seen from the data below we have closed the attainment gap in these stages and all are by over 3pp.

Curricular Area	Stage	Poverty Related Attainment Gap 23/24	Poverty Related Attainment Gap 24/25	Difference in percentage points (yellow if closed by 3pp)
Reading	P4	30%	5.8%	24.2pp
Writing	P4	33.8%	19.3%	14.5pp
	P7	39.3%	33.3%	6pp

Feedback for Reading

I enjoy daily ERIC time as I get to read whatever book I want and I have read lots of books this year in Primary 7. I also enjoy using Oxford Reading Buddy as I get to take a quiz at the end of reading the book and I can see how well I have done. It has been fun going up levels throughout the year and it makes me want to do better. *Primary 7 Learner*

This year the reading intervention groups have been important for targeting specific benchmarks that learners are not achieving. The groups have allowed us to focus on comprehension skills through Oxford Reading Buddy. It has also allowed for learners not achieving to be reading daily with our PT and LA focusing on fluency, vocabulary and in some cases, phonics. This has led to 5 more learners now achieving second level - *Class Teacher*

I love writing when we use story maps and actions. It helps me to think about how to write my story and makes me do a better job because I like drawing. My teacher always tells me what is good about my writing and helps me fix stuff like my full stops and paragraphs. I couldn't do paragraphs but now I can. *Primary 4 Learner*

Feedback for Writing

I enjoy writing in school because we get to write about our own ideas and create our own stories even if we are learning about a specific genre. I also enjoyed the NIWP as I think it improved my writing a lot. I can now punctuate a sentence properly and I feel more confident when I am writing. *Primary 5 Learner*

This year we have been able to run a small writing intervention group focused on using the NIWP as many learners were missing the 'basics' in their writing. This has been a specific intervention to target missing key benchmarks over and above what is being taught in class such as punctuation, grammar and organising ideas. This has also led to an increased motivation to write in class as learners are more confident. We have also had targeted spelling groups led by our LA. Again, such interventions had led to more learners achieving second level. *Class Teacher*

Writing has never been something my child would speak about when they came home from school but this year, he has loved writing about the different topics he has been learning about. He shared lots about an instruction writing lesson and even used the words 'it was so much fun.' *Primary 1 Parent*

My child has been doing great with her reading, she is managing her book well and is doing great at her sounds. She likes to be timed doing the snake and always has time spare. I am definitely seeing a difference in her reading confidence lately. *Primary 1 Parent*

Oxford Reading Buddy has been such a useful and effective tool to support my learners with reading. They are much more engaged being on their Chromebooks and I can easily keep track of areas they need to work on using the data it instantly provides me with. *Class Teacher*



School Improvement Priority: Numeracy

By June 2025, 72% 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 2025, 72% 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 3.7pp. Our combined attainment in Numeracy is 1.7pp above the Clackmannanshire stretch aim.

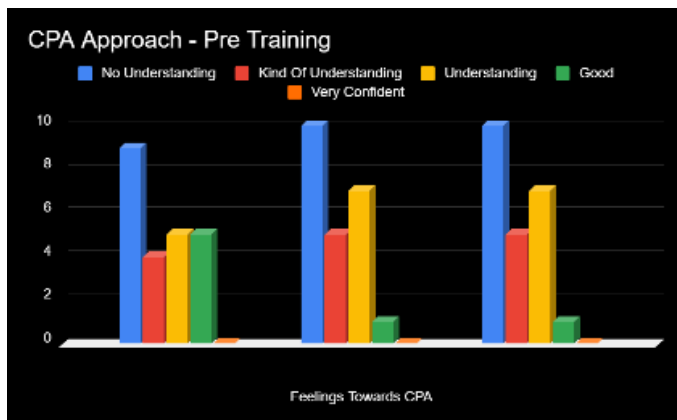
Our approach to focus on Numeracy skills as part of our learning and teaching has had a positive impact though we will continue to focus on Numeracy again next session. The detail below shows the progress, impact and next steps for numeracy.

Progress and Impact

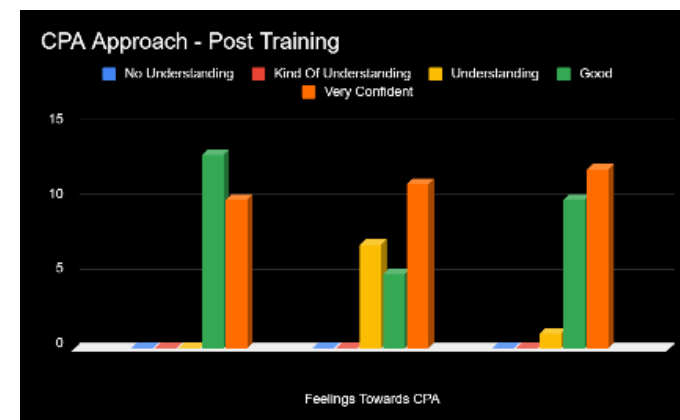
CPA Approach

By June 2025, almost all teachers will report increased confidence in teacher counting strategies using the CPA approach.

Following participation in professional learning on the principals of effective learning and teaching using the CPA approach (Concrete, Pictorial and Abstract), almost all teachers report an increase in confidence as evidenced through an attitudes survey. The implementation of the CPA approach within numeracy lessons is evident and as a result, learners are reporting that lessons are more engaging.



As you can see from the graphs, following training, all teachers report to have a good or very good understanding of the CPA approach. The majority of teachers are embedding CPA within numeracy lessons and are confident using this approach.



Parental Engagement

By June 2025 the majority of parents/carers will report an increased confidence in supporting their child at home with counting strategies.

Family Learning events took place throughout the year for every year group. Numeracy stations were set up and the Abercromby Numeracy Champs shared a 'Numeracy-A Parents' Guide' leaflet with parents and carers with suggested activities for home learning. Most parents/carers reported an increase in confidence in supporting their child with numeracy. This is evidenced by the results of an attitudes survey following the P4 Family Learning event.

Numeracy Next Steps

Consistent approach to high quality learning and teaching numeracy in Abercromby Primary.

- Progression of children's mental maths strategies
- CPA approach implemented from P1-P7
- School Bank
- Tackling Tables/SumDog

Targeted Intervention groups to continue next session to raise attainment

- Support teachers to analyse their data effectively to plan next steps and supports
- Support Staff to be trained to deliver interventions

Progress and Impact

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

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 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.

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.

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 3 percentage points by June 2025. As can be seen from the data below we have closed the attainment gap in P7.

Curricular Area	Stage	Poverty Related Attainment Gap 23/24	Poverty Related Attainment Gap 24/25	Difference in percentage points
Numeracy	P7	43.8%	43.3%	0.5pp

I like using the decimal resources from our Numeracy area as it helps me remember how to multiply and divide decimals. **P5 Learner**

Our Numeracy area is helpful as we have a big number squares that helps us remember the order of numbers. We have some times tables pictures too that are good. **P3 Learner**

I like working in a small group as we can all work together and think about the answers to problems together. Sometimes someone will have a different way of working out a problem that we can all learn from. **P4 Learner**

Feedback for Intervention Groups

The learners who have participated in Building Blocks have grown in confidence in their numeracy, breaking down barriers to learning in class. They are also more resilient when struggling with a problem and more willing to access the strategies in their toolkit. **Class Teacher**

Feedback for CPA

The CPA approach is great as it allows learners to access Numeracy in fun and engaging ways. It removes stigma of using resources if they are struggling to understand a concept and allows learners to play and see Numeracy as an exciting and fun area of the curriculum. **Class Teacher**

There's lots of information in our Numeracy area; there are things about angles to help us, times tables and numbers to help us. **P6 Learner**

Was good to see the range of different experiences and activities the children are doing. Gives a good idea of how we can support at home. **P5 Parent**

Feedback for Family Learning

Lots of fun. I liked the numeracy games. **P3 Learner**

CPA approach appeals to all learners, regardless of ability, as it allows those learners who are perhaps more able to access the concept on a deeper level. It brings an element of play in Numeracy which can be quite tricky in upper school. Learners have fed back that they have enjoyed this and it has helped *them learn*. **Class Teacher**

Great experience! Good to feel involved in their learning and better understanding of ways they learn. **P2 Parent**



School Improvement Priority: Health and Wellbeing

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.

National Improvement Framework Priority

Placing the human rights and needs of every child and young person at the centre of education. Improvement in children and young people's health and wellbeing.

Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in skills and sustained, positive school-leaver destinations for all young people. Improvement in attainment, particularly in literacy and numeracy.

Key drivers for improvement

School and ELC leadership
Teacher and practitioner professionalism
Parent/carer involvement and engagement
Curriculum and assessment
School and ELC improvement
Performance information

HGIOS4 Quality Indicators

1.3 Leadership of change
2.3 Learning, teaching and assessment
3.1 Ensuring wellbeing, equity and inclusion
3.2 Raising attainment and achievement /securing children's progress

Progress and Impact

Continue to build upon the work started in session 2023-24 Promoting Positive Relationships and Behaviour Policy.

The Reflection Zone was established in session 23-24 and has continued to support restorative conversations using the Emotion Works think sheet as a vehicle for these discussions. The comparison of data from 23-24 to 24-25 shows that the number of learners attending has decreased by an average of 11.7% across the school year. There has also been a shift from incidents of pupils "hitting" to "saying unkind words" showing a progressive step in learners being more aware of their actions. This could also be attributed to the embedded 7-step strategy being used regularly by staff which facilitates restorative approaches and lends learners opportunities to reflect and amend their behaviour.

This session has also seen a smoother gathering of data via online forms allowing for greater and more accurate analysis of data allowing us to put strategies in place to better support learners on an individual basis. These new records have also incorporated the UNCRC encouraging children to reflect on how their actions may impact the rights of others.

This session has seen the creation of our two Chill Zones, The Polar Bear Chill Zone and The Penguin Chill Zone. These spaces have allowed pupils a safe space in which to self-regulate. Each is equipped with a variety of regulation toys and pupils are free to access these when needed.

Positive Relationships and Behaviour Plans have also been embedded and built upon which has created a wider understanding of individuals who may require additional support. These have created a wider understanding of individual pupil needs allowing for a more consistent understanding and approach to supporting the regulation of behaviour by staff.

Embed our existing approaches to supporting school attendance and to develop and embed a consistent school and wider Cluster approach.

Building on previous progress in supporting attendance, our school policy *Promoting and Supporting School Attendance* has been created. This policy outlines our current practice and approaches on a daily, weekly, monthly and termly basis. Our attendance data analysis has also improved with monthly meetings. These figures are recorded on our *Under 90s tracker* along with a separate *interventions tracker* to monitor supports put in place with individual learners where needed. This has allowed us to have a more accurate understanding of our whole school attendance and those struggling with attendance on an individual basis. This has enabled us to put supports in place for pupils and families before attendance decreases. This session has seen our whole school attendance increase from 92.97% on 7th June 2024 to 93.3% as of 6th June 2025.

Through our Under 90s tracker, we have successfully been able to increase the attendance of targeted learners. Of the 87 learners from Quintile 1 across the school year whose attendance dropped below 90%, we have been able to get 37 of these back above 90% with most others making positive increases in their school attendance.

This session has also seen further embedding of our school Know Your Number campaign, the introduction of Know Our Number, in which the school shares data of its overall attendance picture and an introduction of our Unexplained Absence Letters which aims to reduce the number of recorded unexplained absences. As a result of these strategies, coupled with our policy approaches, we have seen a decrease in the number of recorded unexplained absences.

In a recent survey, parents were asked:

- Abercromby PS is good at letting you know about your child's attendance. - **98.8% answered Strongly agree & agree**
- Abercromby staff know your child's attendance on an individual basis. - **89.2% answered Strongly agree & agree**
- Abercromby PS is helpful in supporting you with any attendance concerns? - **65.1% Strongly agree & agree and 33.7% answered don't know**
- Abercromby PS is good at promoting and supporting positive behaviour? - **92.8% Strongly agree & agree**

Complete a revision of current school values

Over the course of this session the HWB IP group surveyed pupils, staff and families to establish a direction for the review of the school values asking whether we should keep our current values, keep some and change some or create new values together.

68% of families who responded indicated that they believe that the values should remain the same, however when asked to name the school values, only 4% were able to do so.

50% of staff who responded indicated that the values should stay the same with the other 50% indicating a change (30% to keep some, 20% to create new ones together).

46% of pupils who responded indicated that the values should stay the same, however when asked to name the school values, only 30% were able to do so. 54% indicated a change (27% to keep some, 27% to create new ones together).

As a result, there has been an agreement to review the current school values in the next academic session, taking in to account our current rules and values.

To build on and embed previous work as a Rights Respecting School (RRS).

This session has seen a continuation of implementation of the UNCRC following our Silver Award in June 2024. We have introduced our *Fun 31* initiative where, in honour of Article 31 - the right to rest, relax and play, learners have a protected 31 minutes to play with their peers across different classes and in a variety of activities.

The Health and Wellbeing Junior Leadership Team decided to promote the rights by making these more visible around the school. The learners did a tour of the school and decided where they felt particular articles of the UNCRC were being met. They have since displayed our rights squares around the school, for example each classroom and gym space now have Article 28 – the right to an education on display.

School leads for the UNCRC attended the *RRSA Achieving Gold* event. This detailed the requirements for achieving the gold award and supported to staff to establish a realistic and achievable time scale to begin our gold journey starting August 2025.

Explore The Emotions Works school awards and begin work towards Bronze accreditation.

This session we have continued to embed the use of Emotion Works. At the beginning of the session there was a focus on revisiting the Emotion Works Cogs to support a shared understanding of these in new classes and year groups. The 5 core cogs are visible in all classes P1-P5 and the 7-cog model visible in P6-P7.

These are used as a tool support emotional regulation and restorative practice approaches within our school and go hand in hand with our new 7 -Step strategy for positive behaviour.

The school is set for its Bronze Award accreditation due for completion in June 2025.

Health and Wellbeing Next Steps

Continue to build upon the work started in session 2023-24 Promoting Positive Relationships and Behaviour Policy.

Continue to embed behaviour strategies and ensure a regular analysis of data to inform approaches to behaviour.

Embed our existing approaches to supporting school attendance and to develop and embed a consistent school and wider Cluster approach.

Continue to embed and develop strategies to track and monitor whole school/individual attendance.
Introduce a Return to School meeting with learners absent for more than 5 school days.

Complete a revision of current school values

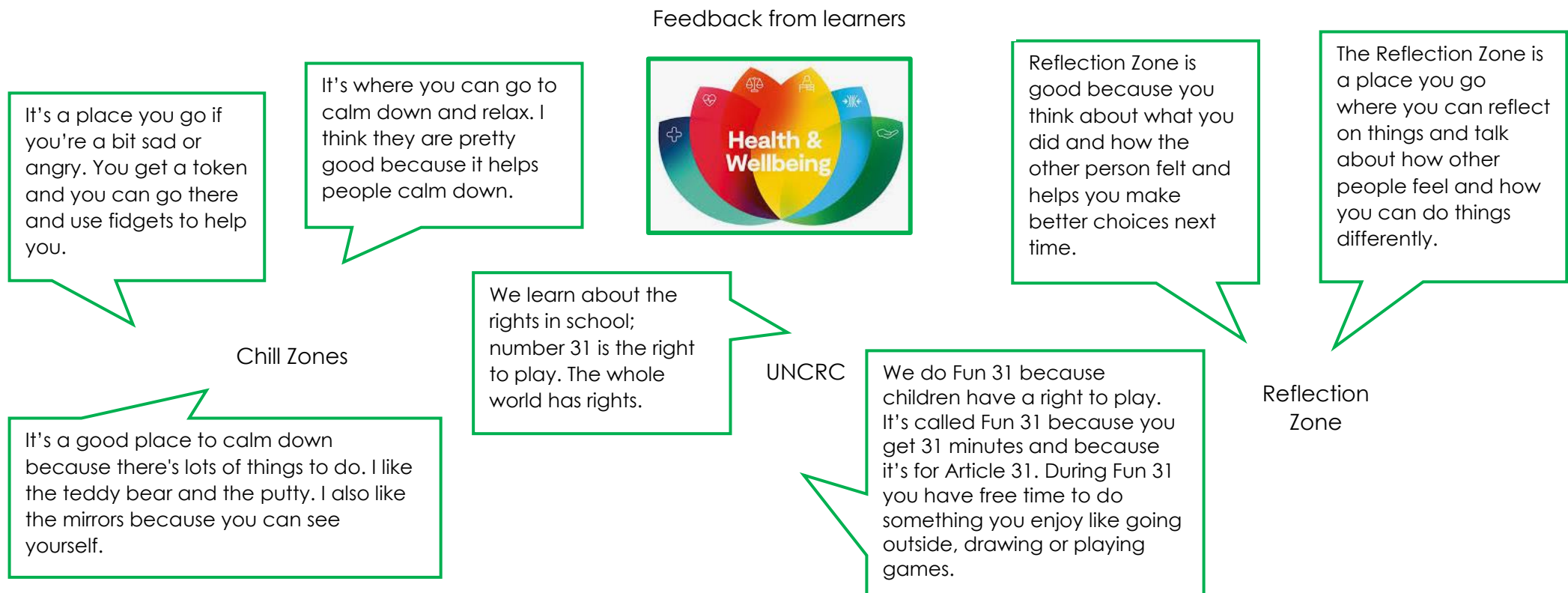
Continue with review of school values with the creation of new school values taking in to account existing values and school rules as per stakeholder feedback.

To build on and embed previous work as a Rights Respecting School (RRS).

Begin the journey of Going for Gold with a timescale for achievement of December 2027.

Explore The Emotions Works school awards and begin work towards Bronze accreditation.

On confirmation of Bronze Award, begin application for Silver Award further embedding the school use of Emotion Works. At the beginning of session 25/26, revisit whole school understanding of the Emotion Works cogs.



School Improvement Priority: Family Learning

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

National Improvement Framework Priority

Placing the human rights and needs of every child and young person at the centre of education.
Improvement in children and young people's health and wellbeing.

Closing the attainment gap between the most and least disadvantaged children and young people.

Improvement in skills and sustained, positive school-leaver destinations for all young people.

Improvement in attainment, particularly in literacy and numeracy.

Key drivers for improvement

School and ELC leadership

Teacher and practitioner professionalism

Parent/carer involvement and engagement

Curriculum and assessment

School and ELC improvement

Performance information

HGIOS4 Quality Indicators

1.3 Leadership of change

2.3 Learning, teaching and assessment

3.1 Ensuring wellbeing, equity and inclusion

3.2 Raising attainment and achievement /securing children's progress

Progress and Impact

Family Learning Events

As a result of an effective Family Learning Calendar being created and shared with families, all classes experienced a family session for learners to share their learning. All stages had good attendance with over 75% of families engaging in learning with their children at each stage. This is much higher than attendance in some of last year's sessions with some classes only having around 20% attendance from a family member. This provided the opportunity for learners to demonstrate their knowledge and skills and allowed parents/carers to gain an understanding of activities they can use to support learning at home.

Family Groups

All of our Family groups now have planners which were created to demonstrate the range of skills being developed with learners and parents and can be adapted and used again to continue to build on our good practice.

Family Fun Group

All groups were well planned and identified families were invited to attend. Most groups were well attended (84%) and families provided positive feedback, reporting that they enjoyed meeting other families and spending time in school with their children building positive relationships. Staff observed that the play approach during these sessions, helped learners develop social and communication skills. As a result of this group, staff also observed that families seemed more comfortable sharing worries and asking for support from staff.

Paternal Play

Our Paternal Play project won a Family Learning Award with Campaign for Learning in April 2024. Since then, our team have presented to colleagues across the UK at the Campaign for Learning "Family Learning Festival" in September and the conference in November to raise awareness and share good practice with other establishments.

Recently, we were invited to participate in an Education Scotland Podcast about our project to raise awareness of engaging dads and male role models in education. We hope this inspires other establishments to work with dads and create positive experiences for young people. *"Research now clearly shows how important dads are in children's lives. Children tend to be smarter, healthier and more resilient if dad is positively involved."* **Father's Network Scotland.** We regularly attend training events with Father's Network Scotland, who have now asked us to participate in a case study to promote our work with Paternal Play.

Most sessions have been well attended (81%) and have provided dedicated time for dads/male role models to spend one to one time with their children each week, developing skills in engaging activities that can be replicated by parents at home to support learning.

Foodie Families

Almost all of these sessions have had full attendance (93%), with families developing cooking skills and learning to work together to learn skills for life. We have provided a free meal each week for a block of 4 weeks, for 23 families throughout the year, with 18 of these families living in SIMD 1 and 2 (Quintile 1).

Families commented that they learned new skills for the kitchen like chopping and peeling; how to keep raw and fresh ingredients separate and how to use ovens safely. Some of the families have recreated these meals at home. Staff have observed that both parents and learners were more confident, resilient and gained knowledge and skills they can use in a wider context by the end of the 4-week block. 41% of our families were returning participants from last year and staff observed that they had continued to build on the relationships with other families that were created at Foodie Families.

Family Learning Group

Almost all of these sessions have had full attendance (91%), with family members supporting targeted children from specific stages with literacy and numeracy lessons in school for a 6-week block. These learners were at least one level below expected level in literacy and numeracy. Families focus on key skills in literacy, numeracy and health and wellbeing that consolidates learning in class and is linked to current learning and contexts. Parents/carers shared that these sessions gave them an idea of how they can support their child with their learning. One parent commented, "I feel this group is invaluable. P is my only child and this is all new to me. I feel I have learned so much from this group and it's lovely to see P improving on her learning and spend this time with her. The team do an incredible job and I feel very supported with any concerns I have with P."

Abercromby Ambassadors

A group of Abercromby Ambassadors were established to support at Family Learning events and create some sustainability going forward to run groups in school. Some of these parents are now involved with a What Matters To You initiative to introduce a Tullibody Youth Club. These parents are growing in confidence and getting involved in our community, with one parent volunteering to be Chairperson of the Youth Club. In May, we had 10 parents/staff members participate in Food Hygiene training to develop employment skills and to help support our Foodie Families next session.

Friends of Abercromby

We have recently started our new Friends of Abercromby mentoring project with mentors to support wellbeing of 12 P6/7 learners across an 8-week block. We are providing a positive role model each week to give our learners the opportunity to discuss their emotions, aspirations for the future and any worries they have. Each learner has completed an initial wellbeing assessment which will be completed again at the end of the project to see if there has been an improvement in their wellbeing, confidence and communication skills.

Family Learning Next Steps

Family Learning Events

Each stage will present their assembly to their families at the beginning of each event to share their learning in an engaging way, before families move on to different learning activities linked to learning in class.

Foodie Families

Some of our parents who have completed Food Hygiene Training will support the running of Foodie Families alongside staff to develop leadership skills. This will hopefully be run by parents in the future.

Family Fun, Paternal Play and Family Learning Group

Evaluate feedback and continue to liaise with staff, learners and families to continue good practice and adapt as necessary.

Friends of Abercromby

If this project is successful, we hope to continue to run it throughout the year to provide more learners with the opportunity to be mentored by a positive role model. We hope to continue to work with senior learners at Lornshill and adults in our local community to support this.

I liked the event because it had lots of different activities like the scavenger hunt, active spelling and games. It was good to show my Mum what I had been learning in class. *P6 learner*

I like playing with my Mum. I like when we read a book at the end and do our check-in. I like getting toast with my Mum. *P1 learner*

It was really fun when we were doing all the activities. I liked building fires and making pancakes. I liked that it was just me and Dad without my brother and sister so we could have time together. We were quite good at archery. *P5 learner*

I like Foodie Families because I do lots of cooking at home and it lets me cook in school. I like that my Mum can come in and spend time with me in school. *P6 learner*

The group was very fun because I got to spend time with my Mum. I liked learning about time and doing sums. My Mum helps me learn at home and I have some news maths stuff to help me practise. *P3 learner*

Feedback from learners

Learners were motivated to share their learning and skills with their family. Learners led the experience and showed confidence demonstrating their day-to-day learning. I felt that it was a great opportunity to show families how they can support learning at home to consolidate knowledge and skills.
P2 Class Teacher

It was a great opportunity to speak to families in an informal way about their children's learning and how they can support at home. It was also nice to meet wider family members, like grandparents, who also play a part in our learners' education.
P4 Class Teacher



THE LINK

Fab event! Great mix of activities – fun and interactive. Great opportunity to see what P5 have been learning about.
P5 Family member

Was good to see the range of different experiences and activities the children are doing. Gives a good idea of how we can support at home.
P4 Family member

Feedback from families

Great interactive session! Well organised with a variety of different learning experiences and activities available. Learners, staff and family members benefitting from the extra space in the hall.
P4 Family member

School Survey-
Do you feel our Family Learning sessions gave you ideas for how to support your child with their learning?

Strongly agree & agree = 85.5%

Feedback from staff

I felt that the Family Learning events were very well organised by the team. The wide range of activities on offer were very well received and the learners thoroughly enjoyed sharing the learning with their families.
P1 Class Teacher

School Survey-
Do you feel we should run these sessions again next year?

Strongly agree & agree = 94%

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 65 percentage points by June 2025.

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 75 percentage points by June 2025.

Progress and Impact

Attendance

Our average attendance as at 6th June is 93.3%. This is an increase of 0.33pp compared to last year. Clackmannanshire Council's attendance stretch aim for primary schools is between 93% and 94% so we have met this stretch aim.

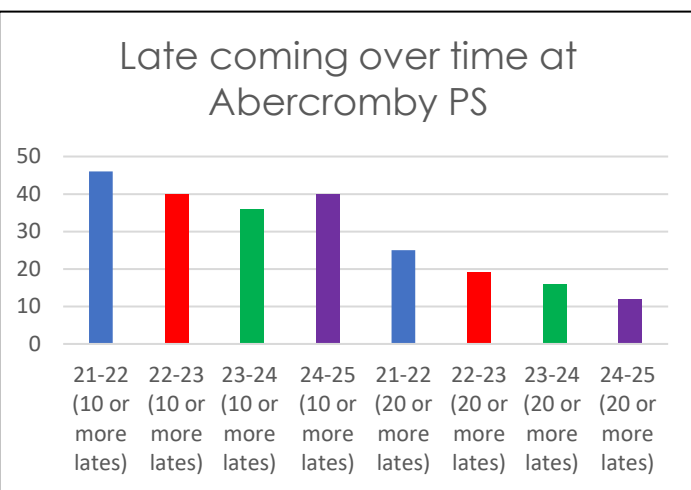
On close analysis, there is a difference in attendance between families experiencing the most and least disadvantage, with children in Q1 having an overall attendance of 91.7% and children in Q5 having an overall attendance of 95.8%.

67 children have an attendance of lower than 90% which equates to 21.3% of our school. 71.6% of children living in Q1 have an attendance rate lower than 90% whereas only 10.4% of children in Q5 have an attendance rate lower than 90%. The attendance gap is 61.2pp.

Through robust monitoring using the Under 90s tracker, we have been able to achieve this target and closed the poverty related attendance gap by an additional 3.8pp, and by 8.8pp compared to last year's data.

Late coming

This session as at 6th June, 40 children were late 10 or more times, 85% are Q1 children and 7.5% are Q5 children. There is a late coming gap of 77.5pp. We have closed the gap by 8.6pp compared to last year's data. Of these 40, 12 children were late 20 or more times, 83.3% living in Q1 and no one living in Q5.



To continue improving late coming, our PEF funded learning assistant and family support worker will continue to provide our walking bus so that we can offer this to families with poor attendance and late-coming. This helps to reduce the poverty related attendance gap though more intervention and focused work is required for the poverty related late coming gap.

We now need to reconsider our targeted PEF approaches for next session and raise awareness of the impact of 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 2025-2026.

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.

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| Section B4 - Evaluation of Quality Indicators |                                 |                                                           |
|-----------------------------------------------|---------------------------------|-----------------------------------------------------------|
| Quality Indicator                             | School Self-Evaluation<br>(1-6) | Inspection Evaluation<br>Date: n/a                        |
| 1.3 Leadership of change                      | 5                               | See detail on our Abercromby PS Self-Evaluation 2024-2025 |
| 2.3 Learning, teaching and assessment         | 4                               | See detail on our Abercromby PS Self-Evaluation 2024-2025 |
| 3.1 Ensuring wellbeing, equity and inclusion  | 5                               | See detail on our Abercromby PS Self-Evaluation 2024-2025 |
| 3.2 Raising attainment and achievement        | 4                               | See detail on our Abercromby PS Self-Evaluation 2024-2025 |

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