

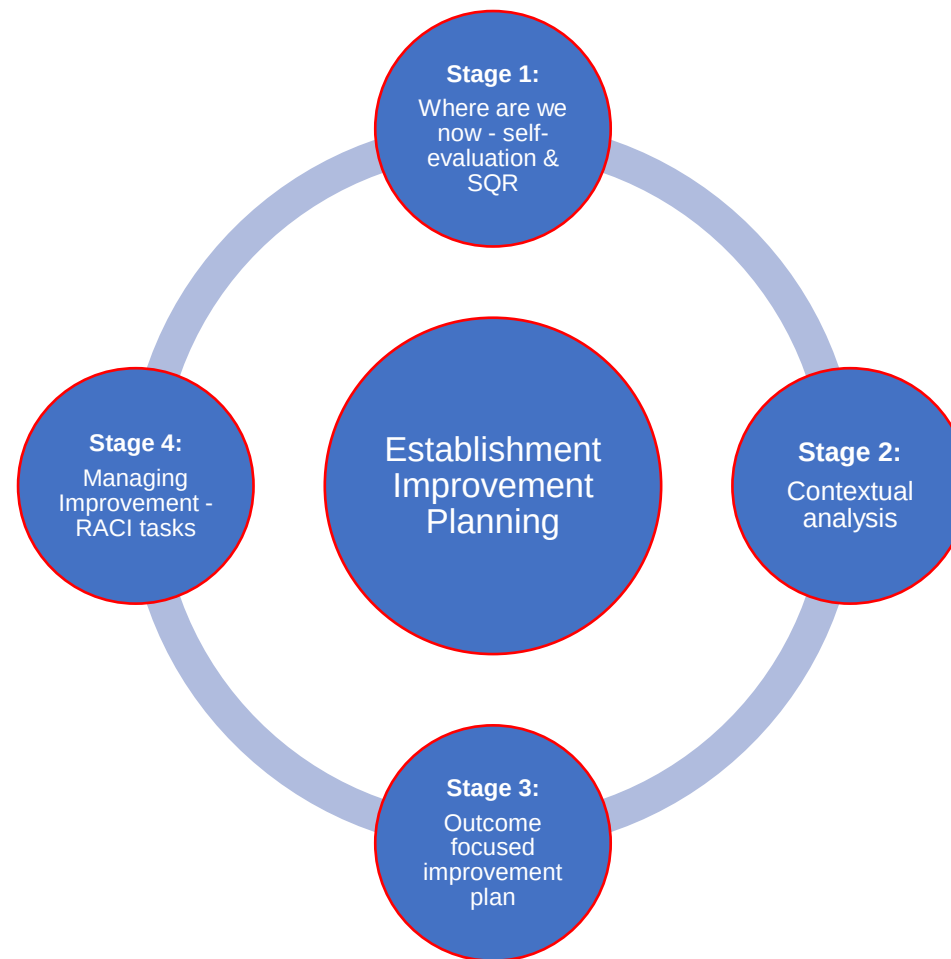


Establishment Name:
St Margaret's Primary



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 in 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

Attendance and Exclusion

The general attendance of pupils at St Margaret's is very good, **94.5%** In May 2024.

We monitor attendance monthly and follow Falkirk Council's attendance procedures. 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 work on the relationships we have built with

Progress and Attainment

Our attainment, in almost all classes remains **very good** and above the national average. We have a very slight dip in attainment in literacy 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 fully embraced and are more confident with

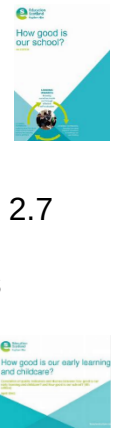
bank of parents who are willing to support the school. We a growing number of parents who are PVG checked who are beginning to volunteer in the school again. A recent survey of inclusion, equity and equality has indicated that most of those parents who responded did not have a strong understanding of 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 our second 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 on these through specific projects moving forwards, as well as learning about and making more use of, our wider community. Through this year's curriculum developments, our local environment and community is built into IDL	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. 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 20 - 25 late arrivals over the school week as oppose to up to 120 in the past. Sadly there has been two exclusions this session. Both of these were for displaying extreme levels of violence, particularly towards staff. This does not belittle the challenges that some of our pupils face daily, however, our flexible approach to inclusion, supporting children and	the methodology. This is becoming more consistent across the school and the positive impact is evident in our learner's attainment. In addition to this we have linked our T4W spine texts to our IDL planning to ensure coherence, relevance, breadth and depth in learning. Our P1 cohort this session have had a disrupted year with at least 5 different teachers following staff absence commencing in November '23. This has been very hard for the children, however, our PT, who is our P1/P2 lead has done an excellent job in planning for their learning and overseeing transitions to alleviate the impact of this. She has also done a significant amount of cover herself. In one of our P1 classes we have had 4 children arrive to us since December with very little English (EAL), however, these children have all made very good progress across all areas of learning even if they haven't quite achieved early level. With the supports we have in place they should achieve early level very soon in the new year. Our P2 cohort continues this session to have experienced more challenges around managing emotions and behaviour, however, they are also an able group of learners who are progressing with the right levels of support
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planning for most stages (where appropriate or relevant). We are trying to increase our parental engagement through our wellbeing group, ASN support and by rebranding or Parent Council to our Family Forum. We have a great turn out to pupil led learning events and concerts. There are still some occasions through where parental engagement or interactions have the potential to hamper relationships and solution focused working. Some of our parent body has also told us that they feel <i>'judged and isolated'</i> by others due to how their child behaves or people's perception of them etc. We are trying to overcome these barriers through our parental engagement strategy. We have had some great input from our parents/family members supporting wellbeing and learning this session through running clubs, attending parental groups, supporting the design of our learning power characters digitally, running wellbeing session	families, restorative practices, nurturing approaches have all meant that there have been only these two exclusions over the last five years.	and when they are 'ready to learn'. This has meant that we have had to allocate more support to P2 and P3 this year to support children in co-regulating, managing big emotions and coping in class (as we have around 8 children that cannot sustain a full day in class). In this year group we have 6 children who are stage 3 and have a complex ASN profile with multi-agency input. Our current P3 has a slight dip in writing compared to the rest of the school, however, tracking meetings indicate this is more down to confidence and maturity, as oppose to ability. As we predicated last session our current P3s have dropped slightly in their reading attainment as the demands of first level reading curriculum increased. These children have all been identified in the final term for a block of SFLT support and this will continue in term 1 of next session. There are some pupils in P4 who have struggled with managing their emotions and engaging in learning. As the year has progressed our interventions have had a significant positive impact on the majority of those children leading to increase attainment and independence in learning. There are still two stage 3 children in that year group who
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such as KravMaga, attending learning events, school trips and supporting our learners in class. We are very grateful for this support! Over the last year, some staff have noticed a significant increase in children spending an inordinate amount of time on screen. This is evident though our sleep survey and in those children who are struggling to manage behaviour and emotions. We believe that this is having a negative impact on our learners in our community.		are experiencing significant challenges due to their (complex) ASN. In addition to this, there are a larger number of stage 2 learners with difficulties around literacy which is also impacting on their numeracy. This will be a target group for support for learning in term 1. Our current P5, which were our lowest attaining year group, despite having a good attitude to learning and school have made good progress this session. This has been through daily relentless routines of consolidating the basics in literacy and numeracy. Numeracy in P5 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 and daily consolidation of basic number skills. Our current P6's are a very articulate and confident group of speakers. However, it is worthy of noting that their listening skills are not quite as developed as their talking skills! Our P7 year group overall has made excellent progress this session and many of those who were not on track now are. This is as a result of very good stage partner planning, creative
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		use of digital technology and focus learning around target setting. In addition to this, through close partnership working with GHS we know that our learners continue on in their education in a positive trajectory after transitioning to Secondary school and beyond. Recent data sharing of qualifications and positive destinations was very reassuring. We also spoke about our teacher judgement levels, which are handed over in June, are providing GHS with an accurate portrait of children's attainment as they move in S1/third level. <table><tr><td></td><td>Reading</td><td>Writing</td><td>L&T</td><td>Numeracy</td></tr><tr><td>P1</td><td>84%</td><td>76%</td><td>90%</td><td>92%</td></tr><tr><td>P2</td><td>88%</td><td>86%</td><td>92%</td><td>94%</td></tr><tr><td>P3</td><td>88%</td><td>83%</td><td>98%</td><td>93%</td></tr><tr><td>P4</td><td>82%</td><td>81%</td><td>84%</td><td>81%</td></tr><tr><td>P5</td><td>90%</td><td>88%</td><td>96%</td><td>83%</td></tr><tr><td>P6</td><td>98%</td><td>91%</td><td>100%</td><td>98%</td></tr><tr><td>P7</td><td>89%</td><td>85%</td><td>89%</td><td>82%</td></tr></table>		Reading	Writing	L&T	Numeracy	P1	84%	76%	90%	92%	P2	88%	86%	92%	94%	P3	88%	83%	98%	93%	P4	82%	81%	84%	81%	P5	90%	88%	96%	83%	P6	98%	91%	100%	98%	P7	89%	85%	89%	82%
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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?

CURRICULUM DESIGN AND INNOVATION

We have spent session 23/24 hosting professional discussions and debate around our current curriculum and its rationale. In February 2024, as a staff team, working in departments and levels, we re-looked at our curriculum with a literacy mastery lens, linking to our T4W methodology and the associated spine novels. We then developed progressive themes to ensure breadth and depth of learning, learning for sustainability as well as relevance through our unique school community, looking across the curriculum and levels. Finally deciding when the E's/O's would be experienced.

We are now at the stage that we want to plan for increased learner agency and pupil voice in curriculum as well as how our curriculum develops social justice, racial literacy, diversity and Children's Rights. We have now been accredited three times as a **Gold Award** winning **Rights Respecting School**, most recently in October 2022.

In session 23/24:

DHT has been developing her understanding of Racial Literacy (CLPL) throughout session 23/24 and is ready to share this with the staff team.

HT has attended Education Scotland's CLPL around curriculum innovation and design in session 23/24 and is focusing on learner agency within the curriculum.

PT has been developing her understanding of Literacy Mastery with a view to supporting staff to plan for engagement, progression and coherence.

Our approach to making learning visible (school vision and aims), T4W methodology, STEAM and Literacy Mastery remain our key drivers for curriculum innovation in session 24/25, as well as meeting all learner's needs through our curriculum.

Over the last year, some staff have noticed a significant increase in children spending an inordinate amount of time on screens. This is evident though our sleep survey & interventions, TAC meetings and, particular, those children who are struggling to manage behaviour and emotions. We believe that this is having a negative impact on our learners in our 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 children in St Margaret's will experience a curriculum that meets their individual needs. All staff in St Margaret's will feel confident in the delivery of a progressive, coherent, relevant curriculum which	1A)The teaching staff team will continue to develop our Literacy Mastery approach to IDL planning, taking into consideration: • Our unique school community and environment • Making Learning Visible & Assessment • The design principles • Learning for Sustainability • STEAM & Food Tech curriculum (3 sessions) • Children's Rights • Learner Profiles	CAT sessions x 2 termly for curriculum planning and assessment <u>Responsibility:</u> • Aspects of curriculum development leadership initialled in previous column • All teaching staff • 2.5 hours in each in-service day for CLPL, planning, professional reading & dialogue and evaluation relating to curriculum development.	➤ Termly curriculum discussions with staff regarding pupil engagement, Leuven scale observations, progress meeting discussions: <i>As the year progresses we will see <u>increased engagement</u> of 100% of our learners who are currently disengaged or not on track in their learning (2.2, 2.4, 3.1, 3.2).</i> ➤ Through our TAC meetings, planning and measures of impact we can evidence adjustments to curriculum are positively impacting on individual learners (through

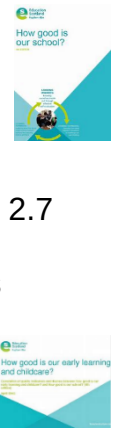
offers breadth and depth in learning. All children in St Margaret's will demonstrate increased engagement in learning through further opportunities for learner agency in planning our curriculum and learning experiences.	• Learner agency (see below) 1B) Ensure that there is breadth and depth (the design principles) within all curricular areas through termly evaluation of our developing curriculum & revisiting BTC 3 and principles and practice papers (framework for learning and teaching). 1. As part of our on-going journey as a GOLD award winning Rights Respecting School we will continue to embed social justice & racial literacy & diversity to our curriculum. 2. Develop learner agency in curriculum design and planning (HS and all teaching staff): Consider: • What will this look like? • How & to what extent will our learners be involved in curriculum design? • How will we alter our curriculum and learning experiences to meet individual needs (learner personas)?	STEAM x 3 CAT sessions throughout the school year. CAT – x 2 termly for diversity and ASN CAT – x 1 termly for racial literacy and social justice August 2024 in-service and revisit termly Discuss termly through CAT sessions and in-service.	engagement, increased confidence, progress in learning in multiple areas of curriculum). <i>100% of children with a child's plan will meet their agreed targets through termly analysis of those (3.1, 3.2).</i> ➤ Termly pupil feedback through padlets regarding their views on their curriculum and the design principles. <i>There will be a noticeable increase in positive feedback from learners about their curriculum, particularly those identified for targeted support through progress meetings and through learner personas (2.2, 2.4).</i> • Class Council and Pupil parliament discussion around equality and equity – <i>how does our curriculum develop learners understanding of social justice? (3.1)</i> • Staff evaluations regarding how effective planned learning is around racial literacy. • Reduced numbers of racial incidents reported on Sheasure/SEEMIS Staff observations through termly learning rounds focusing on:
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	3. Be clear with all staff on pedagogical approaches that best suits areas of curriculum & meets learner needs e.g. T4W, STEAM, Play, Maths Mastery & Spiral Maths (P5 – P7), Digital Literacy, Making Learning Visible etc. Professional reading and discussion around ‘Power Up Your Pedagogy’ by Bruce Robertson in morning huddles. Professional reading extracts from journals in CAT nights to encourage deeper reflection around effective pedagogical approaches. 4. Revisit our personal mission statements with a focus on curriculum development, meeting learner’s needs, learner agency and social justice. 5. Explore and develop Parental/GHS support to enhance our STEAM curriculum and project based learning. GHS writing support provided by Senior GHS pupils focusing on P6 cohort, identified through cluster data tracking	In-service and curriculum CAT sessions. Spiral Maths (P5 – P7) through huddle sessions. Morning huddles x 4 throughout the school year. All staff – August In-service and revisit in February 2025. HS to liaise with parents and GHS regarding learning mentors and parental support or IGL support.	• Making learning visible and assessment for learning • Meeting learners needs • Pedagogy <i>All staff will be able to evidence consistency of practice in the areas identified above (1.1, 2.3).</i> Quality assurance with SLT focusing on IDL: consistency of practice, pupil agency and meeting learner’s needs. <i>In all observed lessons there is a clear focus on differentiation, building on learner’s interests and appropriate supports are in place to meet all learners’ needs & foster independence (2.3, 2.4, 3.1).</i> <i>In all observed lessons there is evidence of opportunities for personalisation and choice and pupil voice (1.2).</i> Termly staff evaluations of pedagogy across all areas of learning. Positive impact from tests of change/practitioner enquiry based on professional reading. Qualitative evidence through staff discussions and ERD. Number of parents engaging in project based learning throughout the
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All children in our 2nd level (P5 – P7) school community will understand how screen time can affect their health and wellbeing.	• As a staff team, research the latest information regarding the impact of screen on children's development. • Share this information through our Parent and Family Forum through regular 'did you know...' as well as Parents evening information stalls with the Community Police internet safety. • Create parent and child survey to monitor screen time and content.	Commencing in August 2024. September 2024 November 2024 August 2024 August to December 2024	school year and feedback from those parents around school improvement (padlets and eforms): <i>Our aim is to increase the number of parents engaging in planned meetings from session 23/24 from 10% to 20% throughout the school year (2.5, 2.7).</i> Pupil feedback from intervention with GHS writing support with P6 cohort and identified individuals through a mentorship. <i>There is evidence that identified pupils in P6 have raised attainment and increased confidence as a result of the GHS senior pupil input (2.7, 3.1, 3.2).</i> Pupil survey and parental feedback as well as family Forum discussions will evidence: <i>An increase in all (100%) children in P5 – P7's understanding of the impact of screen.</i> <i>Almost all children will demonstrate a reduction in or healthier balance screen time use.</i> <i>In those children who are identified as over using or excessive use of screen time, there is an observed increase in</i>
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	• Create and design blocks of learning for children, in 2nd level (with a view to rolling out to other age groups/levels), to support their understanding of the potential impact that screen time can have on: ➤ Sleep ➤ Behaviour ➤ Wellbeing ➤ Emotions ➤ Relationships ➤ Brain development Link in with Project Evolve and Educational Psychologist.		<i>on task behaviours, emotional regulation and engagement in learning following a correlating reduction in their screen time.</i>
Ongoing evaluation/actual impact:			

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 
What informs this priority? Up to date professional learning around ASN Following an significant increase of children experiencing ASN (25%) within the school (ASD/ADHD/Trauma, mental health) and 15% of those being stage 3, there is a need to review the latest research into a range of ASN and consider the implications for this in St Margaret's, taking into consideration our unique environment and it's community. We have recently begun looking at detailed learner personas and evaluated individual children's progress against the four capacities, identifying how we need to develop our curriculum and ASN pedagogies to meet their individual needs. This needs further development. There is also a need to creatively consider how we can meet an increasing number of stage 3 pupils, with complex needs, who are struggling with their emotions, our open plan environment and this is impacting on learner engagement and progress. Currently, a significant amount of management time is dedicated to supporting learners who are not coping in our mainstream classroom. We do not have enough support staff in school to compete with the level of support needed.			

In session 23/24:

- PT has undertaken Sleep Scotland training with a particular focus on children with ASD.
- DHT has been developing her understanding of whole school issues relating to social justice and racial literacy.
- DHT and SFLT have attended Decider Skills training with a view to sharing with staff and then with P6 & P7 pupils.
- HT has attended 'Safe and Together' training (Domestic violence) and 'SCERTS' training as well as multiple sessions around ASN through Excellence in Headship/other.
- SFLT has been developing skills and knowledge around trauma informed practice and nurture.

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 children in St Margaret's will progress in their learning and demonstrate increased wellbeing by working with a confident and knowledgeable staff team. All teaching and support staff will feel more confident in applying their understanding of ASN within our	ASN CLPL based on the following throughout the school year: 1. ASD/PDA in St Margaret's (term1 & 3) 2. Trauma informed (term1 & 3) 3. ADHD (term 2) 4. Dyslexia (term 4) 5. Protected characteristics (term 2) 6. Decider Skills training for staff and pupils (in line with HWB/Emotion works) <u>Resources:</u> • 'Know me to Teach me' by Louise Bomber • 'Creating a Trauma Informed Classroom' by Sarah Lathan • SCERTS • Nurture training (x1 SFLA) • Makaton training whole school	Termly x 2 CAT sessions with differing focus ➤ CLPL (45mins) ➤ Professional reading (15 mins) ➤ Learner personas for identified children (15 mins) ➤ Adjust planning/action plan to meet needs	➤ Staff reflections and evaluations of adjustment to practice following a CLPL session, linked to CPD manager. <i>There is evidence of all staff adjusting their practice through progress meeting discussions, ERD, evaluations on CPD manager and morning huddles/practitioner enquiry 1.3, 2.2, 2.4, 3.1, 3.2).</i> ➤ Evidence through TAC meetings of changes and adaptations that are positively impacting on learners. ➤ Progress meeting and tracking data evidence how all staff are meeting individual learners needs. ➤ Evidence through tests of change (curriculum/pedagogy) indicate

unique St Margaret's context.	<u>The structure of CLPL sessions:</u> ➤ Professional learning/reading ➤ Learner personas for identified children ➤ Adjust planning/action plan to meet needs <u>Note:</u> Protected Characteristics - (Equality Act 2010) age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex/gender, and sexual orientation (with a focus on emboldened). As an educator, you have a legal obligation to promote equality and tackle discrimination based on these characteristics.		growing staff confidence and knowledge and how to implement this into daily practice. ➤ Through morning huddle meetings and collegiate sessions there is evidence of staff acting upon knowledge gained from CLPL and professional reading to adapt classroom practice.
Through working with our established Parent Groups (PC, wellbeing group and ASN group) all parents will have a better understanding and show more tolerance in	Continue to develop and build on Neurodiversity focus week with children and families (led by SLJ). This session focus more on family learning around neurodiversity in the community. Continue to develop the role of our Parent Council (Family forum) to support & involve a wider group of parents.	SFLT to lead and all staff to engage in focused learning across the designated week. Pupil parliament to film evaluation of impact for distribution to school community. HT and SFLT to lead, facilitate and support this with parents.	Children's feedback and qualitative data gathered following neurodiversity week evidences a growing understanding of ASN in St Margaret's. Feedback gathered, through a range of formats (Padlets, eforms, parents evenings, TAC meetings) throughout

regards to supporting children with ASN.	Continue to develop our Parent and Family Wellbeing Group through: • Coffee afternoons • Wellbeing sessions • Yoga tasters/ Self-defence tasters • Other... Build on our work in session 23/24 through ‘Ask the Expert’ Sessions ➤ IWS? ➤ When the Parent Changes... ➤ Scottish Autism? ➤ Sleep Scotland ➤ ADHD Scotland ➤ Dyslexia Scotland ➤ Support for Learning Teacher ➤ ASN advisor ➤ Community Police (online safety) Create and support an ASN parent support group. Through the ASN support group create opportunities for parents to share their child’s lived experience at home with staff and explore improved partnership working. Develop our own stage 3 provision: ‘The Hive’	One wellbeing session per term, one coffee afternoon per term. HT to lead, facilitate and support this with parents. Focus on termly sessions and timetable throughout the school year. HT to lead, facilitate and support this with parents. HT/SLT to lead, facilitate and support this with parents. Arrange to meet twice termly?	the school year evidences that parents feel better supported with their own wellbeing & with their children who have an identified ASN. There is evidence that <u>parents</u> are increasingly <u>engaging</u> in life at St Margaret’s through our ASN support group, Ask the expert sessions and through our Family Forum (2.5, 2.7).
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	<u>Resources:</u> Soft furnishings, new flooring, lighting to create a safe, sensory and nurturing space for children who desperately need this. CLPL to support staff in the Hive. <u>Staffing:</u> X2 staff daily to manage this space for timetabled activities as well as for children in distress.	HT,PT,SFLT to lead on the development of this space and the rationale behind it.	The level of disengagement and distress currently demonstrated by approximately 25 of our learners this session (23/24) will significantly decrease through staff daily observations. Those learners mentioned above are progressing in their learning (attainment), showing increased engagement (across the curriculum) and demonstrating increased use of regulation strategies & speaking more positively about themselves as a learner. Evidence gathered from these pupils will demonstrate improved wellbeing (mental and emotional). (2.1, 2.4, 3.1, 3.2)
Ongoing evaluation/actual impact:			