



Falkirk Council

Children's Services

Standards and Quality Report

2021-2022



Kindness



Pride

Ambition

Our Vision

Our team of caring, reflective and enquiring professionals aim to:

- provide high quality learning and teaching to achieve excellence and equity for all
 - ensure a nurturing, healthy and safe environment where children can enjoy learning; work to their potential
- and make a positive contribution to our community



DIGITAL SCHOOLS
AWARDS SCOTLAND

SQR 2021/22 – Prefacing Text

The purpose of the annual Standards and Quality Report (SQR) is to record the successes and achievements in delivering improvement relating to the identified priorities in the improvement plan 2021/22.

Due to the ongoing pandemic, there has continued to be some disruption to the continuity of learning. The priorities identified in the improvement plan for session 2020-2021 continued to be progressed in session 2021-2022. Importantly, staff at all levels continued to undertake and participate in a range of professional learning and development to support both the identified priorities of the improvement plan and, digital learning and teaching.

This report provides a helpful summary for parents/carers and other stakeholders, of successes and achievements in academic session from August 2021 - June 2022, and outlines priorities for session 2022/23.

Section 1

Context of the School/ELC Setting

Bowhouse Primary School and ELC is a non-denominational primary school situated in the town of Grangemouth, which is approximately 4 miles from Falkirk. Bowhouse is a two storey building built in the late 1960s and includes a purpose built ELC with outdoor area.

The school and ELC has a combined roll of 331 children, comprising 56 children in Early Learning & Childcare (ELC) and 275 children across 12 classes in Primary 1 to Primary 7..

Bowhouse is part of the Grangemouth Cluster working closely with two other primary schools, two high schools and an ELCC.

Bowhouse is supported by a Senior Leadership Team consisting of Mrs Laura Swan, Headteacher, Mrs Charlotte McManus and Principal Teacher Mr Ross McNairney and Mrs Kayleigh Kennedy, Literacy Principal Teacher, funded through PEF. Mrs Kennedy began her 18 month contract with the school in March 2021 and will continue in this role until October 2022. Mrs Gillian Evans took up post as Acting Principal Teacher in August 2021. Due to a change in our management structure, Mrs Evans will return to her substantive class teacher role in August 2022.

Our school is a community where all children, staff and parents know they are valued and respected. This year we consulted, pupils, parents, staff and partners to review our school values. We agreed on 3 main values: Kindness, Pride and Ambition. These, along with our school vision, create the back drop for the ethos of the school as we try to create a warm, caring and inclusive learning environment thereby increasing each child's learning potential, self -awareness and giving them confidence and high self-esteem.

Our vision:

Our team of caring, reflective and enquiring professionals aim to:

- provide high quality learning and teaching to achieve excellence and equity for all
- ensure a nurturing, healthy and safe environment where children can enjoy learning; work to their potential and make a positive contribution to our community.

Our values:

Kindness: Kind to ourselves; kind to our community; kind to our environment

Pride: Pride in ourselves; pride in our achievements; pride in our environment

Ambition: Ambitious to be the best we can be

In Bowhouse Primary School and ELC it is our aim to continually build on our partnership with parents/carers and families and we actively encourage engagement in the education of their child/ren, including the wider life of the school.

Friends of Bowhouse is a small group of parents who form the Parent Council and fundraising group. Parents are welcomed to be:

- Involved with their child's education and learning
- Be active participants in the life of the school
- Express their views on school education generally and work with the school.

FME accounts for around 25% of the pupil roll and 75% of children are within SIMD deciles 1-4, with around 40% of the pupil roll in deciles 1 and 2. 7% of all pupils have English as an additional language (EAL) and around 50% of our learners identified as having an additional support need (ASN).

The school is supported by Government Pupil Equity Funding. Our allocation for this session was £102,856. This funding has been used for targeted interventions to raise attainment in Literacy and Numeracy. Our children and families are supported by our Family Inclusion Worker, Claire Groome, also funded through PEF.

Bowhouse is committed to removing barriers to learning through targeted support for children with additional support needs, EAL and children impacted by poverty.

Attainment for 2021/22 is shown by the Teacher Judgment survey below. Raising attainment in Literacy and Numeracy will remain a priority next session with particular focus at First and Second Level.

<i>Teacher Judgement Curriculum for Excellence 2021/22</i>				
	<i>Reading</i>	<i>Writing</i>	<i>Talking/ Listening</i>	<i>Numeracy</i>
<i>Early Level</i>				
<i>Primary 1</i>	<i>76%</i>	<i>69%</i>	<i>81%</i>	<i>88%</i>
<i>First Level</i>				
<i>Primary 4</i>	<i>54%</i>	<i>50%</i>	<i>86%</i>	<i>54%</i>
<i>Second Level</i>				
<i>Primary 7</i>	<i>61%</i>	<i>56%</i>	<i>97%</i>	<i>42%</i>

We are grateful to everyone in our school community for their support this session and we look forward to continuing and extending our partnerships in session 2022/2023 and beyond.

Section 2

Review of progress for 2021 - 22	
Priority 1: Literacy – Reading	
<p>NIF Priority</p> <ul style="list-style-type: none"> ➤ Improvement in attainment, particularly in literacy and numeracy ➤ Closing the attainment gap between the most and least disadvantaged children and young people <p>NIF Driver</p> <ul style="list-style-type: none"> ➤ Assessment of children's progress ➤ School improvement ➤ Parental Engagement 	FC Service and School Improvement Priority
<p>HGIOS4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5)</p> <div> <div>2.3 Learning, Teaching and Assessment</div> <div>3.2 Raising attainment and achievement Securing children's progress</div> </div>	<p>Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text)</p> <p>Yes</p>
Progress and impact (based on outcomes for learners) How well are you doing? How do you know?	
<p>To support the development of our reading culture and to support the implementation of reading strategies, a Principal Teacher for Literacy was funded by PEF. Our Literacy PT worked in collaboration with staff to develop Literacy with a specific focus on reading for enjoyment.</p> <p>Reciprocal Reading</p> <p>All staff were surveyed prior to and during implementation about what support they required to implement RR successfully. Only 10% of staff felt confident in delivering RR. Due to this appropriate training was provided during CAT sessions to allow staff to feel confident in using RR. The impact of the training provided was that all staff reported an increase in confidence following the training sessions provided.</p> <p>All staff implemented Reciprocal Reading in October and by January all classes had been introduced to all four aspects. All classes are using this approach in weekly planning and have a consistent display in each classroom.</p> <p>Teachers have observed that children have shown improvement in comprehension skills and can identify the characters and explain what skill they are using. The children can explain their thinking around the four strategies of RR, prediction, summarising, clarifying and questioning.</p> <p>Reading Culture</p> <p>Children enjoyed reading events that have been planned across the year including aBook Breakfast and a Book BBQ. Pictures on Twitter and Seesaw evidence the events that happened across the year and show the children enjoying reading and talking about what they are reading. Feedback from pupils was positive with many expressing a desire to have opportunities for reading events and have increased motivation to participate and talk about reading. Children are more engaged in reading for pleasure and the events have increased parental engagement. To support the development of our reading culture we engaged with a number of partners including GHS and Grangemouth Library as well as invited guests from Falkirk Football Club to</p>	

participate in our Podcast to share their love of reading with the children. We participated in the Red Illustrated Award with our cluster schools and were recognised as one of the winners of the best display for the book 'Hey You!'

Accelerated Reader

All staff were trained in how to use AR and STAR reader. The majority of pupils from P3 – P7 have accessed STAR and AR across the year. Staff have become more familiar across the year, using AR more regularly and to support conversations about reading books at their level that offer appropriate pace and challenge. Engaging with AR and STAR reader has improved staff and pupil knowledge of books at more appropriate reading levels and interest. It has naturally targeted more avid readers and inspired them to take part.

AR is a useful tool to support tracking of children's progress in reading. In some stages, pupils have made, on average, 11 months progress within 7 months (Oct-May).

Pedagogical Practices - Spelling & Phonics

Our Literacy PT worked collaboratively with staff, team teaching in P3 and P2 to support with the planning and implementation of phonics, spelling and reading.

Staff are planning a more balanced delivery of the literacy curriculum to allow pupils to make links between the different areas of literacy.

Staff are now planning collaboratively to ensure appropriate support and challenge for all pupils, meeting the needs of our learners more efficiently.

Team teaching has also allowed us to identify areas of good practice, encouraging staff share their knowledge and skills when planning collaboratively for children's learning.

More in-depth exposure to phonemes in addition to their spelling words each week had had a positive impact on children. Children are showing improvement in their weekly spelling tests as children are now more focused on the strategies to support them with their spelling.

Independence in writing has also improved as children are now using their skills in phonics and spelling strategies to 'give spelling a go'. Children's knowledge of spelling and reading common words has shown improvement across more stages. Members of the literacy RACI have explored phonics resources to support the teaching of phonics next session through engagement with schools both in and out-with the local authority, including attending training on Rocket Phonics.

Next Steps: What are you going to do now?

Plan effectively within literacy, making links between the reading and writing curriculum organisers.

Opportunities for children to develop and apply their reading and writing through different contexts.

Increase our range of assessment approaches and evidence to inform decisions about children's next steps in learning.

Activities will include:

Reciprocal Reading: Develop skills progression across the school to ensure consistency and clarity around teaching skills in different stages. Continue to investigate cluster/RIC schools about sharing existing good practice.

Accelerated Reader: Target more reluctant readers, encouraging them to take part in reading and quizzes more regularly. Use class displays and recognise achievements in reading regularly to encourage participation from more children.

Reading Culture: Set up additional reading nooks and areas across the school. Continue to seek opportunities to engage children and families in reading events and opportunities to read for enjoyment.

Engagement with partners

Next Session children from primary 5-7 will visit the Edinburgh Book Festival where they will participate in a range of activities including an author talk. Each pupil will be gifted a free book in a gift bag.

Links with Grangemouth library will allow us to support regular library visits for all classes throughout the year.

Continue to engage with partners in Grangemouth Cluster – GHS, School Librarian

Central FM are set to visit the school in the new session to record a podcast with a selection of pupils.

Review of progress for 2021 - 22

Priority 2: Numeracy

<p>NIF Priority</p> <ul style="list-style-type: none"> ➤ Improvement in attainment, particularly in literacy and numeracy ➤ Closing the attainment gap between the most and least disadvantaged children and young people <p>NIF Driver</p> <ul style="list-style-type: none"> ➤ Teacher professionalism ➤ Assessment of children's progress ➤ School improvement ➤ Performance Information 	<p>FC Service and School Improvement Priority</p>
<p>HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5)</p> <p>2.3 Learning, Teaching and Assessment</p> <p>3.2 Raising attainment and achievement Securing children's progress</p>	<p>Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text)</p> <p>Yes</p>

Progress and impact (based on outcomes for learners) How well are you doing? How do you know?

Approximately half of our children are on track or ahead of where they should be in numeracy. Attainment at Early Level is stronger and we have identified more targeted support for our learners in First Level.

Leading change with staff, pupils, parents and partners:

This session we worked in partnership with numeracy leaders within the RIC who offered professional learning for staff throughout the year. This allowed us to develop a consistent approach to numeracy across the school – conceptual numeracy. Feedback from Staff noted increased confidence when implementing conceptual numeracy in the classroom.

Data about children's progress in in GL assessments showed almost all stages had made progress in numeracy.

Staff have been involved in the cluster numeracy group this session, sharing good practice and engaging in professional dialogue to support the ongoing numeracy initiatives in school. We were able to share the professional learning we received from the RIC, fostering partnerships between them and our cluster schools. We built partnerships with identified staff in GHS which will support the development of our numeracy framework to be developed next session. This supported transition from P7 to S1 and offered opportunities for children to participate in maths events organised by the High School, such as Maths Enterprise. All P7 pupils in the school and cluster have had a coherent phased start to prepare them for the start of high school.

This session the whole school participated in Maths week Scotland. As this happened early in the session it provided an opportunity to engage children and their families in maths related activities and challenge some of the misconceptions and fears some of our children and families shared about numeracy and maths.

A class teacher took part in the leadership programme 'To Lead or not to Lead' and introduced Number Talks as part of her project. Engagement with research and school data identified this as an area for development and the staff member successfully implemented this across the school. We now have a consistent approach to the teaching of Number Talks with children sharing their learning in real life situations and different contexts and increased attainment across some stages in the school. Pupils are also leading their own learning with some P5 pupils creating their own Number Talks lesson.

Staff have developed a shared understanding of conceptual numeracy through engagement with CPD sessions and working collaboratively with one another, modelling and sharing good practice.

Mitigations in place due to Covid impacted the curriculum workshops we had planned to support family learning. Staff confidence in the strategies being used across the school has continued to grow and now there is a shared understanding of the strategies used across the school, staff will feel confident in leading these next session.

This session all classes engaged with the online numeracy programme Sumdog. Children were motivated by the games and challenges and showed a high level of engagement in the activities set. P7 were acknowledged by Sumdog for their efforts and achievement with the programme.

Staff are beginning to engage with the diagnostic tool in the programme to identify gaps in pupil's learning and will continue to develop their understanding of using this to support their assessment of children's progress in their learning.

Support and challenge teacher to support identified pupils across the school:

To support the development of numeracy and maths a class teacher for numeracy was funded by PEF who worked alongside staff to provide targeted support for identified learners.

Small focus groups were developed with identified areas for support for core concepts within numeracy and maths.

In P6/7, children worked in small groups to focus on problem solving, times tables and mental agility

The children showed increased engagement and confidence in their learning, making good progress in their mental agility.

Next Steps: What are you going to do now?

Continue to build on numeracy approaches implemented this session, engaging with other schools to support further development and moderation.

Targeted interventions and support for learners at First Level to close the attainment gap identified.

Engage with learning, teaching and assessment cycle to ensure learners are at the centre of the planning process.

Family learning – curriculum workshops to support parents/carers to support their children with development of numeracy skills at home.

Structured plan for 'A good numeracy lesson at Bowhouse' informed by professional learning by the RIC. Conceptual numeracy strands and Number Talks to be embedded in the structure of numeracy and maths lessons.

Develop progressive numeracy framework with shared expectations of assessment approaches and evidence to be collated throughout the year.

Engage with Sumdog diagnostic tool to support assessment of children's progress and to identify gaps in learning.

Review of progress for 2021 - 22

Priority 3: Equity, Inclusion & Wellbeing

NIF Priority

- Improvement in children and young people's health and wellbeing

NIF Drivers-

- Teacher professionalism
- School improvement

FC Service and School Improvement Priority

HGIOS?4/HGIOELC? QIs (if appropriate)
HGIOURS themes 1- 5)

3.1

Ensuring wellbeing, equality, and inclusion

Has this work been supported by PEF? yes/no (If **yes**, make sure this is **explicit** in your text)
Yes

Progress and impact (based on outcomes for learners) How well are you doing? How do you know?

Anxiety Toolkit

- Three members of staff have now completed the Anxiety Toolkit Training Programme this has led to an increased understanding of identifying anxiety, increased understanding of anxiety and how to support children in line with Falkirk Council's Staged Intervention Process.
- As part of a 'To Lead or Not to Lead' project the Anxiety Toolkit was piloted in the P3 classroom with identified children, data indicates a positive impact on the amount of time children showed symptoms of anxiety across 12 weeks.
- We were successful in securing a £4500 grant after applying for a Falkirk Bairns Wellbeing Grant to develop Calm Corners.

UNCRC Rights Respecting Schools

- Staff attended Rights Respecting Schools CPD session.
- School UNCRC group created, and children have been planning how to inform the whole school about their rights.
- Identified staff member to help support UNCRC group.
- RACI group self-assessed to help inform our Rights Respecting School journey.
- We successfully achieved our Bronze Level Award and are working towards our Silver Award.
- Our school was successful in achieving our Rights Respecting School Bronze award and are now working towards our Silver Award.
- All stages across the school agree class charters to reflect both children's rights and our school values. This is used to support children to exercise their rights.

Whole School Values

- RACI group collated views from school staff, pupils and parents and created new school values.
- We are Kind, We are Proud, We are Ambitious.
- New values launched at whole school assembly including all members of staff.

Attendance

- Pilot of Big Bowhouse Breakfast Bonanza aiming to increase and improve attendance.
- 41% of the children in Bowhouse PS have lower than 90% attendance as of May 2022.
- Weekly class winners of most improved attendance.

Emotion Works

- Each class has a display in classroom and have been working through it at an appropriate pace
- Children becoming more aware of their emotions, how to identify them and how to manage them – this is down to teacher planning and implementation of resources created by them that link with suitable Emotion Works cogs/targets.
- Emotion Works activities and language used across all stages is providing our children with the language and tools to articulate their feelings.
- Emotion Works activities and language used across all stages is providing our children with the language and tools to articulate their feelings.

Equality

- Staff have completed Gender Inequality CPD
- Implemented aspects of this CPD in relation to International Women's Day
- Staff have completed LGBT Education Scotland CPD
- Focusing on incorporating this into other areas of the curriculum – Scotland being the first nation to embed LGBT education within the curriculum.

Smart Schools Council

- Children have been involved in contributing to a question sent out weekly which involves them in changes in and around the school environment.
- The children have restarted our house system through this and have used it to help them set up house meetings.
- All children have an opportunity in the decision-making in our school through our Smarts Schools Council. This has helped inform our priorities for next session.

Next Steps: What are you going to do now?

Anxiety Toolkit

- Continue to make our environment more inclusive through:
- Anxiety toolkit champion to deliver full staff training on Anxiety Toolkit for session 22-23 to develop staff knowledge and understanding
- Using funding from grant, purchase resources to support implementation of consistent, age appropriate Calm Corners into each classroom
- Continue to work with other professionals in developing and reflecting on the Toolkit

UNCRC Rights Respecting Schools

- Pupils to present at assembly – pupils present more information about Rights Respecting Schools Award
- Continue to work with pupil led group to focus on children's right each month and to update the notice board.

Whole school values

- Continue to promote our new school values in class and the wider school environment.

Attendance

- Consider initiatives to support attendance at school, including ways to support morning transitions and nurture breakfast to target identified children.
- Children to continue to be recognised at assembly and receiving 15 mins extra break for the highest attendance.
- Resubmit the poster for attendance at the start of the next session.
- Clear attendance to be included in each child's report.

Emotion Works

- Continue to embed Emotion Works programme.
- Consider a progressive Health and Wellbeing planner including emotion works.

Equality

- Continue to attend relevant CPD and highlight new guidance to all staff in school.
- Use future important dates to inform lessons based around equality (International Womens Day).

- Challenge stereotypes through World of Work Day.

Smart Schools Council

- Further develop Smart Schools Council through creation of Communication and Action Teams.
- Continue to offer opportunities for the children to have a say in their school and their learning through weekly class meetings, proposing and answering questions and creating action plans based on their responses.

Section 3

Key priorities for School Improvement Planning 2021 - 2022

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

Raising attainment and achievement in Literacy and Numeracy remains a key priority for Bowhouse PS and ELC. We will continue to remove barriers to learning and ensure learning and teaching is inclusive for all.

Priorities for session 2022-2023 are:

Literacy

Raise attainment and achievement in literacy through effective learning, teaching and assessment strategies to improve skills in reading and writing:

- Opportunities to develop and apply their reading and writing skills through different contexts
- Linking reading and writing organisers

Storytelling & Phonological Awareness (ELC)

Numeracy & Maths

Raise attainment and achievement in numeracy through effective learning, teaching and assessment strategies to improve skills in numeracy and maths:

- Conceptual Numeracy
- Number Talks
- Numeracy Framework
- Application of skills through different concepts

Early Mathematics – counting collections (ELC)

Learning Pedagogy

Develop staff understanding of skills based learning and ensure this pedagogy impacts positively on children's experiences across the school:

- Play
- Experiential Learning
- Skills development – DYW
- IDL

- Linking with community/partnerships to support learning beyond the classroom

Engagement with learning, teaching and assessment cycle to ensure learners are at the centre of the planning.

What is our capacity for continuous improvement?

A brief statement that reflects your current evaluation of your school's capacity for continuous improvement.

Strengths

- Staffing in school is stable with all members of the Senior Leadership Team permanent members of the school team.
- The nurturing and supportive relationships across the school and nursery class leading to children's improved readiness to learn.
- Nurture and wellbeing are at the heart of the school's ethos. In this nurturing and safe environment children are confident, articulate, respectful and are very keen to learn.
- Positive partnerships established to support learning
- Staff have engaged in analysing data to support accurate teacher judgements about their learners.

Next steps

- Continue to embed our school values and develop a shared vision with all pupils, staff, parents and partners.
- Continue to develop consistency in approaches to learning, teaching and assessment across the school and nursery class.
- Continue to raise attainment and achievement for all children and develop a clear overview of the needs of children. This should help to ensure all appropriate supports and interventions are in place to meet the needs of all children.

Summary of Self-Evaluation – Reference QIs

Primary / Secondary Self-Evaluation of the Core HGIOS?4	
	Self-Evaluation Grading
1.3 Leadership of Change	4
2.3 Learning, Teaching & Assessment	3
3.1 Ensuring Equality, Inclusion & Wellbeing	3
3.2 Raising Attainment & Achievement	3

ELC Classes / ELC Centres Self-Evaluation of the Core HGIOELC? / Quality Themes			
	Self-Evaluation Grading	Self-Evaluation Grading	
1.3 Leadership of Change	4	Quality of Care & Support	
2.3 Learning, Teaching & Assessment	5	Quality of Environment	
3.1 Ensuring Wellbeing, Equality & Inclusion	5	Quality of Staffing	

3.2 Securing Children's Progress	5	Quality of Management & Leadership	
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