

Improvement Plan 2023/2024

Clackmannann Primary School and ELC

**Raising Attainment, Accelerating Progress and Closing the Poverty
Related Attainment Gap**

Our vision is for our whole community to thrive, be inspired and for doors to be opened to the wider world.



**Clackmannanshire
Council**

www.clacks.gov.uk

Comhairle Siorrachd
Chlach Mhanann

Overview

Headteacher:

Debra Laird

Total PEF Allocation:

N/A

Priority 2

Long Term Improvement Outcome

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

85% of learners will achieve the appropriate level in numeracy at the end of N5, P1 and P2 by May 2025

Year 1: By end of May 2024

- N5 attainment in numeracy will improve from 53.8% to 70%
- 80% of learners will achieve E2 in P1
- 80% of learners will achieve 1.1 in P2

NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
Placing the human rights and needs of every child and young person at the centre of education	School Leadership	1.3 Leadership of change
	Teacher Professionalism/Educator Professionalism	2.3 Learning, teaching and assessment
Improvement in children and young people's health and wellbeing	Parental Engagement	3.1 Ensuring wellbeing, equity and inclusion
Closing the attainment gap between the most and least disadvantaged children	Assessment of Children's Progress	3.2 Raising attainment and achievement / securing children's progress
Improvement in attainment, particularly in literacy and numeracy	School Improvement	
Improvement in employability skills and sustained, positive school-leaver destinations for all young people	Performance Information	

Commented [1]: update to include 5 NIF priorities

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Rationale

Context

Numeracy attainment at Early Level and P1 and P2 has historically been high. However the last two years there has been a decrease at P1 and P2. Analysis of cohorts also reveals a dip as the learners move from P1 to P2 and from P2 to P3. In addition to this, N5 data in numeracy has been varied and opportunities for educators to assess are reported to be limited due to the tension around assessment in the ELC. 2022/23 attainment at N5 is 53.8%.

Planned Approach

In order to prevent any further decreases and gain a more consistent and rigorous picture of pupil attainment over time from N5 to P2 this improvement plan spans two years and focuses on Early Childhood (0-8). All educators and P1 and P2 teachers will undertake professional learning together led by the Principal Teacher. The approach will be similar to a TLC which has been successful previously.

By educators in the ELC and teachers in the primary collaborating, it is hoped shared principles and approaches will become more consistent allowing more opportunities to gather assessment evidence which is valid.

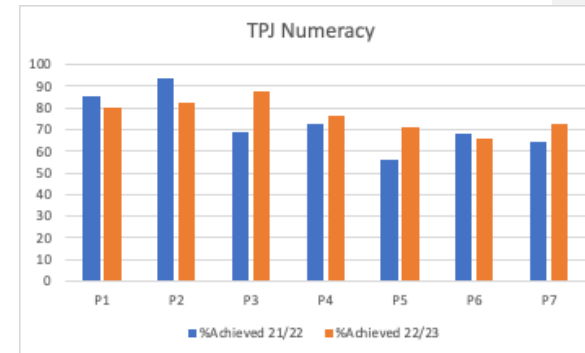
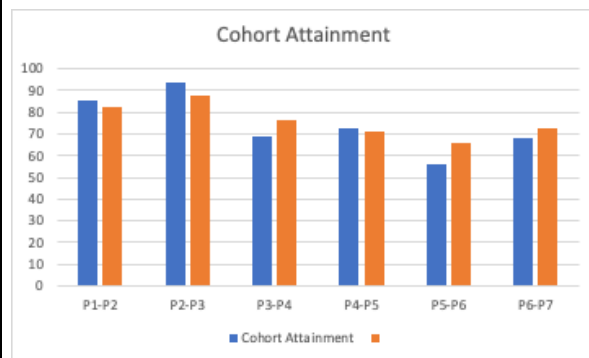
A key document to lead self evaluation activity and provide scope for change is the Numeracy Professional Learning Resource (Education Scotland). The resource aims to impact positively on numeracy attainment by supporting schools and establishments to build their capacity in teaching numeracy concepts and associated skills. Number and number processes will be the focus of Year 1.

In addition to this, feedback from the Care Inspectorate reported educators using closed questions and QA visits in the primary school have highlighted similar. The resource provides important guidance and examples to move this practice forward in numeracy.

As this is an ELC and Primary plan it has been aligned to the key features of Realising the Ambition (Education Scotland).

TPJ Numeracy

Stage	%Achieved 21/22	%Achieved 22/23
P1	85.7	80.0
P2	93.5	82.1
P3	69.0	87.5
P4	72.4	76.7
P5	55.8	71.0
P6	67.7	65.6
P7	64.3	72.3



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Priority 1

Long Term Improvement Outcome

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Long term improvement Outcome (A) (Second Level Focus)

By 2024/25 75% of P7 will achieve an appropriate level in writing through improving engagement, consistency in learning and teaching and assessment and moderation processes.

Year 3 23/24 Outcome:

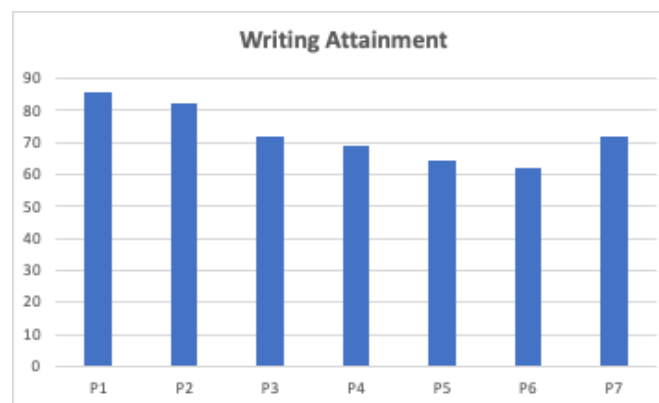
- By end of May 2024, 70% of learners in P4, P5 and P6 will achieve the expected level in Writing.

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Rationale

Writing Attainment Data Per Year Group 22/23

ACHIEVED	Clackmannan %	National %
P1	85.7	74
P2	82.2	
P3	72	
P4	68.8	66.7
P5	64.5	
P6	61.8	
P7	72	69



There will be two aligned focuses for improvement.

1. Embedding Tools for Writing Progression (all teachers)
2. Using drama to ensure meaningful contexts (SIP Team)

Improvement 1: Embedding Tools for Writing Progression (all teachers)

Our strategic approach to raise attainment in writing is a three year plan. Focussed improvement work in Year 1 and 2 has shown a significant increase in attainment across almost all stages. However the dip is still evident from P4 - P6.

Analysis of historical trends in SNSA data highlighted significant gaps in learning in spelling, grammar and punctuation. The trends were evident year on year and across the levels. Self evaluation processes and consultation highlighted teachers' need for shared progression pathways to support learning and teaching the tools for writing skills. The progression has been co-created so this session we will embed the progression and develop further quality assurance measures in the shape of peer observations. Previous success with school improvement has been a whole staff regular focus so this approach will be employed.

Improvement 2: Using drama to ensure meaningful contexts (SIP Team)

In order to continue to provide motivating and meaningful contexts for learning in literacy (R,W, L and T), a SIP team will be established to explore drama strategies which link to the teaching texts we use at each stage. Pupil feedback highlights the enjoyment children experience from drama and research links arts education to literacy attainment particularly in socio-economically deprived areas.