



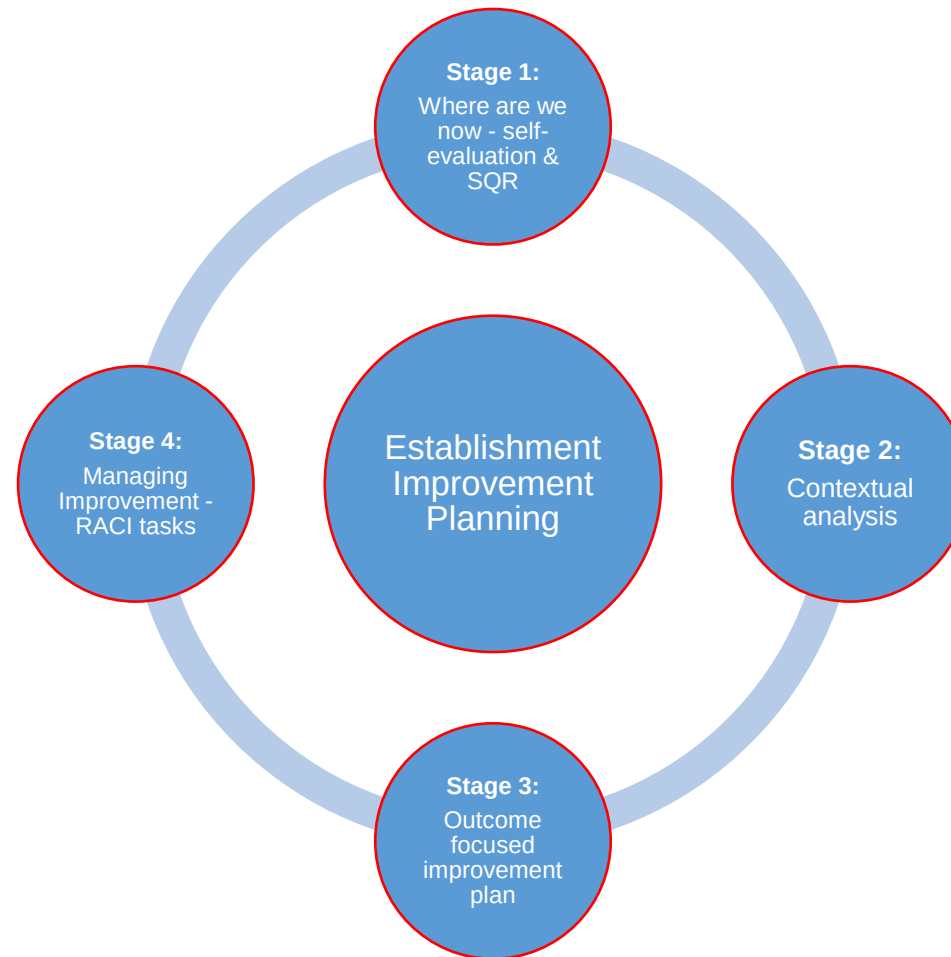
Falkirk Council
Children's Services

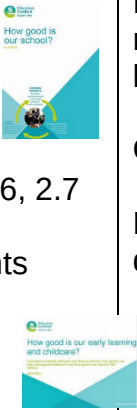
Establishment Name: St Margaret's Primary



Falkirk Council Children's Services

Establishment Improvement Planning Cycle



Priority Area:	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? Literacy self-evaluation completed in session 21/22, prompted by our numeracy attainment being slightly stronger than our literacy.			
What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities Led by Megan Melrose (Principal Teacher). Supported by SLT. RACI group members: Lisa Urbanowicz (Talk for Writing) Steph Mackenzie (Talk For Writing) Suzanne McKay Ailie Gallacher	Measures of success (What on-going information will demonstrate progress?) (Qualitative, Quantitative - short medium / long term data)
By June 2023, building on already strong attainment, our attainment in literacy will be raised by 5% across each stage. By June '23 we will have improved learner engagement and	Increase frequency of teaching literacy (spelling & reading & writing to be done in one time slot daily). A review of our reading curriculum (particular focus on P3 & P4 where our attainment is slightly lower) and books available to pupils for reading for enjoyment will be undertaken and resources. Moderation practices will be embedded into our planning cycle to increase teacher	August In-service 2022 (HS/MM) January 2023 (MM) August In-Service 2022, reviewed termly through planning meetings (AJ/SM and staff team)	Termly tracking, monitoring and progress meetings/teacher judgement. Raised attainment in reading and writing, particularly at first level. Observed teacher confidence during tracking meetings. Triangulation and correlation of evidence from teacher judgement and quality assurance procedures.

enjoyment of the writing process for all children. By June 2023 a full review of our literacy curriculum, adopting a literacy mastery approach will be completed.	confidence in making judgments over a broad range of evidence. A key focus on highly impactful pedagogy, linking together reading and writing, will be taken on as a staff team (looking in, looking out) e.g. Talk for Writing, Foundations of writing. Embedding Blooms and pupil questioning/voice to be factored into planned learning experiences. Classroom observations will focus on evidence of this. Develop approaches to visible learning throughout the school. Professional discussion and sharing practice built into our collegiate calendar throughout the school year.	September 2022 (MM, SMcK, LU and staff team) November In-service 2022 with Westquarter Primary Review practices in June 2023 August in-service, reviewed termly through planning meetings (HS and staff team) Class Obs in October/Nov 2022 All In-service days (MM)	Termly evidence of children's work Planning meetings with SLT drop ins. Huddle discussions with stage and level partners. Evidence of increased use of Blooms in observed lessons, pupils asking questions and being involved in planning. Evidence of staff understanding of the key principles of visible learning across the school, through classroom displays, pupil voice and all learners ability to talk about their learning.
What informs this priority? Health and wellbeing – following on from our work in 21/22 we will continue to build on our good practice in the school to support our pupils, families and staff wellbeing to best meet all learners needs and enable all pupils to meet their potential.			
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 of our pupils, staff and families will feel their wellbeing is supported as a member of the St Margaret's community.	Continue to develop and embed our Emotion Works Curriculum and Bounce Back Resource to enable children to independently resolve conflict and manage their thoughts, feelings and emotions. Develop the use of the Anxiety Toolkit to assess wellbeing, plan support and ensure that pupils are able to manage their emotions/anxiety or worries better. Develop our approaches to family learning and parental engagement, ensuring that	August In-service and Sept Collegiate evening 2022 (JD) As required throughout the year (AJ/SLJ)	Pupil feedback around their health and wellbeing (September, February and June) Pupil questionnaires and activities relating to the tool kit. Monitor parent engagement and uptake of family learning.

	our parents and families are empowered to support their children better: • Through being informed (parental information sessions) • Having well planned opportunities to get involved • Through consultation and review of home learning Develop our communities understanding of inclusion, equity and equality – what this means, how everyone can support and be supported? How well are our PEF children supported and achieving? Continuing to embed Children's Rights and Pupil Voice to our daily practice: Achieving our RRSA Gold award for the 3rd accreditation.	Termly information session and parent focus groups (HS/SLJ) As above (HS) along with Parent Council September 2022 (LU)	Parental engagement levels in information sessions. Revisit Inclusion, Equity and Equality eform – are views more informed. Reduction in number of 'exclusive' conversations with parents and families. We have achieved our Gold award reaccreditation for the 3rd time.
What informs this priority? Following on from the spectacular learning curve and achievements of staff over the last two years around the use of digital technologies to enhance the learners' experiences we will now be aiming to achieve our Digital Schools Award.			
What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities Ashley Johnston (DHT) Andrew Steel (Class Teacher) RACI group members: TO FOLLOW Teaching staff and support staff Sara-Lou Johnson (SFLT)	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)
1. LEADERSHIP AND VISION A whole-school digital technology policy that outlines a vision and strategy and conveys a positive attitude to the use of digital technology in our school.	• Create a Digital technology vision and strategy document.	October 2022 (AJ/AS)	• The policy addresses curriculum linkage, planning for structured digital technology access for all and Internet safety.

5. RESOURCES AND INFRASTRUCTURE There are appropriate digital technology resources, including hardware, software, infrastructure and plans for development to support learning and teaching.	• Best use of online environments, including Seesaw, Teams, Glow to support a wide range of learning activities within and beyond the school. • Consider the Software/apps we use and ensure they cover a wide range of curricular areas and learning needs. • Increase technology resources in STEM including robotic toys.	August, November, February, May review and evaluate Throughout the school year	• Teachers frequently use age and ability-appropriate software/apps to support differentiated and targeted learning. • The school deploys digital resources in the most appropriate manner to maximise opportunities for effective learning.
What informs this priority? We wish to build on our past CLPL around Pivotal and Nurture, to fully embed our relationships Policy and our Learning & Teaching Statement by further developing our culture across the whole school.			
What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities Ashley Johnston DHT Helen Snedden HT All school staff – teachers, support and admin.	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)
All school staff will fully engage with the training/CLPL delivered and reflect how all of our pupils experience their education and support for their learning as a pupil in St Margaret's.	Delivery of CLPL/training by Ashley Johnston throughout the school calendar, followed by sharing practice and professional dialogue about the impact on all learners. • Invite parent helper/volunteers to attend possible development sessions <u>Focus professional dialogue on:</u> - Consistency of practice throughout the school - The quality of all learners experiences - Use of our outdoor experiences and areas - ASN support	In-service days throughout the school year as well as planned CAT sessions. August 2022 to February 2023.	Baseline pupil views on their current classroom experience at the start of the year and evaluate again at the end of the year. Discussions with staff throughout the school year evidence a consistency in culture and how pupils are being supported in their learning, wellbeing and communication.

	- Health and wellbeing of all learners - Communication: adult to pupil, pupil to pupil and pupil to adult. Create our own personal mission statements: <i>'I am a staff member of St Margaret's Primary School whose aim for this year is to..... and I will do that by.....'</i> Review these statements throughout the school year, focusing on the learners' experience, further developing our critical self-reflection. Traffic light throughout the school year our L&T statement appendix – <i>what makes an excellent lesson?</i> As set out by our pupil parliament in session 21/22.	August in-service and February in-service November 2022	Staff discussion evidence a developing critical awareness of their role in meeting all learners' needs and in developing the school as a team. Staff and pupil traffic lighting of our learning and teaching appendix gives a clear indication of how learning is viewed by pupils at St Margaret's and the quality of provision
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What informs this priority?

Maintenance: following two years of development in **STEM and Maths and Numeracy** we now need to embed our changes, which have demonstrated positive impact on attainment, confidence and engagement of pupils, to daily school life. **1+2** will also be a maintenance priority in line with the cluster development work of session 21/22.

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)
		STEM: Jen Main (PT)/Gemma O'Brien (SFLA) All teaching staff Maths and Numeracy: Roz Fricker (CT) Lead, supported by AJ (DHT), Sara-Lou Johnson (SFLT), Rebecca MacKenzie (CT), Sarah Myles (CT), Suzanne McKay (CT) 1+2: Steph MacKenzie (CT), Carolyn Campbell (CT), Susan Waddell (CT)	
All children will continue to engage in a progressive STEM curriculum which enables them to develop the 5 C's – 1. complex problem solving	Review and continue to develop our progressive STEM curriculum • Set up investigation stations • Continue to develop our skills progression 5 C's • STEM jotter to ensure follow up • Revamp the timetable	By June 2023 (JM and staff team)	Self-evaluation of our STEM curriculum with children, staff and parents. On-going qualitative discussions around good practice in CAT sessions and in-service.

2. communication 3. creativity 4. collaboration 5. Critical thinking All children will benefit from our developing Maths Mastery approach and newly decluttered progressive maths and numeracy curriculum, maintaining high levels of attainment and achievement in this area. All children in P1 – 7 will experience a progressive curriculum in French. All Children in P5 – P7 will experience a progressive curriculum in Spanish.	Continue to develop our progressive food technology curriculum and use of our food hub/STEM hubs to ensure the children have meaningful and active learning experiences where they can develop and apply the 5 C's. Embed our STEM rationale, ensuring consistent practice throughout the school. Continued professional discussion periodically throughout the school year about best practice in Maths Mastery. Continue to develop children's basic skills and mental agility in maths and numeracy. Share our approaches through a parental presentation. Continue to develop the use of White Rose, Complete Maths; Maths Tutor programme as well as concrete resources to enhance children's learning experience. Follow the GHS/FC progressive French and Spanish curriculum to plan rich learning experiences for children.	By June 2023 (JM and staff team) By June 2023 September, January, March and June 2023 (RF/AJ and maths group above) August 2022 September, January, March and June 2023 (RF/AJ and maths group above) September, January, March and June 2023 (S McK and staff team)	Children's self-assessment of 5C's through their STEM jotter. There is strong evidence through staff and pupil feedback that all staff are consistently applying the principles of our STEM approach across all stages. All staff can provide evidence of how they are developing the Maths Mastery approach and other pedagogical practices as outlined in our Maths and Numeracy statement. Our attainment in Numeracy continues to rise and the confidence levels of children increased. Children's confidence in retaining, using and applying French and Spanish is evident through daily class routines.
Ongoing evaluation/actual impact:			

PEF Financial Context		
Historic PEF Allocation	Identified spend for this plan 2022 -23	Cost
2017-18: £31,200	1. Support for Learning support through SFLA Grade D posts x2 (14 hours and 25 hours) 2. Subscriptions (Accelerated Reader, Maths Tutor, White Rose, Nessy Licences, Emption Works, Nelson spelling) 3. HWB CLPL x 3 staff 4. Outdoor Learning and Nurture resources. 5. Talk for Writing CLPL and resources.	£27,811.84
2018-19: £28,080		£2478
2019-20: £26,400		£900
2020-21: £29,370		£1650 + £677.80
2021-22: £30,630		
Carry Forward 2022-23:		Total: £33,517.64

PEF Plan	Year:					
Inputs	Outputs		Outcomes - Impact			Stretch Aims
	Activities	Participation	Short	Medium	Long	
What we Invest Staff Volunteers Time Money Materials Equipment Technology Partners	What we do Conduct workshops, meetings Deliver services Develop products, curriculum, resources Training/CLPL Provide counselling Assess Facilitate Work with media	Who we reach Participants Parents/Carers Agencies Learners	What the short-term results are Learning Awareness Knowledge Attitudes Skills Opinions Aspirations Motivations	What the medium-term results are Action Behaviour Practice Decision making Policies Social Action	What the ultimate impact(s) is Attainment Achievement	Please identify which number of stretch aim this intervention contributes to Stretch aims are in the page following this table
Staff: Two support staff members will be employed to provide targeted wellbeing support for designated pupils and a nurturing approach universally	Timetabled 1:1 or small group support. Nurture group support (managed by SFLT)	Learners	Children will be supported in developing their self-regulation strategies, therefore better able to engage in their learning.	The children's behaviour will improve, managing their emotions and behaviour better, less input will be required.	Pupils will all experience raised attainment in literacy and numeracy. Pupils will achieve in other areas of learning provided e.g. gardening, engagement in play and outdoor learning opportunities.	Attendance

Subscriptions: White Rose Maths and Maths Tutor from complete Maths Accelerated Reader (Literacy) P3 – P7 Emotion Works (HWB) Nessy Licences	These programmes will provide facilitated universal and, where appropriate, targeted support.	Learners Parents an Carers	Children will have access to a bespoke curriculum (Maths and Numeracy, Reading for enjoyment, writing, Emotional wellbeing, literacy, STEM & outdoor learning) that meets their individual needs	All staff will consistently access the progression framework, planning and resources available to them through these platforms.	All pupils will all experience raised attainment and a sense of achievement in these curricular areas & through relevant planned learning experience at their own pace and level of ability.	
Resources: Talk for writing resources Outdoor learning resources STEM and Food technology resources	Facilitation of learning Curriculum Development and resources	Participants Learners				
CLPL: Talk for Writing x 3 lead staff Talk for Writing whole team follow up Pupil Wellbeing conference x3 staff attendance	Curriculum development/CLPL – pedagogical development CLPL and link with Emotion Works and developing our classroom culture priority.	Participants Learners Parents and carers	Raise awareness of the principles for Talk for Writing. Lead staff to trial Talk for Writing in their class. Staff to observe Talk for Writing lessons. The lead team to develop programme of staff development which links with Emotion Works and HWB curriculum following attendance at the conference in September.	All staff to received CLPL and adapt Talk for Writing within their classroom, using the resources obtained. Lead team to timetable themselves in to team teach with staff. Stages to plan together their Talk for Writing terms plans. Deliver wellbeing session to staff about staff wellbeing), parents & staff (about pupil wellbeing).	All children will experience raised attainment and enjoyment/confidence in their writing achievements. Staff confidence levels in using the Talk for Writing approach will be raised and there will be consistency of practice across the school. Through pupil feedback and regular monitoring of pupil wellbeing, there will be increased confidence, ability to regulate and reduced anxiety with all pupils and targeted pupils.	Attendance Kinship Care

			Link to our Relationships Policy & Learning & Teaching Statement..	Staff to share practice about how they are supporting pupil wellbeing.		
Ongoing evaluation/actual impact:						