

Standards & Quality Report 2022/23

Wallacestone Primary School and ELC Class



Falkirk Council
Children's Services

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 2022/23.

Staff at all levels continue to undertake and participate in a range of professional learning and development to support both the identified priorities of the improvement plan and all our children and young people.

This report provides a helpful summary for parents/carers and other stakeholders, of successes and achievements in academic session from August 2022 - June 2023, and outlines priorities for session 2023/24.



Context of the School/ELC Setting



**WORK TOGETHER
PLAY TOGETHER
SUCCEED TOGETHER**

www.wallacestone.falkirk.sch.uk

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- Our school roll is currently 513 pupils with 16 classes across Primary 1-7 and 80 children in our ELC Class. We have a Headteacher, Acting Depute Headteacher and two Principal Teachers. Our ELC Class is supported by a Principal and Senior Early Years Officer. The school has had a change of leadership in 2022-23 with Mrs Macdonald retiring in March 2023 and Mr Crawford, who was Depute Headteacher in the school, taking over as Headteacher in April 2023.
- The school has engaged with a local authority thematic review around How Good is Our School and How Good is Our Early Learning and Childcare Quality Indicator 2.3 this session. This recognised significant strengths in our practice in Learning, Teaching and Assessment. This has also helped inform and validate our next steps in this area **(SIP priority 1a/1b)**
- Our school catchment spans the villages of Brightons, Reddingmuirhead and Wallacestone. Our school contextual analysis shows our school serves a school roll where around 14% live in SIMD decile 3-5 and around 80% within 8-10. 5% of our pupils in Primary 6-7 are entitled to free school meals.
- Our school motto is based around the idea of 'togetherness' – Work Together, Play Together, Succeed Together. The school's curriculum promotes opportunities for this through the use of play pedagogy, involvement of parent/carers and our community.
- Community partnerships are being developed with the Friends of Quarry Park group, Bailliefields Community Hub and continued strong links with our Braes HS colleagues. These partnerships support children's participation in their community and enrich the curriculum.
- The school benefits from professional learning networks across the Braes Cluster Professional Learning Community and specific improvement priorities to work alongside Glendevon ELCC and next session with Avonbridge and Drumbowie PS. We also work with our Neighbourhood Group colleagues to identify themes to support pupil progress and staff professional learning through enquiry. Collaborative professional learning and professional enquiry is at the heart of our school improvement. We share a belief that it is 'us' that makes the difference to our learners.
- Working with our Braes colleagues, almost all of our learners' destinations are positive with many of our pupils going on to further and higher education or work.
- In creating this report we have drawn on feedback and data gathered through the year and at set evaluation points. This has included pupil feedback using How Good is OUR School and through our pupil voice groups. Staff feedback at collegiate sessions was designed to evaluate and plan for improvement. This included using improvement science methods to help capture and understand the complexity of emerging issues and has led to the development of next year's SIP priorities. We worked with parents using a combination of questionnaires at Parents' Evenings in May and a focus group from Parent Council working with Senior Leaders in June 2023.

Review of progress for 2022 – 23

Priority Area 1

Improved parental engagement and involvement in their child's learning - reconnecting with parents/carers, families and the community.

ELC Class and school

NIF Priority:

Improvement in attainment, particularly literacy and numeracy.

NIF Driver:

School improvement
Parental Engagement

FC Service and School Improvement Priority

Meeting the needs of all learners

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

2.5 Family Learning
2.7 Partnerships

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?

School

- Volunteers (parents, grandparents, High school young people) resumed volunteering in school. The school recruited a number of new volunteers who have assisted class teachers' through preparation and supporting small group learning. As a result of volunteers coming into school, children benefited from additional adult support and enhanced experiences (e.g. offer of extra curricular activities, curriculum workshops and weekly volunteering within classes). This also supported the school's vision of 'togetherness' through its motto Work Together, Play Together, Succeed Together.
- Through working with our Parents' Association, we were able to have Scottish Opera and Generation Science input to further enhance the curriculum offered. These rich learning experiences promoted children's opportunities for personal achievement.
- The school has been a key stakeholder in the newly established Friends of Quarry Park group. It has also made a curriculum link with Bailliefields Community Hub, which will continue next session. The local minister has been in school this year visiting each class over the year. These local partnerships are supporting children's connection with their local community and allowing children to learn about and participate in their locality.
- Opportunities to re-connect as a whole school community were planned with a very well attended Saturday morning grounds volunteer day held in September. This has been supplemented by events organised by our Parents' Association which have brought families and staff together throughout the year. Parents/carers were able to come in for assemblies, Scottish Opera and the Primary 1 and 2 Nativity. We reinstated our September Meet the Teacher event where we were able to share the School Improvement Priorities and give an overview of the curriculum in each stage. Resuming these events has helped all members of the school community to understand and connect with the vision and values of the school.
- All classes worked with Falkirk Council's Learning Resource Service Principal Librarian and we established a link and visits to local Meadowbank Library. This led to rich and engaging opportunities to support children's enjoyment of reading.

- All parents/carers were invited to two “This is How we Learn” sessions which helped support parents/carers’ understanding of how their children learn in Maths/Numeracy and Reading. Feedback from these events was very positive with almost all parents saying they felt they had improved their understanding of how to support their children’s reading accuracy, fluency, comprehension and enjoyment of reading.
- Stay and Play Clubs, supported by the school’s Pupil Equity Funding, were planned and delivered throughout the session. This led to families reporting that they had a deeper understanding of how to help with their children’s reading and numeracy. Working alongside school staff, parents/carers have supported their children’s progress in reading and we have evidence of children who were not on track now being on track.

“The opportunities to attend school and be involved have been very good.”

“All staff as always are very welcoming at Wallacestone! Well done and keep up the amazing work/communication with parents!”

“This is how we learn in Maths” and “This is how we learn in Literacy” open afternoons were a great way to come in and see the children in their environment.”

“Paired reading is a definite hit with my son in P3. I think this should be a regular occurrence for the junior years!”

“Very happy with the care and support my children receive.”

“I’m happy with the work ongoing by the school in reading.”



ELC

- Throughout the session 22/23 we have recorded an increasing level of parental engagement and involvement within the ELC. Parents/carers were invited for a stay and play on set days for their child's key group. This was well attended with almost all of our families participating. Some parents requested alternative dates for their stay and play. We have therefore developed an open door stay and play where families can attend on any date and time available on the calendar in the foyer. This has encouraged other family members to come into the ELC and spend time with the children.
- In addition to stay and play we have held three workshops throughout the session. One online and two in person. Our first focus was the online launch of our Nurturing Numeracy bags followed by an introduction to our Curriculum Rationale and finally an open door showcase evening.
- We have highlighted from this that our families prefer in person events which have a more flexible approach. We will use this to inform future events.
- To continue to gain parental views we have used Microsoft Forms. We have seen increased volumes of participation as the year has progressed with almost all families responding to at least one form during the year.
- Families were welcomed into the ELC setting whenever possible to support ongoing initiatives. This included community visits and the running of the lending library. There is now a fully established Lending Library which is run solely by parents/carers. Many parents and family members who have taken part in community visits to Quarry Park and Ercall Woods have commented on how enjoyable the sessions have been.
- We have re-established links with the Thursday Club at Brightons Parish Church. Children join the members for a coffee morning on the final Thursday every month. This intergenerational community link involves children reading and singing together. Members of the group have an open invitation each Tuesday afternoon to spend time within the ELC and this is regularly attended.
- By supporting increased levels of parents/carers and community involvement, the ELC team plan for children's experiences with a more robust understanding of the local context in which children live. This is leading to high quality, relevant learning within the community where children feel connected to where they live. ELC children benefit from the rich, social interactions that come from intergenerational working and the ELC curriculum is enhanced as a result.

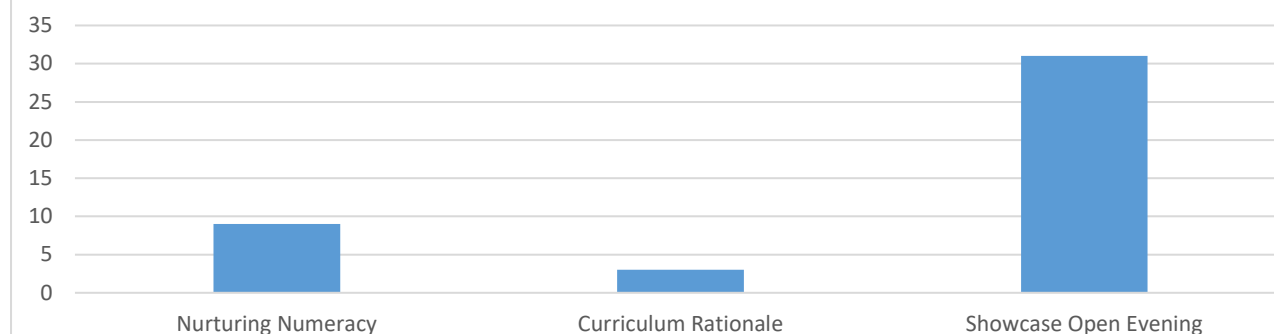
We collected data at the end of the session so parents and stakeholders could provide us feedback. The results included:

"Enjoying speaking with many of the keyworkers I normally don't get a chance to speak to. Also was happy to speak with the speech and language therapist"

"Seeing all the different areas of learning and how this supports my son's development"

"I thought the explanation of each part of the nursery was explained well and what the children learn from this."

ELC Parent/ Carer Attendance at events



Next Steps: What are you going to do now?

School – Next steps

- The school will consider its wider community context and what makes our community unique as part of our ongoing curriculum refresh **(SIP Priority 1 23/24)**. We will organise a Community Partnership event. Our aim is to develop a mutually beneficial approach to partnerships:

What could you offer the school and our curriculum
What could the school offer you?

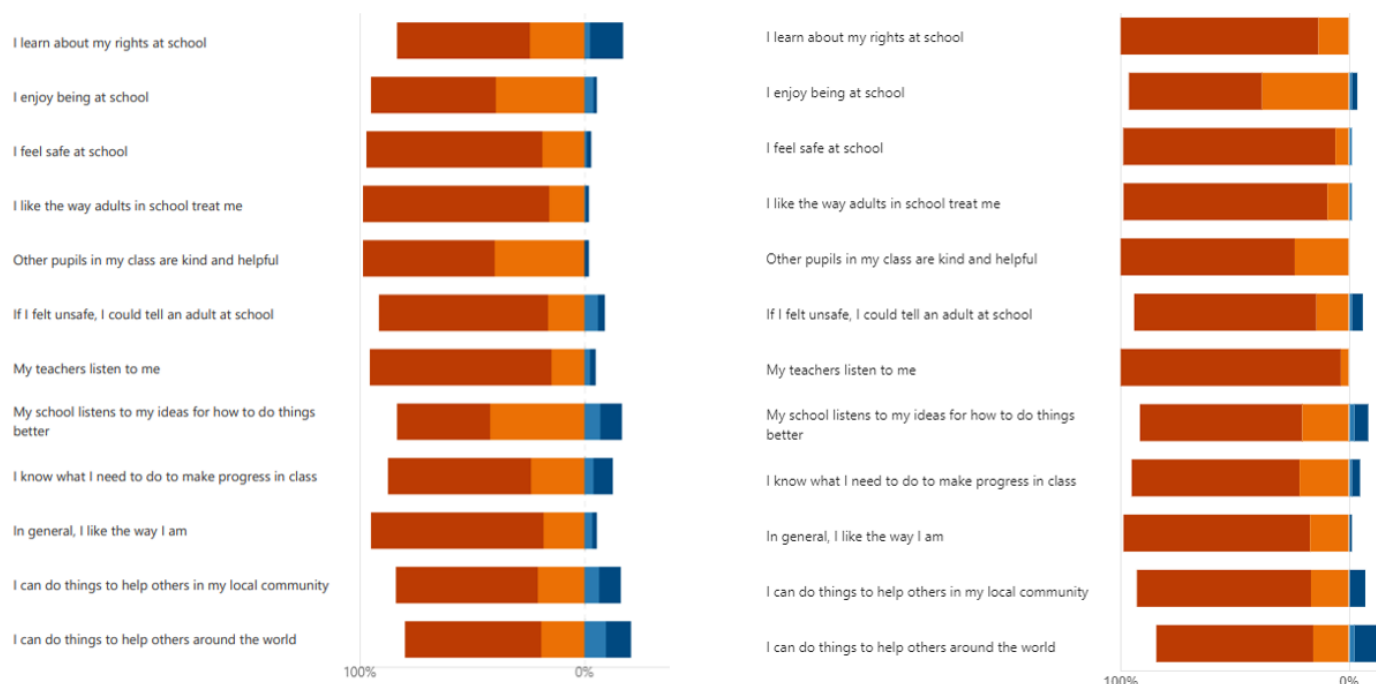
- Strengthen links with the Friends of Quarry Park and Bailliefields Community Hub as part of our emerging partnerships in 2023/24. **(SIP Priority 1 23/24)**
- Reconsider how we allocate parent helpers to classes next year and consider how we allocate throughout the year rather than for a full year as some parents were unable to commit to this.
- Continue curricular “How we learn” events **(SIP Priority 2 and 3 23/24)**
- Support staff with Twitter and consider how we ensure there is equity and consistency across the stages – also promote this more to parents/carers as a way of seeing what happens in the classes.
- Consider videos/demonstrations to show learning in school on the school website for parents/carers to see at their leisure.

ELC – Next steps

- Maintain current initiatives in place to support family engagement and involvement and community involvement. Further develop community partnerships alongside school during session 23/24 **(SIP Priority 1 23/24)**.
- Working alongside school colleagues, plan further opportunities for parents/carers to develop their knowledge of how children learn to read **(SIP Priority 2 23/24)**.
- Continue to develop opportunities for parents/carers to come into the ELC and spend time with their children through planned, purposeful stay and play sessions (e.g Stay and Story, Stay and Rhyme, Bookbug) **(SIP Priority 2 23/24)**.

Review of progress for 2022 - 23	
Priority Area: 2 Learning for Sustainability ELC Class and school	
NIF Priority: Placing the human rights and needs of every child and young person at the centre of education NIF Driver: School Leadership School Improvement	FC Service and School Improvement Priority Quality provision Leadership and workforce development
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) 2.2 – Curriculum 2.3 – Learning Teaching and Assessment 3.1 – Ensuring Wellbeing, Equity and Inclusion	Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text) No
Progress and impact (based on outcomes for learners) How well are you doing? How do you know?	
SCHOOL Key Strategies Identified that have led to Progress • RRS Committee and Pupil Council involvement in self-evaluation using RRS materials and How Good is OUR School. • Protected time and space for teachers to collaborate in planning Interdisciplinary Learning using two bundles of Experiences and Outcomes in the Falkirk Framework for Learning for Sustainability. • Curriculum partnerships and improving opportunities for meaningful pupil participation in their community, particularly through the Friends of Quarry Park group. • Beginning to revise curriculum planning, policies and systems in school to reflect UNCRC and Falkirk LfS Framework.	
Evidence of improvement in engagement, attainment and achievement • Through our continual work on embedding UNCRC and helping children to learn about and through rights, we have been able to see a significant improvement in the number of children who feel they learn about rights in school. Almost all children say that they learn about children's rights and they like the way the adults in the school treat them. This data from our Rights Respecting School survey evidence highlights our ongoing work to embedded Children's Rights. A Rights Based Approach is supporting more children to feel safer and fewer children report not enjoying being at school. • As a result of teachers planning two interdisciplinary learning blocks using the Falkirk Framework for Learning for Sustainability, we have been able to support teachers to enhance learner participation in the planning of relevant, contextualised learning in LfS. Using How Good is OUR School (Theme 2 – Learning and Teaching), some pupils spoke about examples of how their ideas for these LfS themes were gathered through the use of Padlets and discussion. Survey data showed that most children now feel that the school listens to their ideas. This was supported by external feedback during a local authority thematic review where it was noted that across the school, learners exercise choice in their learning and clearly understand what they are learning. • Our use of Learning for Sustainability to frame our Primary 4-7 Academies and Pupil Voice groups has supported us to help children engage more in their local community. Survey data shows that almost all children now say they can do things to help others in their local community. This has been supported by increasing partnerships with the local park group, Friends of Quarry Park and our ongoing link with Polmont Rotary.	

- In our Additional Support for Learning review processes, learners' voice is starting to play a greater role. Use of Talking Mats and What Matters to Me has supported us to gather learners' voice. This has led to improvements in engagement through the Team Around the Child having a better understanding of the barriers to learners' participation.



ELC CLASS

- Throughout the term 22/23 we have focussed on developing our What Matters to Me approach in line with personal planning guidance from Care Inspectorate and Falkirk Council. We have been exploring in what way our WMTM approach informs the daily life within the ELC. We looked at our current procedures which are in place and how much the current WMTM approach informed planning for individual children as well as the ELC as a whole. From this we have developed a new Personal Plan which encompasses what matters to both the family and their child prior to starting the ELC. This document will follow the family and their child through their entire ELC journey, updated initially at 6 weeks and then 6 monthly. This paperwork is also in line with the new Assessment and Progression framework.
- This approach has the aim to develop a deeper understanding of our families prior to starting their journey within the ELC. With the new approach we have successfully implemented home visits as part of our transition procedure. This allows the staff team to gain prior knowledge of a child's current stage of development and therefore put a plan in place ahead of the child's official start date. Feedback from the staff team at the moment has highlighted the good relationships they are already building with their new families and how they feel they have a holistic view of a child prior to them starting within the ELC. We will be looking for feedback from families after our initial introduction of Home Visits is completed however our option of home visits has been welcomed by most new families so far.
- We have been focussing on ensuring there is an understanding of the importance of UNCRC. The focus has been on developing both educators and children's understanding of UNCRC. Educators participated in training in August 2022 from the Falkirk Council Central team, this was delivered by Emma Barrons (PEYO). Throughout the environment, educators added child friendly articles where appropriate. This involved using Boardmaker symbols alongside the printed article.



These are actively spoken about with the children by educators where appropriate throughout the day.



UNCRC has been within our intentional planning since January 2023. Key workers have been using our group times at the end of the day to discuss children's rights using stories and the UNCRC posters. Some children are showing an increasing awareness of their rights. This has been observed by keyworkers and documented within the children's personal success story books.



We have continued with our journey of developing our Secret Garden. This space allows children the opportunity to grow fruits, vegetables, herbs and flowers, looking at how these are used in the making of food within the ELC.

Our Secret Garden continues to support our Marvellous Mealtimes approach by supplying our larder, providing herbs for both cooking and using in playdough and vegetables to explore in the home area. Our Secret Garden provided an opportunity this year to explore



interactions with children and ensure their voices are being heard by offering smaller group experiences. These experiences led to increased confidence levels in the children participating who developed closer relationships to both their peers and the educators involved. This was documented through a practitioner enquiry which can be found here: [Relationships, Wellbeing and the Outdoors - Froebelian futures \(ed.ac.uk\)](https://www.ed.ac.uk/research/our-research/relationships-wellbeing-and-the-outdoors-froebelian-futures).

Next Steps: What are you going to do now?

School – Next Steps

- Learning for Sustainability Strategy will be developed as part of continual development of curriculum across the four contexts, particularly through IDL and Opportunities for Personal Achievement **(SIP Priority 1 23/24)**.
- Continue to develop improved understanding of community context to support Learning for Sustainability through improved partnerships **(SIP Priority 1 23/24)**
- Continue to embed UNCRC in policies and practices – Relationships and SfL Framework. Children's rights will support all staff to consider how barriers to mental and emotional wellbeing may impact on children's learning through our school improvement priority next session **(SIP Priority 3 23/24)**.
- Improve how children's voice is heard and used to support decision making in our universal and targeted support **(SIP Priority 3 23/24)**.
- Continue to support teachers to make use of outdoor learning and support coherence and progression of outdoor learning and play from our ELC Class into school.

ELC – Next Steps

- Maintaining current initiatives in place to support children having smaller group experiences.
- Provide further information for families around UNCRC.
- Continue new transition procedures focused on home visits and use of What Matters to Me.
- Continue implementation of new WMTM paperwork in line with Assessment and Progression framework **(SIP Priority 1B 23/24)**.

Review of progress for 2022 - 23

Priority Area: 3a (School only)

Increase participation and improve the quality of children's experience in HWB – Food Technology and P.E.

NIF Priority:
Improvement in children and young people's health and wellbeing.
Improvement in employability skills.

NIF Driver:
School improvement
Assessment of children's progress

FC Service and School Improvement Priority:

Raising attainment and achievement
Skills and attributes development

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

2.2 Curriculum

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

No

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

Key Strategies Identified that have led to Progress

Impact and improvement for learners

Our Education Scotland Food for Thought grant enabled us to create a Food For Thought classroom. This was developed by a team of staff, parent/carers and pupils. The ELC children have used this as place to support their Marvellous Meals approach to learning about food. Almost all children in the ELC and the school have been involved in food preparation, cooking and/or baking (see photographs). The older and younger classes have experienced working together. We held two blocks of Food Technology Academies for the Primary 4-7 children.

Observations and feedback from staff and pupils informs us that almost all of our children are able to demonstrate stage appropriate Food Technology skills. Pupils spoke about the excitement and enjoyment of having these opportunities for personal achievement and how they have used their new skills to help with food preparation and cooking at home.

A progression planner for food technology skills has been created and staff received training. The majority of staff engaged in peer planned Food Technology lessons where they taught and worked together. This has helped to increase staff confidence (see graph below) and has ensured that almost all children are having regular access to food technology opportunities. It has enabled children to be more aware of what they are learning and what they need to be able to do in order to succeed. Almost all pupils spoke enthusiastically about their newly developed skills. There has been improved pupil awareness of the journey of food and how to handle/prepare food safely.

Our Physical Education specialist teachers led CLPL sessions for almost all class teachers. These provided opportunities to share resources, plans, skills and ideas. Class teachers were supported to deliver quality P.E. lessons for their second hour of P.E. The Senior Leadership Team worked with all class teachers to discuss the intended learning and assessment in one of their P.E. lessons. SLT members observed and participated in these lessons. These observations and staff feedback highlighted that staff are feeling more confident teaching P.E. and are delivering higher quality lessons. Pupils spoke positively about these lessons.

Our HWB work has resulted in improved breath, challenge and application of learning experiences offered to almost all of our learners in both Food Technology and class teacher taught P.E. lessons.

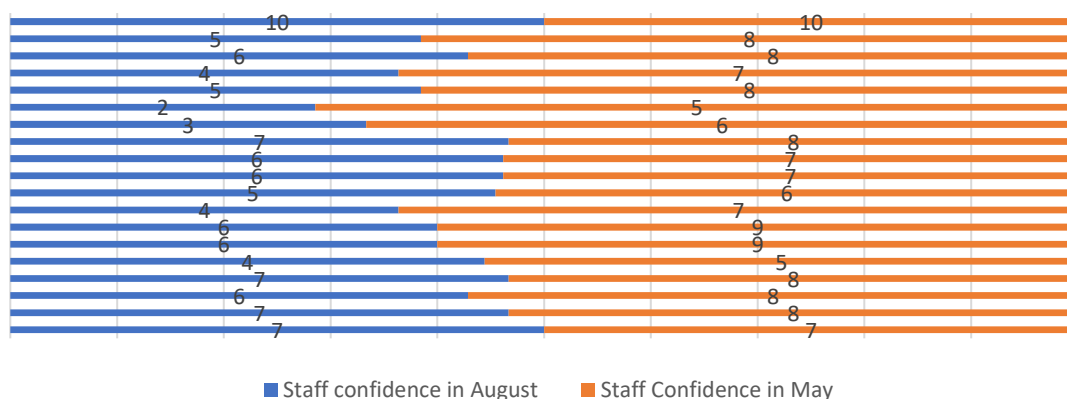
"I was not feeling very confident about teaching aspects of Food Technology. The training I received from more confident staff members was invaluable. The development of the skills progression really supported my teaching. The children were engaged and were proud and excited to learn new skills. My aim is to use the room more as it has been a fantastic experience for the children and I feel much more confident now."

"It is really good that we have got a Food Technology Room in school now. I have loved learning how to prepare food and bake different things. We helped the P1 children, it was so fun. My Mum likes that I am teaching her new skills and recipes at home too!"

"Training and resources and plans from our P.E. specialist teachers has really helped me ensure my P.E. lessons are structured, well planned and more engaging for the pupils."

"I have really enjoyed the P.E. lessons my class teacher has been taking this year. They follow up the lessons from Mrs Martin. That is good because we get more time to practise the skills we are learning."

Staff Confidence in Delivering Food Technology Experiences



P3S Wallacestone
@P3SWallacestone

We visited our food technology room today and took part in some taste testing of various fruit and vegetables. We used our senses and our knowledge of describing words to write down information about the food we had tasted. Well done everyone 🍎🍌🥕



Next Steps: What are you going to do now?

- Continue to consider structural barriers to teachers' perceptions of curriculum flexibility through curriculum refresh. Support teachers to plan across the four contexts for learning and consider how pupil participation in the ethos and life of the school and opportunities for personal achievement could be supported by Food Technology **(SIP Priority 1 23/24)**.
- Plan opportunities for each class to work in the Food Technology room more frequently next session. Consider this when creating long term plans in August. Plan further sessions for the older children to work with the younger children and for family learning (PEF related).
- Add to our resources to allow larger classes to cook in two groups and to make cleaning up easier (potentially purchase a dishwasher).
- Children to develop and build on the Food Technology skills learnt this session.
- Liaise with Food Technology and P.E. staff at Braes High through our cluster improvement working.
- Continue to develop and improve HWB experiences for our children, looking specifically at our emotional and wellbeing curriculum **(SIP Priority 3 23/24)**.

Review of progress for 2022 - 23

Priority 3B - Improving our understanding and confidence in Froebelian principles (ELC Class only)

NIF Priority:
Workforce Professionalism
Setting improvement

NIF Driver:
Professional Learning
Participation and engagement
Collaboration

FC Service and School Improvement Priority:

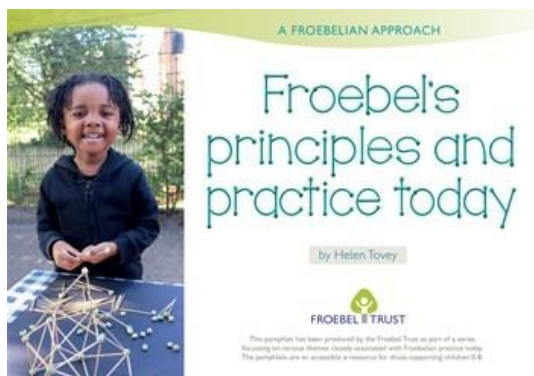
Raising attainment and achievement
Wellbeing, equality and inclusion
Skills and attributes development

HG10S?4/HG10ELC? QIs (if appropriate HG10OURS themes 1- 5)
HG10S - 2.3 Learning, Teaching, Assessment
HG10ELC - 2.3 Learning, Teaching, Assessment

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

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

This year we continued to build on our collaborative working, we partnered with Glendevon ELCC to look closely at Froebelian Principles. This involved utilising the educators who had previously undertaken their qualification in Froebel in Childhood Practice, using their knowledge to upskill the educators who have not yet completed the qualification. We explored Autonomous Learners in partnership using a Reflect, Discuss, Collaborate and Regroup model.



Initially we met online to discuss our understanding of what Autonomous learner means to the educators. We used a pamphlet from Froebel Trust to look at Helen Tovey's understanding of Froebel's principles today and what that looked like in practice. Following this we met as a team to discuss observations we have made of both our own practice and of children interacting with the ELC environment.

Within Wallacestone ELC we used the Autonomous Learner principle to review our current ELC continuous provision and how we supported children to be autonomous in their learning. This led to changes in our environment, including our approach to Marvellous Meals. Previously children had been asked for their choice of lunch when arriving at the ELC in the morning. After reviewing this we looked at how we could provide more choice around lunchtimes as some children would change their mind upon seeing the options that other children had chosen. Through consultation with educators and children, as well as looking at autonomy within the ELC, we made the decision to change lunchtime to a more relaxed approach. Children can choose from the food on their table at each lunch time. They are involved in decision making.

Following this focus the staff teams were asked to provide feedback.

"I have now looked more into what children are doing with each learning experience, to see just how much autonomy they have."

"Had prior knowledge of this from Froebel in Childhood Practice course the year before, good to refresh knowledge."

"As a result of exploring Autonomous Learners I have found myself becoming more aware of children's flow of the day within the ELC. I have been observing through the eyes of the child which has helped me to identify areas which may cause a boundary to children being able to have autonomy in their learning. This has resulted in changes to the core provision in some areas within the ELC and some routines."

Next Steps: What are you going to do now?

- An additional member of staff will take part in Froebel in Childhood Practice qualification in the year 23/24
- Continued collaboration with Glendevon ELCC with the addition of Avonbridge ELC to explore Slow Pedagogy **(SIP Priority 3B 23/24)**
- Continue to review core provision in line with Froebelian Principles bi-annually.

Section 3

Key priorities for School Improvement Planning 2023- 2024

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).

Priority 1a - Curriculum, Planning and Assessment (School)

Coherence in Social Studies learning

- By June 2024, 95% of teachers will be able to describe the 'big ideas' in our Social Studies curriculum from Early to Second level.
- By June 2024, 100% of teachers will have contributed to a whole school overview to help ensure children's knowledge and skills are built appropriately over time.

Supporting effective medium term planning

- By June 2024, three stages will engage in a test of change to develop and trial a new medium term planning format which better captures intended learning and assessment.

Pupil participation in school and community

- By January 2024, 90% of staff will feel confident to talk about how the unique features of the school community inform the design of the curriculum
- By June 2024, 95% of children will be able to say how they have contributed to make the school a better place (ethos and life of the school).

Priority 1b - Implementing the Assessment and Progression Framework within the ELC (ELC only)

- By June 2024, 95% of practitioners will have a very good understanding of the Assessment and Progression Framework.
- By June 2024, almost all children will show an improvement in the Oral Language strand of the Assessment and Progression Framework ([Link to Priority 2 23/24](#))

Priority 2 - Developmental stages of reading and how to support and challenge all learners (ELC and School)

School & ELC

- By June 2024, 95% of teachers and ELC practitioners will have a very good understanding of how children learn to read.
- By June 2024, 95% of teachers and ELC practitioners will have increased confidence in using a variety of strategies to support and challenge a wide range of learners.
- By June 2024, 90% of parents feel confident in supporting their children's reading development.
- By June 2024, 90% of our children will feel positive about their progress in reading.

Priority 3a - Mental and Emotional and Wellbeing (School only)

- By June 2024, 95% of staff, pupils and parent/carers will have a shared understanding of the approach we are taking as a school to foster emotional and mental wellbeing.
- By June 2024, 95% of teachers will feel more confident at responding to and intentionally planning for children's emotional and mental wellbeing.
- By June 2024, 100% of our pupil, staff and parent/carer emotional and mental wellbeing ambassadors have been engaged and involved in the development of our school toolkit.
- By June 2024, 95% of staff will have an increased understanding of the impact of neuro- diversity on emotional and mental wellbeing and will feel more confident supporting our neuro-diverse learners.
- By June 2024, 90% of identified pupils will have increased attendance and engagement in their learning.

Priority 3b - Expand on ELC practitioners current knowledge of Froebelian Principles through professional reading of Slow Knowledge and the Unhurried Child.

- By June 2024, 95% of practitioners will report a very good understanding of slow pedagogy.
- By June 2024, almost all children will show progress in the involvement and engagement strand of the Assessment and Progression Framework. ([Link to Priority 1b – ELC Assessment and Progression framework](#))

What is our capacity for continuous improvement?

School (How Good is Our School?)

School leaders make use of How Good is Our School by using features of highly effective practice and challenge questions to support a joined up approach to engage staff, pupils and parents/carers in contributing to judgements of quality. This leads to ambitious but achievable improvement through focusing on staff professional learning and collegiate activity, the impact of which is then monitored and evaluated through the impact on learners.

1.3 Leadership of change

Strengths

- The school demonstrates a strong commitment to improvement through a robust, joined up approach where its quality assurance systems, tracking of learners' attainment and improvement methods align to gather evidence of impact from pupils, parents/carers and staff. This supports a manageable pace of change, monitoring of implementation and methods to gather triangulated data on impact.
- Staff in the school work collegiately within the school and in networks in cluster and neighbourhood groups to support professional learning and improvement. All teachers engage in practitioner enquiry which is supporting a strategic development of change

based on improvement science approaches through 'tests of change'. This is supporting decisions on improvement priorities in a cyclical way and allows the school to move forward in a sustainable way with a shared understanding of the rationale behind improvement activity.

Next steps

- The school will continue to work to build partnerships to develop opportunities for personal achievement and enrichment of the curriculum. This will better support the school to deepen its understanding of its context and the community it serves. (SIP Priority 1a 23/24). Approaches to improvement in Reading will be based on professional dialogue, collegiate learning and self-evaluation (SIP Priority 2 23/24).

2.3 Learning, Teaching & Assessment

Strengths

- Almost all learners in the school demonstrate a very high level of engagement in the learning experiences provided. Children demonstrate understanding of what they are learning, supported by teachers and practitioners that are active participants in their own development through professional enquiry.
- All teachers engage in tracking discussions and this is leading to a very good understanding of learners' progress and intervention. Teacher judgement data is considered through stage moderation and correlation with SNSA data. Some children are making very good progress in their learning and are benefiting from additional challenge, supported by teachers planning beyond expected levels.
- Digital technology and play pedagogy support children to lead and demonstrate their learning. This supports teachers to be responsive in their planning through the use of formative assessment approaches and observation. This leads to improved differentiation and responsiveness of planning to support and challenge the needs of learners.

Next steps

- The school will further develop its medium term planning processes to better capture what is to be learned and assessed. (SIP priority 1a 23/24). Our plan for improvement in Reading reflects the wide range of abilities in each class and the need for effective differentiation based on strong practitioner subject knowledge of how children learn to read (SIP Priority 2 23/24)

3.1 Ensuring Equality, Inclusion & Wellbeing

Strengths

- Almost all children tell us they feel safe, valued and supported. Relationships across the school community are very positive. Children report they like the way the adults treat them and parents/carers feel that staff in the school show kindness and commitment to getting it right for their children.
- Staff have engaged in professional learning to support the embedding of children's rights through the UNCRC into the curriculum and life of the school. This is leading to children reporting they have more of a say in planning their learning and teachers valuing their input.

Next steps

- The school will consider how to provide improved, well planned and progressive opportunities to explore diversity from a perspective of rights (SIP priority 1a and 3 23/24) and to ensure the curriculum reflects the community it serves.

- The school will focus on its mental and emotional wellbeing curriculum next session to further support the way we consider every child as an individual, particularly around meeting the needs of our neurodiverse learners (SIP Priority 3 23/24).
- Improving opportunities for pupil voice in our processes, underpinned by UNCRC, will be considered through all SIP priorities.

3.2 Raising Attainment & Achievement

Strengths

- The school continues to demonstrate high levels of attainment in Literacy and Numeracy at almost all stages of the school. Where children are not on track, the school can demonstrate effective planning for intervention using the Staged Intervention Framework. Robust tracking systems and dialogue with senior leaders and class teachers, supports a collective responsibility for ensuring continuous progress. Support for Learning staff and middle leaders are involved in supporting children's progress.
- Our children have increased their opportunities for wider achievement through teachers' use of the four contexts for learning to help plan for a wider range of skills and abilities. This has led to children feeling they have more opportunities to participate in their school and local community and this has been supported through academy groups.
- Barriers to learning are well considered and the focus for discussion at tracking, learning and teaching and classroom observations. Staff work with senior leaders and support staff to consider children's needs holistically. This has supported equity for all learners through the use of flexible structures to children's learning throughout the day, e.g. brain breaks and the use of our nurture space (SNUG).

Next steps

- The school hopes to develop further approaches to equity and reducing barriers to learning through use of its universal and targeted support next session. The school is developing approaches based on a universal offer to staff to improve understanding of barriers of mental and emotional wellbeing (SIP Priority 3 23/24). The school is also beginning to further enhance its Support for Learning practice with a new classroom space being created that is low stimulus to support neurodiverse learners. This will support us to continue to and expand on our current approaches to offer flexibility to children that will support their engagement and attendance at school.
- Professional learning in how children learn to read will help progress for all learners by support teachers' thinking about how to differentiate for a wide range of abilities in each class (SIP Priority 2 23/24).
- The school has identified outdoor learning as an area to improve and this is being considered through broader curriculum development (SIP Priority 1 23/24).

ELC Class (How Good is our Early Learning and Childcare)

Use of self-evaluation is linked to quality assurance, tracking and evaluation processes. ELC Staff and Senior Leaders use How Good is Our Early Learning and Childcare and the Care Inspectorate Quality Framework to support judgements. This is also used with staff to make visible and discuss challenge questions and the features of highly effective practice. Where possible, links are made between the two quality frameworks using the Falkirk Council "Making the Connections" document.

1.3 – Leadership of Change

Strengths

- The ELC demonstrates a strong commitment to improvement. This is through a robust, joined up approach where its quality assurance systems, tracking of learners' attainment and methods align to gather evidence of impact from learners, parents/carers and staff. This supports a manageable pace of change, monitoring of implementation and methods to gather triangulated data on impact.
- Staff in the ELC work collegiately within the school/ ELC and in networks in the cluster to support professional learning and improvement. All practitioners engage in

practitioner enquiry which is supporting a strategic development of change based on improvement science approaches through 'tests of change'. This is supporting decisions on improvement priorities in a cyclical way and allows the ELC to move forward in a sustainable way with a shared understanding of the rationale behind improvement activity.

Next Steps

- The ELC will plan for improvement using the Assessment and Progression Framework in a coherent and sustainable way. Implementation will be supported by professional learning from last session. Quality assurance and collegiate activity time will be linked and protected to ensure shared understanding. Impact on learners will be assessed through proportionate means by focusing on oral language (**linked to SIP Priority 2 23/24**) and progress in the involvement and engagement strand of the Assessment and Progression Framework (**linked to Slow Pedagogy SIP Priority 3B**)

2.3 – Learning, Teaching and Assessment

Strengths

- All practitioners have a sound understanding of children's rights with most children showing an awareness of their own rights.
- Through the use of the Huddle approach children's interests are actively listened to and acted upon by providing rich, challenging, relevant experiences. All practitioners are trained and knowledgeable in skilled interactions. This supports responsive and sensitive interactions that ensure children know their voices are heard and their views respected.
- We have a robust system of tracking children's progress in place. Practitioners use their observations and interactions to make judgments on the progress being made by children. Almost all practitioners show a very good understanding of their children's progress and can talk confidently about this. Almost all children have shown positive progress in their attainment across Literacy and Numeracy throughout 22/23.

Next Steps

- Implement a new tracking system 'Assessment and Progression Framework'. This will support with judgements for Wellbeing to also be tracked. (**SIP Priority 1b 23/24**)

3.1 - Ensuring wellbeing, equality and inclusion

Strengths

- All staff fulfil their statutory duties through registration with the SSSC. The ELC puts relationships at the centre of everything we do. We ensure we build mutual respect and trust between staff, families and children. We use these relationships to ensure we are getting it right for every child. As a result, the ELC has a strong positive and respectful ethos which has been recognised by almost all external visitors from local authority colleagues this session.
- The ELC team have focussed on developing their own understanding of the UNCRC as well as that of the children and families.

Next Steps

- A focus on tracking and actively planning for wellbeing through the new Assessment and Progression Framework. (**SIP Priority 3B 23/24**)

3.2 – Securing Children's Progress

Strengths

- Almost all of the children within the ELC have made positive progress within Literacy and Numeracy throughout 22/23. We adopt an equity approach to ensure all children received the support or challenge they need within the ELC.
- Children's successes and achievements are captured and celebrated within their learning profiles. We use home visits to gather holistic observations of children as we understand the significance of what happens beyond our setting on a child's development.

Next Steps

- Continue with our new personal planning document to support holistic observations.
- Explore a slow pedagogy approach to ensure all children within the setting are receiving the support and/or challenge required. **(SIP Priority 3B 23/24)**

Summary of Self-Evaluation – Reference QIs

Primary / Secondary Self-Evaluation of the Core HGIOS?4	
	Self-Evaluation Grading
1.3 Leadership of change	5 – Very Good
2.3 Learning, Teaching & Assessment	5 – Very Good
3.1 Ensuring Equality, Inclusion & Wellbeing	5 – Very Good
3.2 Raising Attainment & Achievement	5 – Very Good

ELC Classes / ELC Centres Self-Evaluation of the Core HGIOELC? / Quality Themes			
	Self-Evaluation Grading	Self-Evaluation Grading	
1.3 Leadership of change	5	1.1 Nurturing Care and Support	Very Good
2.3 Learning, Teaching & Assessment	5	1.2 Play and Learning	Very Good
3.1 Ensuring Wellbeing, Equality & Inclusion	5	2.2 Children experience high quality facilities	Very Good
3.2 Securing Children's Progress	5	3.1 Quality assurance and improvements are well led	Very Good
		4.3 Staff deployment	Very Good