





Our vision is for our whole community to thrive,

be inspired and for doors to be opened to the wider world

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| **Headteacher:** | Gayle Penman |

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| **Priority** | **Long Term Improvement Outcome** | **Accountable Person** |
| 1 | **Literacy-****By June 2025, 75% of learners in Clackmannan Primary and ELC will achieve the national expectations, or above, for their age and stage in Writing** | Gayle Penman |
| **2** | **Numeracy****By June 2026, 75% of learners in Clackmannan Primary and ELC will achieve the national expectations, or above, for their age and stage in Numeracy** | Gayle Penman |
| **3** | **Health & Wellbeing- Rights of the Child****By 2028 staff and pupils will use articles of the UNCRC to underpin all policy for attainment, wellbeing and improvements at Clackmannan Primary School.** | Gayle Penman |



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| **Long Term Improvement Outcome**(Aspirational, Transformational; relates to improved outcomes for learners) |
| **Literacy- Writing**By June 2025, 75 % of learners at Clackmannan Primary and ELC will achieve national expectations, or above, for their age and stage in writing |
| **NIF Priority** | **NIF Driver(s)** | **HGIOS4/HIGIOELC QIs** |
| Improvement in children and young people's health and wellbeingClosing the attainment gap between the most and least disadvantaged childrenImprovement in attainment, particularly in literacy and numeracyImprovement in employability skills and sustained, positive school-leaver destinations for all young people | School LeadershipTeacher ProfessionalismParental EngagementAssessment of Children’s ProgressSchool ImprovementPerformance Information | 1.3 Leadership of change2.3 Learning, teaching and assessment3.1 Ensuring wellbeing, equity and inclusion3.2 Raising attainment and achievement / securing children’s progress |
| **Contextual Analysis/Rationale**  |
| There will be two aligned focuses for improvement in session 2024-25* Rolling out the CYPIC model for improving writing attainment from P3-P7
* Early level focus (N5-P5) on fine motor skills, letter formation and using drama to encourage creativity and enthusiasm for writing.

**Improvement 1- CYPIC model for improving writing attainment (P3-P7 teachers)**During session 2023/24, P4 teachers from our school attended high quality training from Education Scotland, relating to improving the standards of writing for learners at first level (CYPIC). It used evidence based research and improvement science throughout. Data was gathered and analysed closely as next steps were planned and a consistent approach to learning and teaching was adopted. As a result of the professional learning opportunity, guidance and implementation of the intervention programme across the year, we saw marked improvements in the attainment of writers in P4 and staff reported feeling more confident in how to teach writing to improve outcomes for learners.

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| Class | % AchievedClackmannan2022/23 | % AchievedClackmannan2023/24 | National % |
| P1 | 85.7 | 86.7 | 74 |
| P2 | 82.2 | 82.6 |  |
| P3 | 72 | 78.6 |  |
| P4 | 68.8 | 75 | 66.7 |
| P5 | 64.5 | 62.5 |  |
| P6 | 61.8 | 62.1 |  |
| P7 | 72 | 88.2 | 69 |

Primary schools across our local Authority engaged in his intervention programme and, going forward into session 2024-25, there are further training opportunities being offered for P3 and P7 teachers. As a result of this, we plan to take full benefit of the high quality training on offer and the opportunity to improve writing pedagogy and attainment across our setting from P3-P7. We have focused on embedding our Tools for Writing progression in recent years and this focus on using data to inform next steps and using a consistent approach to writing pedagogy across our school will allow us to build on this and see further improvements in writing attainment. Our CYPIC trained teachers will move to other stages of the school to use their skills and share their knowledge of the intervention programme with colleagues. The teachers will take a lead in collegiate sessions as we implement the programme and moderate across our school and cluster.

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| **Current Year Group** | **Writing Attainment in 2022-23** | **Writing Attainment in 2023-24** | **Difference** |
| P1 |  | 86.7% (P1 in 2023/24) | N/A |
| P2 | 85.7% (P1 in 2022/23) | 82.6% (P2 in 2023/24) | -3.1% |
| P3 | 82.2% (P2 in 2022/23) | 78.6% (P3 in 2023/24) | -3.6% |
| P4 | 72% (P3 in 2022/23) | 75% (P4 in 2023/24) | +3% |
| P5 | 68.8% (P4 in 2022/23) | 62.5% (P5 in 2023/24) | -6.3% |
| P6 | 64.5% (P5 in 2022/23) | 62.1% (P6 in 2023/24) | -2.4% |
| P7 | 61.8% (P6 in 2022/23) | 88.2% (P7 in 2023/24) | +26.4% |

Our data shows that writing attainment has increased slightly at all stages from 2022/23-2023/24. However, when looking at attainment over time and tracking the same cohort of children, year on year, writing attainment figures decline, with the exception of P4 and P7. P4 is the stage where our CYPIC intervention programme was implemented in session 2023-24. We look to replicate the success at that stage across our school from next session.**Improvement 2- Early level focus on fine motor skills, letter formation and using drama as a stimulus and performance tool to encourage creativity and enthusiasm for writing (ELC-P2 staff)**Our ELC, P1 and P2 team will also focus on tools for writing progression next session. They will put a particular focus on improving fine motor skills and letter formation. They will implement the helicopter stories approach with their learners to build enthusiasm and confidence in story writing. Helicopter Stories values children’s creativity and imaginative play, whilst supporting language development, storytelling and emergent literacy. This will build on from our work in session 2023-24 when we explored drama strategies, linked to teaching texts, and children enjoyed experiencing opportunities to use drama to enhance their literacy learning. Reports from the staff who implemented the CYPIC intervention model last session noted the importance of good letter formation for writers and stamina for writing extended pieces of work. The need for a focus on letter formation and fine motor skills at the early level was highlighted.  |

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| **Improvement Outcomes**(short, medium and long term) | **Measures** | **Key Actions** | **Who?** | **By when** | **Milestone Updates/Comments** |
| Learners will experience consistent approaches to improving grammar, punctuation and spelling using CYPIC intervention model and our Clackmannan Tools for Writing Progression | Direct observationSNSA at P4 & P7Pareto results and run chartsQuality Assurance (Peer Obs) | Shared approach to teaching using Tools for Writing Progression and the CYPIC intervention modelModeration of writing with colleagues in school and across the cluster | Sofina Khatun & Beth PettigrewDHT & PT SNSA analysisPeers and cluster colleagues | By May 2025 |  |
| 75% of learners in ELC, P1 and P2 will attain expected levels through experiencing and creatively participating in the Helicopter Stories approach to writing | Direct observationQuality Assurance | Shared understanding of helicopter stories approach through training and CLPLFocus on letter formation and fine motor skillsCreate shared criteria for peer observationsModeration of P1 experiences and writing | Gayle and Peers, through peer observationCluster colleagues and peers |  |  |



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| **Long Term Improvement Outcome**(Aspirational, Transformational; relates to improved outcomes for learners) |
| **Numeracy****By June 2025, 75% of learners in Clackmannan Primary and ELC will achieve the national expectations, or above, for their age and stage in Numeracy.** |
| **NIF Priority** | **NIF Driver(s)** | **HGIOS4/HIGIOELC QIs** |
| Improvement in children and young people's health and wellbeingClosing the attainment gap between the most and least disadvantaged childrenImprovement in attainment, particularly in literacy and numeracyImprovement in employability skills and sustained, positive school-leaver destinations for all young people | School LeadershipTeacher ProfessionalismParental EngagementAssessment of Children’s ProgressSchool ImprovementPerformance Information | 1.3 Leadership of change2.3 Learning, teaching and assessment3.1 Ensuring wellbeing, equity and inclusion3.2 Raising attainment and achievement / securing children’s progress |
| **Contextual Analysis/Rationale**  |
| There will be two focuses for improvement in numeracy in session 2024-25.* Implementation of Early Level Numeracy Framework with a continued focus on interactions, spaces and experiences
* Whole school focus on developing metacognition skills to help increase learner confidence in using mental maths strategies accurately.

**Focus 1- Continued implementation of Early Numeracy Framework with focus on interactions, spaces and experiences (ELC-P2)**Our ELC and Early level teams will continue to focus on Early Childhood (0-8) as they implement the Early level Numeracy Framework which they became familiar with in session 2023-24 through high quality CLPL sessions and the Early level Network. The focus will continue to be on Number and Number Processes and will concentrate on the spaces, interactions and experiences offered to the learners across N5-P1.**Focus 2- Whole school focus on developing metacognition skills to help increase learner confidence in using mental maths strategies accurately.**All class teachers consistently use the Clackmannanshire progression planners for numeracy. They follow the suggested time frames to ensure pace and progression within the levels, however, following ongoing assessments in class, they adapt and respond accordingly to meet the needs of their learners and to address gaps.

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| Stage | % achieved 21/22 | % achieved 22/23 | % achieved 23/24 |
| P1 | 85.7 | 80 | 83.4 |
| P2 | 93.5 | 82.1 | 82.6 |
| P3 | 69 | 87.5 | 71.4 |
| P4 | 72.4 | 76.7 | 71.9 |
| P5 | 55.8 | 71 | 75 |
| P6 | 67.7 | 65.6 | 75.9 |
| P7 | 64.3 | 72.3 | 85.3 |

Looking at attainment over time and following the same cohort of learners, year on year, a drop in attainment at P3 & P4 has been noted this year. Also, teachers across the whole school report that mental maths strategies are causing children to falter. Class teachers observe learners appearing uncertain, making errors or very slowly attempting calculations/solving multi part problems due to their lack of confidence.Education Endowment Foundation rates metacognition alongside quality feedback as interventions likely to have the greatest positive effect on learning. Metacognition involves thinking about thinking.The introduction of Number Talks across the school will offer learners the opportunity to learn about their learning. They will be given time daily to talk through number problems and share different strategies to help solve these. The Number Talks will take place at a different time of the day than maths lessons.  |

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| **Improvement Outcomes**(short, medium and long term) | **Measures** | **Key Actions** | **Who?** | **By when** | **Milestone Updates/Comments** |
| Class teachers across the school will plan and provide high quality numeracy lessons with a particular focus on mental maths strategies | Collegiate discussionsQuality assurance of planning, learning and teaching | Audit of current mathematical teaching across the school, looking at time spent teaching, structure of maths lessons and strategies to solve problems mentallyAgree structure for effective lessons and expectations at each stage | GayleCTsLynne McBain | October 2024 |  |
| Children will show increased confidence and understanding during daily teaching of mental maths strategies  | Quality assurance of plansLearner conversations | Introduce daily Number Talks, in addition to daily numeracy lesson, at a different part of the day and explicitly teach strategies to solve problems mentallyFollow the recommended format and structureFamily learning opportunities to raise awareness of the importance of mental maths skills for learners | HTCTsPupilsFamilies | June 2025 |  |
| Children will be able to use different strategies to solve number problems mentally, with increased confidence | Observation of learners engagement and responses during sessionsTracking meeting discussions with HTAssessment evidence- TPJ and SNSA | Carry out assessments and observe how children use strategiesConsistent, repetitive mental maths focus daily in every classAssessments carefully planned to gather understanding of how children approach mental maths tasksRecord next steps and attainment information on Progress | CTPupilsHT | June 2026 |  |
| N5-P1 educators will have increased confidence in delivering the Early Level numeracy framework with a particular focus on spaces, interactions and experiences | Audit of spacesPeer observations | Ensure spaces are numeracy rich and experiences are motivating and engagingImplement the numeracy framework and adhere to the E1, E2 & E3 outcomes in the progression pathways and trajectoriesPeer observations and spaces audits | ELC team and P1 teacherPedagogue | June 2025 |  |



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| **Long Term Improvement Outcome**(Aspirational, Transformational; relates to improved outcomes for learners) |
| Long term improvement Outcome (A) (Whole School Focus)By June 2028 staff and pupils will use articles of the UNCRC to underpin all policy for attainment, wellbeing and improvements at Clackmannan Primary School.Year 1 24/25 Outcomes: * By end of May 2025, Clackmannan Primary School will have reformed pupil voice approaches to embed UNCRC in alignment of Rights Respecting School criteria
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| **NIF Priority** | **NIF Driver(s)** | **HGIOS4/HIGIOELC QIs** |
| Placing the human rights and needs of every child and young person at the centre of educationImprovement in children and young people's health and wellbeingClosing the attainment gap between the most and least disadvantaged childrenImprovement in attainment, particularly in literacy and numeracyImprovement in employability skills and sustained, positive school-leaver destinations for all young people | School LeadershipTeacher ProfessionalismParental EngagementAssessment of Children’s ProgressSchool ImprovementPerformance Information | 1.3 Leadership of change2.3 Learning, teaching and assessment3.1 Ensuring wellbeing, equity and inclusion3.2 Raising attainment and achievement / securing children’s progress |

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| **Rationale**  |
| **In May 2024, staff, pupils and families took part in a survey to share their views on many elements of Clackmannan Primary School. The outcome of the results has led us to focus on Rights Respecting Schools for School improvement in order to create transformative change in the wellbeing of our pupils and as a result increase their ability to positively impact the wellbeing of others around them.****Improvement 1: Embedding Rights Respecting Schools and UNCRC in our school community**Our strategic approach to raise awareness of children’s rights in accordance with UNCRC (Incorporation) (Scotland) Act 2024. Our children have shared that they feel they understand their rights however our data, observations and judgments tell us that they are not able to transfer their knowledge to apply their understanding of the rights of others. By striving to achieve Rights Respecting Schools accreditation this will give us the framework to lead the learning and discussions needed to improve the experiences for all our learners.**Improvement 2: Improving Racial Literacy for staff and pupils**In our recent survey only 25% of pupils believed that their rights are always respected.By having a whole school focus of raising awareness of racism and anti-racist practices, our role as educators in challenging and addressing the societal cultural imbalance we can embed an updated shared culture that better reflects our increasingly diverse learners.**Improvement 3: Visual Communication Environments**A communication friendly environment benefits all children particularly those who are visual learners, have attention difficulties, rely on structure and routine or have spoken language difficulties. In partnership with our link Speech and Language therapist we will develop our communication environments so that all of our learners have a voice. |

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| **Improvement Outcomes** | **Measures** | **Key Actions** | **Who?** | **By when** | **Milestone Updates/Comments** |
| **To achieve Rights Respecting school accreditation level Bronze** | **RRS Bronze level accreditation checklist** | **Inform school community of intention for accreditation****Create and embed a pupil steering group****Complete e-modules****Pupil & staff questionnaires****Submit application form** | **Bev****Wider staff team****pupils** | **January 2025** |  |
| **To achieve Rights Respecting school accreditation level Silver** | **RRS Silver level accreditation checklist** | **Bronze credentials upheld and embedded****Pupil groups and views regularly sought****Class charters, values education and rights evident throughout the school** | **Bev****Wider staff team****Pupils****stakeholders** | **June 2026** |  |
| **To develop and embed anti-racist practices with an increased understanding of the imbalance of racial structures within society by improving racial literacy for all staff and pupils.** | **Reduction of reported racist incidents by 50%** | **Planned CLPL - complete White Privilege test****The use of The White Racial Identity Model****Develop a whole school approach to recording and dealing with racist incidents.****Evaluate current curriculum resources to reflect the diversity of our pupils.** | **DHT****Teaching, ELC and support staff** | **June 2025** |  |
| **To develop communication friendly environments across the school to support all learners with communications barriers.** | **Bronze award** | **Identify communication champion****Speech and language therapy module completed****visual environment audit****visual environment training** | **Angela Johnstone****Visual communication champion****Speech and language therapy** | **June 2025** |  |