



Head of Muir Primary School Standards and Qualities Report Session 2024-25



Head of Muir Primary School and ELCC is situated in Dennyloanhead in Denny.



This year the Senior Leadership Team of the school has been the HT, DHT and 2 PT's with a SEYO and 0.5 PEYO in the ELC.



We have classified with 10 classes, 2 of which are composite. We have 11 class teachers and 4 Support for Learning Assistants.



Our current role is 259 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 our pupils live in SIMD 1 & 2.



Approximately 13% of the school are entitled to free school meals which calculates to £29,810 in Pupil Equity Funding.

Our School Context



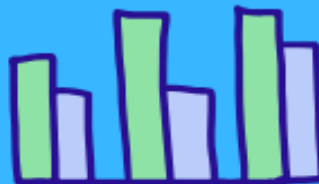
Pupils in SIMD Decile 1 and 2
4%



94%
Attendance



Pupils registered for free school meals
13%



Head of Muir Attainment Data

Attainment at Head of Muir Primary continues to be strong. Attainment over time continues to rise with positive added value in all aspects of Literacy and Numeracy

Our attainment data shows that we are exceeding the 85% expected by the authority in all areas of the curriculum.



Tracking and Assessment Attainment over Time

Overview 2024-2025



	Reading	Writing	T & L	Numeracy
Primary 7 24/25	86%	84%	97%	86%
Primary 4 21/22	64%	60%	79%	62%
Value Added	+22%	+24%	+18%	+26%
	Reading	Writing	T & L	Numeracy
Primary 4 24/25	87%	84%	94%	81%
Primary 1 21/22	77%	74%	74%	94%
Value Added	+10%	+10%	+20%	+7%



Attendance at Head of Muir Primary is very good.

Our average attendance for session 23.25 was 94%



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

Robust tracking and attainment meetings ensure all learners are supported effectively.

Our Benchmark tracker has improved staff understanding and effective tracking, which has been recognized as effective practice by the authority

We are out performing against the authority averages in almost all curricular areas



School Improvement Priorities

Session 2024/25

To use effective teaching and learning strategies to ensure measurable improvements for all learners in Literacy and Numeracy

Impact
Classroom observations revealed both strengths and areas for development. Staff members used peer observations to enhance effective strategies and provided peer support.

- **Pedagogy Improvements:** Data shows that nearly all teachers in P1-7 have refined their teaching methods, successfully implementing effective Learning Intentions and Success Criteria. Additionally, questioning techniques have significantly enhanced student learning.
- **Primary 1 Success:** All Primary 1 teachers have consistently shown improvement in focus areas, with high-quality teaching clearly evident. They have received recognition from the authority, highlighting effective practice.
- **Learner Feedback:** Discussions indicate that nearly all students receive quality feedback and have a clear understanding of their next learning steps.
- **Attainment:** Almost all children are attaining expected levels in Literacy and Numeracy.

Next Steps
To ensure the consistent practice of effective teaching and learning strategies across the school



To develop our Literacy curriculum in line with Curriculum for Excellence leading to the improvement of attainment and achievement of children.

Impact
Staff worked collaboratively to evaluate our Literacy curriculum and identify areas in which we needed to improve. This process has led to an improved understanding of the progression pathways and more streamlined approach to planning. Staff have more confidence in identifying gaps in children's Literacy and are implementing interventions to support learners.

We have maintained our high levels of attainment in Literacy and will use assessment data from the new term to analyse impact. As part of our work on the Literacy curriculum, staff have identified new and engaging ways to teach spelling which we will implement in session 25/26.

Next Steps
To create and implement a systematic synthetic phonics progression and an integrated spelling approach to improve literacy outcomes for all students

To Support this we use our Pupil Equity Fund:
Our allocation is £28,910.
This equates to 30 hours of a Support for Learning Worker.
We also invested in 10 inclusion I-pads to support identified learners.



To meet the needs of all learners through our robust offer of universal and Targeted support.

Impact Universal Support
We have achieved robust, high-quality universal support for all children. To meet the needs of our diverse learners, staff have worked effectively together and supported one another. They have increased their ability to meet these needs through the effective use of professional learning and collaborative dialogue.

Targeted Support
Our targeted support has been built upon our robust universal support. Learners' needs are identified early through reliable and valid assessment evidence. We have ensured appropriate, proportionate, and timely support, including specialist input where required.

IDL
Our identified learners continue to make significant gains through our IDL Literacy programme.

- 82 P2-7 pupils undertook the programme last session.
- 91% of those assessed made progress in reading
- 96% of those assessed made progress in spelling

Next Steps
To implement monthly whole school Inclusion Meetings. These meetings will provide an opportunity for all staff to come together as professionals and improve outcomes for identified learners

Strengths

Collegiate and collaborative sessions planned and delivered for all Denny cluster teaching staff to share strategies and examine good practice in writing.

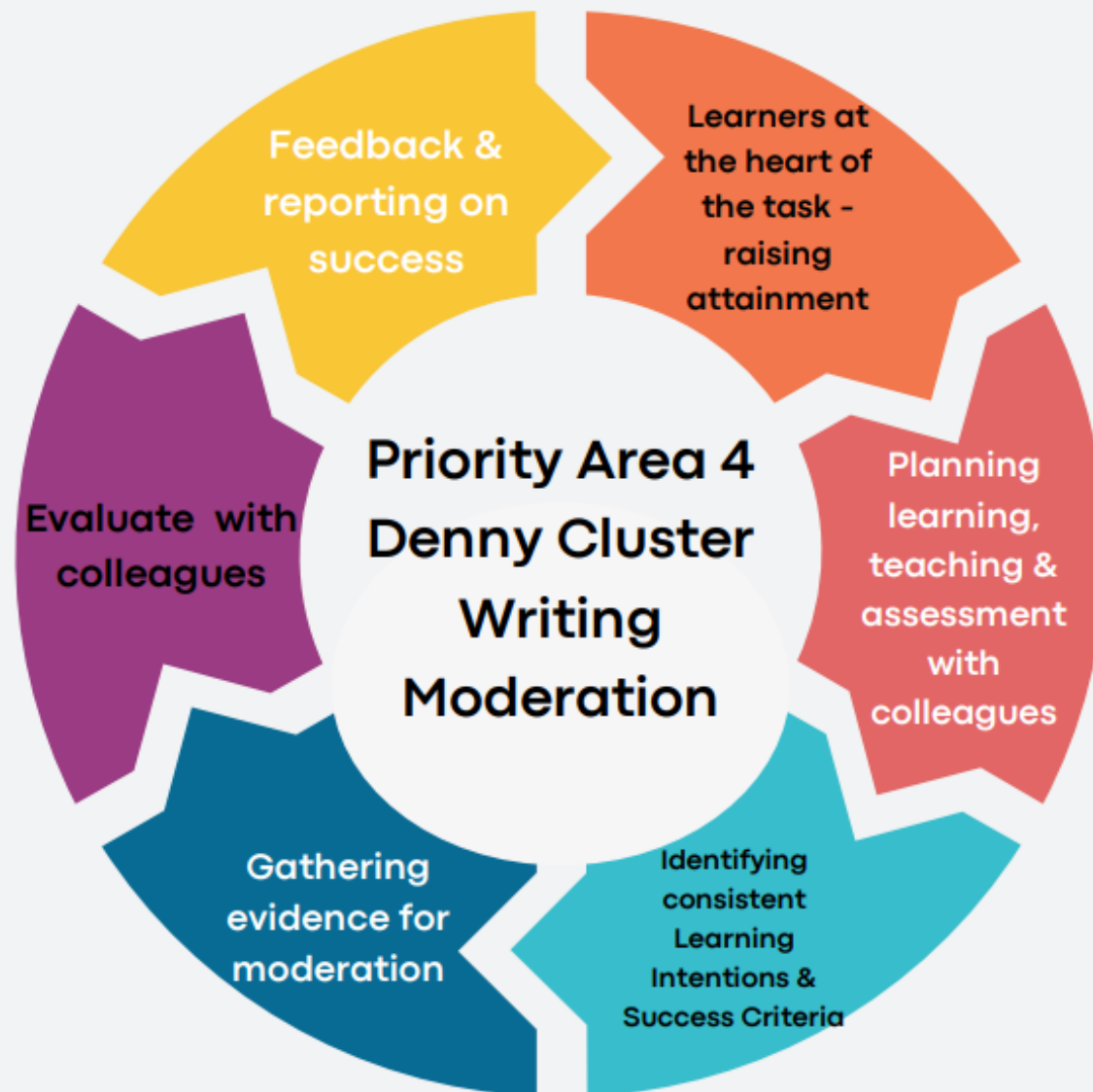
Consistency of standards and expectations examined.

Increased knowledge & understanding of writing pace & progression within a level.

Assessment planned from the start. Techniques and ideas shared and delivered.

Protected time for staff to examine the whole process of writing from start to finish.

Creative practices for pupils with ASN examined and shared.



Areas for Development

Use the same format and meeting times to focus on moderation of another area next year.

A focused series of sessions over a shorter period of time.

Additional time for the planning stages at the start of the cycle.

Opportunities to work alongside stages as well as within a level.

Continued focus on supporting learners with ASN needs.

Continued focus on standards and expectations across the cluster to best support learners achievements and attainment.



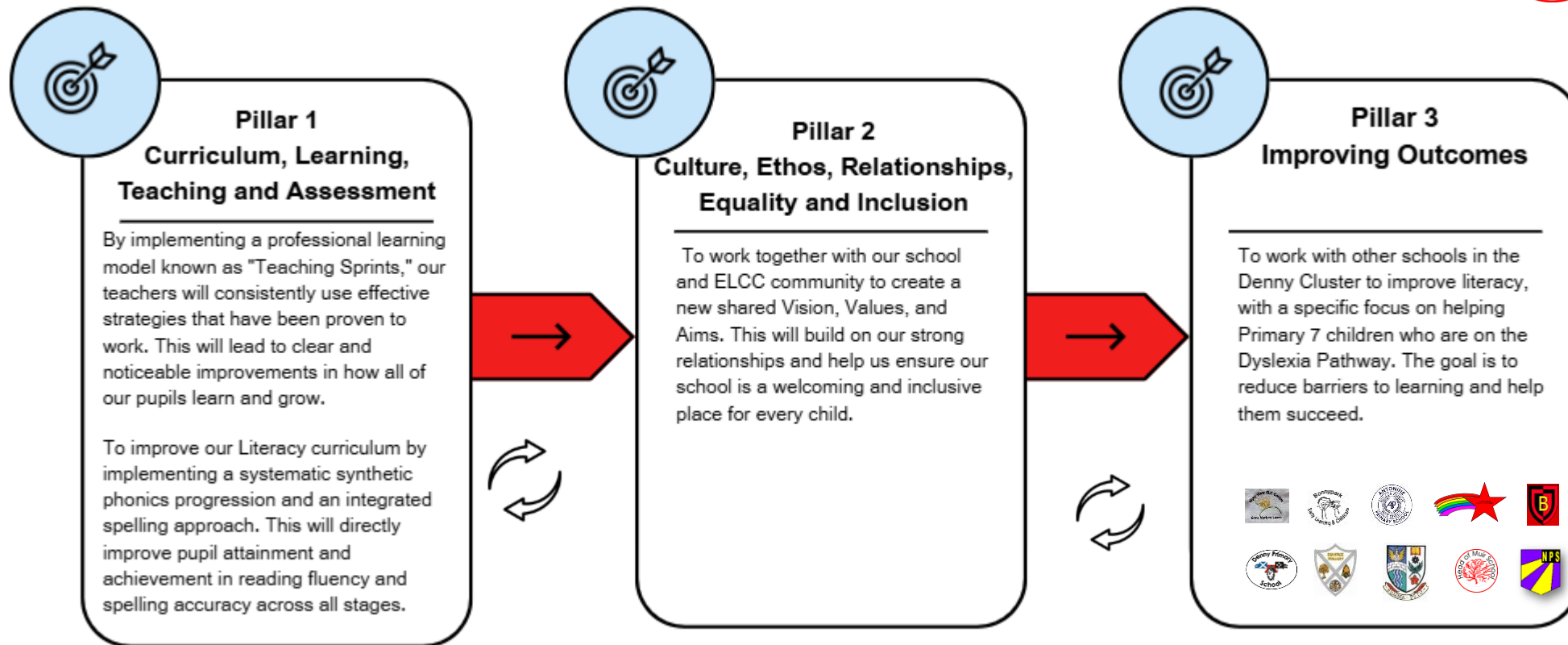


Key Priorities for School Improvement Planning 2024- 2025



Falkirk Council have identified 3 Core Pillars of Improvement in line with the Agile Leadership Programme that all senior leaders undertook this session.

Within these core pillars we have identified 4 improvement priorities for Head of Muir for this school session.



Our process of self-evaluation uses the 'How good is our school? 4' framework to continuously improve. This involves a rigorous look at our work to find our strengths and areas for growth. After this evaluation, we receive a grade from 1 to 6 to show how well we're doing.

We score ourselves against the following grades:

- Grade 6: Excellent
- Grade 5: Very Good
- Grade 4: Good
- Grade 3: Satisfactory
- Grade 2: Weak
- Grade 1: Unsatisfactory



Self-Evaluation 2024/25

1.3 Leadership of change	2.3 Learning, teaching and assessment	3.1 Ensuring wellbeing, equity and inclusion	3.2 Raising attainment and achievement
4	4	4	5