



Head of Muir Primary School Standards and Qualities Report Session 2025-2026



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.



In session 25/26 we had 10 classes, 2 of which were composite. We were staffed with 11 class teachers and 4 Support for Learning Assistants.



Our school role for session 25/26 was 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.



Only 7% of our school live with SIMD 1 and 2.



Approximately 23% of the school are entitled to free school meals which calculates to £29,810 in Pupil Equity Funding.

Our School Context



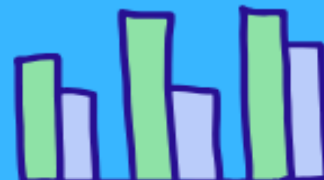
Pupils in SIMD Decile 1 and 2
7%



93%
Attendance



Pupils registered for free school meals
23%



Progress and Attainment

Attainment at Head of Muir Primary continues to be strong. Attainment over time continues to improve in almost all classes.

Robust tracking and monitoring will ensure children are placed on timely and effective interventions to ensure we continue to raise attainment for all.

Tracking and Assessment P1 P4 P7 Overview 2025-2026					
	Reading	Writing	Talking & Listening	Literacy	Numeracy
Primary 1	88%	88%	88%	88%	97%
Primary 4	83%	83%	94%	83%	85%
Primary 7	88%	85%	97%	85%	91%



Attendance at Head of Muir Primary is very good.

Our average attendance for session 25.26 was 93%



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 outperforming against the authority averages in almost all curricular areas



School Improvement Priorities

Session 2025/26



Improve our Literacy curriculum by implementing a systematic synthetic phonics progression and an integrated spelling approach. This will directly improve pupil attainment and achievement in reading fluency and spelling accuracy across all stages

Through the implementation of Teaching Sprints, all teaching staff will consistently and effectively embed evidence-informed strategies leading to demonstrable and measurable improvements for all learners

Collaboratively develop and establish a shared Vision, Values, and Aims that are underpinned by an ethos of an inclusive school, built on strong, positive relationships across our school and ELC community

Impact

Increased Staff Skills. In Primary 4-7 we have built a consistent approach to the delivery of spelling. Alongside a deeper understanding of the Alphabetic Code, synthetic phonics, and spelling mechanics using the Phonics International methodology.

Modelled Effective Practice. Used clear modelling of core synthetic phonics techniques—including explicit segmenting, blending, and handwriting routines—to set consistent standards across classrooms standards across classrooms

Co-Created P1-P7 Progression Pathway. Involved all staff in designing a unified phonics and spelling progression framework from P1 to P7, aligned directly with the Phonics International system

Maintained High Attainment in Literacy
We have maintained our high levels of attainment in Literacy in almost all classes and will use assessment data from the new term to further analyse impact.



Impact

Developing Collective Staff Efficacy. We are beginning to cultivate a strong culture of continuous improvement by embedding peer leadership and collaborative professional learning across the entire staff team.

Implemented Teaching Sprints Model. Staff worked into collaborative trios following the Teaching Sprints framework (Prepare, Sprint, Review) to systematically test, evaluate, and embed targeted classroom practice improvements.

Created Teacher Learning Communities. Appointed teacher leads—identified through Quality Assurance processes as strong practitioners—to actively guide, support, and model high-impact techniques within each trio.

Engaged in effective CLPL with Pedagogy Team. All staff worked with the Falkirk Pedagogy Team to effectively use the Research Jigsaw method within trios to critically analyse, trial, and adopt evidence-based practices aligned with our improvement priorities.

Enhanced Practice through Peer Observation. Established effective peer observations, enabling trios to continuously refine their sprint strategies through real-time feedback and shared delivery.

To Support this we use our Pupil Equity Fund:
Our allocation is £29,810.
This equates to 30 hours of a Support for Learning worker.
We also invested in further 10 inclusion I-pads to support identified learners.

Impact

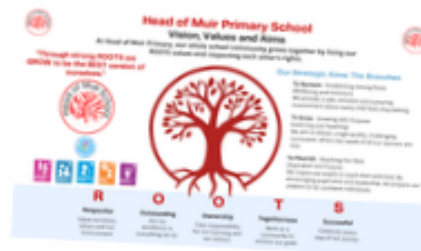
Created a New School Vision, Values, and Aims. Held consultation sessions with pupils, staff, parents, and partners to refresh and align our core identity around inclusion and positive relationships.

Embedded CIRCLE Framework. Provided targeted CLPL to upskill all staff in using the CIRCLE framework, ensuring consistent inclusive classroom environments and support strategies.

Focus on de-escalation Techniques. All staff engaged in training on proactive de-escalation, establishing consistent, calm, and predictable staff responses across all stages.

Co-Created Clear Behavioural Expectations. Defined explicit, positive behaviour expectations with pupils, ensuring consistent responses from all staff members.

Developing a Relationships Policy. As a staff we are developing school-wide Relationship Policy, embedding the CIRCLE framework and restorative approaches to underpin daily interactions.



Next Steps

To use feedback from the sprint review phases and SLT observations to identify the next targeted pedagogical focus for upcoming trios

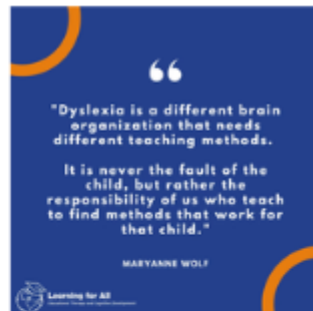
Next Steps

To fully embed our new Vision, Values and Aims across the whole school community and work towards the launch of our relationship policy.



Intended Impact

- Increase staff skills, knowledge and confidence in supporting and assessing writing for learners with a specific learning difference.
- Raise attainment in literacy for P7 learners on the Dyslexia Pathway.
- Reduce the poverty related attainment gap between Q1 and Q2 and Q4 and Q5 in Literacy.



Supporting Learners with Specific Learning Difference in Literacy

Session 2025-26

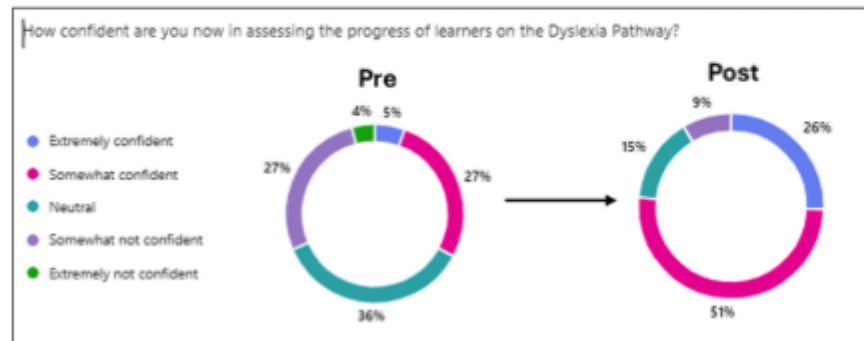
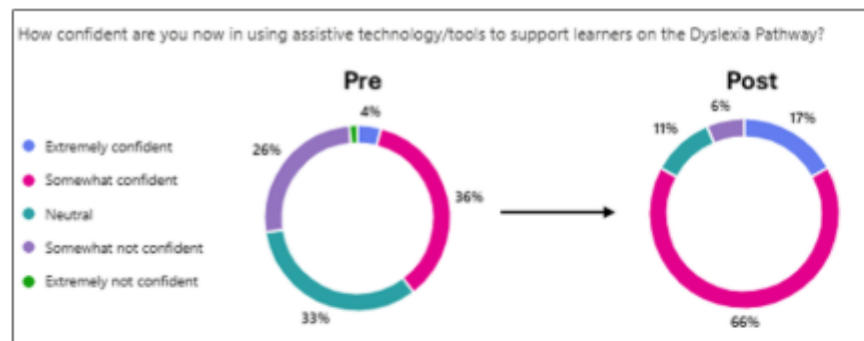
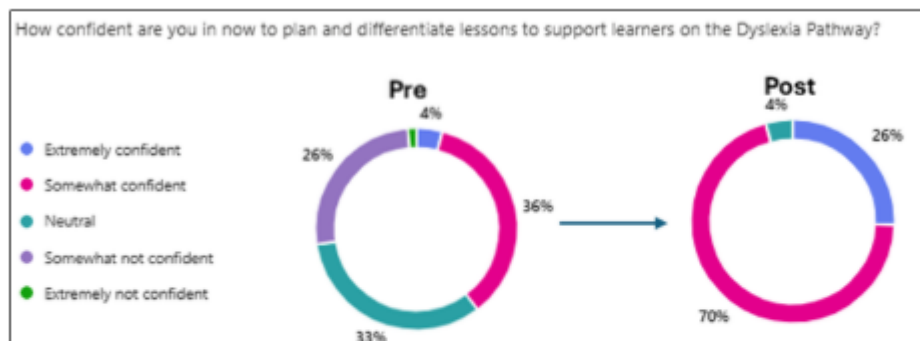
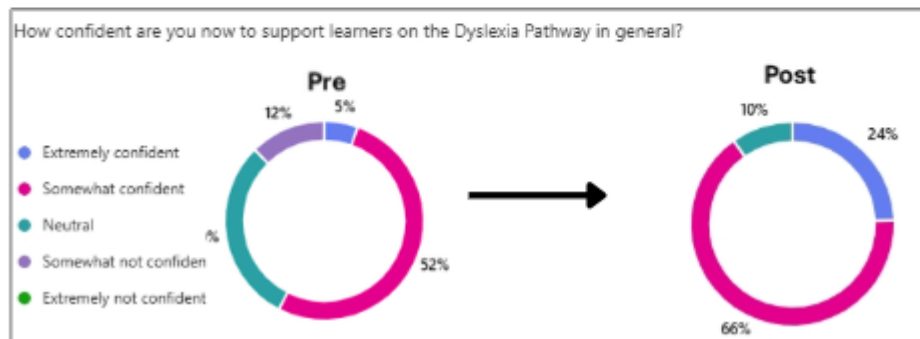
23.73%

Q1 - Q5 Cluster Writing Attainment Gap

TEACHERS WORKED IN TRIOS WITHIN THEIR LEVELS TO SHARE GOOD PRACTICE, ENHANCE CLUSTER SHARED STANDARDS AND MODERATE TEACHER JUDGEMENT FOR LEARNERS WITH SPECIFIC LEARNING DIFFERENCE



Ask Canva



School	No. on Dyslexia Pathway or Dyslexia Definition Met	On Track (Sept 2025)	On Track (June 2026)
Antonine PS	5	0	2
Bankier PS	3	2	3
Bonnybridge PS	7	4	6
Denny PS	19	5	10
Dunipace PS	11	8	8
Head of Muir PS	8	6	6
Nethermains PS	5	1	1
Total	58	26	36

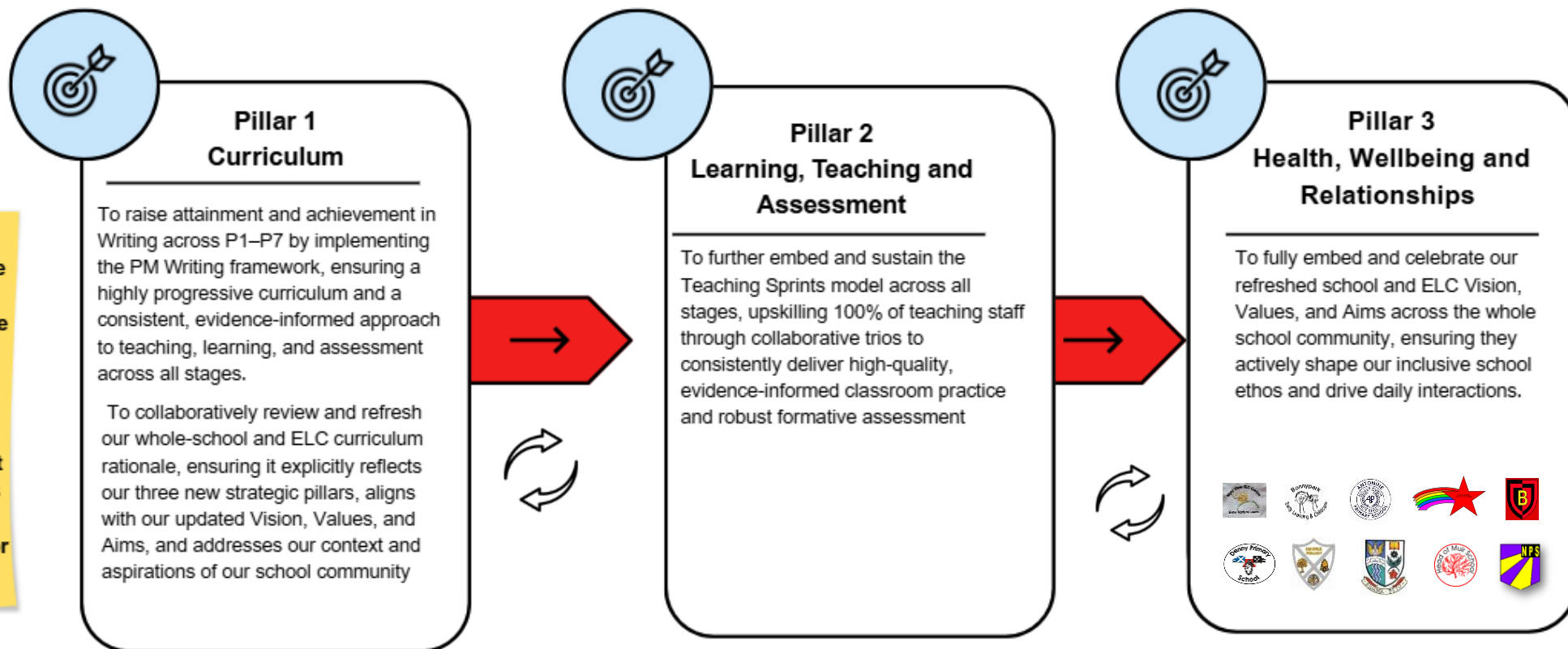
15.46%

Q1 - Q5 Cluster Writing Attainment Gap





Key Priorities for School Improvement Planning 2026- 2027



Falkirk Council have identified 3 Core Pillars of Improvement for session 2026/27 and we continue to follow the Agile Leadership methodology for school improvement. This session we are focusing on;

- Curriculum
- Learning, Teaching and Assessment
- Health, Wellbeing and Relationships

Within the core pillars we have identifies 4 Improvement priorities for Head of Muir this 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 2025/26

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