

Abercromby Primary School



Standards and Quality Report 2025 – 2026

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 and Tulach ELC. 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, the Orchard Care Home and St. Serf's Church. Abercromby PS is the largest of the four schools within Tullibody.



Our school

In session 2025-2026, Abercromby Primary had a roll of 325 learners, this fluctuated across the year as learners moved into or out of the area and other learners submitted placing requests to transfer into the school. 157 of our learners are female (48.3%) and 168 are male (51.7%).

At Abercromby, 49.2% of learners are living in SIMD 1-2 known as Quintile 1 (Q1) and 25.2% of learners are living in SIMD 9 and 10, known as Quintile 5 (Q5).

At Abercromby PS, 32.6% 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.

32.6% 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 developed strong, positive relationships with our families, and continually strengthening these through a wide range of activities and events across 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 2025-2026 is a summary of the performance of our school with specific reference to the priorities we set ourselves in August 2025. 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
- HGIOS Self-evaluation with learners across the school
- Whole school survey to gather feedback – parents/carers
- 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 2022-2023. 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.

2021-22	2022-23	2023-2024	2024-2025	2025-2026
92.6%	92.45%	92.97%	93.3%	93.7%

Our average attendance as at 5th June is 93.7%. This is an increase of 0.4 percentage points compared to last year. Clackmannanshire Council's attendance stretch aim for primary schools is 94.3%.

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	92.6%	71.2%
Q5	96.4%	5.1%
Attendance Gap	3.8pp	66.1pp

The attendance gap has closed by 0.3pp and the attendance under 90% gap has not closed compared to last year's data.

Late Coming

As of 5 June, 51 children (across 39 families) have been late on 10 or more occasions, with 27 children (across 19 families) late 20 or more times. Improving punctuality will remain a key focus in the new session, particularly for those learners with 20 or more late arrivals. Learners attending through Placing Requests make up 23% of this group, which has a notable effect on our overall figures.

On close analysis, there is also a difference in late coming between families experiencing the most and least disadvantage, 72.5% of those late 10 or more times are children in Q1 and only 5.9% for Q5 children. There is a late coming gap of 66.6pp, this gap has closed by 10.9pp compared to last year's data.

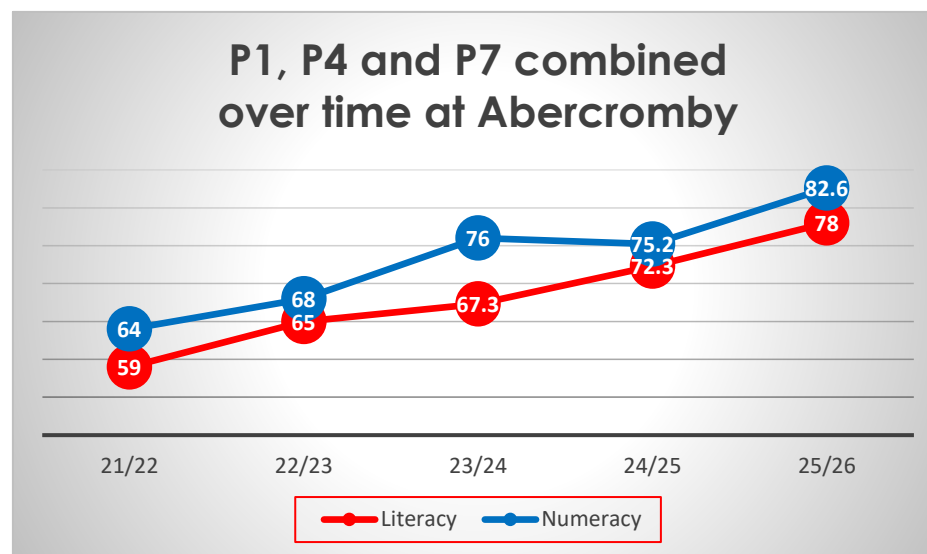
The data reinforces the importance of further developing our partnership work with families, particularly those with Placing Requests into Abercromby. In session 26/27, we will continue to implement whole-school strategies and targeted interventions to improve late-coming and attendance, ensuring alignment with our improvement priorities and the Clackmannanshire attendance stretch aim.

Attainment

Our Attainment Over Time information from 2022 - 2026 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-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
Jun-26	93.5	76.7	81.4	80.4	74.4	81.4	93.5	93	95.3	84.8	76.7	86

In 2025/26, our children's attainment rose in Literacy and Numeracy as outlined below.



78% of children in P1, 4 and 7 achieved combined literacy in academic session 2025/26, an increase of 5.7pp compared to data in 2024/25.

82.6% of children in P1, 4 and 7 achieved numeracy in academic session 2025/26, an increase of 7.4pp compared to data in 2024/25.

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

We have exceeded Clackmannanshire Stretch Aims in Literacy by 2pp and Numeracy by 3.6pp. We have also exceeded the National levels.

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 7.4pp

Writing has increased by 19.4pp

Talking & Listening has increased by 6.3pp

Numeracy has increased by 25pp

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 1.7pp

Writing has increased by 9.4pp

Talking & Listening has increased by 3pp

Numeracy has increased by 6.7pp

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	70.1%	79.1%
Q5	90.6%	93.8%
Attainment Gap	20.5pp	14.6pp

We have closed the attainment gap in literacy by 1.1pp and numeracy by 2.7pp compared to last year's attainment data.

Wider Achievement

As a school, 25/26 has been a productive year!

We have already achieved our Silver Rights Respecting Schools Award so this session has seen us begin the journey to Gold.

We have achieved our Emotion Works Bronze Award.

We have our Reading Schools Core Accreditation, acknowledging the work we have done in building and sustaining a reading culture. We are already on our journey to achieving Silver due to some of the activities we currently engage in.

We have achieved our Speech and Language Therapy Visual Environment Bronze Award.



We celebrate our Abercromby All Stars at every assembly, recognising our learners' achievements out of school. Our families share these achievements through Dojo or informal chats in the playground and the children are given a star!



Junior Leadership Teams have been established in school with 43 learners across Primary 7 taking on a variety of leadership roles across the school. These include House Captains, Sports Captains, Pupil Council, Abercromby Savers, Literacy Leads and Numeracy Champions. Learner feedback indicates increased confidence in speaking to groups and contributing to decision making processes.

I liked getting views from all the classes and helping make decisions to change the school.

Pupil Council JLT

Being in the family learning team has helped me to develop my skills as a role model to younger pupils. It is so much fun working with children and their families.

Family Learning JLT

I liked making decisions about the school. It has given me confidence to read aloud in front of people.

House Captain JLT

I have liked the responsibility of collecting all the money from around the school. I liked getting to chat to pupils and their parents about joining the bank at family learning events, as it helped develop my confidence and social interactions.

Abercromby Savers JLT

Learners reported increased confidence through participation in a stage assembly, this year with our families as an audience during our Family Learning sessions. Family feedback and staff observations also highlighted improved confidence and performance skills- "The children were great in their delivery of their topic." P6 parent and "Fantastic performance, very informative and well presented with great enthusiasm." P3 parent.

Every year we encourage our families to complete our Whole School Feedback survey. This year, our engagement was 92 compared to 83 last year. 88% of responses report that they are satisfied with the school and 87% would recommend Abercromby to others. These are a few comments shared by our families about being in Abercromby-

They are doing really well and the environment in the school is great. I'm proud my children go to Abercromby!

Even though it's a very large school it's like a big family. The teachers know their children well and are always there to help.

It's more than just a school it's a community and family. Everyone is made to feel welcome.

My child loves going to school and learning. This is down to all the staff doing such a great job. We really appreciate how good an experience our child has had at Abercromby.

All staff at the school gave the children's best interests at heart and it feels like they all really care about all the children.

Our learners throughout the year, participate in local community events including the Tullibody Lights Switch On and the Dementia Walk organised by the local care home who we visit regularly to develop intergenerational learning.

Section B3: Evaluation of each Improvement Priority

Improvement Priority: Literacy

By June 2028, attainment in Literacy across P1, P4 and P7 will improve by 10% (baseline 72.8%)

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 2028, attainment in Literacy across P1, P4 and P7 will improve by 10% (baseline 72.8%)

Year 1- By June '26, attainment in Literacy across P1, P4 and P7 will improve by 5%.

We have achieved this outcome based on our teacher professional judgements with 78% attainment in Literacy across P1, P4 and P7. We have exceeded our combined P1, P4, P7 Literacy target of 77.8% by 0.2pp. Our combined attainment in Literacy is 2pp above the Clackmannanshire stretch aim and 3pp above the national average for 24/25. The detail below shows the progress, impact and next steps for Literacy.

Progress and Impact

Targeted Writing Interventions

The strategic establishment of targeted writing intervention groups across all stages- enhanced by collaborative delivery alongside Principal Teachers and rigorous extended leadership oversight- has successfully raised literacy attainment and closed identified learning gaps. By aligning support directly with CfE benchmarks and maintaining a focus on "light green" and vulnerable cohorts, these data-driven interventions have proven highly responsive and adaptable. The impact of this framework is explicitly evidenced by tracking records and Teacher Professional Judgment (TPJ) data, which confirm that the majority of targeted learners have made good progress. Most notably, this targeted approach culminated in achieving our target, with 78% of learners across P1, P4, and P7 combined now successfully attaining the expected level in writing.

National Improving Writing Programme (NIWP)

The widespread roll-out of the National Improving Writing Programme (NIWP)—driven by the professional learning of almost all staff, including three Principal Teachers and three trained learning assistants—has successfully established greater pedagogical consistency and a stronger shared understanding of effective writing instruction across the school. The phased implementation across P3–P7, utilising both whole-class approaches and targeted learning assistant interventions, has directly resulted in measurable progress toward CfE benchmarks for most participating learners. Robust quality assurance, professional dialogue, and moderation procedures confirm that this collaborative approach has translated into classroom practice, ultimately driving up writing attainment and ensuring a highly reliable, data-informed framework for tracking our learner's success.

Moderation of Writing

Robust school moderation activities have successfully strengthened staff capacity, resulting in almost all teachers demonstrating increased confidence and accuracy in assessing achievement of a level in writing. This collaborative focus, underpinned by high-quality professional dialogue during tracking and monitoring meetings, has established strong consistency and secured reliable TPJs across all stages. This enhanced accuracy has enabled staff to identify learner needs more precisely and plan targeted interventions more effectively. The direct impact of this assessment framework is evidenced by an upward trend in literacy attainment, with 78% of learners across P1, P4, and P7 now successfully achieving expected levels.

Targeted Reading Interventions

The establishment of targeted reading interventions across all stages- strengthened by collaborative teaching partnerships with PT and leadership oversight—has successfully closed learning gaps, particularly for "light green" learners and those requiring support to sustain progress. This highly responsive framework, tightly mapped to CfE benchmarks and adapted through robust tracking and monitoring, has delivered an impact on literacy attainment. TPJ data confirms that the majority of targeted pupils made good progress, culminating in 84% of learners across P1, P4, and P7 combined achieving expected levels in reading, thereby exceeding the school target. This success has been further consolidated by successfully embedding *Oxford Reading Buddy* across almost all classes, utilising its digital tracking data to sharpen comprehension skills and target next steps in learning. 85% of parental responses strongly/agree that reading initiatives have had a positive impact on their child's reading progression.

Early Level Phonics and Active Literacy

The embedding of Active Literacy approaches at the Early Level has been highly effective, resulting in almost all Primary 1 learners developing secure knowledge of initial sounds and strong blending capabilities. Quality tracking data demonstrates that pupils confidently decode and blend consonant-vowel-consonant (CVC) words, with almost all successfully transferring and applying these foundational skills to more complex four-letter words containing taught phonemes. The impact of this pedagogical approach is clearly evidenced in outstanding attainment outcomes, with 93.5% of Primary 1 learners successfully achieving expected Early Level (E3) in reading.

Collegiate Sessions on Effective Learning and Teaching Practice

The delivery of in-depth, collegiate professional learning on the elements of effective practice has successfully enhanced the quality of learning and teaching in literacy by firmly embedding pedagogical approaches- including cognitive science, retrieval practice, high-quality feedback, and questioning- into staff practice. Staff evaluations and professional dialogue robustly demonstrate that this universal input has significantly increased teacher confidence in planning and delivering highly engaging, structured, and responsive literacy lessons. Crucially, this has resulted in a much sharper focus on effective pedagogy and learner progression across the school, directly supporting more precise differentiation and challenge to meet the diverse needs of all learners.

Instructional Coaching Training

Initial engagement with Instructional Coaching training has successfully developed a shared understanding of effective coaching principles among a key cohort of staff. This targeted professional learning has proven effective in building staff confidence to participate in rigorous professional dialogue, practice reflective teaching methods, and use evidence to drive classroom improvements. While currently in its early stages of implementation, this initiative has already generated a heightened awareness of coaching methodologies and demonstrated clear potential to enhance classroom practice and overall learner outcomes as the approach scales across the school.

Literacy Next Steps

To build upon current attainment and sustain the impact of recent improvements, the following priorities have been identified for the next session:

- Targeted Interventions & Curriculum Delivery: Maintain targeted writing and reading intervention groups as a core focus across all stages. The National Improving Writing Programme (NIWP) will be deployed as a whole-class intervention in Term 1 across P3–P7 to embed key writing tools, with all remaining teaching and learning assistant staff trained in the programme.
- Active Literacy & Digital Tools: Continue embedding Active Literacy phonics approaches and systematically extend these methodologies into Primary 2. *Oxford Reading Buddy* will remain embedded across all stages, with a refined, consistent approach developed to maximise its impact as a home-learning tool and strengthen the school-to-home learning bridge.
- Assessment & Moderation: Sustaining robust internal moderation practices will remain a priority to maintain high levels of confidence, consistency, and accuracy in TPJ.
- Professional Learning & Instructional Coaching: Drive continuous pedagogical improvement through a structured model of collaborative planning, peer observation, and deeper focus on core elements of effective practice (questioning, feedback, modelling, and challenge). A small cohort will undertake the Instructional Coaching process in Term 1, sharing insights at collegiate sessions before cascading the framework school-wide through peer observation quality assurance activities.
- School Improvement Literacy Initiatives: Work towards achieving the Scottish Book Trust Silver Reading Schools Award and develop a consistent, progressive whole-school approach to spelling.

Pupil Equity Fund

Progress and Impact

Digital Resources

Using Pupil Equity Funding to purchase literacy digital resources- Nesy and Oxford Reading Buddy- has had a highly successful impact on learner motivation, confidence, and literacy fluency across the school. The targeted use of Nesy across the school, has effectively strengthened learners' word recognition, phonics, and core knowledge of spelling patterns and as a result, learners are noticeably more enthusiastic, confident, and engaged when applying decoding strategies. Simultaneously, the regular embedding of Oxford Reading Buddy has proven highly effective in consolidating core comprehension and independent reading skills both in the classroom and at home; this has significantly enhanced parental engagement by providing a transparent, accessible bridge for families to support learning and provides highly positive pupil feedback.

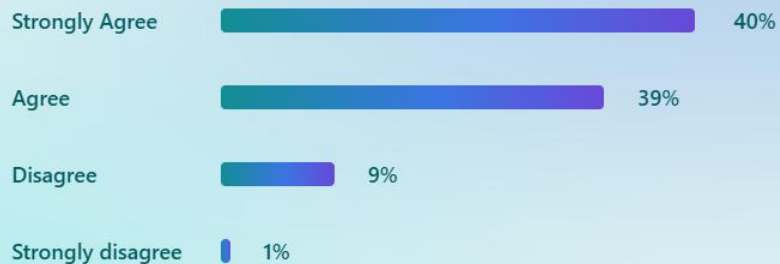
"The use of Oxford Reading Buddy has further supported learners' engagement and development of key reading skills, particularly comprehension" Class Teacher.

Participatory Budgeting (PB)

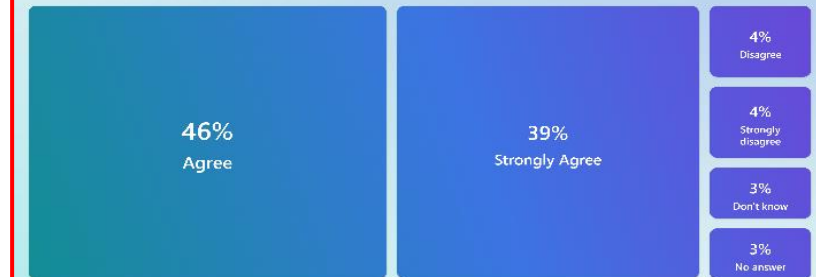
Through a robust PB process, 1% of our Pupil Equity Funding was successfully allocated to empower our school community, focusing directly on parent and learner priorities in core skills. This targeted spend was utilised to acquire high-quality literacy and numeracy resources. The deployment of the new literacy resources, particularly in the Early Level, has had an impact on attainment. Diagnostic and formative assessment data highlights a marked increase in decoding skills, reading fluency, and vocabulary among targeted learners.

Our PEF priority was to focus on reducing the Poverty Related Attainment Gap across Reading at P4 and Writing at P2, P3, P4. Our data shows that the attainment gap in literacy has reduced for p3 writing has increased at the other stages.

Have the Sharing the Learning events improved your understanding of how to support your child in literacy?



Have reading initiatives (e.g. reading challenges, class novels, book fairs, home reading) had a positive impact on your child?



My child enjoys spelling and talks about literacy and learning different grammar and comes home and I am learning from him 😊. He enjoys learning new things and really thrives at school.

P7 parent

My daughter in p1 has grown in confidence in her reading since starting by receiving extra advice/support from her teacher. She has had the best start in this regard and how she reads her books now is just amazing.

P1 parent

I've noticed a big jump in reading this year. The reading books home are getting more advanced. I enjoy doing this with my child. Their reading level has greatly improved.

P3 parent

My child loves books which makes it easier, but I like that they have managed to progress in class, despite being of a different level than other students.

P2 Parent

I enjoy reading in class during ERIC and with my reading group. I understood my class novel better when I was able to answer the comprehension questions. I particularly enjoyed learning about visualisation.

P4 learner

Reading intervention groups have been an important aspect of our approach, allowing targeted support to be provided for learners working towards specific reading benchmarks. These groups have enabled staff to focus on identified gaps in learning and ensure appropriate challenge and support are in place to support progression.

Class Teacher

I enjoy creating my own stories during writing, the model text helps me with keeping on task. I think that learning about lots of different genres has helped me improve my writing. I have enjoyed learning about different vocabulary to make my writing better.

P4 learner

The use of NIWP at the beginning of the year helped to establish strong foundations in writing. Regular revisiting of this framework with individual learners has supported ongoing improvement in writing outcomes- Class Teacher

School Improvement Priority: Numeracy

By June 2028, attainment in Numeracy across P1, P4 and P7 will improve by 10% (baseline 75.2%)

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 2028, attainment in Numeracy across P1, P4 and P7 will improve by 10% (baseline 75.2%)

Year 1- By June '26, attainment in Numeracy across P1, P4 and P7 will improve by 5% (baseline 75.2%).

We have achieved this outcome based on our teacher professional judgements. We have achieved the target of increasing by 5% and exceeded our combined P1, P4, P7 Numeracy by 2.4pp. Our combined attainment in Numeracy is 3.6pp above the Clackmannanshire stretch aim and 2.6pp above the national average for 24/25. The detail below shows the progress, impact and next steps for numeracy.

Progress and Impact

Numeracy Pedagogy and Effective Practice

The universal delivery of in-depth professional learning on the elements of effective practice has successfully transformed the planning and delivery of numeracy, with an attitudes survey confirming that most teachers have gained significant confidence in designing engaging, structured, and responsive lessons. By deeply embedding core pedagogical approaches—such as cognitive science, retrieval practice, high-quality feedback, and strategic questioning—staff are now equipped to provide more precise support and challenge. Crucially, the school-wide implementation of the Concrete-Pictorial-Abstract (CPA) approach is now highly evident across all classrooms; this strategic development has achieved a direct, positive impact on the learner experience, with pupils reporting noticeably higher levels of engagement and enjoyment in their numeracy learning.

Targeted Numeracy Interventions

The strategic implementation of targeted numeracy interventions has proven highly effective, driving significant progress and successfully meeting the school's improvement objective. This rigorous, data-informed approach directly resulted in 82.6% of learners across P1, P4, and P7 combined achieving their expected milestones, as validated by robust Teacher Professional Judgment (TPJ) data. Crucially, this high level of attainment represents an overall improvement of 5% in numeracy across these key transition stages, demonstrating that targeted small-group support has had a measurable, positive impact on raising attainment and successfully closing identified learning gaps.

Numeracy Next Steps

To build upon recent attainment gains and continually improve classroom practice, the following priorities have been identified for session 26/27:

- Targeted Interventions & Capacity Building: Maintain targeted numeracy intervention groups across all stages as a core strategy for raising attainment. This will be supported by providing ongoing training to all support staff to ensure high levels of confidence and consistency in delivering these focused interventions.
- Data-Driven Planning: Enhance the use of data by supporting teachers to effectively analyse and assess their tracking data, enabling more precise identification of next steps and the planning of responsive learner supports.
- Collaborative Professional Learning: Continue to facilitate structured opportunities for professional dialogue, peer observation, and collaborative planning to further embed high-quality numeracy pedagogy across the school.
- Deepening Pedagogical Practice: Provide focused opportunities for staff to unpack and refine specific elements of effective learning and teaching—such as strategic questioning, modelling, high-quality feedback, and robust support and challenge—in order to deepen understanding and strengthen classroom delivery.

Pupil Equity Fund

Progress and Impact

Digital & Mental Math Resources

The strategic investment in *Tackling Tables* and *Sumdog* has had a highly successful impact on learner motivation, confidence, and mathematical fluency across the school. The frequent, widespread utilisation of *Tackling Tables* has effectively strengthened learner's quick recall and core knowledge of multiplication facts, with classroom visits and daily class teacher observations confirming that learners are noticeably more enthusiastic, confident, and engaged when reciting their times tables. Simultaneously, the regular embedding of *Sumdog* has proven highly effective in consolidating core numeracy skills both in the classroom and at home; this has significantly enhanced parental engagement by providing a transparent, accessible bridge for families to support learning. The positive impact of this dual-resource approach is robustly validated by rising assessment scores, active participation in national competitions, and highly positive pupil feedback, all of which demonstrate increased competence and a vastly improved attitude toward mathematics.

Participatory Budgeting (PB)

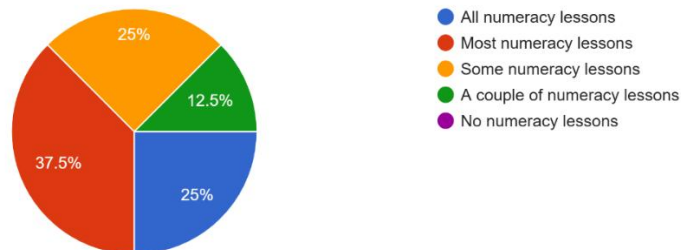
Through a robust Participatory Budgeting (PB) process, 1% of our Pupil Equity Funding was allocated to address parent and learner priorities, focusing directly on equity in both literacy and numeracy. This targeted spend was successfully utilised to acquire high-quality concrete materials designed to fully embed the Concrete-Pictorial-Abstract (CPA) approach across early and first-level numeracy. As a result, the PB process has significantly enhanced community ownership and stakeholder voice in our PEF spending. Early impact data indicates increased learner engagement during numeracy sessions, with the structured CPA resources providing essential scaffolding that is effectively narrowing the attainment gap for targeted pupils. Staff report greater confidence in deploying tactile manipulatives to secure foundational mathematical concepts before transitioning learners to abstract thinking.

Attainment Gap

Our PEF priority was to focus on reducing the Poverty Related Attainment Gap across Numeracy at P4. Our data shows that the attainment gap in numeracy has widened due to an increase in attainment of Q5 learners.

How often do you include CPA approaches in your numeracy planning?

8 responses



As you can see from the chart above, all teachers are embedding CPA within their numeracy lessons with the majority using CPA within all or most lessons.

CPA feedback

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*

This approach certainly helps learners to do, see and symbolise.

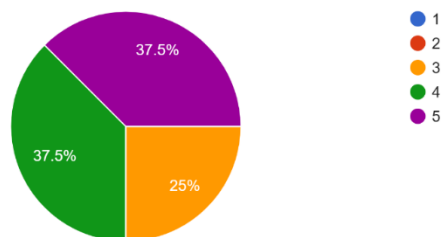
I feel like CPA has had a positive impact on the learning in my classroom.

Learners have responded well to using concrete materials. I have been using them at the beginning of new concepts before moving on.

Classroom Teacher

How confident are you in including CPA approaches within your numeracy planning? (1 = not very confident, 5 = very confident)

8 responses



As you can see from the pie chart above, most teachers report to feel confident or very confident using CPA approaches.

Targeted Interventions

Building Blocks helped with my times tables because we would play some games that helped us practise. I liked getting the extra practise.

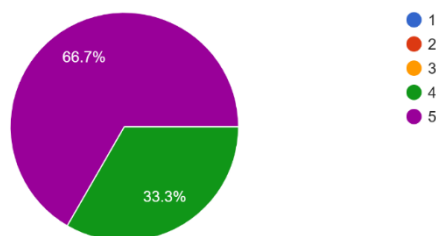
I liked Building Blocks because we did fun things and it helped it was that a smaller group. *P5 Learners*

Attending Building Blocks has helped learners feel more confident, 'Building Blocks has helped learners feel more confident, more resilient, and more willing to try different strategies when they get stuck.'

Learning Assistant

How confident do you feel delivering numeracy small group interventions? (1 = not confident, 5 = very confident)

3 responses



As you can see from the responses from the Learning Assistants to the above survey, 100% felt confident or very confident delivering small group interventions.

School Improvement Priority: Learners Leading Learning

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

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

Passion Projects

The successful implementation of Passion Projects across all classes has effectively fostered learner autonomy and increased active engagement, with pupils demonstrating strong ownership through leading their own planning, research, and presentations. Evaluative evidence from teacher feedback, learner reflections, and cross-stage learning walks highlights a significant increase in pupil confidence, motivation, and enthusiasm. This positive impact extended beyond the classroom, with sustained interest prompting some learners to independently continue their research at home with family involvement. Furthermore, the collaborative nature of the projects successfully enhanced enjoyment and accessibility for many pupils, while the strategic use of external working walls and learning walks effectively promoted self-reflection and successfully shared progress across the wider school community. 47% of parents shared that their child had talked about their passion project learning at home with feedback shared "How excited they were about their different passion projects.", "That they were excited to learn more and develop their passion project." and "Excited that they get to choose!" This feedback highlights the impact the passion projects had on the children.

Junior Leadership Teams

Embedding our Primary 7 Junior Leadership Groups, alongside the continuation of the Pupil Council and Rights Respecting Schools Group, has effectively enhanced pupil voice and fostered a strong culture of leadership and citizenship across the school. All Primary 7 learners have been empowered to make meaningful decisions and lead high-impact initiatives, demonstrating significant responsibility by organising fundraising and curricular events like World Book Day, leading playground games for younger peers, and collaborating with the Parent Council on a school garden project. Crucially, their leadership extended to strategic school improvement, evidenced by the Pupil Council gathering peer feedback to inform Participatory Budgeting purchasing decisions, sharing insights directly at staff meetings, and actively participating in the recruitment process for the Depute Headteacher. Evaluative feedback confirms that these authentic leadership opportunities have significantly strengthened learners' confidence, decision-making skills, and sense of ownership over their school environment.

Professional Learning

All teaching staff engaged in highly effective professional dialogue and reflection focused on strengthening learner agency and pupil voice, resulting in a shared understanding of how to empower pupils to lead their own learning. This internal collaboration was successfully enhanced by a few teachers participating in the HMle Pupil Leadership webinar, which facilitated valuable outward-looking reflection against national standards of effective practice. Evaluative evidence demonstrates that this combined engagement in national training and professional discourse has successfully refined school-wide approaches, creating a more robust, informed framework for embedding authentic pupil voice and learner leadership across all stages.

Learners Leading Learning Next Steps

To build upon recent attainment gains and continually improve classroom practice, the following priorities have been identified for session 26/27:

- Evaluating and Sustaining Independent Learning: Conduct a comprehensive whole-school evaluation of Passion Projects to measure long-term impact, while embedding protected time across all stages to sustain and deepen independent learning.
- Expanding Pupil Leadership and Voice: Expand leadership groups across more stages and introduce dedicated, monthly whole-school meetings led by senior Pupil Council representatives to systematically strengthen pupil voice.
- Developing Professional Practice: Continue to build staff and learner understanding of learner agency by engaging with the *Inspirational Pedagogy: Learners Leading Learning* micro-modules.
- Enhancing Early Years and Playful Pedagogy: Develop learner voice through Playful Approaches, running alongside the targeted embedding of Play Pedagogy in Primary 1 and Primary 2 to maximize early years engagement and active learning.
- Raising Profile and Celebrating Success: Raise the visibility and profile of ongoing opportunities for learner voice and leadership through dedicated whole-school displays.

I have really enjoyed doing the Passion Projects this year as we could pick what we wanted to do.

P4 Learner

I liked that all of our ideas were listened to.

P4 Learner

Did the Passion Project lead to any extra learning, activities or research at home?

Using Google to find out more information on anything she was working on asking more questions!

P5 parent

My child was keen to research for his own learning at home as well as following what's been discussed in class.

P3 parent

I liked learning new things that we wouldn't normally because it was our choice.

P6 Learner



Learners were extremely engaged and motivated, showing enthusiasm for all aspects of learning.

Class Teacher

Additional SIP priority- Health and Wellbeing

Whilst no specific target was created for Health and Wellbeing, a large amount of work has been completed over the session.

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

UNCRC (Rights Respecting Schools)

The strategic re-establishment of the Rights Respecting Schools (RRS) steering group, featuring all class representation, has successfully enhanced learner voice and driven significant progress towards our journey to achieve our Gold Award. Through the creation and implementation of the "Article of the Week" planner, rights-based language is becoming deeply embedded across all stages, effectively increasing most learners' awareness of global and personal rights. This educational focus has successfully extended into the wider community through growing family engagement with Class Dojo challenges and the purposeful inclusion of UNCRC tasks within homework grids, creating a highly effective bridge that promotes meaningful discussions about children's rights within the home environment. 80% of parental feedback sharing they feel more informed about the UNCRC Article of the Week with 62.5% of parents sharing this prompted further discussion at home.

Emotion Works

Targeted efforts to develop emotional literacy have been validated by successfully achieving the Emotion Works Bronze Award, with robust frameworks now in place to secure the Silver Award early next session. The universal delivery of a focused introductory block, reinforced by consistent classroom "cog" displays, has established a highly visible and shared vocabulary across the school. The complete embedding of the "Reflection Zone," augmented by an online digital tracking form and updated staff restorative lanyards, has significantly increased the consistency of behaviour conversations and streamlined individual support planning during periods of learner dysregulation. Furthermore, the active integration of these resources into "Sharing the Learning" events has successfully heightened parental awareness, fostering a more collaborative and unified approach to emotional literacy between school and home.

Health and Wellbeing Planning

Staff consultation has led to a responsive, progressive overhaul of the Health and Wellbeing (HWB) planners for an August 2026 rollout, ensuring the curriculum directly addresses evolving learner needs. The creation of a dedicated Relationships, Sexual Health and Parenthood (RSHP) framework provides a clear, progressive structure for delivering sensitive topics at age-appropriate stages, while strategic adjustments ensure that

Emotion Works is naturally revisited throughout the year to support key transitions. The impact of this work is further evidenced externally, with the school's HWB Lead contributing directly to the rewriting of Clackmannanshire Council's overarching Health and Wellbeing Strategy to build regional consistency.

Positive Relationships and Behaviour

A rigorous, consultative review of the Promoting Positive Relationships and Behaviour Policy has culminated in a modernised 6-step approach with corresponding classroom visuals, set for full implementation in August 2026 to guarantee a predictable, supportive environment for all pupils. Systemic consistency has been further strengthened through the continuous refinement of individual Positive Behaviour Plans (PBPs), which are systematically shared across the entire staff team to ensure uniform support strategies. The seamless integration of these updated PBPs into class transition handovers and Team Around the Child (TAC) meetings has successfully improved equity and communication, ensuring all stakeholders—including families—are fully aligned in supporting individual learner needs.

Health and Wellbeing Next Steps

To build upon the progress made this session, the following priorities have been identified to drive improvements across the next academic year:

- **UNCRC (Rights Respecting Schools):** Maintain momentum toward achieving the UNICEF Gold Award, with the formal Gold Accreditation visit scheduled for January 2027. The RRS steering group will continue to meet regularly to champion pupil voice, supported by the introduction of student Peer Mediators. A dedicated "Article of the Week" noticeboard and a UNCRC library area will be established within the Reflection Zone to further embed rights-based language.
- **Emotion Works:** Prioritise the submission of the Silver Award application early in the new session. To ensure a robust data picture, the school will develop and implement formal tracking, monitoring, and assessment to measure learners' emotional literacy and depth of understanding.
- **Curriculum Planning & Quality Assurance:** Formally roll out the updated, progressive Health and Wellbeing planners in August 2026. Leadership will conduct ongoing HWB Quality Assurance discussions with staff throughout the year to gather feedback, evaluate the impact of the new curriculum, and make responsive adjustments as required.
- **School Values:** Plan and implement a comprehensive relaunch of the school values to ensure they remain vibrant, visible, and deeply embedded across all levels of the school community.

I find the Reflective Conversation script on my lanyard, really useful when dealing with issues in the playground. The children respond well to the questions because they are used to them as everyone is using the same language and singing off the same hymn sheet.

Learning Assistant

I like doing the Rights Around the World because it teaches me about how other children live and what rights they have but don't have at the same time

P5 Learner

I really enjoy discussing the Article of the Week with my class and have been really impressed with the mature conversations that have come from it. It is clear to see that children are being more aware of their rights and how the UNCRC has an impact on themselves and the wider world.

Class Teacher

By identifying possible triggers, supportive strategies and appropriate responses they help create a calmer, more supportive environment where pupils feel understood and staff feel better equipped to deal with dysregulation.

Class Teacher

PEF Improvement Priority: Attendance and Punctuality	
<u>Attendance</u> To improve the attendance rate to reduce this attendance gap between our Q1 and Q5 learners with an attendance of below 90% to 58 percentage points by June 2026.	<u>Late coming</u> To improve late coming by reducing the gap between our Q1 and Q5 learners who have been late 10 or more times, to 72 percentage points by June 2026.
Progress and Impact <u>Attendance</u> Our average attendance as at 5th June is 93.7%. This is an increase of 0.4pp compared to last year however, Clackmannanshire Council's attendance stretch aim for primary schools is 94.3% so we have not 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 92.6% and children in Q5 having an overall attendance of 96.4%. This is an attendance gap of 3.8pp. 59 children have an attendance of lower than 90% which equates to 18% of our school. 71.2% of children living in Q1 have an attendance rate lower than 90% whereas only 5.1% of children in Q5 have an attendance rate lower than 90%. The attendance gap is 66.1pp. Despite increasing our whole school attendance, we have not been able to close the poverty related attendance gap. Further focus on this is required next session. <u>Late coming</u> This session as at 5th June, 51 children were late 10 or more times, 72.5% are Q1 children and 5.9% are Q5 children. There is a late coming gap of 66.6pp. We have closed the late coming gap by 10.9pp. This data has highlighted that 23% of the children late to school are in Abercromby on a Placing Request. To continue improving late-coming, our PEF-funded Learning Assistant and Family Support Worker will maintain our walking bus provision, enabling us to offer targeted support to families with persistent attendance and punctuality challenges. This approach contributes to reducing the poverty-related attendance gap; however, further targeted intervention is required to address 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 2026-2027.	

Next Steps
- Continue the Walking Bus with targeted learners within our catchment area. - Engage in discussions with families of the 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.

~~~~~

| 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                      | 4                               | See detail on our Abercromby PS Self-Evaluation 2025-2026 |
| 2.3 Learning, teaching and assessment         | 4                               | See detail on our Abercromby PS Self-Evaluation 2025-2026 |
| 3.1 Ensuring wellbeing, equity and inclusion  | 4                               | See detail on our Abercromby PS Self-Evaluation 2025-2026 |
| 3.2 Raising attainment and achievement        | 4                               | See detail on our Abercromby PS Self-Evaluation 2025-2026 |

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