



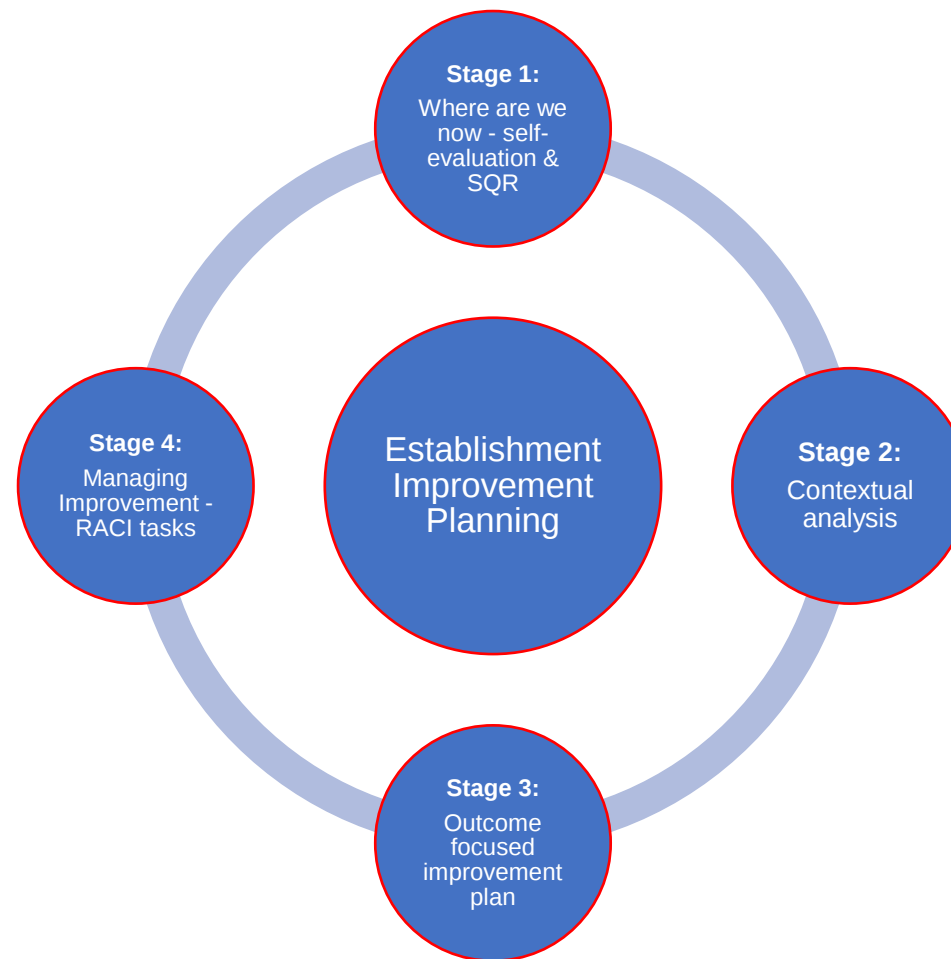
Falkirk Council
Children's Services

Head of Muir Primary 2022/23



Falkirk Council Children's Services

Establishment Improvement Planning Cycle



Unique Context

Stage 2

National Expectations



Community – Demographic, geographical and economic influences

Head of Muir Primary School is situated in Dennyloanhead in Denny. Being new to post, I have been delighted with the community ethos we are developing at HoM.

Our current role is 263 pupils and an 1140 Early Learning and Childcare provision with capacity for 65 pupils.

Pupils within the school live within SIMD bands 1-9 with the majority living at band 5 and band 9.

Attendance and Exclusion

session	Average attendance (%)
2018/19	93.9
2019/20	94.57
2020/21	91.2

Our attendance rate has fallen slightly this session.

We are aware of the families who require support in terms of attendance.

Our Senior Leadership Team follow up where any issues are unresolved.

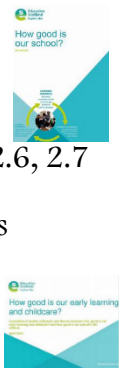
Progress and Attainment

	<u>Reading</u>		<u>Writing</u>		<u>Talking & Listening</u>		<u>Numeracy</u>	
	Falkirk 21	Head of Muir 21/22	Falkirk21	Head of Muir 21/22	Falkirk 21	Head of Muir 21/22	Falkirk 21	Head of Muir 21/22
<u>P1</u>	75%	77%	74%	74%	81%	74%	78%	94%
<u>P4</u>	68%	64%	64%	60%	75%	79%	70%	62%
<u>Pr7</u>	69%	80%	64%	63%	75%	91%	68%	66%

Our attainment shows that the most of children are attaining expected levels in Literacy and numeracy.

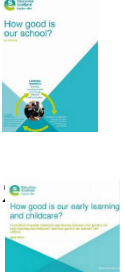
Approximately 6% of the school are entitled to free school meals which calculates to £29,810 in Pupil Equity Funding The school has 6 EAL families. We are a neighbourhood 1 group school and are situated in an affluent area. However, there has been a gradual increase of families accessing private lets who are living in poverty. We have a local Foodbank Pantry which a number of our families' access. We have highly effective professional partnerships with many different agencies; Health, Social Work, Police Scotland, Educational Psychology and Speech and Language Therapy who are all regular participants in planning for our children and families.	Exclusions There have been no exclusions this year at Head of Muir, however we have recently faced unprecedented levels of dysregulated children. We are seeking support from Educational Psychology, the Inclusion and Well Being Service, Aberlour Primary Outreach Service and CAMHS to support these pupils.	However we fall behind authority average in half of the areas and we are behind comparator schools in all most all areas. Systems and processes to raise attainment across the school have been identified. Our identified gap is the attainment of children with ASN, however we aim to close this gap through our improving our understanding of ASN and the universal and targeted support we offer our pupils. Robust tracking and attainment meetings to take place between teachers and SLT. Development of staffs' confidence and effective use of benchmarks to be a priority.
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Stage 3

Priority Area: 1 To develop the Numeracy curriculum in line with Curriculum for Excellence leading to the improvement of attainment and achievement of children.	School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Meeting the needs of all learners Quality provision Leadership and workforce development 
What informs this priority? • Attainment – Levels of attainment across the school are below expected levels within the authority. • Pedagogy – As part of our quality assurance; classroom observations, jotter monitoring and pupil voice highlighted a lack of consistency in the teaching of Numeracy. Focus groups of children at Primary 4 and Primary 7 underlined clear gaps in children's understanding of mathematical strategies, further supported by poor attainment outcomes. • Staff confidence - Discussions with staff show there is need for a strategic approach to raising attainment in Numeracy. A clear improvement plan including, new planning format, a focus on teaching and learning, moderation and assessment will lead to improved outcomes for all. • Parental Engagement – very low SIMD and poor attainment in Numeracy do not correlate therefore improved parental engagement will support improved outcomes for learners.			
What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)

Improved attainment in Numeracy across the school. Currently P1 94% P2 69% P3 93% P4 62% P5 62% P6 84% P7 66%	Class data analysis of benchmark assessment results for each child from P2-7. To baseline all Primary 1s using SEAL assessment.	All Staff	October 2022	Monitoring of Forward Plans will ensure the sharing of Assessment results have informed planning and have been planned for effectively. The analysis and tracking of data will provide evidence of learners' attainment and improvement over the year. Tracking meeting with Class Teachers and SMT, ensuring all children have been tracked against Numeracy benchmarks.
	Analysis of assessments and SNSA results to identify priorities but specifically for Amber and Red children in order to establish Targeted Intervention Groups. Pressure Points to embedded within the assessment process.	HT DHT PT Lynn Dyson SfLT -	October 2022	
Children experience effective teaching and learning in Numeracy. Staffs pedagogy in Numeracy improves, leading to better outcomes for our pupils. A strategic approach to raising attainment is embed throughout the school	Plans to be created for all areas of Maths. Staff to implement and embed new whole school planning format. Staff to amend and note changes which plans require. Staff to note down any resources which they recommend. Multiplication Club to be established to supported targeted learners P5-7.	HT DHT All staff	Term 1 Term 2 Term 3 Term 4 Ongoing and evaluated in Term 3 Term1-4	Monitoring forward plans will demonstrate effective planning of high quality learning experiences in numeracy to ensure teachers are applying their learned skills and taking into account learning needs of the class. Pupil voice will provide evidence that children are aware of strategies and using them to support their learning.
	Through ERDs staff have identified improving pedagogy in Numeracy. Staff questionnaires and coaching wheels will be used to establish teachers confidence and skills in the teaching of Numeracy.	HT DHT PT All staff	Term 1 Term 2 Term 3 Term 4 Ongoing and evaluated in Term 3	Collation of questionnaires will provide robust information on current confidence, attitudes and abilities with regards to the teaching of Numeracy and allow any patterns and trends to be identified and inform next steps.

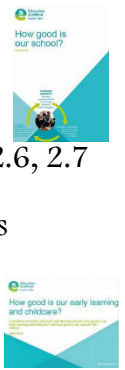
	Staff to undertake CLPL. PTs to model lessons and support CT in team teach opportunities.			Peer observations and team teaching will provide opportunities for moderation and professional dialogue. Learners will be more engaged and increased attainment.
Improvement of effective parental engagement to support pupils attainment in Numeracy	Establish a robust baseline to ascertain parent's current attitudes to Numeracy and confidence in strategies. Analyse questionnaire results to establish if there are links between parent's habits, attitudes and confidence and their child's attainment. Increase in parent meetings with clear focus on attainment levels. Pupil Learning Profile to be created in collaboration and then shared termly with parents. Open mornings/afternoons where parents see children working on strategies. Focus on encouraging children to choose strategies which best support their leaning style. All children taking part in the same activity.	HT PT Class Teachers HT Class Teachers	Term 1 Term 2 and 4 Term 1-4 Term 4	A high return from parents will indicate their engagement with the school's priorities in improving the learning of teaching in Numeracy. Improved school engagement from parents, leading to improved attainment for targeted learners.

Priority Area: 2 To develop robust and high-quality support, within a nurturing environment, that enables all children to achieve success	School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, . Successes and Achievements QI: 3.1, 3.2, 3.3 	Meeting the needs of all learners Quality provision Leadership and workforce development 
What informs this priority? Attainment – Levels of attainment across the school are below expected levels within the authority, with some pupils unable to access appropriate support within the school. Within our school ASN is the biggest barrier to the attainment of our young people. <u>Number Pupils off Track in at least 1 Curricular area on Staged Intervention 2-4 Currently</u> P1 11 off track 5 with ASN 45% P2 12 off track 5 with ASN 42% P3 5 off track 4 with ASN 80% P4 18 off track 11 with ASN 61% P5 11 off track 5 with ASN 45% P6 13 off track 8 with ASN 62% P7 15 off track 13 with ASN 87% Behaviour– pupils are becoming increasingly dysregulated within the school environment. Inclusive classroom practice will support all learners, improve behaviour and allow for an increase in quality learning experiences offered to our pupils. Staff confidence – staff have identified an area of development is embedding the principles of nurture and inclusive classroom practice. Parental Engagement – the role of the parent in meeting the learners' needs is essential. Current surveys only have a return rate of 24%. We must work to improve the partnership with our parents/carers.			
What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)

<u>Universal Support (US)</u> All children will benefit from robust, high-quality universal support. To meet the needs of all children and young people, staff within our establishment will work together effectively and support one another to increase their ability to meet the needs of our diverse learners through effective use of professional learning and collaborative dialogue. <u>Targeted Support (TS)</u> Our targeted support will build upon our robust universal support. Our learners' needs will be identified early, through reliable and valid assessment evidence, and we will ensure appropriate, proportionate and timely support, including specialist input where required Development of ASN review calendar – Using every child is included and supported: Getting it right For Every Child, Policy Guidelines, to ensure that the cycle of Identifying, Assessing, Planning for and Providing Support and Reviewing is being implemented appropriately.	CIRCLE Participation Scale will enable staff to identify the learner's strengths and also areas requiring development. Staff will be able to identify barriers to learning in terms of the physical environment, social environment, structures and routines, and motivation and skills. This baseline measure will be used evaluate input based on follow up assessment and can be used to support discussion with colleagues and parents/carers. Staff will develop a shared understanding of Staged Intervention	All Staff HT DHT SfLT –	October 2022 Term 1 Term 2 Term 3 Term 4 Term 2	A consistent approach to reviewing ASN provision which will include; Updated whole school Staged Intervention levels to reflect current learners Assessment and update of existing Form 2s and 4s HT/DHT meetings with class teachers to plan targets HT/DHT/CT meetings with parents to plan for and review Form 2s and 4s Learner conversations demonstrating that children know their targets and feel supported to achieve them. Tracking meetings to support and enable CT to review and set new targets Monitoring of Forward Plans will ensure the sharing of Assessment results have informed planning and have been planned for effectively. The analysis and tracking of data will provide evidence of learners' attainment and improvement over the year.
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Improved attainment for those pupils with ASN. All staff know and respond very well to the individual needs of children and young people and promote and support their wellbeing. Tasks, activities and resources are effectively differentiated to ensure appropriate pace and challenge for all learners.	Through ERDs staff have identified inclusive classroom practice as an improvement priority. Staff questionnaires and coaching wheels will be used to establish teachers understanding, identifying trends and patterns for CLPL. Staff to undertake CLPL in partnership with Outreach support Team. Staff to undertake professional reading and provide reflections on GIRFEC, CIRCLE document, What is Means to be a Teacher in Scotland and any other relevant literature. CLPL from Educational Psychologist during August In-service Behaviour Strategies. Monthly Whole School Inclusion Meetings will be held. Staff can present a child who they have concerns about. All staff then discuss using a solution orientated approach setting SMART targets for the pupil to achieve. SfLAs to undertake a robust CLPL calendar to provide training and increase skill set to support all learners.	HT DHT All staff Outreach support Team All Staff All Staff SFLAs	ERD September 2023 August 2023 Term 1-4	All teaching staff will be engaged in Inclusive Classroom practice. Baseline data gathering and professional reading and reflection on practice. The learner's needs are met and managed within the class by the class teacher/SLT. Staff will implement strategies provided by Outreach support in daily practice. The use of data will show an increase in pupil attainment across all stages. Targeted gains for those with identified ASN. Quality Assurance through classroom visits using CIRCLE Framework and QI 2.4 will identify strengths and areas for development. Staff will work in collaboration to offer one another peer support, to share expertise and expand staff skill base in a supportive environment. Staff reflections will show true understanding of effective inclusion strategies and impact they have had on classroom practice.
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Increasing the positive impact of working with families to improve learning and achievement.	Parent/carers attendance at pupil-led events to exceed 75%.	HT DHT PT	Term 1 -4	Parent/carers attendance at pupil-led events to exceed 75%.
	Parent/Carer/Pupil engagement with Nursery Review Meetings and School Progress Conferences to exceed 80%.			Parent/Carer/Pupil engagement with Nursery Review Meetings and School Progress Conferences to exceed 80%. A high return from parents will indicate their engagement with the school's priorities.
	Increase in parent meetings with clear focus on attainment levels.		Term 2 and 4	
	Open mornings/afternoons where parents see children working on strategies. Focus on encouraging children to choose strategies which best support their learning style. All children taking part in the same activity.	Class Teachers		
		HT Class Teachers	Term 4	Improved school engagement from parents, leading to improved attainment for targeted learners.

Priority Area: 3 To work collaboratively with cluster colleagues to ensuring high-quality learning experiences for all children and young people through the context of STEM.	School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Meeting the needs of all learners Quality provision Leadership and workforce development 
What informs this priority? • Cluster Collaboration – Primary Cluster Programme is a nationally recognised and GTCS accredited professional learning programme designed to improve the confidence and expertise of all practitioners in a participating cluster in the teaching of STEM. • Teaching and Learning ~ We are committed to ensuring high-quality learning experiences for all children and young people. • CLPL – staff have identified the need to engaged in High Quality CLPL that will improve classroom practice • Development of the Young Workforce ~ All staff and partners aim provide very good opportunities to develop children and young people's skills for learning, life and work in motivating contexts for learning			
What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)

Through the SSERC cluster programme staff will develop their teaching and learning of STEM.	All staff will access high quality CLPL lead by SSERC mentors. Staff questionnaires and coaching wheels will be used to establish teachers' confidence and skills in the teaching of STEM.	Alan McNab - SERC mentor HT All Staff	Term 1-3	Data gathered from pre and post questionnaires will show increase in staffs knowledge and understanding of effective teaching in STEM. Quality Assurance will provide evidence through classroom observations of effective teaching and learning of STEM Pupil voice will provide evidence that children are engaged in Quality Learning STEM experiences.
All pupils will have an increased interest in STEM, accessing quality learning experiences that will develop skills, knowledge and behaviours in STEM.	Pupil questionnaires will establish a baseline in interest and understanding of STEM. Targeted group will be identified. Relevant staff will be trained as Tutor Assessors to deliver the Young Stem Leader Programme. Primary 7 pupils will complete YSLP. There will be opportunities to work with Denny High to support transition programme. A targeted group of P4-6 will complete the YSLP programme.	Staff		Data gathered from pre and post questionnaires will show Children's, interest, knowledge and understanding of STEM. Leuven Scale will be used to measure motivation and engagement of targeted pupils. Pupils will achieve relevant badges and become Young Stem Leaders. Pupil voice will provide evidence that children are engaged in Quality Learning STEM experiences.

PEF Financial Context						
Historic PEF Allocation		Identified spend for this plan 2022 -23			Cost	
2017-18:		0.4 Class Teacher 0.2 Specialist provision			£23,382	
2018-19:					£5000	
2019-20:					£28382	
2020-21:						
2021-22:						
Carry Forward 2022-23: 29,180						
PEF Plan	Year:					
Inputs	Outputs		Outcomes - Impact			Stretch Aims
	Activities	Participation	Short	Medium	Long	
What we Invest	What we do	Who we reach	What the short-term results are	What the medium-term results are	What the ultimate impact(s) is	Please identify which number of stretch aim this intervention contributes to
0.4 FTE to close the gap for children in SIMD 1 -4	To provide Targeted intervention groups for 4 and P7 children in Literacy and Numeracy.	Children not on track to achieve expected levels. (Amber Learners)	Improvement in attainment of targeted children in P4 and P7.	A clear and strategic approach to raising attainment is embedded.	Systems and processes in place to raise attainment in all curricular areas in P1-7.	Number to match the stretch aims
0.2 specialist provision ‘Under The Trees.’	To provide Targeted HWB intervention for identified ASN pupils.	Boys in Primary 4 and 5 who are currently unable to access the mainstream class and therefore not accessing the curriculum.	An improvement in HWB of targeted children.	Pupils will be able to access their learning and make appropriate gains in school.	Boys will develop social strategies that will help them regulate and form effective peer relationships. Their time in class will increase.	Number to match the stretch aims
Ongoing evaluation/actual impact:						