



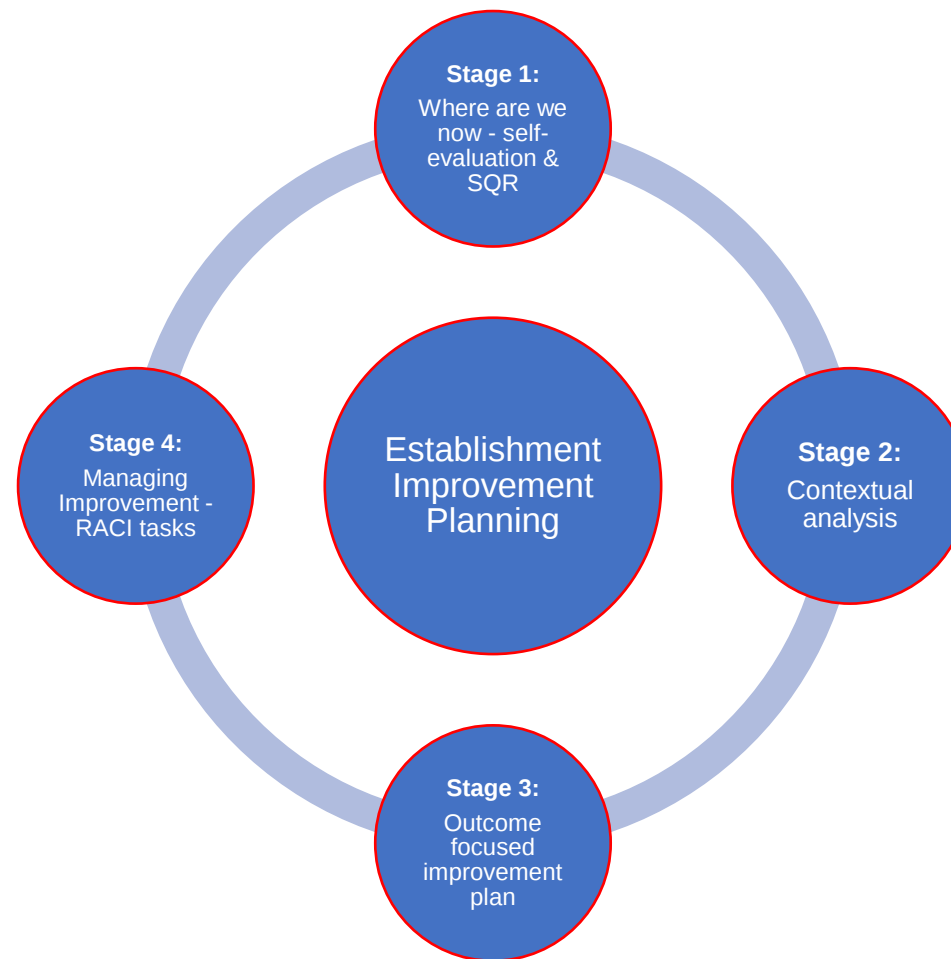
Falkirk Council
Children's Services

Head of Muir Primary 2023/2024



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 and ELCC is situated in Dennyloanhead in Denny.

Our current role is 263 pupils and an 1140 Early Learning and Childcare provision with capacity for 64 pupils.

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

We are a neighbourhood 1 group school and are situated in an affluent area. Only 4% of

session	Average attendance (%)
2018/19	93.9
2019/20	94.57
2020/21	91.2
2023/22	94

Attendance and Exclusion

Our attendance rate has returned to 94%. We have improved our attendance monitoring this session and as a result returned to pre Covid level.

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



Tracking and Assessment 2022/23 P1 P4 P7 Overview



	Reading			Writing			Talking & Listening			Numeracy		
	Falkirk 21/22	Head of Muir Term 3	Prediction	Falkirk 21/22	Head of Muir Term 3	Prediction	Falkirk 21/22	Head of Muir Term 3	Prediction	Falkirk 21/22	Head of Muir Term 3	Prediction
Primary 1	83%	74%	88%	82%	74%	93%	88%	88%	93%	87%	88%	90%
Added value against Authority			+5%			+11%			+7%			+3%
Primary 4	78%	57%	87%	74%	63%	97%	86%	67%	97%	78%	60%	63%
Added value against Authority			+9%			+23%			+11%			-15%
Primary 7	81%	81%	89%	77%	70%	91%	88%	94%	97%	78%	77%	85%
Added value against Authority			+8%			+14%			+9%			+7%

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

our pupils live in SIMD 1 & 2. However within our community there appears to be an increasing rate of hidden poverty. We are supporting this with our new Eco Uniform Swap and links with local food pantry. 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 have highly effective professional partnerships with many different agencies; Health, Social Work, Police Scotland, Educational Psychology, Under the Tress 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. We have faced continued challenge from a number of dysregulated children. Bespoke support packages in place have reduced the number of violent incidents reported and we continue to seek further support from Educational Psychology, the Inclusion and Well Being Service, Aberlour Primary Outreach Service and CAMHS to support these pupils.	This session we focussed on systems and processes to raise attainment across the school. Robust tracking and attainment meetings to take place between teachers and SLT. Development of staffs' confidence and effective use of benchmarks was a priority. As a result we have saw increased attainment across the curriculum and we are out performing against the authority averages in almost all curricular areas.
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Stage 3

Priority Area: 1 To embed effective teaching and learning strategies to ensure measurable improvements for all learners, including increased learner engagement.	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 – To ensure learners make very good progress from their prior levels of attainment in Literacy. Ensuring attainment over time improves and added value is evident in raising attainment for all. • Service Improvement – to link with service improvement plan of meeting the needs of all learners through improving Learning and Teaching. • Pedagogy – As part of our quality assurance; classroom observations, jotter monitoring and pupil voice highlighted a lack of consistency in the teaching strategies across the school. Focus groups of children at Primary 1, Primary 4 and Primary 7 underlined clear gaps in children's understanding of the learning taking place. • Learners – Improved learner engagement and participation in their learning, thus leading to improved outcomes for all learners. Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. • Staff confidence – staff questionnaires and self-evaluation has highlighted a need for a strategic approach to improving pedagogy. 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 – Low SIMD and poor attainment do not correlate therefore we will continue to build on the improved parental engagement from this session to 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))
Staff will explore the 5 Key strategies to improve pedagogy and equity. 1. Ensuring understanding of expected learning and criteria for success. 2. Using classroom discussions, questions and tasks that motivate and elicit evidence of learning. 3. Providing feedback that moves learners forward. 4. Providing opportunities for learners to support each other's learning. 5. Providing opportunities for learners to take responsibility for their own learning. Staff will focus on strategies 1 and 2 to deliver improvement.	Establish an effective Teacher Learning Community as an effective professional learning model for all staff to participate in. Staff questionnaire to analyse teacher's attitudes and confidence towards the key teaching strategies. Professional Learning Log's distributed to all staff. Engagement in professional dialogue with peers and TLC Leaders. Reflections on current practice. Sharing of the five key strategies to improve pedagogy and equity. Begin to create our own rational of the 'good lesson' model.	All Staff Identified Teacher leads HT DHT	Term 1 Term 2 Term 3 Term 4	Ensuring high-quality learning experiences for all children and young people. Collation of questionnaires will provide robust information on current confidence, attitudes and abilities with regards to the teaching strategies and allow any patterns and trends to be identified and inform next steps. Learners understand the purpose of their learning and have opportunities to lead the learning.

Our teaching is underpinned by our shared school vision and values	All staff will engage in the review and revision of the school' vision values and aims. Staff will engage in self-evaluation exploring what it is unique to Head of Muir. We will seek to views of parent/carers asking key questions to reflect in our school vision, values and aims.			Pre and Post surveys of children, staff and stakeholders to show impact of shared vision. Vision, values and aims launched Visual representation of Vision, values and created. In line with the launch of a new motto. We will develop, promote our Vision, Values and Aims in collaboration with process children, families and practitioners.
Strategy 1 Learning Intentions and Success Criteria. A consistent approach to direct instruction, framing and connecting the learning. A strategic approach to improving pedagogy is embedded throughout the school.	CPD input at Staff Meeting on Strategy 1 - Ensuring understanding of expected learning and criteria for success. Staff will improve our practice through: Sharing, supporting and challenging our successes and failures. Reflecting on quality learning intentions and criteria for successful learning. Reflecting on, discussing and sharing practical ways of ensuring their learners understand the focus of the learning Applying an aspect from the reflections to our own practice.	Teacher lead All staff	Term 1	Quality Assurance through classroom visits using QI 2.3 will identify strengths and areas for development. School based trio visits will provide opportunities for staff to share good practice, creating a shared vision of effective learning intentions and success criteria. Staff will work in collaboration to offer one another peer support, to share expertise and expand staff skill base in a supportive environment. Pupil voice will provide evidence that children are aware of what the intended outcomes for the learning are, highlighting a consistent approach used throughout the school.

	TLC Leaders sharing and modelling good practice about what they believe makes high quality, effective learning intentions and success criteria and also sharing with others what they have trialled in their own classrooms. TLC Members sharing and reflecting upon what currently works and what needs to be changed by discussing with colleagues at their CfE level			
Strategy 2. Using classroom discussions, questions and tasks that motivate and elicit evidence of learning. Staff will develop their teacher toolkit by implementing a range of strategies.	Evidence of learning – practical techniques Reflections upon and the sharing of good practice around practical ways of finding out where learners are in their learning. Collaborative update to share good practice and give teachers interim support to improve own practice. TLC leads will model good practice	Teacher lead All staff	Term 3	Quality Assurance through classroom visits using QI 2.3 will identify strengths and areas for development. Joint classroom observations by SMT and peers will provide opportunities for professional dialogue. Sampling jotters will provide evidence of formative assessment, particularly the evidence of high quality feedback that has been given to pupils. Sampling jotters provide evidence of pupils having a clear understanding of where they are in their learning journey and what they need to do to improve. Workshops and Collaborative Update meetings will provide opportunities to discuss new ideas and plan what will be done to change practice, there will also be opportunity to give and receive constructive feedback.

Ongoing evaluation/actual
impact:

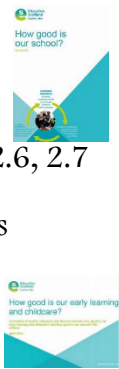
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Priority Area: 2 To develop staff understanding of planning for effective learning, teaching and assessment. Ensuring ALL learners are included, engaged and involved in their learning.	School leadership Teacher professionalism Parental engagement Assessment 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 – To ensure learners make very good progress from their prior levels of attainment in Literacy. Ensuring attainment over time improves and added value is evident in raising attainment for all. • Self-Evaluation – through self-evaluation staff have identify that there is a lack of consistency in the use of progression pathways and planning approaches are used across the school • Pedagogy – As part of our quality assurance; classroom observations, jotter monitoring and pupil voice highlighted a lack of consistency in the teaching strategies across the school. • Learners – Improved learner engagement and participation in their learning, thus leading to improved outcomes for all learners. Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. • Inclusion - in line with the authority service priority it is our vision that all learners are included, engaged, and involved in the life of their establishment. • Staff confidence – staff questionnaires and self-evaluation has highlighted a need for a consistent approach to planning of Es and O.			

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))
All staff have a clear understanding of how to effectively use the progression pathways. All staff will have a clear understanding of to plan for learning teaching and assessment. To develop understanding of the Falkirk Literacy and English and Numeracy and Mathematics Progression Pathways	Staff to work with Pedagogy lead to develop use of the learning, teaching and assessment cycle within schools, centres and the practices of educators & senior leaders Staff will complete workshops exploring the pathways and bundling Es and Os. Staff group to review current planning formats and assess how effective they are.	SLT All staff Pedagogue lead	Term 1	Staff will explain the purpose of the pathway documents and demonstrate how the pathway documents can support pupil progress Staff will effectively the pathway documents to raise attainment Describe how the pathway documents support differentiation of teaching and learning Monitoring of Forward Plans will ensure the effective use of pathways and planning for high quality learning experiences are included. Identify how we could use the pathway documents to improve our planning, assessment, tracking and monitoring of literacy, English, numeracy and Mathematics.
<u>Planning for 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	Staff will build on the work they have completed in session 22/23 on the CIRCLE Participation Scale. Using this will enable staff to identify the learner's strengths and also areas requiring development.	DHT	Term 1 Term 2 Term 3 Term 4	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

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>Planning for 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 Creation of an inclusion driver document to support children towards inclusion.	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 to evaluate input based on follow up assessment and can be used to support discussion with colleagues and parents/carers. This will now be embedded in our planning formats Through our robust tracking and monitoring targeted intervention groups for Literacy and Numeracy will be established. Staff and SLT will create plans to ensure progress and marginal gains are tracked effectively. 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 PTs SfLT Staff	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. 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.
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Our shared school vision and values is created in line with Rights Respecting Schools	All staff will engage in the review and revision of the school' vision values and aims. All stakeholders will engage with UNCEF children's rights. Staff will engage in self-evaluation exploring what it is unique to Head of Muir. We will seek to views of parent/carers asking key questions to reflect in our school vision, values and aims.	All staff Pupils Parents	Term 1 – 4	Pre and Post surveys of children, staff and stakeholders to show impact of shared vision. Vision, values and aims launched Visual representation of Vision, values and created. In line with the launch of a new motto. We will develop, promote our Vision, Values and Aims in collaboration with process children, families and practitioners.
Ongoing evaluation/actual impact:				

Priority Area: 3 Improve the quality of STEM education for all learners and develop clear links to Skills for Learning, Life and Work	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? - As part of the Council's Strategic Vision this focus sits under the Curriculum improvement priority. - Self-evaluation data gathered at cluster level highlighted STEM and Skills for Learning, Life and Work as an area for development for all establishments. - Building leadership capacity and collaborative practices in STEM amongst staff across the cluster has been positive. - Staff feedback on STEM focus for Session 2022-23 has been very positive and they are keen to further progress their skills in this area and work collegiately with cluster colleagues. - Learner feedback showed high levels of interest in STEM in Session 2022-23 and greater focus on this has been requested. - Parental consultation has shown parents and carers are supportive of a strong STEM focus in all cluster establishments. - Learner participation in their education and understanding of WHY what their learning is important is needed to increase engagement and ownership. - Enhance the cross-sector cluster partnership working.			
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)

All staff to continue to increase confidence to plan, deliver and assess STEM. Effective, regular collegiate working across the cluster to support teacher/practitioner confidence. Almost all learners experience high quality STEM experiences increasing engagement. All practitioners understand the links between learning in STEM and the development of Skills for Learning, Life and Work. Almost all learners can identify links between learning in STEM and the development of Skills for Learning, Life and Work.	Cluster working. • STEM specialists at DHS will support staff in ELCC and primary settings to plan and deliver high quality STEM experiences. • STEM Leads from all establishments will meet termly to further the cluster planning for skills progression through STEM. • Primary and secondary learners will engage with the Young STEM Leaders programme. • All establishments will work towards STEM Nation accreditation. • Use Denny High School Skills Framework to support skills development across all levels. • Collegiate planning sessions to be used to ensure consistency of planning and highlighting of skills links across cluster establishments.	Led by establishment STEM Leads. Termly twilight collegiate planning sessions (on Teams) – dates to be confirmed. Termly STEM Meetings: • 29.8.23 • 7.11.23 • 30.1.23 • 23.4.23 In-service Day – 24.11.23 AM only STEM Leads in all establishments will take forward YSL and STEM Nation activity with awards being achieved June 2024. Denny High School Progression Framework to be shared with all staff by September 2023 and will be the focus for discussion on the collegiate planning day at Denny HS in November 2023. Termly twilight sessions for cluster primary staff to moderate STEM planning against the skills framework.	Quality assurance activity will provide evidence of quality teaching and learning of STEM in almost all classes. Staff feedback will show a continuing increase in confidence in the planning, delivery and assessment of STEM. Evidence of progressive planning in place for STEM. All Young STEM Leaders will achieve a Young STEM Leader award. All ELCC and Primary establishments will achieve at least one STEM Nation badge. Pre/post survey for all staff to gauge knowledge and understanding of STEM and another survey for the Skills Framework. Pre/post survey for P4-S3 re knowledge and understanding of the skills developed through STEM.
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	Existing STEM plans to be reviewed to ensure skills development is clear.	Termly CAT sessions allocated working with partnership schools. (8 hours in WTA) Meetings will be held week beginning: 4.9.23 13.11.23 5.2.24 29.4.24		Skills development for all learners will be evidenced through engagement with Young STEM Leaders and STEM Nation awards. Quality assurance activity will provide evidence of pupils being able to link their own skills development to learning in STEM.
Ongoing evaluation/ actual impact:				