



Head of Muir Primary & ELCC Standards and Quality Report 2023~2024



Falkirk Council
Children's Services

Head of Muir Primary and ELCC SQR 2023/24 –

The purpose of the annual Standards and Quality Report (SQR) is to record the successes and achievements in delivering improvement relating to the identified priorities in the improvement plan 2022/23.

Staff at all levels continue to undertake and participate in a range of professional learning and development to support both the identified priorities of the improvement plan and, all our children and young people.

This report provides a helpful summary for parents/carers and other stakeholders, of successes and achievements in academic session from August 2023 - June 2024, and outlines priorities for session 2024/25.





Section 1

Context of the School/ELC Setting

This year the Senior Leadership Team of the school has been the HT, DHT and 2 PT's with a SEYO and Pedagogue in the ELC. We have classified with 11 classes, 2 of which are composite.

Head of Muir Primary School is situated in Dennyloanhead in Denny. Our current role is 261 pupils and an 1140 ELCC provision with capacity for 65 children.

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

At Head of Muir, 4 children live within SIMD 1 and 2. These children are on track to achieve expected levels. They are monitored and tracked on a termly basis.

Approximately 6% of the school are entitled to free school meals which calculates to £29,810 in Pupil Equity Funding.

This supported the employment 0.4 FTE support for learning teacher and funded an afternoon forest schools nurture group delivered by 'Under the Trees'.

This session has seen us develop and grow as a staff team. This was the first full academic year with a new Senior Leadership Team. We also welcomed 4 new classroom teachers and 2 Support for Learning Assistants, all on 1 year contracts.

Relationships are at the heart of all we do at Head of Muir and this model of collaboration has led to improved collective efficacy, thus driving towards improvement. Staff are becoming more aware of roles and responsibilities in terms of raising attainment and whole school improvement.

May In-service days were used to effectively self-evaluate as a staff team using HGIOS 4 to highlight areas of strength and identify next steps in our improvement journey. Using the Quality Indicators we graded ourselves and evaluated progress this session, leading to the generation of this report.

We want our core values as a school to reflect this and will therefore launch a new vision, values and aims project, in collaboration with our whole school community in session 23/24.

In January 2023 we received an unannounced Care Inspectorate visit at our ELC. Key messages from our report concluded:

- Staff recognised the importance of secure attachments and high quality interactions.
- Families were building relationships with staff and developing confidence as they spent time in the nursery environment.
- Staff were flexible and deployed themselves across all areas of the playroom so they were responsive to the needs of the children.
- Strong leadership in the service had supported staff to develop confidence and knowledge in their roles.

Care Inspectorate graded Head of Muir ELCC as:

How good is our care, play and learning?	5	Very Good
How good is our setting?	5	Very Good
How good is our leadership?	5	Very Good
How good is our staff team?	5	Very Good

Section 2

Priority 1: To embed effective teaching and learning strategies to ensure measurable improvements for all learners, including increased learner engagement.																													
NIF Priority Improvement in attainment, particularly in literacy and numeracy. NIF Driver Curriculum and assessment School and ELC improvement			FC Service and School Improvement Priority Core Quality Provision																										
HGIOS?4 2.3, 3.1			Has this work been supported by PEF? No.																										
Progress and impact (based on outcomes for learners) How well are you doing? How do you know?																													
Due to the implementation of robust tracking conversations and a new tracking format, we can now state that all classes have seen added value in terms of attainment in Numeracy across the academic session. Furthermore, almost all classes now sit above the authority target 85%, with almost all classes out performing comparator schools.																													
<table><caption>Percentage of Children On Track by Primary Stage</caption><thead><tr><th>Primary Stage</th><th>Aug-22 (%)</th><th>Jun-23 (%)</th></tr></thead><tbody><tr><td>PRIMARY 1</td><td>67%</td><td>90%</td></tr><tr><td>PRIMARY 2</td><td>93%</td><td>97%</td></tr><tr><td>PRIMARY 3</td><td>79%</td><td>87%</td></tr><tr><td>PRIMARY 4</td><td>60%</td><td>70%</td></tr><tr><td>PRIMARY 5</td><td>79%</td><td>91%</td></tr><tr><td>PRIMARY 6</td><td>70%</td><td>74%</td></tr><tr><td>PRIMARY 7</td><td>77%</td><td>85%</td></tr></tbody></table>						Primary Stage	Aug-22 (%)	Jun-23 (%)	PRIMARY 1	67%	90%	PRIMARY 2	93%	97%	PRIMARY 3	79%	87%	PRIMARY 4	60%	70%	PRIMARY 5	79%	91%	PRIMARY 6	70%	74%	PRIMARY 7	77%	85%
Primary Stage	Aug-22 (%)	Jun-23 (%)																											
PRIMARY 1	67%	90%																											
PRIMARY 2	93%	97%																											
PRIMARY 3	79%	87%																											
PRIMARY 4	60%	70%																											
PRIMARY 5	79%	91%																											
PRIMARY 6	70%	74%																											
PRIMARY 7	77%	85%																											
Effective analysis of Numeracy assessments allowed staff to identify patterns and trends. Class based interventions were then put in place to raise attainment for all. Pupils will be reassessed again in August 2023.																													
Our new tracking and monitoring system has ensured that the progress and attainment of all learners has been effectively tracked across the year.																													
Children identified as off track formed our Targeted Intervention Groups. SMART targets where then set with PT and CT and children completed blocks of interventions.																													
44 pupils were identified as off track. Initially PT led a 6 week targeted intervention which resulted in 10 pupils now being predicted to be on track.																													
Progress of learners was then tracked throughout year and TIGs became fluid to respond to needs within the school.																													
Summary of Attainment																													
	Pupils identified as off track and part of TIG	Percentage of Cohort	Pupils who are on track as a result of targeted Intervention	% of Impact	Percentage of cohort on Track																								
Primary 3	8	26%	4	30%	84%																								
Primary 4	11	37%	3	27%	63%																								
Primary 5	12	28%	9	75%	91%																								
Primary 6	10	26%	3	30%	74%																								
Primary 7	12	25%	6	50%	85%																								

Classroom observations have highlighted that most class teachers have improved aspects of their delivery of Numeracy lessons.

Due to concerns from staff regarding the current Maths planning format, it was a priority to create a new whole school Maths plan. The aim for this was to provide a more detailed progressive plan which ensured a consistent approach throughout the school.

Working in collaboration staff created plans in line with progression pathways and have agreed a new planning format for the 23/24 session. This will be supported by the purchase of the new TeeJay maths programme.

In order to gain feedback from children we conducted learning conversations with a selection of children from every class. From this it was clear that although levels of attainment was improving, the majority of our learners felt disengaged during Numeracy lessons. This will be a focus in next sessions improvement plan.

Next Steps: What are you going to do now?

- Embed new planning format and ensure new resources support the enhancement of teaching and learning experiences for all.
- Introduce PUMA standardised assessments to improve data in Numeracy across the school.
- PT to continue to lead Targeted Intervention Groups in Numeracy.
- Quality Assurance to ensure new pedagogy approaches are transferred to Numeracy.
- Seek effective CLPL to improve staff knowledge and understanding of Numeracy.
- Further analysis of data looking through different lenses to identify gaps.

Priority 2: To develop staff understanding of planning for effective learning, teaching and assessment. Ensuring ALL learners are included, engaged and involved in their learning.

NIF Priority
Improvement in children and young people's health and wellbeing
NIF Driver
School and ELC improvement

FC Service and School Improvement Priority
Meeting the Needs of All Learners

HGIOS74
2.3, 3.1

Has this work been supported by PEF?
Yes

Progress and impact (based on outcomes for learners) How well are you doing? How do you know?

Through review of our Universal Support package we can now say that almost all children are benefitting from robust, high-quality universal support. Through our effective tracking and monitoring process, all children who are not on track to meet expected level have received further support this session. A Fact, Story, Action approach to tracking has allowed for staff's confidence to grow with analysing data at a classroom level, putting faces on the data, ensuring appropriate interventions are in place for all learners.

Our targeted support has built upon our robust universal support. Our learners' needs have been identified early, through reliable and valid assessment evidence, and we will ensure appropriate, proportionate and timely support, including specialist input where required.

As part of our ASN review we identified and reviewed all learners who were deemed to be off track. Targeted Intervention Groups were created to support amber learners and additional bespoke supports including IDL, targeted SFLA support time, Power of 2 and Plus 1 were put in place to target and support individual pupils who were Red or Amber learners.

We significantly improved the way we now share information with both staff and parents. This is now readily accessible by all staff and all parents are now contacted to share

assessment information to ensure they have a clear understanding of the learning targets for their child and understanding of supports in place in school.

Evidence of Impact

Reading	Pupils identified as off track and part of TIG	Percentage of Cohort	Pupils who are on track as a result of targeted Intervention	% of Impact	Percentage of cohort on Track
Primary 2	10	30%	6	60%	85%
Primary 3	13	40%	8	61%	81%
Primary 4	7	23%	7	100%	93%
Primary 5	12	28%	10	83%	88%
Primary 6	8	21%	4	50%	79%
Primary 7	11	23%	10	90%	94%

Furthermore, interrogation of data has highlighted an increase in pupil attainment across almost all stages.

	<u>Reading</u>	<u>Writing</u>	<u>Talking & Listening</u>	<u>Numeracy</u>
<u>Primary 1</u>	90%	90%	93%	90%
Added Value June 22				
<u>Primary 2</u>	85%	88%	94%	97%
Added Value June 22	+12%	+14%	+20%	+3%
<u>Primary 3</u>	81%	81%	88%	87%
Added Value June 22	+12%	+37%	0	+18%
<u>Primary 4</u>	93%	97%	97%	70%
Added Value June 22	0	+14%	0	-23%
<u>Primary 5</u>	88%	91%	93%	91%
Added Value June 22	+24%	+31%	+14%	+29%
<u>Primary 6</u>	79%	74%	95%	74%
Added Value June 22	+13%	+13%	+8%	+9%
<u>Primary 7</u>	94%	89%	97%	85%
Added Value June 22	+21%	+18%	+8%	+1%

Pupils who remain off track have been identified and as a school we are beginning to explore the tracking of individual milestones. Timetabled support where appropriate is included. Again all parents have been informed of targets and interventions.

Assessments highlighted a gap in phonological awareness in the infant department, as well as identifying that most Primary 5 pupils fall below their spelling age. To focus on early intervention we invested in the IDL Literacy programme to support reading and spelling.

- 50 P3-7 pupils have engaged with programme over the last 9 months.
- 42% of these children have closed the gap between their age and reading age.
- 32% of these children have closed the gap between their age and spelling age

As part of our improvement priority to support all children towards inclusion we created a new driver document that staff follow when identifying a child requiring support. This will be developed as we establish our new vision values and aims in the session 23/24.

Questionnaires identified an area of development for staff was embedding the principles of nurture and inclusive classroom practice. Pupils were becoming increasingly dysregulated within the school environment.

As a result all staff allocated 15 hours of ERD to support CLPL in inclusive classroom practice.

All teaching staff completed an Education Scotland Online module on the Circle Framework with 100% of teaching staff passing.

Quality Assurance in the form of classroom observation, using the ‘Circle Inclusive Classroom Scale Framework’, showed that almost all staff know and respond very well to the individual needs of children. Inclusive classroom practice is supporting all learners, improving behaviour and allow for an increase in quality learning experiences offered to our pupils.

All staff completed an environmental study of their classroom using the Circle Checklist. Effective peer observations allowed staff to reflect on practice. Working with the same peer, all staff completed the Circle Participation Scale for a child in their class. Most staff have stated that positive impact this had on their classroom practice.

PEF funded initiative Under the Trees nurture support groups were created to support pupils with a focus on improving mental health, well-being and regulation. 12 pupils have accessed this resource and it has helped regulate emotions as most pupils (83%) have had no recorded incidents of violence towards staff this session.

All pupils have stated that has been a positive experience. All pupils have stated they would like to continue with the programme next session and all pupils stated it makes them feel better about school. Next session we will explore Glasgow Motivational Wellbeing Plan and Leuven scale to measure progress.

Next Steps: What are you going to do now?

- Staff will build on the work they have completed in session 22/23 on the CIRCLE Participation Scale to enable them 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.
- We will work to ensure Inclusion is 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 and a collaborative discussion will be had to discuss supports and strategies.

Priority 3: Improve the quality of STEM education for all learners and develop clear links to Skills for Learning, Life and Work

NIF Priority
Improvement in skills and sustained, positive school-leaver destinations for all young people
NIF Driver
Teacher and practitioner professionalism

FC Service and School Improvement Priority
Workforce Development

HGIOS?4
2.3, 3.1

Has this work been supported by PEF?
No.

Progress and impact (based on outcomes for learners) How well are you doing? How do you know?

Our identified STEM lead completed the SSERC primary programme receiving 'outstanding' feedback on his reflective journal. As a result of this training programme, all staff accessed high quality CLPL lead by SSERC mentors. Our STEM lead used departmental planning nights to support staff in their delivery of STEM. Furthermore, a resources catalogue has been created to ensure teachers are aware of the resources we have to enhance teaching and learning.

Staff questionnaires and coaching wheels established teachers' confidence and skills in the teaching of STEM. Some teachers stated they believe they have made an improvement in their practice as a result of the programme.

All staff were trained as Tutor Assessors to deliver the Young Stem Leader Programme becoming YSL Ambassadors. This was completed as a cluster. Staff were allocated groups according to stage and time was provided to discuss impact of STEM within their classes.

Almost all Primary 7 pupils (96%) achieved their Young Stem Leader award.

All Primary 7 pupils attended a transition workshop at Denny High. This day was created by secondary staff and Primary STEM Leads, taking a cluster approach to improvement.

Pupil voice evidenced that children are engaged in Quality Learning STEM experiences.

Almost all Primary 7 families had a representative at our Primary STEM showcase event.

Next Steps: What are you going to do now?

- Continue to develop STEM approaches within our school and across the cluster.
- STEM specialists at DHS will support all 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.
- Explore the use of 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.
- Existing STEM plans to be reviewed to ensure skills development is clear



ELCC

Review of progress for 2022 - 23	
Priority 1: The development of a whole establishment nurturing approach to support the needs of all children	
NIF Priority NIF Driver	FC Service and School Improvement Priority Meeting the Needs of All Learners
HGIOS?4 2.3, 3.1	Has this work been supported by PEF? No.
Progress and impact (based on outcomes for learners) How well are you doing? How do you know?	
All staff to completed 'Getting Ready for Nurture' checklist and this highlight that the majority of staff felt they had some understanding of the nurture principals. They ELCC practitioners averaged a score of 3.2 out of 5, this emphasised the need for a nurture module to be completed. Headteacher led all staff in nurture training. Almost all staff have completed the module, identifying the positive impact it has had on their practice. Quality Assurance in the form of playroom observation showed that all staff know and respond very well to the individual needs of children and young people and promote and support their wellbeing. Care Inspectorate reported that <i>"Children felt secure and confident in their nursery because they were nurtured by a staff team that recognised the importance of secure attachments and high-quality interactions."</i> Staff indicated knowledge and confidence at the start and end of the module with all staff indicating an increase in both. New structures to the start of the day allowed all Key Workers to be on the floor at drop-off and pick-up times to meet and greet children and families. Families fed back that this was vital post pandemic as some families had only seen photos or videos of staff members and environments. Feedback from parents along with self-evaluation, has highlighted that all Key Workers have developed positive relationships with all families and feedback from families via a questionnaire and parental interviews during our Care Inspectorate visit emphasised that families feel included, listened to and that they feel there are trusting relationships between parents and staff. A Few members of staff attended the Children's Rights CLPL training and brought ideas back to the setting. They then cascaded knowledge to all staff. Self-Evaluation has highlighted that almost all staff have become more aware of natural ways of incorporating children's rights into everyday life in Nursery. This work was further embedded by a support visit from Pedagogue, Elaine Haughton and all staff have begun exploring further opportunities for children to exercise their rights in the setting. This is evidenced in the development of our What Matters to Me Family Wall. Pupil voice has highlighted this area is very much valued by our children. In terms of wider-reaching support for families we have been able to support 5 individual families this session through wider links with the Food Larder at the local Community Centre and through our Clothing Bank.	



All pre-school children were included in an effective transition programme.

Children were tracked 3 times this session using the Assessment and Progression Framework. Almost Staff report that they are more confident using the assessment tools this session and tracking meetings were more focused. Observations on the floor from the SLT have shown improved outcomes for almost all learners.

Next Steps: What are you going to do now?

- Further develop spaces and interactions using Nurture Principles and Froebelian Principles as the foundation of our practice.
- In-depth training focusing on the selected Nurturing Principle led by the link Educational Psychologist. This training, led by link EP, aims to provide in-depth information and practical strategies/ideas for the selected nurture principle.
- Consider the use of paper journals for documenting learning next session and involving children more so that they are valued and meaningful to the children.
- Ensure that the Nurture Principles are reflected in our values, vision and aims next session.

Priority 2 :Improvement of effective parental involvement and engagement

NIF Priority
NIF Driver

FC Service and School Improvement
Priority
Core Quality Provision

HGIOS?4
2.3, 3.1

Has this work been supported by PEF?
No.

Progress and impact (based on outcomes for learners) How well are you doing? How do you know?

Our priority was to increase our engagement with all families.
Parent questionnaire established what they were looking for when it came to visiting the Nursery and when it would suit families to attend.

As a result we introduced a Book Group, Cookery sessions and Play and Stay sessions. We offered 18 sessions throughout the session. Some of our parents attended all.

All families were invited on a group by group basis to a Family Breakfast session with their child. Almost all families attended and enjoyed sharing this experience with their child, feedback means this is something we will now offer each session.

This session 100% of families have now engaged with at least one family learning opportunity.

We have a staff member trained in PEEP. This will enhance parental engagement next session.

Next Steps: What are you going to do now?

- Focused Parental Sessions – PEEP, Benefits of Outdoor Learning, Cookery.
- Further develop Book Bug sessions – include younger siblings, part of transition for new children prior to starting. Smaller group sessions for children with additional support needs. Links to PEEP and opportunities for Book Bug at home.
- Continue to strengthen links with local Community Centre and outside agencies such as Home Start and Aberlour.

Priority 3: All children, staff and stakeholders within our learning community will engage in the review and revision of the ELCC's curriculum rationale.	
NIF Priority NIF Driver	FC Service and School Improvement Priority Core Quality Provision
HGIOS?4 2.3, 3.1	Has this work been supported by PEF? No.
Progress and impact (based on outcomes for learners) How well are you doing? How do you know?	
All staff participated in effective CLPL regarding the promise reflecting on current guidance such as Realising the Ambition, Froebel's principles and draft guidance from the authority. This led to the creation of Head of Muir's Promise. This is displayed within the setting and shared with all families via Sway. Majority of our staff are now qualified Froebelian. From this staff have ensured Froebelian values are reflected and lived within our setting. Quality assurance has evidence that the majority of our practitioners are displaying this in all interactions. All staff have had access to Froebelian pedagogy through CLPL and peer observations. Using draft guidance on Curriculum Rationale from the authority all staff began to explore our own rationale. We considered our vision and from that we explored in greater depth what we know about our community. We have yet to include children and parents in this process. This will be identified as a priority next session Due to changes in key staffing next session (new SEYO and PEYO) this is still in draft form but we will continue to work on this priority next session, with this being the basis of our new curriculum rationale, reflecting current guidance and pedagogy.	
Next Steps: What are you going to do now? • Finalise curriculum rationale • Share with all stakeholders, inviting input and feedback. • Create visual representation of CR. • Use language of VVA and CR in all communication, eg induction paperwork, learning journals, newsletters, parent consultations and in everyday conversations. • Conduct regular audits of spaces, experiences and interactions to evaluate how well VVA and CR are being embedded on an ongoing basis. • Share VVA and CR with all new staff, supply staff and students as part of induction to ensure consistency in pedagogy.	

Section 3

Key priorities for School Improvement Planning 2024- 2025

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

School Priority 1

To embed effective teaching and learning strategies to ensure measurable improvements for all learners, including increased learner engagement

School Priority 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 Priority 3

Improve the quality of STEM education for all learners and develop clear links to Skills for Learning, Life and Work

Due to the appointment of a new Principal Early Years Office and a new Senior Early Years Officer our ELCC priorities will be set in the new term.

What is our capacity for continuous improvement?

A brief statement that reflects your current evaluation of your school's strengths and next steps. This should link to each of the QIs you have graded below.

1.3 Leadership of Change

- The effective leadership of school improvement across the school and nursery class involving all staff
- High expectations of all learners
- Development of nurturing and supportive relationships across the school and nursery class leading to children's improved readiness to learn
- Staff involvement in school improvement process

2.3 Learning, Teaching and Assessment

- An improvement in attainment in almost all curricular areas and stages
- Quality Assurance calendar in place
- Effective Quality assurance has identified a few examples of excellent teaching and learning in the school
- Effective, robust tracking and monitoring in place for all learners

3.1 Ensuring Equity, Inclusion and Wellbeing

- An improved, robust approach to universal and targeted support
- Successful implementation of Targeted Intervention Groups in Reading and Numeracy.
- Improved use of Form 4s and Smart targets for individual learners.
- Increased communication with parents
- Relationship based practice developing within the school and nursery class
- Improved levels of support
- Becoming more data informed, better knowledge of our learners

3.2 Raising attainment and achievement

- Effective, robust assessment in place for almost all learners
- Termly effective tracking and monitoring conversations to identify progress of all learners
- Increased attainment in almost all curricular areas, outperforming authority averages
- Successful implementation of Targeted Intervention Groups in Reading and Numeracy
- Celebration of wider achievement and success through our Wonderful Me wall

Next steps

- Develop consistency in approaches to high quality learning, teaching and assessment across the school and nursery class.
- Establish effective collective efficacy amongst staff, creating a shared vision and plan for improvement, thus resulting in better outcomes for all pupils.
- Establish our own robust tracking of individual milestones
- Increase the engagement of stakeholders in self-evaluation and school improvement process.
- Development of a new vision, values and aims for our establishment
- In consultation with all stakeholders development of a curriculum rational and assessment framework.
- Improvement of pupil voice.
- A strategic approach to improving learning and achievement for all children and develop a clear overview of the needs of children. This should help to ensure all appropriate supports and interventions are in place to meet the needs of all children.

Summary of Self-Evaluation – Reference QIs	
Primary / Secondary	
Self-Evaluation of the Core HGIOS?4	
	Self-Evaluation Grading
1.3 Leadership of change	4
2.3 Learning, Teaching & Assessment	3
3.1 Ensuring Equality, Inclusion & Wellbeing	4
3.2 Raising Attainment & Achievement	4

ELC Classes / ELC Centres			
Self-Evaluation of the Core HGIOELC? / Quality Framework			
	Self-Evaluation Grading		Self-Evaluation Grading
1.3 Leadership of change	5	1.1 Nurturing Care and Support	5
2.3 Learning, Teaching & Assessment	5	1.2 Play and Learning	4
3.1 Ensuring Wellbeing, Equality & Inclusion	5	2.2 Children experience high quality facilities	5
3.2 Securing Children's Progress	5	3.1 Quality assurance and improvements are well led	5
		4.3 Staff Deployment	4

