

**CLACKMANNANSHIRE COUNCIL**

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**Report to: People Committee**

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**Date of Meeting: 1<sup>st</sup> November 2018**

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**Subject: Education Scotland Inspection Abercromby Primary School**

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**Report by: Jane Rough, Improving Outcomes Manager**

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**1.0 Purpose**

1.0 This report provides an update to Council on the outcome of the inspection process at Abercromby Primary School.

**2.0 Recommendations**

2.1 It is recommended that the People Committee note the findings of the report.

**3.0 Background**

3.1 Education Scotland (ES), undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. On the basis of this letter the school with the support of the authority amends its improvement plan to take account of any agreed areas for improvement.

3.2 A team of Inspectors from Education Scotland made a visit to the school in May 2015. Following the inspection it was agreed that Education Scotland and Clackmannanshire Council Education officers would revisit the school in December 2016 to consider the progress made in carrying out the actions identified in the original inspection. This joint visit resulted in an updated report that was shared with parents in March 2017.

3.4 Education Scotland requested that Clackmannan Education Services provide a further progress report in March 2018.

3.5 A local authority quality assurance review took place in November 2017, and the evidence from the review, and evidence provided by the Headteacher informed a further progress report to HM Inspectors. This was submitted in April 2018.

3.6 **Curriculum for Excellence:** At the end of each academic year, progress of pupils learning from P1 (early level), P4 (first level) and P7 (second level) is evaluated in four curricular areas: Literacy Reading, Literacy Writing, Literacy Listening and Talking and Numeracy. Teacher Professionals judgement of ongoing assessment has indicated:

- an improving trend in all subjects at early level.
- an improvement in reading at first level this year
- an improving trend in all subjects other than reading at second level.

Reading, writing, listening and talking achievement is above the Clackmannanshire average. Although the numeracy is below Clackmannanshire average there is an upwards trend.

3.7 **The review found the following strengths in the school's work:**

- The senior leadership team work very well together to lead school improvement.
- There is a strong commitment to professional development across the staff team, with many of the staff taking responsibility for leading and developing areas of the curriculum.
- Children were friendly, welcoming and well behaved.
- The school and nursery have established very good partnerships with parents and carers through sharing learning events and community involvement.

3.8 **The following development areas were identified:**

- To continue to build moderation opportunities across the school and learning community.
- To continue to monitor and develop attainment in literacy work, with a particular focus in writing.
- To develop a consistent approach to providing challenge for the most able pupils, especially in numeracy.

3.9 Education Scotland are satisfied with the progress that the school is making and will make no further visits

**4.0 Financial Implications**

**None**

**5.0 Sustainability Implications**

5.1 The paper has no sustainability implications.

## 6.0 Resource Implications

6.1 None

## 7.0 Exempt Reports

7.1 Is the report exempt? Yes

## 8.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) **Our Priorities** (Please double click on the check box )

|  |                                     |
|--|-------------------------------------|
| Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all | <input checked="" type="checkbox"/> |
| Our families; children and young people will have the best possible start in life                | <input checked="" type="checkbox"/> |
| Women and girls will be confident and aspirational, and achieve their full potential             | <input checked="" type="checkbox"/> |
| Our communities will be resilient and empowered so that they can thrive and flourish             | <input checked="" type="checkbox"/> |
| The Council is effective, efficient and recognised for excellence                                | <input checked="" type="checkbox"/> |

(2) **Council Policies** (Please detail)

Not applicable.

## 9.0 Equalities Impact

90.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

Yes

## 10.00 Legality

10.1 It has been confirmed that in adopting the recommendations contained in this report, the council is acting within its legal powers.

Yes.

## 11.0 Appendices

Appendix 1 Inspection report

## 12.0 Background Papers

None

**Author(s)**

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|-------------|----------------------------|---------------------------|
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**Approved by**

| <b>NAME</b>     | <b>DESIGNATION</b>                           | <b>SIGNATURE</b>  |
|-----------------|--|---|
| Anne M Pearson  | Chief Education Officer                      |  |
| Stuart Crickmar | Strategic Director Partnership & Performance |   |



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Your Ref:

Date: 31<sup>st</sup> May 2018

Education Scotland  
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EH11 3XD

Dear Colleagues

Following your visit in December 2016, I am pleased to provide a report on further progress at Abercromby Primary School.

The school has taken forward the recommendations in your letter of 7 March 2017. A local authority quality assurance review took place in November 2017, and the evidence from the review, and evidence provided by the headteacher has informed this report.

**Area for Development 1**

**The projects to strengthen the curriculum and improve attainment need more time to impact.**

The new progression pathways for planning, tracking and assessment have been successfully implemented. Expectations are clear and there is a shared understanding and more consistent approach across the school. Time allocation for literacy ensures balance and equality across different language skills to be taught.

The structure for writing is clearly outlined and teachers are engaging more in the moderation of writing in line with the benchmarks. On-going assessments have been used effectively to determine pupil progress, inform next steps and support Teacher Professional Judgement. P1, P4, P7 teachers and SMT have recently undertaken training on the SNSA and have started to engage with the data. This has also supported TPJ and is already seen as a very useful tool for identifying gaps in learning and informing next steps for individuals and cohorts of learners.

Learners are assessed at regular intervals throughout the year and those who have been identified as being at risk of underachieving have benefited from targeted support.

There have been frequent opportunities for staff, (teachers and learning assistants) to peer observe in order to share good practice and develop a clear understanding of literacy across the school.

The school has been successful in raising the profile of literacy with parents through regular literacy events, providing workshops, information and guidance leaflets, twitter, Literacy Focus days and opportunities for family learning.

Numeracy leaders have successfully led and driven forward initiatives to improve numeracy attainment across the school. This has included, leading learning, providing training, sharing practice, working in partnership with colleagues and supporting pupil groups. The new numeracy



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progression pathways for planning, tracking and assessment have been implemented.

Expectations are clear and there is a shared understanding and a more consistent approach to t

teaching numeracy across the school. This has been supported by a variety of numeracy CLPL for all staff, including Maths Recovery for teachers. There has been 100% attendance at all numeracy CLPL developments. This professional learning has upskilled staff and resulted in improved teacher confidence. Teachers know what a good quality lesson should include and this is now evident in their planning and delivery of numeracy. Teachers also adhere to the expected time which should be spent on numeracy, including daily mental maths activities. Numeracy learning is visible in classrooms and interactive maths walls are used effectively.

Tracking of numeracy and mathematics attainment has been used effectively to identify children who require targeted support. Groups are supported by learning assistants and numeracy leaders on a weekly basis. Pupils in these small groups are more confident and engaged in numeracy.

A secondary maths teacher funded by the Cluster PEF has been working in collaboration and team teaching with P7 teachers in 'maths blocks' throughout the session.

The school has been successful in increasing parental engagement in numeracy through raising the profile of numeracy with parents through, workshops, literature, numeracy learning cafes, twitter and the school website. Numeracy leaflets have been produced from early to third level, outlining the curriculum at each stage and advice to help parents support their children.

There have been opportunities for staff to peer observe in order to share good practice. Young learners are developing their numeracy skills in the nursery, with many demonstrating confidence during practical activities through structured and purposeful play.

## **Area for Development 2**

### **The school needs a more strategic plan to detail how they will achieve consistency in learning and teaching**

The school has developed a culture, where a collective vision for development and improvement is shared and understood by all members of the school community, where there are opportunities for leadership at all levels. There is an ethos of professional engagement and collegiate working. Individuals, teams and RACI Groups have driven forward initiatives and developments which have had a positive impact on learners' progress and overall attainment.

There are increasing opportunities for learners to take on leadership roles and to be innovative and creative. Opportunities are in place for learners to take on responsibilities such as Prefects, House Captains, Sports Leaders, School Bank Team, Buddies WOW/Eco work and school improvement projects. There are pupil representatives on the Tullibody South Campus Stakeholders Group for the new school.

The Senior Management Team have high expectations of everyone in the school community and consistently reinforce this through the school values. A strong emphasis is put on celebrating success and recognising wider achievement.

A Growth Mindset approach is now part of the whole school culture and is having a positive impact on children's approach to learning and overall achievement. Many children are becoming



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more resilient and recognise that making mistakes is part of learning. Most children understand the value of hard work and effort, and are demonstrating a more determined approach to be the best they can be.

The school has made good progress in developing its curriculum. There are progression pathways for all curricular areas which are aligned to the national benchmarks. These are currently being piloted. Pupil Equity Funding has supported the development of a resourced Skills Academy with the aim of developing skills for learning, life and work.

Quality Assurance has been effective in ensuring improvements in learning and teaching and pupil attainment. The Quality Assurance calendar is shared with staff at the beginning of each session and procedures carried out timeously throughout the year. This includes, planned learning visits by SMT and Learning Walks (unannounced), peer learning visits, (teachers and learning assistants), planning meetings, sampling of weekly plans by SMT and literacy and numeracy leaders, tracking/assessment meetings, pupil focus/attainment groups and jotter sampling. There are opportunities for staff to give each other feedback on aspects of their work following peer visits and during staff developments days. Good practice is regularly shared, in particular in literacy and numeracy.

Moderation is becoming more embedded in school, particularly in writing. Teachers are moderating within and across levels, out with planned moderation sessions. Teachers are finding the benchmarks helpful and are using them with increased confidence. There have been planned moderation sessions in school in writing and at cluster level in numeracy.

The leadership of change has had a positive impact on raising attainment, further developing the curriculum and improving learning and teaching. The school has produced clear guidance on Learning and Teaching expectations related to Assessment, Transition, Presentation, Classroom Display and Organisation, Family Learning and Learning and Teaching. This has ensured a more consistent approach to learning and teaching across the school.

### **We found the following strengths in the school's work at the recent review:**

- The senior leadership team work very well together to lead school improvement.
- There is a strong commitment to professional development across the staff team, with many of the staff taking responsibility for leading and developing areas of the curriculum.
- Children were friendly, welcoming and well behaved.
- The school and nursery have established very good partnerships with parents and carers through sharing learning events and community involvement.

### **The following development areas were identified:**

- To continue to build moderation opportunities across the school and learning community.
- To continue to monitor and develop attainment in literacy work, with a particular focus on writing.
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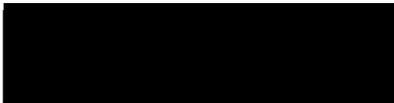
**Summary**

Clackmannanshire Education Service continues to provide support to Abercromby Primary School through the Scottish Attainment Challenge and other improvement activity that is going on across the Authority's schools (as set out in our NIF Plan 2017/2018).

The school has made very good progress since the last visit and the improvements made are showing positive impact on children's progress and attainment. As part of our ongoing professional dialogue with the headteacher, and our quality assurance processes, we will continue to support ongoing improvement in the school.

Please do not hesitate to contact me if you require further information.

Yours sincerely



**Jane Rough**  
**Improving Outcomes Manager**

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**Clackmannanshire  
Council**

www.clacks.gov.uk

Comhairle Siorrachd  
Chlach Mhanann

**Abercromby Primary**  
**Attainment Overview – P1, P4, P7 Teacher Professional Judgement – May 2018**

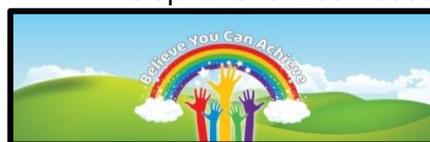
|  | <b>Primary 1<br/>Early Level</b> | <b>Primary 4<br/>First Level</b> | <b>Primary 7<br/>Second Level</b> |
|--|----------------------------------|----------------------------------|-----------------------------------|
| Number of pupils per stage             | 48                               | 44                               | 53                                |
| Number of children in deciles 1 & 2    | 9                                | 13                               | 13                                |
| <b>Reading</b>                         |                                  |                                  |                                   |
| % of Children attaining expected level | 88%                              | 65%<br>(2 x pupils in PPSS)      | 79%                               |
| <b>Writing</b>                         |                                  |                                  |                                   |
| % of children attaining expected level | 73%                              | 65%<br>(2 X pupils in PPSS)      | 75%                               |
| <b>Listening and Talking</b>           |                                  |                                  |                                   |
| % children attaining expected level    | 94%                              | 78%                              | 86%                               |
| <b>Numeracy</b>                        |                                  |                                  |                                   |
| % children attaining expected level    | 88%                              | 76%                              | 73%                               |



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## Abercromby Primary School

### Attendance & Exclusions

#### 2016/17

Average Attendance in **2016/17** was **94.69**. slightly higher than the overall average across Clackmannanshire Primary Schools.

Average Attendance for pupils from **SIMD 1&2** in 2016/17 was **93.8%**, lower than the overall school average.

There were **3 exclusion incidents** at Abercromby Primary in 2016/17; this is a fall on previous years.

#### 2017/18

Average Attendance in **2017/18** (August – May) is **93.96%** This is slightly lower than last session. This can be partly attributed to holidays taken during term time. There are also dips on either side of school holidays. 2 pupils have spent periods of time in hospital this session and we have 1 non-attender in P7. (Currently supported by various agencies)

Average attendance for pupils from **SIMD 1&2** in 2017/18 (August – May) is **94.17%**. Slightly higher than the school average. Higher than average attendance in the previous year.

There have been **0 exclusion incidents** at Abercromby Primary this session. This is a fall from previous years.



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| <b>Abercromby Primary School – 3 Year Plan Overview 2017 – 2020</b> |  |   |  |
|---|--|---|--|
| <b>Session 2017 - 2018</b>  |  |   |  |
| Priorities  | To further develop and embed a nurturing culture throughout the school, enhancing learning and teaching, promoting healthy outcomes for children, by focusing on emotional needs and development as well as academic learning in a whole school environment. | To improve Attainment in Literacy and Numeracy through implementation of various PEF Plans.   | Develop and resource a Skills Academy , with aim of developing skills for learning, life and work in line with DYW   |
| NIF Drivers   | Teacher Professionalism<br>School Improvement<br>Parental Engagement   | School Improvement<br>Parental Engagement<br>Assessment of Children’s Progress<br>Performance Information   | School Improvement<br>School Leadership<br>Assessment of Children’s progress<br>Parental Engagement  |
| <b>Session 2018 - 2019</b>  |  |   |  |
| Priorities  | To review and update our Positive Behaviour and Bullying Policy to support changing practice in school.  | Leading learning and improving pedagogy and Equity through whole school participation in the Clackmannanshire <b>Tapestry Programme</b>   | Improve understanding of parental engagement through targeted professional learning across all establishments in the Lornshill Cluster. Reflect on current practice in our own school and further increase parental engagement in learning and the life of the school. |
|   |  | Literacy<br>To improve literacy, in particular reading, through engaging with Strathclyde Reading Programme.  | Numeracy<br>To participate in the First Level Numeracy, Regional Collaborative Project   |
| NIF Drivers   | Parental Engagement<br>School Improvement<br>Performance Information<br>Parental Engagement  | School Leadership<br>Assessment of children’s progress<br>School Improvement<br>Our priorities<br>Performance Information   | Parental Engagement<br>School Leadership<br>School Improvement   |
| <b>Session 2019 - 2020</b>  |  |   |  |
| Priorities  | Review and update our Curriculum Rationale and Contexts for Learning (IDL), taking account of moving into our new school.  | Leading learning , reflecting and improving pedagogy and Equity through whole school participation in the Clackmannanshire <b>Tapestry Programme – Year 2</b> with a focus on improving attainment in <b>literacy - Reading and Speech and Language Project and numeracy.</b> | To review our 1+2 approach to Modern Languages and introduce a second modern language (L3) from P5 onwards in line with Government Policy.   |
| NIF Drivers   | School Leadership<br>Parental Engagement<br>School Improvement<br>Our priorities   | School Leadership<br>Assessment of children’s progress<br>Performance Information<br>Our priorities<br>School Improvement   | Teacher Professionalism<br>Our priorities<br>School Leadership<br>School Improvement   |

These are our main priorities for the next three years. We will continue to embed the work we have been doing in previous years to raise attainment in literacy and numeracy, improve health and wellbeing and ensure positive outcomes for our learners. We shall also make the most of all the opportunities that our new school affords us during this time

**Our Priorities are determined by :** National and Local Priorities (NIF,HGIOS 4, SAC) – Clackmannanshire’s Big Goals – Cluster Priorities – Our Local Context and Wider Community – Interventions for Equity  
Analysis of performance and other data – Evidence based research - Consultation

