



Standards and Quality Report 2022-2023

Clackmannann Primary School and ELC



Section B1 - School Context

Clackmannan Primary School has a current roll of 211 learners with ten primary classes and an ELC which is a mixed provision of five two year olds, pre pre and preschool children in full day sessions.

26% of learners reside in Decile 2 and a further 29.9% live in Decile 3. 33% of learners have Additional Support Needs and are supported through Staged Intervention processes. This is an increase of 8% over three years. 27% of learners are in receipt of FME which is an increase of 3% from last session. A few learners are care experiencing.

School Improvement Planning has reflected national and local priorities in the policy contexts of the Scottish Equity Fund, Pupil Equity Funding, the National Improvement Framework and Education Scotland policy and guidance.

How do we gather evidence?

The following pages of this report provide a summary of the progress we have made in each priority and evidenced by a triangulated evidence approach of direct observation, people's views and quantitative data.

- Direct Observations
- Learning conversations with children and annual pupil survey
- Data from identified cohorts
- Professional dialogue with the team self-evaluating performance in line with features of effective practice and challenge questions from How Good Is Our School 4 (HGIOS 4), How Good is our Early Learning and Childcare (HGIOELC 4)
- Professional dialogue with the team evidencing progress collaboratively on performance, in line with the NIF drivers
- Sampling the views from learners, families and staff and documentation – including planning, reports to parents, staff meetings, school improvement collegiates, PRDs and Staged Intervention meetings.

Section B2 – Performance Information

Attainment - Overall TPJ

Progress towards Local Authority Stretch Aims

P1 P4 and P7 combined	Stretch Aim	Clackmannan	Percentage exceeding
Literacy	68.0%	73.3%	+ 5.3%
Numeracy	74.9%	79.5%	+ 4.6%

Family Survey June 2023

Statement	2021-22	2022-23
	% Rating 4 or above (good, very good, excellent)	
How good is the quality of education at Clackmannan Primary School and Nursery?	87.2%	100%
My child is encouraged and supported to achieve their best	92.3%	100%
The school and nursery are welcoming and caring	100%	100%
I feel that the school and nursery staff know my child well and can support them if required	94.8%	93.3%
I feel the school communicates effectively with me	94.8%	100%

Our Successes and Achievements

- Our ELC received three 'Good' and one 'Very Good' grade from the Care Inspectorate.
- We celebrated 50 years of our school with a Big Birthday Open Evening. Over 240 parents and carers, former pupils and members of the community visited to walk through the decades.
- Our P7 pupil won the authority wide 'Triumph over Adversity Award' at the Sports Awards
- P4 pupils participated in a National Poetry competition and their poems are being published

- 97% of all children attended our Big School Trip to the Safari Park
- We raised £550 for our chosen charities
- 128 parents and carers attended Christmas Classrooms and we loved having our Christmas Assembly at the church for the first time in three years.
- 75% of children attended our Parent Council Halloween Disco
- We proudly had 100% participation in all sporting events including ASN events local and national and 100% participation in other local events such as Rotary Club Quiz, Burn's Recital and Euroquiz.
- 130 children participated in lunch time and after school clubs
- Seven LAs were upskilled and trained in moving & handling
- 79% attendance at May Family conferences
- 134 children participated in FRIENDZ, TAKE 10 or wellbeing support groups.
- 70 pupils achieved either level 1 or level 2 in Bikeability
- A few families accessed period poverty bags monthly. Supplies given termly to all P6 & P7 girls
- 39 preloved clothing bundles were issued
- Two successful enterprise projects raised money for the school trip
- There have been zero exclusions and attendance has been on average 91.3%

Section B2 - Review of Progress

NIF Priority 2:

Improvement in attainment, particularly in literacy and numeracy

School Improvement Priority/Priorities:

Improving writing

NIF Driver:

School Improvement

HG10S4 QIs:

1.3 Leadership of change

2.3 Learning, teaching and assessment

3.1 Ensuring wellbeing, equity and inclusion

3.2 Raising attainment and achievement

Progress and Impact

Significant progress has been made in improving writing experiences and attainment this session.

1. The current P4 cohort attainment in writing will be maintained (51.7%) and the identified 15% will be back on track in P5 (66.7%)

This outcome has been mostly achieved. 64.5% are on track in writing P5. This is a 12.8% improvement as a result of PEF interventions and universal approaches to improving pedagogies in writing.

2. By June 2023, pupil attainment in writing in ELC and P1 will be maintained to P1 and P2 through the continuation of Play Pedagogy .

This outcome has been achieved with an increase in writing attainment in both P1 and P2 which exceed national levels. This is an improvement as a result of play pedagogy and enhanced approaches to assessment and moderation

3. Currently 66.7% of P2 learners Q1 are on track in writing therefore the priority is to maintain that in P3 as historical data suggests a dip through First Level.

This outcome has been achieved through additional classroom support, 85.7% are on track which is above the national average.

The Assessment and Moderation model was embedded this session. The team co-created criteria to use for assessment at Early, First and Second Level. In addition to this teachers participated in moderation activity to ensure rigour in the quality of the assessment and the evidence. The impact of this collaborative work was teachers confidence in assessing at the end of a level improved by 42%. The whole school focus also saw attainment in writing improving at each stage from Primary 3 to Primary 7.

As a result of quantitative assessment data there was a need to focus on Tools for Writing. A progression framework was created and principles agreed so grammar, spelling and punctuation would be taught in context. This was a positive shift and will be embedded next session.

ELC Priority

In order to assess children's learning in N5, Early Level Trajectories were created which mirrored familiar numeracy ones. The impact of this is a model by which to observe children's progress and make an informed judgement of a level in ELC.

Next Steps

- Embed Tools for Writing Progression Framework
- Develop a progression in Drama linked to teaching texts to enhance literacy experiences and support further raised attainment
- PEF target groups
- Continue to ensure moderation processes impact improvement in Literacy (Cluster)

NIF Priority 3:

Closing the attainment gap between the most and least disadvantaged children

School Improvement Priority/Priorities:

Improving Numeracy

NIF Driver: Educator Professionalism	HGIOS4 QIs: 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equity and inclusion 3.2 Raising attainment and achievement
Progress and Impact Whilst the review of the First Level curriculum was unable to happen, we have made progress in developing assessment and moderation processes in Numeracy. All teachers designed a High Quality Assessment in Numeracy and moderated evidence within and across stages. Non-negotiables supported teachers to make confident professional judgements on achievement of a level. Next steps: <ul style="list-style-type: none"> Improve numeracy attainment from N5 - P2 (1.1) by improving spaces, interactions and experiences. 	
NIF Priority 4: Improvement in children and young people's health and wellbeing	School Improvement Priority/Priorities: PEF FOCUS: using a small group therapy model for emotional wellbeing, bereavement, attainment and motor skills.
NIF Driver: School Improvement	HGIOS4 QIs: 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equity and inclusion 3.2 Raising attainment and achievement

Progress and Impact

Very good progress has been made this session.

The funding of two additional learning assistants has had a significant impact on the number of children accessing small group therapy and attainment groups. 63% of all pupils have benefitted from emotional interventions such as 'Friendz', 'Bereavement Box' and Mind Moose. In addition to this the attainment in writing of targeted groups has improved. Our permanent LAs have been upskilled and instrumental in designing the programmes which are bespoke to our context and learners. PRD processes for the Support Team highlighted their increased confidence and understanding.

Next steps:

- Continue with 'Therapy Partner' model for identified groups/cohorts

Improvement Priority 5:

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

CLUSTER Improvement Priority/Priorities:

Improving assessment and moderation processes across the cluster

NIF Driver:

Assessment of children's progress

HGIOS4 QIs:

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.1 Ensuring wellbeing, equity and inclusion
- 3.2 Raising attainment and achievement

Progress and Impact

Senior leaders across the cluster have become increasingly skilled at using a robust tracking system and have engaged in 18 months of professional learning in order to analyse and evaluate different data sets. All cluster school teams and leaders of ELC attended two professional learning events. As a result, 64% of teachers reported their digital analysis skills had improved (Rating 4 and above). In addition to this, and due to collaborative cluster learning, almost all teachers can identify the key features of gathering valid learner evidence and 72% self-evaluated green/amber.

Next steps:

- Continue with Cluster Improvement Plan to moderate evidence

Universal School and ELC Improvement Progress

Commitment to Inclusion

3.1 Ensuring wellbeing, equity and inclusion

2.3 Learning, teaching and assessment

This session we established a flexi-space classroom staffed with an ASN teacher and Learning Assistant to provide a high quality education for children with ASN and Autism within our mainstream setting.

Barriers to learning were identified for all learners and advice sought as appropriate to address these. A flexible approach to the school day sought to remove some of the demand whilst meeting the learners needs. The new team in the flexi space promoted a climate where the children feel safe by modelling appropriate responses and behaviours. Direct observation has highlighted a shared and inspirational belief in all children's ability to achieve success.

Literacy and numeracy have been interest based and learner led. This has resulted in increased attainment and engagement. In addition to this, experiences are regularly planned to access the local environment e.g. the local shop, the park, the woods and tourist attractions. in ways that are often difficult for families to facilitate. The impact of having the flexi space has meant a reduction in IRG referrals for specialist provision placements. All staff report feeling increased skill levels when supporting children in the flexi space and the learners have enthusiastically led an enterprise project with the whole school.



ELC Priority**3.2 Securing children's progress**

NIF Driver Assessment of children's progress.

As a result of interventions 66% of children identified as significantly behind on the Listening Rating Scale are now on track. In January an additional 5 children were added to the group as peer support and positive role models. All 15 children have progressed and almost all children (93%) are on track.

ELC Priority**2.7 Engagement of parents and carers in the life of the setting**

Very good progress has been made in engaging families in the life of our setting. As part of a leadership development project, our Pedagogue planned and supported numerous and varied opportunities for families to be involved. These have included parent only groups, literacy groups, transition groups and health and well being gatherings involving speakers. The feedback has been overwhelmingly positive from all families.

Partnerships and Participation**2.7 The development and promotion of partnerships**

We have continued our commitment to ensuring families are involved and participate in the life and ethos of the school. We established a monthly Open Classroom which was very well attended. Parents were consulted about the frequency of these and also times/days. This supported even more families to attend. This session we extended our partnership working and developed relationships with our local heritage group, community police officers, local farmers and Morrisons.

Section B4 - Evaluation of Quality Indicators

Quality Indicator	School Self-Evaluation (1-6)	Inspection Evaluation Date: Oct 2018
1.3 Leadership of change	4	4
2.3 Learning, teaching and assessment	4	4

3.1 Ensuring wellbeing, equity and inclusion	4	4
3.2 Raising attainment and achievement	4	3