



Clackmannanshire
Council

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Comhairle Siorrachd
Chlach Mhanann

IMPROVEMENT PLAN

Abercromby Primary School

Session 2025-2026





IMPROVEMENT PLAN PRIORITY OVERVIEW

Head of Establishment	Abercromby Primary School
Total PEF Allocation:	£133,525



Priority	Long Term Improvement Outcome	Accountable Person
1.	By June 2028, attainment in Literacy across P1, P4 and P7 will improve by 10%.	
2.	By June 2028, attainment in Numeracy across P1, P4 and P7 will improve by 10%.	
3.	By June 2028, all classes will improve leadership of learning opportunities resulting in an increase in engagement and attainment.	



PRIORITY 1

Long Term Improvement Outcome (Aspirational, Transformational; relates to improved outcomes for learners)

- By June 2028, attainment in Literacy across P1, P4 and P7 will improve by 10%.

NIF Priority	NIF Outcome (short version)	HGIOS 4/HGIOELC
Placing the human rights and needs of every child and young person at the centre of education	1. a globally respected, empowered, and responsive education system	1.3 Leadership of change
Improvement in children and young people's health and wellbeing	2. schools and early years settings working in excellent partnerships	2.3 Learning, teaching and assessment
Closing the attainment gap between the most and least disadvantaged children and young people	3. inclusive and relevant curriculum and assessment	3.1 Ensuring wellbeing, equity and inclusion
Improvement in skills and sustained, positive school-leaver destinations for all young people	4. high levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap	3.2 Raising attainment and achievement / securing children's progress
Improvement in attainment, particularly in literacy and numeracy.	5. highly skilled workforce supporting ASN	
	6. improving relationships and behaviour, and attendance	
	7. an education system engaging in digital technology	



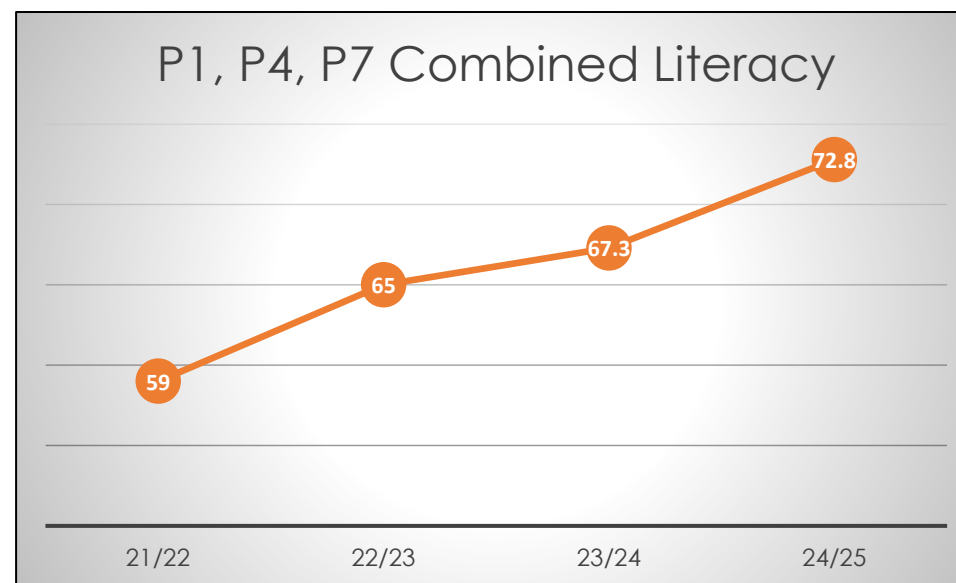
Rationale

Literacy attainment across the authority is below the national average and improvements to raise attainment are of upmost priority. The national average for combined Literacy for P1, P4 and P7 in 23/24 was 74%.

The 24/25 Achievement of a Level data for Abercromby PS shows that 72.8% of children in P1, P4 and P7 have achieved the expected levels in Literacy. This is 2.8pp above our specific literacy improvement target and 2.8pp above the Clackmannanshire Stretch Aim for P1, P4 and P7 combined literacy though slightly behind the national average.

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 keep progressing in line with the Clackmannanshire Stretch Aim, focused work on Literacy is still 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 25/26.

Throughout our Improvement Plan, key features of QI2.3 Learning, Teaching and Assessment will be threaded through to ensure that we are continually thriving to provide the best opportunities for our learners and improve outcomes for them thus resulting in improvement in attainment.

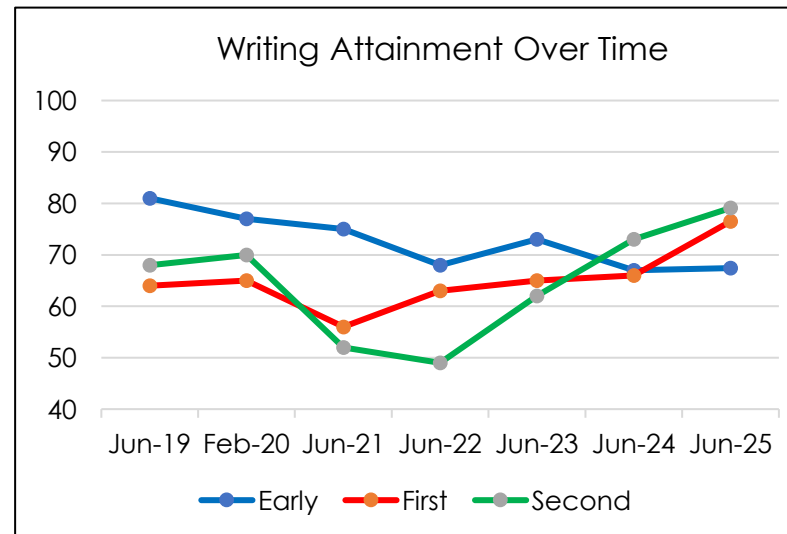




Writing

'Writing the Abercromby Way' incorporating Talk4Writing and the National Improving Writing Programme have been key features of our writing pedagogy approaches over the last two years.

The graph below shows our writing attainment over time. As can be seen, there is an upward trajectory for first and second level. This highlights the need to maintain this progress but also highlights the need to focus on writing at early level.



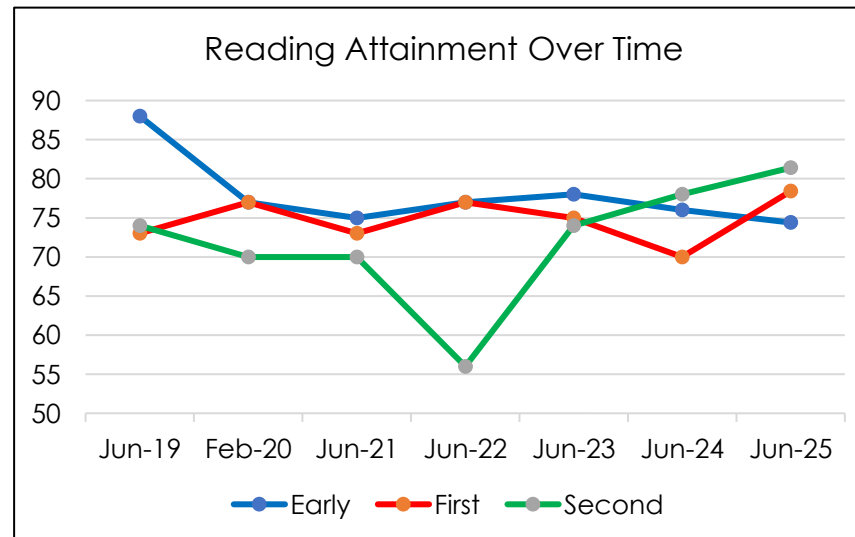
We have exceeded our combined P1, P4, P7 Writing target of 70% by 4.3pp, whilst this is great progress across the school, we are still slightly below the national average for combined P1, P4, P7 writing 76.2%. Comparing ourselves nationally to the National Attainment data from 23/24, we are 12pp behind at Early Level, 3pp above at First Level and 5.1pp above at Second Level. This again highlights the need to focus on writing within Early 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 a focus on 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, focus on using the National Improving Writing Programme 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 Writing Individual Learning Records.



Reading

'Reading the Abercromby Way' has seen a renewed focus on reading for enjoyment as we work towards our Reading Schools Accreditation. As can be seen on the graphs below, our reading attainment has decreased slightly at Early Level though has increased at both First and Second Level.



We have exceeded our combined P1, P4, P7 Reading target of 70% by 7.9pp, whilst this is great progress across the school, we are 2.6pp below the national average for combined P1, P4, P7 reading 80.5%. Comparing ourselves nationally to the National Attainment data from 23/24, we are 6.8pp behind at Early Level, 0.6pp behind at First Level and 2pp above at Second Level. This again highlights the need to focus on reading within Early Level.

We want to continue to work on reading in session 24/25 across the whole school to achieve our Reading Schools award and to maintain the upward trajectory at first and second level and with new reading approaches, a focus on phonics progression at early level into first level to alter the trajectory of attainment.

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 using Reading Individual Learning Records.



Improvement Outcomes	Measures of Success	Key Actions	Who	Timescales	Milestone Updates
QI2.3 Learning and Teaching					
By October '25, all classes will maximise learning time.	Increase in learning time evident through weekly timetables	<p>Undertake teaching staff survey to gather views L&T</p> <p>Collegiate sessions to review weekly class timetables and Learning Assistant timetables across each stage</p> <p>Introduction of structured routines for all classes using shared slides</p> <p>Explore a consistent approach to home learning across the school for literacy tasks.</p>	<p>Literacy Group and SLT</p> <p>All teaching staff</p> <p>All support staff</p>	By end of term 1	
By December '25, 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.	<p>Improved use of LI and SC observed in Quality Assurance visits (SLT and Peer)</p> <p>Learning Conversations show increased understanding of what is being learned and how to be successful</p>	<p>Collegiate sessions to explore: What is an excellent lesson? (What a good one looks like) Structure and pace Learning Intentions Success Criteria Focus on writing and reading lessons.</p> <p>Inspirational Pedagogy micro</p>	<p>Literacy Group and SLT</p> <p>All teaching staff</p> <p>Learners</p>	By end of term 2	



		<p>modules and associated learning</p> <p>Professional reading from the Teaching Delusion by Bruce Robertson</p> <p>P7 staff and Lornshill Leadership Group engage in peer visits and dialogue regarding aspects of L&T</p>			
By April '26, all staff will participate in moderation sessions to increase confidence in their professional judgement for achievement of a level at both school and cluster level.	Teaching staff views	<p>Embed key learning and teaching in all lessons</p> <p>Creation of Reading ILRs</p> <p>Consolidation of use of Writing ILRs</p> <p>Cluster Moderation opportunities prior to data uplift dates</p> <p>Campus Early Level professional dialogue prior to data uplift</p>	All teaching staff	By end of term 3	
By June '26, All staff will be more confident in their planning of learning and teaching of a literacy lesson.	<p>Teaching staff views</p> <p>Leamer views</p> <p>Quality Assurance visits</p> <p>Professional dialogue</p>	<p>Quality Assurance peer visits</p> <p>Collegiate sessions Moderation discussions</p> <p>End of session staff survey results</p>	<p>Literacy Group and SLT</p> <p>All teaching staff</p>	By end of term 4	



Literacy Interventions					
By September '25, all targeted groups will be established for reading and writing and supports timetabled.	<p>Data for Improvement TPJ spreadsheets for reading/writing</p> <p>TPJ June '25 data</p> <p>Phonics assessments</p> <p>SNSA analysis for current P2 and P5</p>	<p>Nessy for targeted learners</p> <p>Oxford Reading Buddy for all learners</p> <p>Colourful Semantics / NIWP targeted groups established</p> <p>Learning Assistant support groups</p> <p>Early Level/P1 Campus learning groups</p> <p>Phonics groups</p> <p>LAs to receive NIWP training to support in class</p>	<p>Literacy Group and SLT</p> <p>All teaching staff</p>	By end of term 1	
By October '25, all learners from P3-7 will engage in the NIWP programme to consolidate key tools for writing.	<p>TPJ June '25 data</p> <p>Baseline Tools for Writing Pareto</p> <p>Writing benchmarks</p> <p>Post intervention assessment of Tools for Writing</p> <p>TPJ Data uplift Nov '25</p>	<p>NIWP intervention using the Writing Bundle</p>	<p>Literacy Group and SLT</p> <p>P3-7 teaching staff</p> <p>Learners</p>	By end of term 1	
By December '25, almost all learners in P1 and P2 will have increased their	<p>TPJ June '25 data</p> <p>Baseline writing examples</p>	<p>Embed Active Literacy approach to teaching phonics in P1 and P2</p>	<p>Literacy Group and SLT</p> <p>P1-2 teaching staff</p>	By end of term 2	



confidence when reading and writing.	Phonics assessments Writing benchmarks Post intervention assessment of Tools for Writing TPJ Data uplift Nov '25	Colourful Semantics training 12-week intervention using Colourful Semantics Learners in P1 will have learned all initial sounds			
By June '26, attainment in Literacy across P1, P4 and P7 will improve by 5%.	TPJ Data uplift Nov '25 compared with Final achieved data June '26 Assessed writing evidence Reading / Writing Benchmarks, ILRs, Progression Pathways	All children in P1-7 will participate in Talk 4 Writing lessons and show progress in their writing. Targeted groups of learners focusing on NIWP intervention Moderation of writing across the school / campus Achievement of Reading Schools Award status	Literacy Group and SLT All teaching staff Learners	By end of term 4	



PRIORITY 2

Long Term Improvement Outcome (Aspirational, Transformational; relates to improved outcomes for learners)

- By June 2028, attainment in Numeracy across P1, P4 and P7 will improve by 10%.

NIF Priority	NIF Outcome (short version)	HGIOS 4/HGIOELC
Placing the human rights and needs of every child and young person at the centre of education	1. a globally respected, empowered, and responsive education system	1.3 Leadership of change
Improvement in children and young people's health and wellbeing	2. schools and early years settings working in excellent partnerships	2.3 Learning, teaching and assessment
Closing the attainment gap between the most and least disadvantaged children and young people	3. inclusive and relevant curriculum and assessment	3.1 Ensuring wellbeing, equity and inclusion
Improvement in skills and sustained, positive school-leaver destinations for all young people	4. high levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap	3.2 Raising attainment and achievement / securing children's progress
Improvement in attainment, particularly in literacy and numeracy.	5. highly skilled workforce supporting ASN	
	6. improving relationships and behaviour, and attendance	
	7. an education system engaging in digital technology	



Rationale

Numeracy attainment across the authority is below the national average and improvements to raise attainment are of upmost priority. The national average in 23/24 of learners in P1, P4 and P7 (combined) was 80.3%. The 24/25 Achievement of a Level data for Abercromby PS shows that 75.7% of children in P1, P4 and P7 (combined) are achieving the expected levels in Numeracy, 1.7pp above the Clackmannanshire Numeracy stretch aim (as seen in Fig.1).

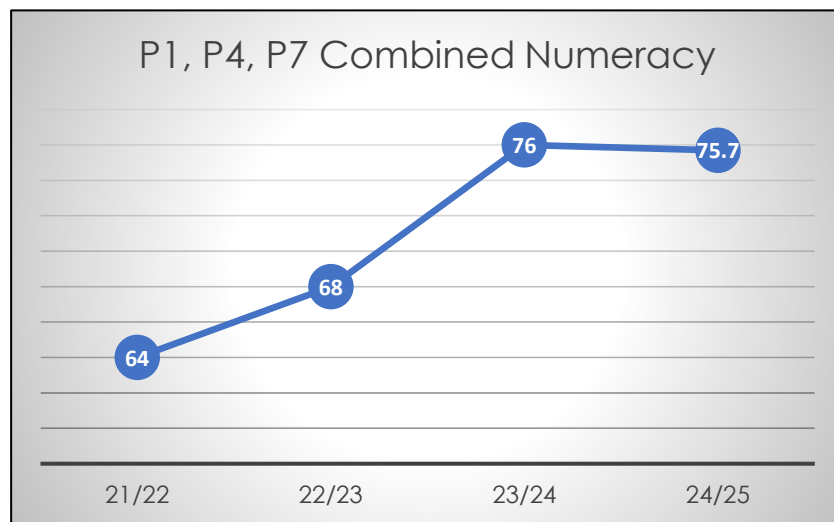


Fig 1.

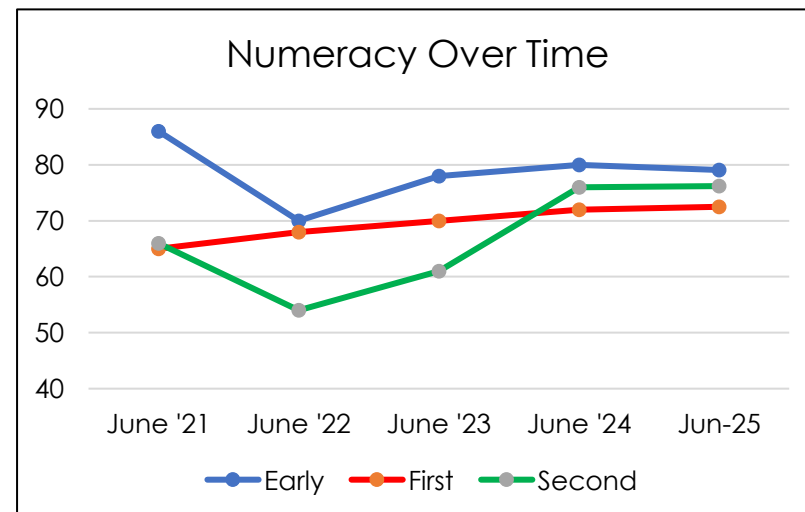


Fig 2.

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 continues to be a priority. Following the work completed last session, a consistent approach using the Concrete, Pictorial & Abstract (CPA) pedagogy will support our numeracy journey. Throughout our Improvement Plan, key features of QI2.3 Learning, Teaching and Assessment will be threaded through to ensure that we are continually thriving to provide the best opportunities for our learners and improve outcomes for them thus resulting in improvement in attainment. Family engagement and involvement will be built upon from last session too.



Improvement Outcomes	Measures of Success	Key Actions	Who	Timescales	Milestone Updates
Q12.3 Learning and Teaching					
By October '25, all classes will maximise learning time.	Increase in learning time evident through weekly timetables	<p>Undertake teaching staff survey to gather views L&T</p> <p>Collegiate sessions to review weekly class timetables and Learning Assistant timetables across each stage</p> <p>Introduction of structured routines for all classes using shared slides</p> <p>Explore a consistent approach to home learning across the school for numeracy tasks.</p>	<p>Numeracy Group and SLT</p> <p>All teaching staff</p> <p>All support staff</p>	By end of term 1	
By December '25, develop a consistent approach to excellent learning and teaching in Numeracy by establishing key elements of a lesson and building teachers skills and abilities in the delivery of quality Numeracy lessons across the curriculum.	<p>Improved use of LI and SC observed in Quality Assurance visits (SLT and Peer)</p> <p>Learning Conversations show increased understanding of what is being learned and how to be successful</p>	<p>Collegiate sessions to explore: What is an excellent lesson? (What a good one looks like) Structure and pace Learning Intentions Success Criteria Focus on numeracy</p> <p>Inspirational Pedagogy micro modules and associated learning</p>	<p>Literacy Group and SLT</p> <p>All teaching staff</p> <p>Learners</p>	By end of term 2	



		<p>Professional reading from the Teaching Delusion by Bruce Robertson</p> <p>P7 staff and Lornshill Leadership Group engage in peer visits and dialogue regarding aspects of L&T</p> <p>Implement Concrete, Pictorial and Abstract approach in lessons.</p>			
By April '26, all staff will participate in moderation sessions to increase confidence in their professional judgement for achievement of a level at both school and cluster level.	Teaching staff views	<p>Embed key learning and teaching in all lessons</p> <p>Cluster Moderation opportunities prior to data uplift dates</p> <p>Campus Early Level professional dialogue prior to data uplift</p>	All teaching staff	By end of term 3	
By June '26, All staff will be more confident in their planning of learning and teaching of a numeracy lesson.	<p>Teaching staff views</p> <p>Leamer views</p> <p>Quality Assurance visits</p> <p>Professional dialogue</p>	<p>Quality Assurance peer visits</p> <p>Moderation discussions</p>	<p>Numeracy Group and SLT</p> <p>All teaching staff</p>	By end of term 4	
Numeracy Interventions					
By September 25' all targeted groups will be established for numeracy and supports timetabled.	<p>Data for Improvement TPJ spreadsheets for numeracy</p> <p>TPJ June '25 data</p>	<p>Numberblocks groups</p> <p>Building Blocks groups</p> <p>Tackling Tables challenges</p>	Numeracy Group and SLT	By end of term 1	



	Phased assessments SNSA analysis for current P2 and P5	Sumdog challenges Learning Assistant support groups Early Level/P1 Campus learning groups			
By December '25, all teachers will evidence the CPA approach within their daily numeracy lesson.	Quality Assurance visits (SLT and Peer) Learning Conversations demonstrate increased knowledge and understanding of CPA approach	Progression of children's mental maths strategies Planning will include the CPA approach as part of the numeracy lesson Daily lessons will involve learners using the CPA approach	Numeracy Group All teaching staff Learners	By end of term 2	
By June '26, attainment in Numeracy across P1, P4 and P7 will improve by 5%.	TPJ Data uplift Nov '25 compared with final achieved data June '26 Phased assessments SNSA P1, P4, P7 Benchmarks, ILRs, Progression Pathways	All children in P1-7 will engage in numeracy lessons using the CPA approach All children will participate in daily mental maths strategies Moderation of numeracy across school, campus and cluster	All teaching staff Learners	By end of term 4	



PRIORITY 3

Long Term Improvement Outcome

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

- By June 2028, all classes will improve leadership of learning opportunities resulting in an increase in engagement and attainment.

NIF Priority	NIF Outcome (short version)	HGIOS 4/HGIOELC
Placing the human rights and needs of every child and young person at the centre of education	1. a globally respected, empowered, and responsive education system	1.3 Leadership of change
Improvement in children and young people's health and wellbeing	2. schools and early years settings working in excellent partnerships	2.3 Learning, teaching and assessment
Closing the attainment gap between the most and least disadvantaged children and young people	3. inclusive and relevant curriculum and assessment	3.1 Ensuring wellbeing, equity and inclusion
Improvement in skills and sustained, positive school-leaver destinations for all young people	4. high levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap	3.2 Raising attainment and achievement / securing children's progress
Improvement in attainment, particularly in literacy and numeracy.	5. highly skilled workforce supporting ASN	
	6. improving relationships and behaviour, and attendance	
	7. an education system engaging in digital technology	



Rationale

Following our ongoing self-evaluation using How Good Is Our School? we identified gaps in our approaches to learners leading learning:

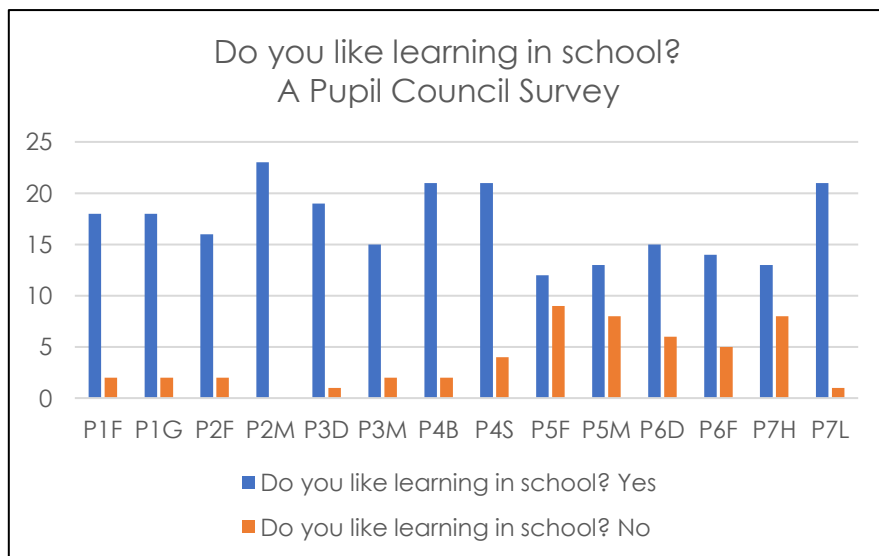
Q11.3 Leadership of change- Develop effective ways to increase levels of learner consultation during Improvement Planning and other school changes.

Q12.3 Learning, Teaching and Assessment-

- There is a need for children to be more involved in the development of success criteria to ensure that they are clear of how they will be able to judge their success.
- To upskill staff and ensure they feel confident to provide more opportunities for learners to co-construct success criteria.
- There is a need for greater learner voice through contextual learning with learners determining what they are going to learn and how they want to learn.
- To develop a new and updated learners plan to support at the start of every learning context.

This was also highlighted as an area to consider following our Validated Self-Evaluation visit in February 2025.

When the Pupil Council surveyed all learners in our school to contribute to the Standards and Quality report, 286 learners of our 314 school roll participated in the survey, providing a completion rate of 91.1%.



81.8% of learners reported that they like learning in school however 18.2% said they didn't like learning in school. When we looked at this data in further detail, 71.2% who did not like learning were from the upper stages. This led to a discussion with the Pupil Council representatives about why they thought this was the case. They suggested that we should look at what they were learning about and how learning could be made more interesting and exciting. There was also suggestion that some learners find learning hard and this is why they may have said they don't like learning. One final suggestion was to introduce a 'Passion Project' that some of our P4 learners were completing as part of their teacher's Practitioner Enquiry. The representatives thought that that by choosing a topic or something you are interested in would be more exciting to learn about.

And so our learners leading learning journey begins...



Improvement Outcomes	Measures of Success	Key Actions	Who	Timescales	Milestone Updates
QI2.3 Learning and Teaching					
By October '25, all learners will have the opportunity to contribute ideas in relation to their learning.	Pupil Council survey data from May '25 Baseline survey about learning using HMle questionnaire	Discussions in all classes about learner voice, what it means and how important it is and its links to UNCRC. Discussions in all classes about how learners can be involved in leading their own learning in class and in school. JLTs established across the school	All teaching staff Learners	By end of term 1	
By Dec '25, all staff will engage in professional learning with a focus on QI2.3 linked to IDL learning.	Improved understanding of Learner Voice	Collegiate sessions to explore: Engagement and Participation Learner Voice Relevance Professional learning completed by all staff using Inspirational Pedagogy Learners Leading Learning micro modules	All teaching staff	By end of term 2	
By April '25, all learners will have completed a Passion Project in school.	Evaluations from learners on completion of their passion project Sharing the Learning events	P1&2 Teacher supported project with whole class P3&4 Teacher supported group projects	All teaching staff Learners Families through home learning	By end of term 3	



		P5-7 Child led projects			
By June 2028, all classes will improve leadership of learning opportunities resulting in an increase in engagement and attainment.	Learners leading learning approach will be evident in Term 4 IDL Learning Conversations HMle learner questionnaire for comparison	Term 4 IDL incorporating learner voice Junior Leadership Teams embedded into P7 practice and throughout the school including Pupil Council, Improvement Planning groups	All teaching staff Learners	By end of term 4	



Self-Evaluation Core Quality Indicators over time (Microsoft Form also to be updated)

Core QI	Establishment Self Evaluation (1-6)			Validated Self Evaluation	HMIE
	22-23	23-24	24-25	Date: Feb '25	Date: n/a
1.3 Leadership of Change	4	4	5	4	
2.3 Learning, teaching and assessment	3	3	4	3	
3.1 Ensuring wellbeing, equality and inclusion	4	4	5	3	
3.2 Raising attainment and achievement/ Securing children's progress	3	3	4	3	