



School improvement report

2023/2024





Some context...

- We received a Pupil Equity Fund allocation in 2023/24 of approximately £130000 which we committed to a number of projects to support closing the poverty related attainment gap and raising attainment.
- 68% of our school role live in SIMD 1&2.
- Approximately 33% of our pupils have English as an additional language and we work closely with the Accessibility and Inclusion Service to support pupils new to English.
- Most pupils come to us in Primary 1 from one of the 20 local nurseries that regularly transition pupils into Clepington primary school.
- Our pupils benefit from strong support from all stakeholders in our local community e.g. parents, families, active schools and our school and our 'school and family development worker'.
- We have a relentless focus on improving outcomes for our pupils. Levels of achievement are varied across the school, and there continues to be a gap between our most and least disadvantaged pupils. Through robust data collection, we are beginning to better understand where we must focus our efforts to support and challenge our most vulnerable learners.

Attainment over time

	Reading	Writing	Talking and Listening	Numeracy
Primary 1 (CFE Early Level)	82% 22/23 (P1) 84% 23/24 (P1)	86% 22/23 (P1) 76% 23/24 (P1)	80% 22/23 (P1) 89% 23/24 (P1)	86% 22/23 (P1) 84% 23/24 (P1)
Primary 4 (CFE 1 st Level)	84% 20/21 (P1) 76% 22/23 (P4) 83% 23/24 (P4)	79% 20/21 (P1) 57% 22/23 (P4) 73% 23/24 (P4)	92% 20/21 (P1) 79% 22/23 (P4) 85% 23/24 (P4)	89% 20/21 (P1) 64% 22/23 (P4) 75% 23/24 (P4)
Primary 7 (CFE 2 nd Level)	88% 17/18 (P1) 52% 20/21 (P4) 86% 22/23 (P7) 87% 23/24 (P7)	55% 17/18 (P1) 60% 20/21 (P4) 78% 22/23 (P7) 79% 23/24 (P7)	77% 17/18 (P1) 88% 20/21 (P4) 91% 22/23 (P7) 89% 23/24 (P7)	73% 17/18 (P1) 69% 20/21 (P4) 84% 22/23 (P7) 82% 23/24 (P7)

School Improvement Priority 1 2023/24 : 100% of identified learners (SIMD1+FSM) attainment in writing will improve 20% by June 24

Progress and Impact: All class teachers carried out small tests of change using an enquiring approach to test their theories about what might raise attainment in writing. All class teachers identified their most vulnerable learners and carried out a series of improvement cycles, testing their approaches, analysing the results and making changes to see improvement in their identified pupils writing. Much of the work was around 'tools for writing'. Here are the findings from their interventions...

P1 – focus on writing own name fluently and accurately.

- **Start of intervention** (identified learners)
 - 50% could not identify own name
 - 100% reluctant to hold a pencil
- **End of intervention** (identified learners)
 - 100% able to recognise their own name
 - 100% all willing to hold a pencil and write

All identified learners in P1 class have shown an improvement in fluency in writing and emergent writing.

- **P2a** – focus on improving use of adjectives in writing
 - **50% of identified learners have made a significant improvement**
 - 25% have made some improvement
 - 25% have made very little improvement attendance is the main barrier.
- **P2b** – focus on improving handwriting

80% of identified learners improved handwriting

- **P3a** – Focus on improving punctuation in writing
 - 66% of identified learners made progress
 - **16% made very good progress**
 - 16% made some progress (attendance a barrier)
- **P4** – Focus on improving descriptive writing

100% of identified learners have improved their descriptive writing from using 2 descriptors to 7 in daily writing tasks.

- **P5a** – focus on improving sentence structure and grammar
 - **45% of identified pupils improved over both classes**

A noticeable **improvement has also been identified for almost all pupils in the P5 classes.**

- **P6** – Focus on improving the use of connectives in writing.
 - **50% of identified learners have shown clear improvement in use** of connectives in their writing
 - **60% of identified learners have improved the variety** of connectives in their writing.
- **P7** – Focus on improving sentence structure, grammar and punctuation.
 - **100% of identified learners improved their grammar in writing**
 - **100% improved their sentence structure**
 - **75% improved their punctuation in writing**

In terms of our school priority, our pupil attainment in writing, June 23 was 67% for SIMD1 pupils and 1% were ahead.

Our aim for SIMD1 pupils in 2023/24 for writing across the school was to improve to 80% attainment. By June 2024 it was 76%.



Next Steps:



Writing attainment is still requiring improvement. Successful approaches in writing to be embedded across the school. Teachers have a good grasp of setting targets and measuring improvement.



We are keen to become a reading school to improve 'enjoyment of reading'. We are creating an action plan and including this on our SIP for next session. We believe that improvement in reading for enjoyment will also impact positively on writing attainment.

School Improvement Priority 2:

- a) Most pupils (75-90%) in P2-7 will be able to talk about skills for life, learning and work by June 24
- B) At least 80% of learners will track some of their achievements by Dec 23

Progress and Impact:

Progress

Priority 2: a) Most pupils (75-90%) in P2-7 will be able to talk about skills for life, learning and work known as Meta Skills by June 24

Our DHT has been working with the cluster DHTs using DYW and Meta Skills as a focus for improvement.

We have introduced Meta Skills as part of our assembly and relating these to wider achievement. We have also agreed as a school to include a Meta Skill within our learning intentions or success criteria.

Impact so far – the following % of pupils were able to correctly identify the following Meta skills from a statement regarding each.

88% correctly identified 'focussing'

67% correctly identified 'adapting'

38% correctly identified 'collaborating'

45% correctly identified 'leading'

37% correctly identified 'curiosity'

43% correctly identified 'creativity'

Our work on Meta Skills will continue, whilst almost all pupils were able to talk about the skills, we still have some work to do around what they are in terms of their application in life, learning and work.

Progress

Priority 2b) 'At least 80% of learners will track some of their achievements by Dec 23'

- Our Wider Achievement Pupil Leadership team and their teacher leader have been working on this award since August. The teacher who was leading has been pulled into class because of staff absence on a regular basis, especially term 2 and term 3. This has impacted on meeting our deadline of December 2023. However, the newly formed Astra Awards have been created. This award is a way for all pupils in P1-P6 to track their achievements in and out of school. Pupils will achieve a bronze, silver or gold Astra Award at the end of each school year to acknowledge their success and wide ranging achievements. The Wider Achievement Pupil Leadership team are to launch the Astra Awards at prize giving on 25th June.



Next steps

Embed The Astra Awards across P1-P7

P7 to work with ALBA Explorers on their own Meta Skills programme tracking their achievements 24/25

Embed Meta Skills as part of our learning and teaching measuring the impact each year. Also will have a Meta Skill focus at weekly assembly to further improve understanding.

School Improvement Priority 3: Almost all (over 90%) pupils surveyed will report that they feel safe, respected, active, responsible and included in the life of the school by June '24

Progress and Impact:

The positive relationships group have been working hard to improve relationships across the school. When last surveyed in 2022, pupils reported that 76% felt safe, 72% felt respected, 85% felt responsible and 75% felt included in the life of the school. Following the work of the positive relationship group the pupil survey results in 2023 are as follows -

305 pupils were surveyed

- 92% of pupils report 'I feel safe'
- 90% of pupils report 'I am respected'
- 93% of pupils report 'I am active'
- 94% of pupils report 'I am responsible'
- 90% of pupil report 'I am included'

This priority has been met; it is essential to maintain/improve how pupils feel about school. The work of the positive relationships group will continue next session and they have a clear plan of action as we approach 24/25.

Next steps

The positive relationships group have set their whole school priorities as follows

Non-Negotiables: Meet and Greet, Recognition boards in every classroom, Visual timetable

Class Charter - Class charter UNCRC to be created with class as part of HWB focus in Term 1

Explicit teaching of the different between rights and responsibilities

Action Response/30 Second Script

Over and Above: - Teaching staff will discuss the focus for over and above during the month and ways in which it can be achieved with their class

Over and Above reward for those receiving a certificate could be loose parts/extra playtime in the summer months and ICT/games/hot chocolate/arts and crafts in the winter months

Improvement Priorities for Session 24/25



Presence - Improve overall attendance, especially for our most vulnerable learners

- Overall school attendance will be 94.1% by end of June '25 (stretch target 95.6% by 2026)
- SIMDQ1 learners attendance will improve from 88% (Apr '24) to 91% (current overall %)

Participation - Use the Dundee Standard for Inclusive practice to ensure meeting the needs of ALL learners. Create a progressive programme for outdoor learning

- 100% of targeted pupils (All ESA and identified others) will spend an increased amount of time participating in learning, in their class with their peers By Dec 24, then Feb 25, then April 25 and June 25.
- 100% of targeted pupils will be able to talk about skills they have developed through their learning (outdoor/indoor) by Dec 24 and May 25

Progress - Close the poverty related attainment gap - especially in literacy

Reading

- Close the gap between SIMQ 1 and SIMQ 3-5 by 4.5%

Writing

- Close the gap between SIMQ 1 and SIMQ 3-5 by 10%

Listening & Talking

- Close the gap between SIMQ1 and SIMQ 3-5 by 3%

Almost all pupils to know what their learning targets are in literacy and their steps to success