

Determined & Resilient

Curious & Creative

We will never give up and will make sure we succeed!

We see, we think, we wonder and we ask!

POWER'S

We are team players and enjoy everyone's differences!

We believe, we are brave so we always want to try!

Co-operative & Patient

Motivated & Courageous

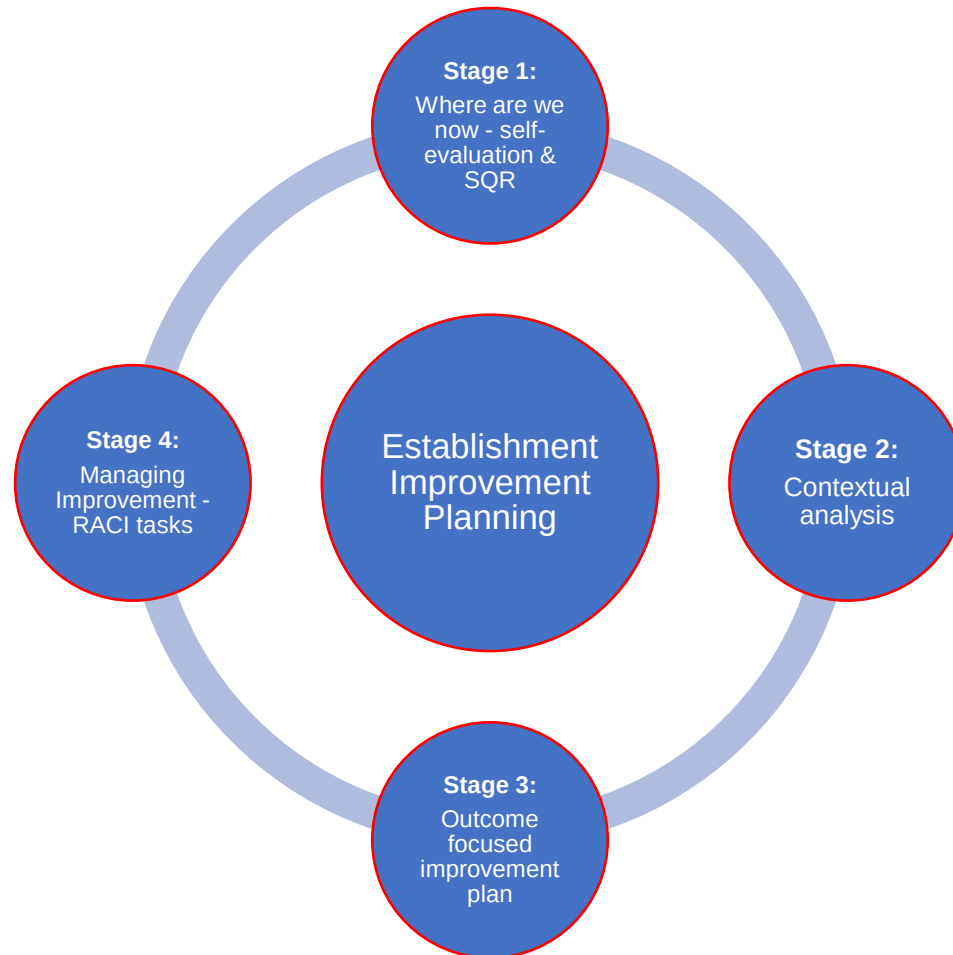
Falkirk Council

Children's Services



Falkirk Council Children's Services

Establishment Improvement Planning Cycle



Unique Context

Stage 2

National Expectations



Community – Demographic, geographical and economic influences

The majority of our community live in SIMD 6 – 9, however, this can be deceptive as some of our PEF children also appear to live in these deciles, which is an inaccurate portrayal of the adversity that some of our pupils face.

Many of our families work in the local Grangemouth area or commute to larger cities. We have recently surveyed our parents for involvement in the World of Work and now have a bank of parents who are willing to support the school. We have a growing number of parents who are PVG checked who are beginning to volunteer in the school again.

A recent survey of inclusion, equity and equality has indicated that our parents do not have a strong understanding of the issues relating to this and some further information sharing and development work is needed here to support our whole school inclusive culture. We celebrated neurodiversity week this session, following up with an evaluative film produced by our Pupil Parliament, designed to share pupil views on their learning around neurodiversity with families.

We have strong links with Parkhill nursery, Graeme High School and local nursing homes and look to build

Attendance and Exclusion

The general attendance of pupils at St Margaret's is very good, 92% In May 2023. We monitor attendance monthly and follow Falkirk Council's attendance procedures for those families where there is a concern.

Lateness, which has historically been an issue, is still monitored weekly and parents notified if the number increases, however, the general trend continues to be a positive one and numbers are remaining relatively low. There are some families who we communicate regularly with regarding lateness, however, it is better they attend school late than not at all. Our average this session has been between 19 – 20 late arrivals over the school week as opposed to up to 120 in the past.

There have been no exclusions this session. This does not belittle the challenges that some of our pupils have faced, however, our flexible approach to inclusion, supporting children and families, restorative practices, nurturing approaches have all meant that there have been no exclusions.

We monitor attendance monthly and parents are contacted if they fall below 90%. This is either by phone call or letter. We have a few families who, despite our best efforts, continue to be an on-going issue with repeat absences and days off school. We continue to

Progress and Attainment

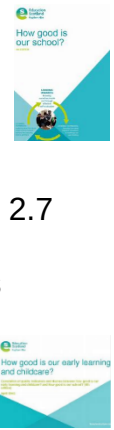
Our attainment, in almost all classes remains very good and above the national average. We have a slight dip in attainment at first level into second and are addressing this through targeted support for learning and our current literacy mastery developments as well as purchasing new resources to facilitate extension of learning, particularly in reading. Our T4W approaches are having a significant impact in those classes where the staff have embraced the methodology. We now need to build in consistency across the school.

Our P1 cohort this session have experienced more challenges than in recent years; they are a very interesting year group. Our older learners are able, however, socially very immature and daily have difficulties with dysregulation, focus, concentration. Our younger learners took a long time to settle into school life and struggled to show readiness to learn, needing more play. They are now much more settled and making good progress which we are hoping to build on this moving into next session. Fine motor skills and lost vocabulary are also a growing issue that we have observed post COVID (?) in this year group in particular.

Our current P3 and P5 stages have increased challenges from other stages with a larger number of children with an additional support needs or dysregulated behaviours. These children are being supported through a nurturing approach. Despite this, almost all children are demonstrating more than a year's progress, which is excellent!

on these through specific projects moving forwards, as well as learning about and making more use of, our wider community.	work on the relationships we have built with those families to ensure that this is addressed. Another issue this session relating to attendance has been a large number of family holidays or long weekends where parents are choosing to take children out of school. We are about to begin a piece of work with families through direct contact and our parent council to reduce this moving forwards in the next session.	Our current P4 has a slight dip in writing compared to the rest of the school, however, the pace of progress that has been made from Feb to June is excellent and we believe that this will continue using our T4W approaches. Numeracy in P4 is also slightly lower than the rest of the school, however, there has been very good progress for those children who have gaps in their learning over the course of term 3 and 4; they just need a little longer. Our current P2 year group are incredibly all on track or ahead of time in reading. This is a very settled year group who are very engaged in their learning, have no significant ASN and attendance is very good as well as significant support from most families at home. The quality of learning and teaching has also had a significant impact on this, particularly through engagement in the T4W methodology. <table><tr><th colspan="2">Reading</th><th colspan="2">Writing</th><th colspan="2">L &T</th><th colspan="2">Numeracy</th></tr><tr><td>P1</td><td>82%</td><td>P1</td><td>80%</td><td>P1</td><td>88%</td><td>P1</td><td>90%</td></tr><tr><td>P2</td><td>100%</td><td>P2</td><td>98%</td><td>P2</td><td>98%</td><td>P2</td><td>98%</td></tr><tr><td>P3</td><td>88%</td><td>P3</td><td>88%</td><td>P3</td><td>89%</td><td>P3</td><td>89%</td></tr><tr><td>P4</td><td>90%</td><td>P4</td><td>83%</td><td>P4</td><td>96%</td><td>P4</td><td>81%</td></tr><tr><td>P5</td><td>98%</td><td>P5</td><td>91%</td><td>P5</td><td>91%</td><td>P5</td><td>93%</td></tr><tr><td>P6</td><td>89%</td><td>P6</td><td>85%</td><td>P6</td><td>93%</td><td>P6</td><td>87%</td></tr><tr><td>P7</td><td>87%</td><td>P7</td><td>90%</td><td>P7</td><td>93%</td><td>P7</td><td>88%</td></tr></table> In addition to this, in working with GHS we know that our learners continue on in a positive trajectory after transitioning to Secondary school and beyond. Recent data sharing of qualifications and positive destinations was very reassuring and discussions around our teacher judgement levels handed over in June were providing GHS with an accurate portrait of children's attainment as they move in S1/third level.	Reading		Writing		L &T		Numeracy		P1	82%	P1	80%	P1	88%	P1	90%	P2	100%	P2	98%	P2	98%	P2	98%	P3	88%	P3	88%	P3	89%	P3	89%	P4	90%	P4	83%	P4	96%	P4	81%	P5	98%	P5	91%	P5	91%	P5	93%	P6	89%	P6	85%	P6	93%	P6	87%	P7	87%	P7	90%	P7	93%	P7	88%
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Stage 3

Priority Area:	School and ELC leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment School and ELC 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 	Curriculum Learning and Teaching Inclusion and Equality Assessment 
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What informs this priority?

Health and wellbeing

Observations of staff wellbeing throughout this academic year, collegiate discussions, conversations with children and parents as well as CLPL around developing a whole school approach to mental health and wellbeing.
We are also focusing on inclusion and equality as part of the FC strategic priority.

Falkirk Council Service Improvement Plan:

Practitioners will understand the legal duties relating to equality, children's rights, ASN legislation and their role in ensuring regular professional development to support this. This will lead to improved outcomes for children and young people.

Practitioners will further develop their inclusive practice through effective use of the Falkirk Staged Intervention Framework so that all children and young people are appropriately included and engaged

Practitioners, children and young people are supported well by relationship-based practice which enhances positive relationships and engagement in learning across all establishments.

There is a clear strategy for all transitions which ensures appropriate support is planned and provided.

	funded), celebrating as a school <u>diversity and neurodiversity</u>, ensuring our classroom environment is fit for purpose, create space and time for daily check ins and emotional wellbeing, recognition walls, embed our learning powers and use of the learning pit, review transition guidance, revisit restorative practice CLPL. 2. Targeted – Seasons for Growth, Nurture, Outdoor learning, Anxiety Tool Kit, Inner Wings (PEF Funded) 3. Specialist – Barnardos, Aberlour, CAMHS/NHS, Family Support/Social Work etc. <u>Curriculum:</u> As a staff team, review our curriculum rationale and the totality of the curriculum to focus on quality not quantity: - Reducing teacher workload - Ensure we are meeting the design principles and four context for learning to provide the richest and most meaningful learning experiences for all of our learners. - Professional reading and discussion of 'The Teaching Delusion 2' by Bruce Robertson as a staff team, along with other related articles and think pieces.	Neurodiversity week in March 24 SLT/SFLT/CTs through tracking and progress meetings (termly) Termly TAC meetings and as required. Collegiate sessions throughout term 1 and 2. Daily, staff involve children in planning their next steps in learning. X2 termly professional reading and discussion built into CAT sessions.	Children who are receiving targeted supports are able to talk about how these supports are helping them and meet targets outlines in the Boxall profiling or Child's Plan. All teaching staff have a voice in co-constructing our curriculum to ensure breadth, depth in learning, offering the children rich and meaningful learning where they can apply and transfer skills. Feedback from our learners indicates that they are benefiting from quality learning experiences. All children can identify how they are involved in planning their learning and next steps. Teaching staff comment positively on a more manageable work load and curriculum load.
Ongoing evaluation/actual impact:			

What informs this priority?

Literacy Mastery

Our literacy attainment remains slightly lower than our maths and numeracy, particularly around writing at first level into second.

Falkirk Council Service Improvement Plan:

Practitioners will use their knowledge and understanding of the developmental needs of children and young people to create a relevant curriculum that ensures their needs are well met.

All establishments regularly refresh or review their curriculum rationale to ensure a shared understanding across the learning community.

Practitioners will effectively plan for learning of children and young people which articulates progression for groups of learners and individuals.

Assessment is used effectively and proportionately to identify what children and young people have achieved and informs next steps.

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)
By June 2024, building on already strong attainment, our attainment in literacy will be raised by 5% across each stage. By June '24 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 P4 & P5 where our attainment is slightly lower) and books available to pupils for reading for enjoyment will be undertaken and resources (PEF fund).	All teaching staff from August 2023 Staff to decide on reading scheme of choice by June 23 P1 – P7 e.g. Big Cats or Rising Stars (linking with Accelerated Reader, Borrow Box and Bug Club)	Through our morning huddles and department/planning meetings there is evidence that children are having increased opportunities for writing across the curriculum, as well as evidence of progress in our learner's jotters. By investing in our reading scheme (PEF funded) we will provide children with increased opportunities to develop their reading skills. Tracking and progress discussions evidence increased confidence of our readers as well as improved comprehension for all learners.

enjoyment of the writing process for <u>all</u> children. By June 2024 a full review of our literacy curriculum, adopting a literacy mastery approach will be completed.	Continue to develop Moderation practices will be embedded into our planning cycle to increase teacher 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. Our expectations of all staff and information for parents are laid out in our T4W rationale and presentation. Further training will be provided for all teaching and support staff. Embedding Blooms and pupil questioning/voice to be factored into planned learning experiences. Classroom observations will focus on evidence of this. Continue to develop our learning powers and making learning more visible across the school. Professional discussion and sharing practice built into our collegiate calendar throughout the school year.	On-going through planning meetings and morning department/level huddles Aug – June 24. Our moderation of T4W will be re-launched in August 2023 (PT + all staff). All teaching staff (Led by PT Mrs Melrose and SC/LU) Shared in August 23 (LU/SC) On-going August 2023 On-going and reviewed throughout the session. CAT nights throughout the session	Through our CAT sessions there is increasing qualitative evidence of staff's growing confidence in moderation practices and consistency of teacher judgement (particularly for new staff). Through peer observations and discussions with learners there is evidence of consistency in approaches, leading to increased engagement, confidence and attainment in writing across the school and in all classes. Monitor staff evaluations and changes in practice following August CLPL. Classroom observations both informal and formal evidence the children asking more questions through our making learning visible approach.  All children in St Margaret's are able to confidently talk about their developing learning powers and apply them to their learning. They are able to reference their learning powers I their self-assessment. Evidence from pupil feedback around 'what makes a good learner' will demonstrate that almost all children are linking this to our learning powers. Through our collegiate discussions & ERD processes/1:1, morning huddles and staff meetings staff demonstrate that
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			regular professional reading is leading to improved confidence in discussing issues that challenge them with increased positivity and a solution focused approach. By using CPD manager for staff to evaluate the impact of professional reading there are clearly identified next steps.
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What informs this priority?

Digital Schools Award

Following on a year of developments, the distribution of iPads through connected Falkirk, self-evaluation of current good practice and developments and successes that have emerged from lockdown/digital learning.

Falkirk Council Service Improvement Plan:

Practitioners will use their knowledge and understanding of the developmental needs of children and young people to create a relevant curriculum that ensures their needs are well met.

All establishments regularly refresh or review their curriculum rationale to ensure a shared understanding across the learning community.

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)
By June 2024 all staff will use digital technology effectively to improve learning across the curriculum at all stages.	A whole-school digital technology policy has been created but now need embedded. The policy outlines a vision and strategy and conveys a positive attitude to the use of digital technology in our school. A more visual presentation of the policy will be created with examples of practice. Continue to develop the role of our Digital leaders to lead learning across the school. Teachers and learners use digital technologies extensively when engaging in learning experiences using the Digital Literacy and Computing Science Es and Os to plan for learning Teachers integrate digital technologies into teaching and learning and provide learning experiences that support the	Digital Learning team alongside our Pupil Parliament. (By October 2023) On-going and reviewed throughout the session. On-going through planning meetings and morning department/level huddles Aug – June 24.	Learners and teachers can clearly identify how digital technologies make a difference to their learning and teaching. The school recognises and celebrates learners' use of digital technologies for their own learning. Learning and teaching is in line with the Internet Safety and Cyber Resilience curriculum. Evidence gathered through twitter feed #digistmarg Evidence of children's work produced or supported by digital technologies.

What informs this priority?

Maintenance: Self-evaluation approaches

Falkirk Council Service Improvement Plan:

Tracking and monitoring processes are used effectively by all practitioners to impact positively on future planned experiences, attainment and achievement for all children and young people.

In all establishments, robust quality assurance and self-evaluation processes lead to measurable improvements in the experiences of children and young people.

Practitioners will use their knowledge and understanding of the developmental needs of children and young people to create a relevant curriculum that ensures their needs are well met.

All establishments regularly refresh or review their curriculum rationale to ensure a shared understanding across the learning community.

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 stakeholders (staff, parents and children) will have the opportunity to effectively contribute towards our on-going evaluation and improvement planning	Continue to develop our understanding of evaluative language and evidence gathering as a staff team. Introduce the Bernhardt model for analysing data, initially with SLT then roll this out to all staff. Introduce learning rounds with staff for peer observations to further enhance our self-evaluation & moderation approaches as a team.	August in-service – revisit evaluative learning and our self-evaluation of 22-23. January 2024 – CAT sessions and FEB In-service – HT to engage staff in use of Bernhardt model to analyse data. PT/DHT to introduce to staff in August in-service and action in Feb 2024. On-going throughout the school session	There is increasing evidence of staff using more evaluative language in their SE, progress meeting and general evaluations of learning. Beginning with SLT, all staff will engage in rich dialogue around the model, using the data to target support and improvement planning as the year progresses. Staff can evidence a shared standard through their peer observations and professional dialogue.

	Increase the opportunity's that parents and children have to discuss and engage in evaluating learning experiences. Include pupil feedback into QA visits along with progress meetings. Pupils to review an excellent lesson in June teacher feedback. Continue to embed our learning powers, recognition board, learning pit and learning journey's to assist pupils in self-evaluation. Continue to develop the use of our class councils and pupil parliament, using HGIOURS to inform improvement planning. Continue to develop our ways of sharing learning through our pupils with a view to informing our parents and carers. Continue to develop the culture of our school as one that engages in critical reflection and support/challenge conversations based on data. Continue to moderate and maintain our Maths Mastery and STEM rationale through our morning huddles.	Nov 2023 June 2024 On-going across the school in all classes. Termly from August 2023 (DHT) Discuss as a staff team our approaches in August 23 with a view to embedding into termly, weekly planning as appropriate. SLT and RACI groups to provide professional reading pertinent to our priorities. Discuss in CAT nights. Fortnightly morning huddles lead by SLT in levels.	Feedback from parents and children is evidencing an increased understanding of the learning process. Feedback from our learners clearly demonstrates the impact that a lesson has had on their learning. All children are able to talk confidently about their learning, how they are using their learning powers to help them learn and demonstrate an understanding of the learning process through the learning pit. All children have the opportunity to contribute to school improvement through our class councils. Through our assemblies all children are aware of the impact that their 'voice' has had on decision making about the school. Through feedback questionnaires parents are demonstrating an increased understanding of learning and teaching approaches as well as our ethos and culture within the school.
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