

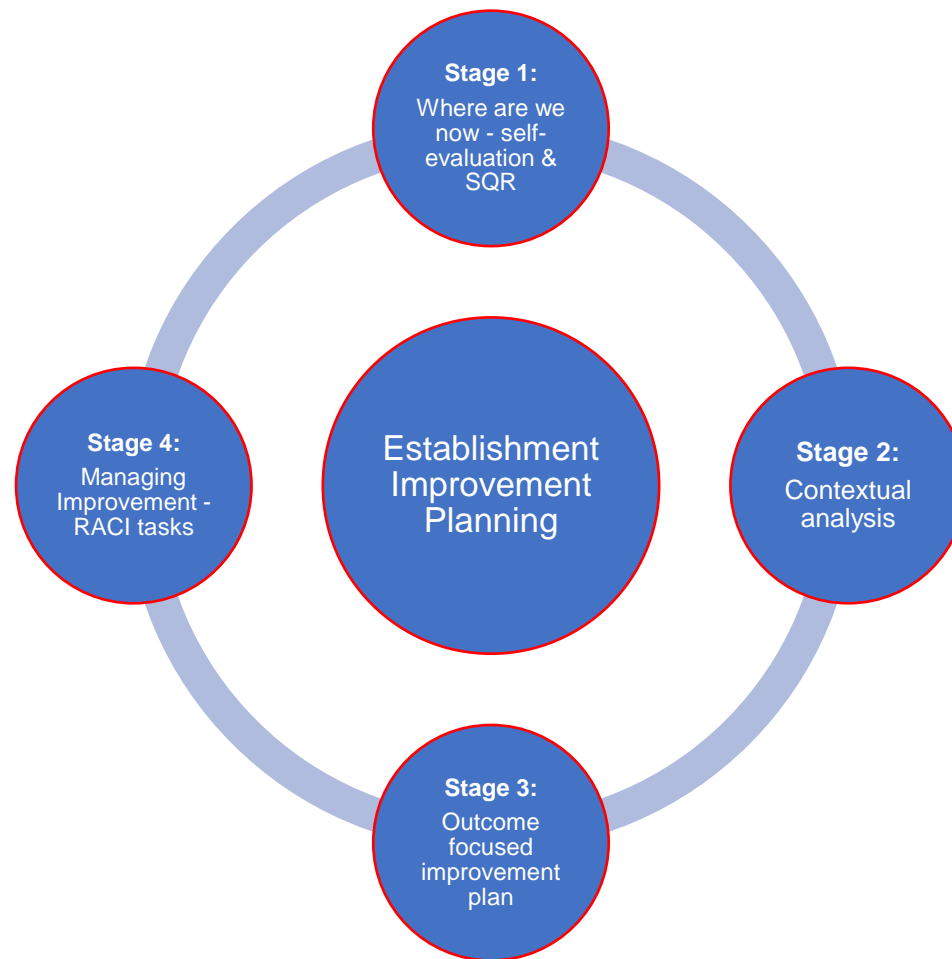


Falkirk Council
Children's Services



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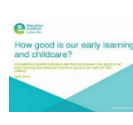
Establishment Improvement Planning Cycle



Unique Context

Stage 2

National Expectations



Community – Demographic, geographical and economic influences

- Grangemouth is a large town with a busy port and strong links to the petrochemical industry.
- There is a great sense of community in Grangemouth and people who live here are very proud that they do.
- The school has 47 EAL families. An increase of 17%.
- There are approximately 4000 people living in our catchment area with housing mainly Local Authority owned.

Attendance and Exclusion

Session	Average Attendance
2021/2022	89.5%
2022/2023	92.8%
2023/2024	91.8%

- Attendance has seen a slight dip of 1% compared to this time last session.
- The number of pupils with less than 90% has increased slightly this session compared to last session with 8% less pupils attending more than 90% in comparison with this time last session.
 - 49% of whole school have attendance of 95% or more. This is an increase of 2% compared to last session.
 - 75% of whole school have attendance of 90% or more.

Progress and Attainment

Teacher Judgement Curriculum for Excellence 2023/2024 SIMD 1-10

	Reading	Writing	Talking & Listening	Numeracy
Early Level				
P1	63%	63%	84%	76%
First Level				
P4	69%	63%	84%	63%
Second Level				
P7	77%	58%	85%	60%

Teacher Judgement Curriculum for Excellence

	Reading	Writing	Talking & Listening	Numeracy
Whole School				
	69%	62%	87%	73%

- Our community is an area of high deprivation, some significant
- Most children are in Quintile 1 with the remaining majority in Quintile 2.
- 31% of children receive free school meals. This is 10% higher than the authority average.
- 28% of children have an identified additional support need

We have highly effective professional partnerships with many different agencies; Health, Social Work, Police Scotland, Educational Psychology, Speech and Language Therapy and Family Support Services are all regular participants in planning for our children and families.

- We continue to work closely with families and partner agencies when attendance is a concern. It is important for the school to understand the families' context and any barriers to attendance.
- Our Raising Attendance and Family Inclusion Worker continues to support families where attendance is a concern.
- Raising attendance will continue to be a priority this session. The school will continue to implement strategies and initiatives to raise attendance, including prioritising funding from PEF.




Session	No of exclusions	Number of different pupils excluded
2021/2022	1	1
2022/2023	2	1
2023/2024	4	3

- This table indicates that exclusions have increased. We continue to prioritise support to ensure positive outcomes for all learners.
- Professional learning and review of our Positive Relationships, Positive Behaviour Framework will provide appropriate interventions and strategies to support

Quintile 1				
	71%	59%	83%	67%

- Our attainment shows that the majority of children are achieving expected levels in literacy and numeracy.
- The majority of children are achieving expected levels in writing. Attainment at First and Second Level increased in session 23/24. Attainment in writing across all levels was a priority in session 23/24 and will continue to be priority next session.
- In session 23/24, overall literacy attainment across all stages remained stable.
- Our attainment shows we are closing the gap for children in Quintile 1 across all areas of literacy and numeracy.
- We have seen a dip in attainment at Early Level. We will continue to implement interventions to support children with their communication and language skills and phonological awareness.
- We have seen an improvement at Second Level which was a focus in 23/24. We will continue to implement interventions and




	children and young people across the school including those at risk of exclusion.	<p>target support to improve attainment at Second level.</p> <p>Ongoing conversations about attainment and interventions will continue to take place through termly tracking and attainment meetings between teachers and Senior Leadership Team.</p> <p>We will continue to develop our assessment frameworks in literacy and numeracy and use a range of assessment evidence to support professional judgements and inform next steps in children's learning.</p>
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<p>Priority Area:</p> <p>Building the curriculum</p> <p>Review curriculum and increase understanding of skills-based learning and learning across the 4 contexts.</p>	<p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance information</p> 	<p>Leadership and Management</p> <p>QI: 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>Successes and Achievements</p> <p>QI: 3.1, 3.2, 3.3</p>	<p>Meeting the needs of all learners</p> <p>Quality provision</p> <p>Leadership and workforce development</p>  
<p>What informs this priority?</p> <p>Refreshed Curriculum for Excellence narrative and Falkirk Council refreshed Learning to Achieve document.</p> <p>Our school doesn't currently have a curriculum rationale. We undertook a review of our school values and now these are embedded the time is more appropriate to review our curriculum.</p> <p>Feedback from HMiE in November 2022 reported that we must now review our learning pathways, planning learning experiences across the 4 contexts for all children linked to skills for learning, life and work and provide opportunities to apply new skills in new and unfamiliar situations. Feedback from pupils notes they would like opportunities to learn outdoors. This was originally a priority for 23/24 but further professional learning and recent national guidance meant this was more appropriate to do this school session. Feedback from the children and parents/carers from our 'Peek at the Plan' open afternoon noted that more experience of the learning outdoors and across other areas of the curriculum was needed. Feedback from our focus pupil groups also noted this as well as the need for the children to be more involved in choices about their learning.</p> <p>The Headteacher has engaged in professional learning in session 23/24 through the In Headship programme which focused on the curriculum. She has also been part of a LA curriculum group and is currently engaged with a cohort of professionals on a curriculum programme led by Education Scotland. The professional learning gained from engaging in these programmes will be used to support practitioners, children and the wider school community to review and refresh our school curriculum.</p>			

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))
<p>Develop more consistent and manageable approaches to learning pathways across all curricular areas.</p> <p>There is a clear focus on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills in a progressive way across the curriculum.</p> <p>Learning for sustainability is embedded across our curriculum.</p> <p>Our curriculum has a strong focus on developing the skills our children need in the world of work and all staff and pupils can identify the skills they are developing.</p> <p>Children's learning experiences and opportunities outdoors are</p>	<ul style="list-style-type: none"> • Time is protected for professional learning and collegiate working to review curriculum and develop curriculum rationale in collaboration with staff, pupils, parents/carers and partners. • Planned learning experiences across the 4 contexts for all children linked to skills for learning, life and work and provide opportunities to apply new skills in new and unfamiliar situations. • Provide experiences for children to learn outdoors across different aspects of their work. • Further develop pedagogy in other curricular areas. • Increase children's responsibility in their own learning. • Reflect on the quality of the environment and outcomes for children's learning and ensure adults' interactions with children support progression through 	<p>Curriculum Rationale agreed – June 2025</p> <p>IDL professional learning</p> <ul style="list-style-type: none"> • Delivered by Yvonne McBlain – TBC <p>Planning for IDL – Falkirk Council LFS bundles across all stages – August 2024 - termly</p> <p>Curriculum refresh professional learning – led by L Swan</p> <ul style="list-style-type: none"> • All staff • Time prioritised at in-service days and CAT sessions throughout the year. <p>Critical, Collaborative Practitioner Enquiry (CCPE_ – all staff – throughout year.</p> <ul style="list-style-type: none"> • Completion by May 2024 <p>Outdoor learning experiences – termly opportunities for each class across the school</p> <p>Individual achievements tracker to document – Mar 2025</p>	<p>Pupils HGIOURS</p> <ul style="list-style-type: none"> • Themes linked to focus QI's <ul style="list-style-type: none"> ○ L&T ○ Successes and achievements <p>Pupils understand what the school is trying to achieve through its curriculum and can talk about how the unique features of the school community inform the design of the curriculum. Feedback from children about their learning using the features of effective practice from HGIOURS reflects greater learner participation.</p> <p>Parents/Carers 2.2 Curriculum</p> <p>Parents/carers understand what the school is trying to achieve through its curriculum and can talk about how the unique features of the school community inform the design of the curriculum.</p> <p>Use challenge questions from focus Qis to consult with parents.</p> <p>Planned session for parents to be involved in evaluation of school</p>

<p>consistent across the school.</p> <p>Most children across all stages will achieve expected levels in literacy and numeracy by June 2025.</p>	<p>appropriate pace and challenge, matched closely to their needs.</p> <ul style="list-style-type: none"> • Funding from PEF to support interventions to develop skills-based learning and to support with opportunities to learn outdoors, in the local community and beyond. • Work in partnership with other agencies and companies to enhance the curriculum. • Introduction of metaskills • Creation of skills poster used interactively to support learning- Link to DYW and GHS 	<p>Staff engagement with Education Scotland thematic inspection of curriculum to inform actions.</p> <p>Online training – September 2024. Introduce across whole school – October 2024.</p>	<p>curriculum and to contribute to the creation of curriculum rationale.</p> <p>Staff Use challenge questions from focus QIs to identify areas of strength and areas for development – this will support discussion during collegiate activities.</p> <p>Direct observations</p> <p>Entitlement of learners to Learning for Sustainability are being met. Learners will demonstrate a range of skills at in a variety of meaningful contexts.</p> <p>Learning walks</p> <ul style="list-style-type: none"> • Learners interact in activities which are appropriately challenging and well matched to their needs and interests. • Skills visible through pupil work, displays in classrooms. • Children demonstrate an understanding of the skills they are developing and how this supports them in the world of work and across all areas of the curriculum. <p>Creation of clear vision and rationale shaped by the shared values of the school and its community – visible across the school.</p>
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			<p>Experiences for children to learn across the 4 contexts and outdoors is evident in planning at all stages, every term.</p> <p>Quantitative data</p> <p>Use of the Leuven Scale to track pupil's level of engagement across the year with a sample of pupils.</p> <p>Percentage of children engaging in extra- curricular activities increases.</p> <p>Percentage of children with achievements in and out of school increases</p> <p>Links with partners and community to support learning increases.</p> <p>Attainment in literacy and numeracy shows improvement</p>
<p>Ongoing evaluation/actual impact:</p>			

<p>Priority Area:</p> <p>Equality, equity and wellbeing</p> <p>Create a nurturing, inclusive, and safe environment where every member of our school community feels valued, represented and respected.</p>	<p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance information</p> 	<p>Leadership and Management</p> <p>QI: 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>Successes and Achievements</p> <p>QI: 3.1, 3.2, 3.3</p>	<p>Meeting the needs of all learners</p> <p>Quality provision</p> <p>Leadership and workforce development</p>  
<p>What informs this priority?</p> <p>Children's rights became law in July 2024. We achieved our Silver accreditation in June 2024 and are working towards achieving our Gold accreditation.</p> <p>Last session saw an increase in the number or exclusions in our school. We are seeing an increase in the number of children with additional support needs and staff have requested training so they can support the needs of all learners across the school.</p> <p>Increase in number of EAL families by 17%. We have a much more diverse school community and we want to ensure all our children and families feel represented through all aspects of school life.</p> <p>Last session we piloted our Positive Relationships, Positive Behaviour Framework. We reviewed this at the end of last session and have identified actions from this and the need to ensure inclusion, equity, diversity and UNCRC are more explicit within our framework. The new relationships and behaviour document published by Education Scotland in February 2024 has prompted further discussion around what we have to consider within our own framework and the interventions and training we require.</p>			
<p>What do you aim to achieve?</p>	<p>How will you achieve this priority?</p>	<p>Timescales and responsibilities</p>	<p>Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))</p>
<p>UNCRC</p> <p>To ensure the principles of UNCRC are fully integrated</p>	<ul style="list-style-type: none"> Implement action plan for Gold accreditation Include UNCRC education in the curriculum including children's rights being a 	<p>See Gold Action Plan</p>	<p>Pupils HGIOURS</p> <ul style="list-style-type: none"> Themes linked to focus QI's as detailed in SE plan.

<p>into our school's ethos, policies, and practices.</p> <p>Promoting positive relationships and behaviour:</p> <p>Create a school culture where positive relationships and behaviour are promoted, leading to a respectful and inclusive school environment.</p>	<p>prominent feature in assemblies.</p> <ul style="list-style-type: none"> Review and update school policies to reflect the UNCRC principles, including our Positive Relationships, Positive Behaviour Framework piloted last session. Engage with parents and the wider community to raise awareness of the UNCRC and how it shapes school practices. Establish Children's Rights Ambassadors and involve them in decision making processes. <ul style="list-style-type: none"> Review school Positive Relationships, Positive Behaviour Framework aligned with national guidelines and UNCRC. Professional learning and reading for staff. <ul style="list-style-type: none"> Education Scotland Promoting Positive Relationships and Behaviour in Education Settings document to inform 	<p>Revisit framework piloted in session 23/24 and identify actions – August 2024</p> <p>All staff to read Promoting Positive Relationships and Behaviour in Educational settings August 2024</p> <p>All staff to read CIRCLE Framework:</p>	<p>Health and wellbeing census of P5-P7 children shows positive wellbeing for all children.</p> <p>Termly health and wellbeing assessments show positive wellbeing across all stages.</p> <p>Circle Framework participation scale</p> <p>Parents/Carers Parents/carers feedback demonstrates and understanding of UNCRC, wellbeing, inclusion and diversity.</p> <p>EAL families feel included and represented in our school community.</p> <p>Use challenge questions from focus Qis to consult with parents.</p> <p>Attendance a marketplace and parent workshops/events is high.</p> <p>Staff Attendance at professional learning events – evaluation of CPD (CPD record) notes impact on practice</p> <p>Professional dialogue</p> <ul style="list-style-type: none"> CAT Weekly Planning Tracking & planning meetings <p>Increased confidence and consistency with approaches and strategies used by all staff across the school.</p>
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<p>Ensure wellbeing of whole school community with a focus on mental, emotional and physical health.</p>	<p>professional learning and actions.</p> <ul style="list-style-type: none"> ○ Local authority training to provide staff with strategies and interventions to promote a consistent approach to promoting positive behaviour. • CIRCLE Framework to audit our physical environment and participation of learners using the CIRCLE Inclusive Classroom Scale (CICS) and CIRCLE Participation Scale (CPS) • Establish wellbeing programmes such as ‘Do be Mindful’ to support the emotional and physical health of our whole school community. • Introduce Decider Skills – Good2Go Programme. • Funding through PEF prioritised for resources and programmes to ensure equitable access to resources, materials, extracurricular activities and support services, with a focus on disadvantaged children. 	<ul style="list-style-type: none"> • Section 1 & 2 – Sept 2024 • Section 3 – Oct 2024 • Section 4/5 – ongoing throughout the session <p>Circle Framework checklist completed by all class teachers and moderated with peers – August 2024</p> <p>Professional learning activities to take place through CAT sessions August 2024 – June 2025 (See calendar)</p> <p>Health and wellbeing assessments – P1-P7, termly</p> <p>‘Do be Mindful’ programme agreed and implemented across whole school.</p> <ul style="list-style-type: none"> • Communication August 2024 • Programme events/activities/workshops throughout the year <p>Decider skills implemented across the school</p> <ul style="list-style-type: none"> • Communication August 2024 • Training – by October 2024 	<p>Direct observations</p> <p>The physical environment in all classrooms and play rooms is inclusive and support the needs and celebrates the diversity of all learners.</p> <p>Learning walks</p> <ul style="list-style-type: none"> • Learners interact in activities which are appropriately challenging and well matched to their needs and interests. • Teachers routinely incorporate key supports and strategies into their everyday practice. <p>Quantitative data</p> <p>Use of the Leuven Scale to track pupil’s level of engagement across the year with a sample of pupils.</p> <p>CICS and CPS scores have increased and show environment strongly supports participation.</p> <p>Percentage of children engaging in extra- curricular activities increases.</p> <p>Percentage of children with achievements in and out of school increases</p>
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<p>Building racial literacy and promote diversity: Actively challenge racism and promote diversity, ensuring all children feel valued regardless of their race, ethnicity or cultural background.</p>	<ul style="list-style-type: none"> • Audit the curriculum to ensure representation of diverse cultures and perspectives, removing any biased or stereotypical content. • Professional development of staff to promote building racial literacy in the school environment. • Build racial literacy into the curriculum, using diverse resources and materials that reflect our multicultural community. • Celebrate diversity and raise awareness of anti-bullying, anti-racism through events, assemblies and inclusive classroom practices. 	<p>Class teacher attending LA led Building Racial Literacy training and will share with wider staff.</p> <p>Surveys to gauge understanding of racial literacy, awareness of racial issues, and attitudes towards diversity and inclusion SLT – Sept 2024 & May 2025</p> <p>Class teachers/SLT/Pupils/ Parents & Carers – throughout school session</p> <p>Marketplace held for parents to share information about services and supports available from partner agencies – 9th October 2024</p>	<p>Links with partners and community to support learning increases.</p> <p>Parental engagement with partner agencies increases.</p> <p>Difference between initial and end of session surveys show increased understanding of racial literacy, awareness of racial issues, and attitudes towards diversity and inclusion across school community.</p> <p>Attainment in literacy and numeracy shows improvement</p>
<p>Ongoing evaluation/actual impact:</p>			