

Standards & Quality Report 2023/24

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 2023-24.

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 2023 - June 2024, and outlines priorities for session 2024/25.



Context of the School/ELC Setting



WORK TOGETHER
PLAY TOGETHER
SUCCEED TOGETHER

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- The school roll is currently 488 pupils with 15 classes across Primary 1-7 and 80 children in the ELC Class. The school's leadership structure is a Headteacher, Depute Headteacher and two Principal Teachers. The ELC Class is led by a Principal Early Years Officer supported by a Senior Early Years Officer. The ELC leadership team work alongside the Headteacher and Depute Headteacher.
- The school has engaged with a thematic review around How Good is Our School and How Good is Our Early Learning and Childcare Quality Indicator 2.3 this session. This was undertaken by peer Headteachers and a Depute Headteacher from the school's neighbourhood group. This recognised strengths in our practice in Learning, Teaching and Assessment around learners' experiences and digital technology. This visit also supported us to reflect on our improvement work around clarity of assessment and pace/challenge in learning in order to continue to improve in this area.
- The school catchment spans the villages of Brightons, Reddingmuirhead and Wallacestone. Contextual analysis shows that the school serves a school roll where around 20% live in SIMD decile 3-5 and around 80% within 8-10. 8% of pupils in Primary 6-7 were entitled to free school meals this session. Staff spent time during session 23-24 analysing more detailed contextual data provided by the local authority. This highlighted some of the nuance in the school's context – particularly around working poverty and access to services. Based on the latest available data, tracking of leavers' destinations shows that 97.4% of Wallacestone pupils go on to leave high school to a positive destination with 19.5% to employment, 13% to further education and 63.6% to higher education.
- The school's vision is promoted through its motto – 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.
- The school has worked with pupils, staff, parents and partners to reconsider its curriculum rationale this session. To do this, it revisited its values and considered how they could be better linked to the school's mission (individuals, citizens, contributors and learners) and its vision (Work, Play, Succeed Together). The new school values of Care, Community, Curiosity and Challenge help set an aspirational goal for curriculum based on the shared wishes of children, their families and staff. These values were based on common themes in feedback from all stakeholders and reflect the four capacities/purposes of Curriculum for Excellence by thinking about the totality of children's learning



and development. These values now better reflect the entire learners' journey from ELC to Primary 7.

The school has worked with Education Scotland's Curriculum Innovation Team to think about how it can better reflect these values in the choices we make about curriculum by thinking about our context – our children and community. Staff have begun to consider what a 'place based curriculum' could look like in Wallacestone and worked to integrated Learning for Sustainability and community partnerships into the curriculum it offers.

- Community partnerships have been 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 by looking at learning across the four contexts for learning. This session we have also expanded our links with Heriot Watt University and Forth Valley College to support rich learning experiences in STEM.
- The school benefits from professional learning networks across the Braes Cluster Professional Learning Community and specific improvement priorities to work alongside Glendevon ELCC, Moray PS and Avonbridge and Drumbowie PS. The school has also worked with its Neighbourhood Group colleagues to undertake peer thematic review visits to other schools looking at Learning, Teaching and Assessment (HGIOS 2.3). This is leading to further collaboration to consider how pace and challenge can be further improved across the neighbourhood group.
- Collaborative professional learning and professional enquiry is at the heart of the school improvement. School staff talk about how it is 'us' that makes the difference to learners. Staff across ELC and school engage in cluster professional learning through practitioner enquiry and Cluster Curriculum Refresh Groups. The school has worked with Education Scotland's Curriculum Innovation Team and Professor Ken Muir this session and these groups are considering the learners' journey from 3-18 across the four contexts for learning.
- Teacher judgement data continues to be strong with most children (>85%) achieving the level expected at Primary 1, 4 and 7. The school's attainment performance is ahead of cluster and local authority averages and in line with our comparator neighbourhood group schools. Across the school, teachers plan for a large spread of abilities with a number of children ahead of track. Tracking processes have been strengthened this session to better reflect what evidence is supporting our teacher judgements. Use of assessment data and a focus on 'how do we know' is helping staff to better reflect how they plan for, support and challenge all learners. These approaches to assessment and tracking are helping staff to better understand the gap between learners and respond appropriately but this will continue to be a priority next session.
- In creating this report, the school has 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. A Primary 7 Pupil Leadership group and Biscuit and Blether sessions have been introduced this session to help capture a wider range of pupil views. 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. The school worked with parents using questionnaires at Parents' Evenings, feedback after parent workshops and open morning events and a focus group from Parent Council working with Senior Leaders in April 2024.

Review of progress for 2023 – 24	
Priority Area 1A Curriculum, Planning and Assessment (Year 1)	
NIF Priority: Improvement in attainment, particularly in literacy and numeracy. NIF Driver: School and ELC Leadership Curriculum and assessment	FC Service and School Improvement Priority Curriculum Learning and Teaching Assessment
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) 1.2 Leadership of Learning 1.3 – Leadership of Change 2.2 – Curriculum 2.3 – Learning, Teaching and Assessment	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?	
Understanding the unique features of the school community to inform the design of the curriculum The school has worked to improve its understanding of the community it serves. Through analysis of contextual data and through increased partnership with community groups, almost all staff now feel they understand the factors that make our school unique. Detailed contextual profile data supported by the Falkirk Council data team (looking at SIMD in more detail, school leavers destinations, employment data), attainment data over time and consideration of placed based factors has helped underpin our refresh of our school values and curriculum rationale. Focus discussions with stakeholders (Parent Council, Community Council) and parent surveys have supported this understanding of the community we serve. As this was rolled out in Term 3 and 4, progress has been captured through use of Learning & Teaching meetings and coaching wheel data using HGIOS 2.2 prompt questions and revisited by Forms in June 2024. The school's understanding of its context is supporting us to shape the vision for the school going forward through our refreshed school values which underpin our curriculum aims. All stages have been engaged in a revised approach to tracking to better support our understanding of the profile of learners in our classes. Principal Teachers have supported class teachers to consider what evidence informs teacher judgements and use of standardised data alongside day to day evidence is helping all teachers to analyse the profile of learners in their classes. Almost all teachers say they have a very good understanding of profile of learners in their class. Curriculum Rationale – Refresh of Vision and Values Our approach to curriculum design has been supported by a refresh of our school's vision and values to better align with the four curriculum purposes (individuals, citizens, contributors and learners) and the four contexts for learning. Almost all staff strongly feel the vision and values of the school are ambitious and underpins their work. Survey data from staff and parents/carers and feedback from Parent Council focus groups recognise the refreshed vision and values are representative of our school context and the curriculum we set out to achieve for our children. An increase in partnerships following our Community Reach Out event has been noted with evolving two way partnerships whereby children can contribute to their community as well as partnerships that enrich the curriculum. Partnerships to support flexible curriculum design for children at Stage 3 of the Falkirk Framework for Additional Supports Needs has led to improved engagement for children in Primary 7 and development of opportunities for personal achievement (Falkirk Outdoors, Bailliefields Community Hub and Friends of Quarry Park).	

Coherence in Social Studies Learning

Our self evaluation using HGIOS 2.2 in May 2023 and September 2023 highlighted that staff felt that the curriculum was cluttered and that coherence of children's learning could be improved. Staff recognised a starting point for us was to consider Social Studies as our current approaches were leading to lengthy cross curricular learning where the clarity of children's learning was sometimes harder to define.

Through previous sessions' work on Learning for Sustainability using the Falkirk Framework for LfS, the school wanted to create more space for this approach to Interdisciplinary Learning. Teachers have worked to better reflect the four contexts for learning and are better placed to design learners' experiences flexibly but are also recognising a need to better define the 'core' knowledge and skills over time to support curriculum coherence.

To do this, teachers have begun to consider the learners' journey over time, thinking about how knowledge and skills are built over time using a 'big ideas' approach to build on prior learning. The school has a longer term plan, over the next three sessions, to revisit the discrete subject areas and support teachers' agency to design curriculum experiences building on previous learning in a more coherent way by thinking about what we want children to know, do and understand.

To support the conditions for improved curriculum clarity and coherence, the school has approached this in three ways this session:

- Reintroducing year level planning using the four contexts of learning to identify key focuses and the totality of the learners' experiences.
- By supporting a pilot of medium term planning with Moray PS at P1, 3 and 7 to think about how we can better capture intended learning and assessment of what we want children to know, do and understand in Literacy (see below).
- By engaging with Cluster Curriculum Refresh Groups (Year 1) across the Braes Cluster to consider what the learners' journey currently looks like in 14 different areas across the four contexts and identify next steps for action in session 24/25.

The school had planned to undertake the review of Social Studies in our school this session. In August 2023, this was moved to being developed at Cluster level through the Braes Cluster Curriculum Refresh Groups and this will be taken forward as one of the groups next session.

By adapting this element of the plan, it allowed an increased focus on the elements of planning and assessment through remaining collegiate sessions in session 23-24. This is detailed further below.

Supporting effective planning and assessment

All teachers have used a new year planning format and worked collegiately to consider where blocks of learning take place over the year. This has been used to make choices about curriculum design principles to consider breath, depth and coherence in light of discussions about curriculum 'bulk'. This has also supported teachers planning creatively to include opportunities for curriculum partnerships to support learning across the four contexts. Evidence shows most teachers agreed this supported them to 'declutter' the curriculum although this will still be an area the school will work to improve next session.

Three stages (Primary 1, 3 and 7) have worked alongside colleagues in Moray Primary School to design and pilot a format for medium term planning that sits alongside the progression pathways. Almost all teachers who participated in the pilot which focused on planning for Literacy felt this gave them better clarity over the assessment that would support their teacher judgement. Teachers spoke about the way it was supporting differentiation, pace and challenge for all learners. Teachers participating in the pilot felt it was proportionate and helped to keep weekly planning focused.

Across the school, most teachers apply and make use of a variety of valid, reliable and relevant assessment tools and approaches and feel that these inform improvements in children's learning. Through quality assurance and thematic reviews, staff recognised a need to improve consistency of how assessment was integrated into the daily life of the classroom. The school has made use of the Falkirk Council Learning to Achieve Pedagogy poster to support peer observations in Term 2 and 4 and quality assurance observations in Term 3. This helped to have a shared dialogue and improve understanding of how to make learning and assessment visible to children. By linking professional learning, school improvement and quality assurance around the Pedagogy poster, senior leaders have been able to evidence improvements in learning in teaching in classroom practice visits.

Pupil feedback through Biscuit and Blether has also shown that most children understand how their teacher makes what they are learning, and how they can be successful, clear to them. Almost all children could talk about this clarity of learning in Writing but found it more difficult to talk about this in other curriculum areas. There is evidence through classroom observations and pupil feedback that the majority of children are having opportunities to take responsibility for their own learning and progress.

All teachers engaged in discussion about the extent to which learners were 'assessment capable' and this was captured through our Learning and Teaching meetings in Term 4. This helped us think about the next steps for us next session to ensure children are involved in the learning process through assessment as/for learning. Two teachers led a professional learning session in May 2024 to revisit key principles around formative assessment.

Most teachers are confident at discussing how they have improved their practice as a result of their professional learning activities. This has been supported by use of the GTCS Career Long Professional Learning Coaching Wheel and Falkirk Council Pedagogy Poster at Employee Review and Development meetings with GTCS registered staff in June 2024. Next session, staff will engage in a termly Teacher Learning Community session (led by two teachers) to discuss approaches to improving learning and teaching across the school. This will also be supported by professional reading (Power Up Your Pedagogy) and an in-house professional learning programme which is being developed to allow greater sharing of practice within and across the school and ELC.



Friends of Quarry Park

The school has worked with the local volunteer group, Friends of Quarry Park, to help develop plans for a new play park which opened in April 2024. The FQP Pupil Committee are working with the group on the next phase of their plans for the park. Groups of children and classes have also worked with the group on aspects of growing and planting.

The park forms a key site for outdoor learning and play as well as Interdisciplinary Learning linking to the local community and its heritage.



Our children say...

- Opportunities to play (Fun 31)
- Our motto
- Academies - opportunities to do different things
- Residential trips
- Friends of Quarry Park
- STEM and Generation Science
- We get to work across year groups
- The layout of our school with space to play
- The SNUG and the HUB
- We work as a cluster
- Football, Cross Country and other sport clubs
- School Grounds, MUGA, Den
- People notice when we follow the four expectations - Class Awards, Hot Chocolate Friday, Golden Tickets and Dinner Hall of Fame
- If you learn something new and don't get it, you get the right amount of help
- How kind all the staff are
- P7s help - learning buddies
- We help others

What makes us unique?

Our families say...

- Learning is made fun. The children are so proud of their school & feel valued and listened to by the staff. The children always look happy when I have been in the school building and playground. The staff are so friendly and welcoming to both children and parents.
- The approachable staff, and that they genuinely care about the wellbeing of the children.
- A very welcoming and community based school with clear value driven leadership.
- I've never known a school with such a huge abundance of kind, engaged and caring teachers, all the way from nursery assistants right up to senior staff in the school, everyone is so lovely!
- Good community and parental engagement.

Our staff say...

- Teacher autonomy - working within CfE to ensure all needs met
- All staff care about the wellbeing of children and staff
- Very supportive parents and strong communication with parents/carers
- Parents involved in the life of the school
- Partnerships that give children a voice (e.g. FQP)
- Size of the school with a wide range of abilities
- Awareness of poverty in different forms and nuance of approach to reducing poverty related gap
- Serves a community without an obvious centre - collection of villages
- A sense of family in the school despite the size of the school - everyone cares
- Sense of community in the school
- Support for children who need support is very strong

What drives our curriculum?

What Makes Our School Unique?

This extract from our curriculum rationale poster helps summarise the key feedback that underpinned our vision and values refresh. We wanted to think about how we could capture what makes our school unique and what the lived values of our school were. This helped us to think about the curriculum we aspire to for our children.

Next Steps: What are you going to do now?

School – Next steps

- Roll out approach to medium term planning for teaching of reading to all stages in session 24/25. This will support building in assessment at the planning stage and support teachers to bundle Reading Experiences and Outcomes to support a holistic view of children's progress in Reading.
- Use of level meetings in session 24/25 to support moderation of children's progress in reading. This will support embedding of new approach to planning and assessment in Reading.
- Refresh current assessment map to better reflect different levels and frequency of assessments – daily, weekly, termly, yearly. Consider how Assessment for/as/of learning is better reflected in our medium term planning and assessment map. Use of tools from Falkirk Council Assessment Group based around 5 Key Questions (Lyn Sharratt).
- Use of standardised assessment data from 23/24 to support understanding of where gaps are and how we evidence progress towards reducing the gap between our lower and higher attaining learners.
- Continue to develop evidence informed approaches to tracking with attainment action plans following tracking meetings supported by Principal Teachers. Roll out of local authority Progress tool to replace current tracking spreadsheet supported by Principal Teachers.
- Continue to build on opportunities for partnerships to support children's participation in their community and to support engaging, relevant and challenging learning in school. Develop shared understanding of 'place based curriculum'.
- Continue to set high aspirations for curriculum that promotes care, community, curiosity and challenge at class, stage, school and cluster level. Work to embed school values in curriculum design and monitor impact of this next session. Continue to consider how play pedagogy, enquiry and project based learning can support these school values to be lived through our curriculum.
- Development of professional learning approaches which supports teachers to collegiate working and professional engagement. This will be supported through termly Teacher Learning Community,

professional reading (Power Up Your Pedagogy) and through development of in-house professional learning (Brew and Blether) to share practice and support understanding across ELC and school.

Review of progress for 2023 - 24

Priority Area: 1 – ELC Priority

Implementing the Assessment and Progression Framework within the ELC (Year 1)

ELC Class

NIF Priority:

NIF Driver:

Teacher and Practitioner Professionalism
Curriculum and Assessment
School and ELC Improvement

FC Service and School Improvement Priority

Assessment

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

1.3 – Leadership of Change
2.3 – Learning Teaching and Assessment
2.4 – Personalised Support
3.2 – Securing Children's Progress

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?

Developing practitioner knowledge of the Assessment and Progression Framework

Almost all staff accessed training by Falkirk Council's central team throughout 2022/2023 on the implementation of Assessment and Progression Framework. From August 2023 we implemented the Assessment and Progression Framework within the ELC. We had weekly discussions as a team to discuss practitioner confidence levels around using the new framework. Through survey data, practitioner's report that their confidence levels have increased from August 2023 – June 2024.

Improving Personal Plans

Our approach to assessment and progression has been supported by the development of our personal planning and what matters to me process. Almost all practitioners attended training on personal planning which led to the creation of a new format in line with Care Inspectorate Personal Planning Guidance. This highlighted the need to gather more information about a child and their family prior to beginning the ELC and therefore 100% of children starting the ELC for the 23/24 session were offered a home visit. Most families decided to take the opportunity for a home visit. This is now a fully implemented aspect of our transition process. The personal plans are now reviewed again initially at 6 weeks after start date and then 6 monthly thereafter with the family (or before if required). This ensures families are fully aware of and involved in planning for their child.

Development of Observations

Implementing the new framework led to an in depth look at how we observe and record our observations. We have adapted our observations to be addressed to the child as well as encompassing the language and behaviours from the framework. Staff have highlighted that they feel they have a broader knowledge of children's skills since using this framework and developing our observations. This broader knowledge has led to a more holistic tracking model which has informed planning for spaces, interactions and experiences. As a result of this almost all children have made progress through the strands of the assessment and progression framework tracking model.

Next Steps: What are you going to do now?

- Continue to develop practitioner knowledge and confidence levels of Assessment and Progression Framework
- Re-visit Skills for Learning and Life training
- Adapt tracking meetings to support professional discussions led by SEYO/PEYO

Review of progress for 2023 - 24

Priority Area: **Priority Area 2 (School)**

Developmental stages of reading and how to support and challenge all learners

NIF Priority: Improvement in attainment, particularly literacy and numeracy.

NIF Driver:

Teacher and practitioner professionalism
Parental/Carer involvement and engagement
Curriculum and assessment

FC Service and School Improvement Priority

Curriculum
Learning and Teaching
Assessment

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

1.2 Leadership of Learning
2.2 Curriculum
2.3 Learning Teaching Assessment
2.5 Family Learning

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?

Teacher Professional Learning Community with Avonbridge and Drumbowie PS

Survey data showed almost all teachers now agree or strongly agree that they have a very good understanding of how children learn to read. This has been supported by a year long professional learning programme using the book 'The Art and Science of Reading' by Christopher Such. Sessions were held each month with allocated chapters and teachers worked with colleagues from Avonbridge & Drumbowie Primary Schools to discuss the chapters and the implications for practice.

The majority of teachers were able to talk about how they assess progress in Reading. This was evidenced through Learning and Teaching meetings in term 3 which focused on matching assessment approaches to the needs of learners and how these are used to support them to demonstrate where they are in their learning. These meetings highlighted that we could improve how we build a quality body of evidence to support assessment judgements and decisions about next steps in reading particularly in considering the totality of children's reading (beyond Tools for Reading).

The school purchased additional assessment resources (PM Benchmarking and CEM Standardised Data for Primary 2, 3, 5 and 6) to support teacher judgement. Primary 7 teachers have supported other teachers to use digital assessment tools to support the assessment of reading fluency at Second Level. At the end of the school year, survey data showed that 20% of teachers strongly agree that these processes have informed improvement in children's learning in reading. 70% of teachers agreed and 10% responded neutrally to this assertion. Teachers have identified that assessing reading is more challenging than in writing and pupils, too, recognise that they are not always as clear what they are learning in reading. This will be an area that the school will work on further next year linked to its Curriculum, Planning and

Assessment SIP. Primary 1, 3 and 7 have been involved in a pilot to improve approaches to planning assessment of reading (see priority 1 above) which will be rolled out across the whole school next session.

Most children achieved expected levels (on track or ahead) in Reading (> 85% of all children) last session. This is evidenced through termly tracking meetings with the Senior Leadership Team and through P1, 4 and 7 Achievement of CfE levels (ACEL) data in June 2024. Staff recognise that in all classes there is a wide profile of children's attainment with, on average, 20% of children being ahead of track in their learning and between 10-15% of children being not on track. From pupil feedback, children can sometimes report they feel their reading is too easy. Analysis of tracking data, peer observations and collaboration with neighbourhood group Headteachers and teacher feedback highlighted the challenge of pace and differentiation in Reading.

Teachers in all stages plan to support and challenge children where they are at in their learning. Teachers are supported to do this at termly tracking meetings, through Support for Learning Teacher consultations and use of digital technology to help children access and capture their learning. As a result of professional learning around the teaching of reading, Microsoft Forms data has shown an increase in confidence amongst teaching staff in how they use a variety of strategies to support and challenge a wide range of learners in their class. Staff recognise the need to better reflect how we assess the totality of children's reading progress.

Next Steps: What are you going to do now?

- Continued focus on raising attainment for all children in Literacy – closing the gap and providing challenge. Teachers to analyse whole school assessment data in August 2024 and contribute to planning for Literacy Leadership of Change groups in session 2024-25. These will be grouped around key priorities emerging from Learning and Teaching Discussions and Quality Assurance in session 23/24:
 - Engage with Reading Schools Award to promote reading culture & reading for enjoyment.
 - Approaches to closing the gaps in Reading at Early/First Level
 - Challenge in Reading in First/Second Level
 - Assessment of Reading (How we assess the totality of children's reading)
- Principal Teachers will work with Class teachers to analyse Standardised Assessment data in August 2024 to better understand the components of reading and the profile of learners in each class.
- Reading will be the focus for the roll out of the refreshed medium term planning approach piloted this session (This will be in Priority 1 – Curriculum, Planning and Assessment next session).
- Work with Neighbourhood Group to consider how children are being challenged in Literacy. This will involve teachers working alongside teachers in other Neighbourhood Group schools to consider how more able pupils are being challenged.
- Roll out of new resources to support reading at P1-3 levels to support closing the gap between lower and higher attaining children.
- Family Learning – Continue with Stay and Play, Book Bug sessions and use of our school library by families supported by Pupil Equity Funding.
- Continued partnership with Meadowbank Library.

Review of progress for 2023 - 24	
Priority Area: 2a – ELC Priority Implementing an ACI approach to support oral language development ELC Class	
NIF Priority: NIF Driver: Teacher and Practitioner Professionalism Curriculum and Assessment	FC Service and School Improvement Priority Assessment
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) 1.2 – Leadership of Learning 2.3 – Learning Teaching and Assessment 2.4 – Personalised Support 3.2 – Securing Children’s Progress	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?	
Developing practitioner knowledge of the Adult, Child Interaction approach Almost all staff accessed Adult, Child Interaction training by Speech and Language therapy in June 2023. This supported staff by looking at expectations of language development at different ages. Almost all staff stated that they felt the training was beneficial and allowed them to reflect on their current practice. Following this training almost all staff attended an additional information event in April 2024 held at Beancross ELC Class which support practitioners sharing their experience of ACI and its implementation. All staff who attended this event communicated that it supported their knowledge by seeing the ACI approach in practice and discussing the approach with peers. Implemented the ACI Approach In Term 3 all practitioners took part in a peer monitoring session. This included videoing an interaction with children and sharing the videos with a peer to discuss what is going well and what the targets were for next term using the format supplied by Speech and Language Therapy. All staff communicated that the monitoring session was beneficial in reflecting on their own interactions with children and gave clear targets for next session. Oral Language Development A new tracking approach was implemented this year. Using the Assessment and Progression framework we were able to focus on the progression in Oral Language. The tracking data this year has shown that 72% of children are making progress or maintaining 3/4 (Shows inventiveness and engages with increasing depth / Engages deeply with confidence & competence) in Oral Language.	
Next Steps: What are you going to do now? • Developing practitioner knowledge of Speech and Language communication strategies and their implementation as part of SIP for 24/25 • Embed the ACI approach and peer monitoring sessions with support from Speech and Language Therapy • Obtain Silver Visual Environment award by June 2025 • Continue to develop practitioner’s knowledge of communication and language through professional reading of Foundations of Literacy – Sue Palmer	

Review of progress for 2023 - 24	
Priority Area: Priority Area 3 (School only) Mental and Emotional and Wellbeing Inclusion	
NIF Priority: Placing the human rights and needs of every child and young person at the centre of education NIF Driver: Teacher and Practitioner Professionalism Parental/carer involvement and engagement Curriculum and assessment	FC Service and School Improvement Priority Inclusion and Equality Learning and Teaching
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) 2.4 – Personalised Support 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?	
Responding to and intentionally planning for children’s emotional and mental wellbeing Through engaging in CLPL sessions, almost all staff have improved their knowledge and understanding of the many factors influencing our pupils’ mental and emotional wellbeing. This has led to an increased confidence in almost all staff around how they can best support our pupils. This has allowed all teaching staff to explore at a whole school level, the big ideas, skills and knowledge that we would like our children to understand, learn and know within our mental and emotional wellbeing curriculum. Almost all of our pupils and parent/carers have been consulted to discover what big ideas, skills and knowledge matter to them. To ensure coherence across the school, we plan to further refine our mental and emotional curriculum offer in session 2024-25. Most of our parent/carers attended an open morning in school. They heard from the leadership team and visited their children working in classes, the SNUG and HUB. This has resulted in a shared understanding of our approach to fostering emotional and mental wellbeing. Survey data showed that parent/carers felt this increased their awareness of this aspect of the Health and Wellbeing curriculum and was recognised by a number of parent/carers as being a valuable component in their children’s education. A few of our staff have been trained in Decider Skills, (a proactive resource that teaches children how to recognise their own thoughts, feelings and behaviours, supporting positive mental health). This has been used successfully with individuals, their parent/carers, small groups and all of our Primary 7 pupils this session. Almost all of our staff, parent/carers and pupils have reported that learning these Decider Skills has equipped them with an increased number of strategies to support their own mental and emotional wellbeing. Almost all of the children who took part reported that they are now more able to recognise and have conversations about their feelings and behaviours. Attendance and engagement With input from a few of our pupils, our SNUG (Nurture Room) has been adapted this session. These pupils were central to the development of our HUB, a quieter, sensory free classroom. These spaces, along with carefully planned experiences and positive interactions with key staff, have allowed a few of our pupils to have increased attendance and engagement this session. Planned interventions, supported by Pupil Equity Funding, were led by a Support for Learning Teacher for identified learners in Primary 7. These pupils benefited from in school and off site experiences to support their engagement in group activities and this resulted in improved perceptions of school. These programmes	

also supported a further bespoke and enhanced transition approach for a group of learners to their new High School.

Bespoke curricular planning with a few learners based in our SNUG/HUB around the four contexts for learning has ensured more opportunities for personal achievement which has in turn improved engagement. Almost all of these learners reported that they felt heard, valued and involved and recognised that they were learning valuable life skills. Almost all learners were able to evaluate their learning, setting clear next steps.

Neurodiversity

Through shared expertise amongst staff, professional reading and attendance at CLPL events, almost all staff have an increased understanding of the impact of neurodiversity on emotional and mental wellbeing. Most of our neurodiverse learners have shared what matters to them and a few have spoken at assemblies. Most of these learners report that they feel well supported in school. There is an increased awareness of neurodiversity across the school, with almost all staff feeling more confident supporting our neurodiverse learners. A few of our parent/carers are keen to further explore how they can network with each other around supporting their neurodiverse learners.

Almost all staff worked with our Support for Learning teacher and Speech and Language Therapist to improve the visual environment in our school. We received our bronze award this session. The majority of our pupils have shared that the improved visual environment supports them with their organisation and learning.

Two members of our staff took on leadership roles at cluster level around supporting neurodiverse learners, building positive relationships and coherence of learning in mental and emotional wellbeing. This supported wider cross section engagement, ensuring that all staff have shared and consistent approaches. Almost all staff have taken part in discussions around the Education Scotland document, "Promoting Positive behaviour in education settings". Feedback from almost all staff has informed the adaptations that need to be made to our Relationships Policy. This is a priority next session.

Next Steps: What are you going to do now?

- Refresh our Relationships policy (incorporating new school values and four expectations), UNCRC, trauma informed practice and nurture principles.
- Further refine our mental and emotional curriculum offer at whole school level with a focus on the big ideas, skills and knowledge that we would like our children to understand, learn and know at each level.
- Roll out Decider Skills across P4-P7, with small intervention groups from P1-P7 and with parent/carers. Additional staff trained and skills introduced through assemblies and parent/carer workshops.
- Establishing Health and Wellbeing mental and emotional ambassadors (staff/pupils/parent/carers).
- Refine our approach to HWB assessments (including refreshing current SHANARRI booklets).
- Continue cluster approach (two staff continuing leadership roles within the cluster – emotional and mental wellbeing/relationships and neurodiversity). Focus on coherence and how we can share expertise to Get It Right For Every Child. What comes before, how does this lay the foundation for future learning and how can we best support our pupils? Some staff will engage in professional enquiry.
- Development of in-house professional learning (Brew and Blether) to share practice/expertise and support understanding across ELC and school.
- Work to achieve our Communication Environment silver award.
- Further work as a school community around neurodiversity (and diversity in general), establishing a shared understanding of school ethos and values.

Review of progress for 2023 - 24	
Priority Area: Priority Area 3b (ELC only) Expand on ELC practitioners current knowledge of Froebelian Principles through professional reading of “Slow Knowledge and the Unhurried Child”.	
NIF Priority: NIF Driver: Teacher and Practitioner Professionalism School and ELC Improvement	FC Service and School Improvement Priority Curriculum Learning and Teaching
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) 1.2 – Leadership of Learning 2.3 – Learning Teaching and Assessment 3.2 – Securing Children’s Progress	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?	
Developing a slow approach We worked with Glendevon ELCC and Avonbridge ELC to develop our awareness of slowing down our approach within the ELC. The implementation of 1140 hours has meant that most children attend the ELC 5 days a week for 6 hours per day. These longer sessions have highlighted the need to slow our practice down to allow children to interact, explore and develop at their own pace. Both Glendevon ELCC and Wallacestone ELC have high numbers of children attending which can place a barrier to a slower approach. The purpose of this book group was to find the pockets throughout the day that this approach can be implemented, finding out the barriers and reducing these. From feedback gathered throughout the year the average rating of confidence on providing a slow approach was 2.8/5 prior to taking part in the book group. 87% of respondents have found being provided with time to read Slow Knowledge and the Unhurried Approach and discuss this with colleagues within and out with their own setting supported reflection on current practice and where we can improve. From this all respondents have highlighted an aspect of practice they wish to develop using a slow approach including outdoors, cooking, mealtimes and stories showing a direct impact on experiences, interactions and spaces. Analysis of tracking shows us that 83% of children have progressed at least one strand or maintained a 3/4 (Shows inventiveness and engages with increasing depth / Engages deeply with confidence & competence) within engagement and involvement.	
Next Steps: What are you going to do now? Continue to monitor play experiences, planning and observations to ensure a slow approach is being implemented as this has an impact on the engagement and involvement of children.	

Section 3

Key priorities for School Improvement Planning 2024-2025

ELC

Priority 1 - Implementing the Assessment and Progression Framework within the ELC

- By June 2025, 95% of practitioners will have a very good understanding of the Assessment and Progression Framework.
- By June 2025, 95% of practitioners will feel confident in recording observations and evidencing the Assessment and Progression through learning journals and planning.

Priority 2 – Communication Developing practitioner knowledge of Speech and Language communication strategies and their implementation

- By June 2025, almost all practitioners will have completed at least 3 cycles of ACI monitoring with individual targets and improved interactions evidenced.
- By June 2025, the ELC will have achieved a silver award for visual environment.
- By June 2025, 95% of practitioners will feel confident in implementing a range of strategies to support communication within the ELC.

School

Priority 1 - Curriculum, Planning and Assessment (Year 2)

- By June 2025, 90% of teachers will feel confident or very confident at integrating assessment into the planning for Reading.
- By June 2025, 90% of teachers will feel confident that processes for assessment are manageable and inform improvements in learning and teaching.
- By June 2025, 90% of teachers will feel confident that tracking and monitoring are well-understood and used effectively.
- Continue to roll out updated curriculum rationale and evaluate impact.
- Continue to engage in Braes Cluster Curriculum Refresh Groups.

Priority 2 – Mental and Emotional Wellbeing (Year 2)

- By June 2025, 95% of staff and pupils will have contributed to and have a shared understanding of our new school policy around Positive Relationships.
- By June 2025, 95% of staff, pupils and parent/carers will have contributed to, and have a shared understanding of, our mental and emotional wellbeing curriculum offer at whole school level.
- By June 2025, 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 2025, almost all of our children will be able to give an example of how the school supports every pupil to feel happy and included.

Priority 3 - Raising attainment for all learners in Reading

- By June 2025, we will evidence a 3% increase in combined Reading attainment at Primary 1, 4, 7.
- By June 2025, all stages will have reading attainment at or ahead of the national average of 85% at expected level.

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. Senior leaders have recently undertaken Education Scotland Self Evaluation for Continuous Improvement training which is supporting improvements to self evaluation approaches.

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.
- The school community have contributed to develop a vision which is aspirational and built on a good understanding of the social, economic and cultural context that it serves. Learners are supported to understand the vision, aims and values and experience these through the four contexts for learning.

Next steps

- The school will continue to involve all staff in the processes of change and evaluating the impact of improvements. The school will seek to improve opportunities for staff to lead and evaluate change that will impact across the whole school. This will be supported by carefully planned individual and collective CLPL with our own in-house programme.

2.3 Learning, Teaching & Assessment

Strengths

- Almost all learners in the school demonstrate a very high level of engagement in the learning spaces, experiences and interactions provided. Most children demonstrate understanding of what they are learning, supported by teachers and practitioners. All staff are active participants in their own development through professional enquiry.
- The school has taken steps to adopt a revised approach to tracking discussions and this is supporting an improved understanding of learners' progress and interventions. 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.
- The school will work to further develop a shared understanding of assessment approaches that can be used to support decisions about next steps.

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.
- Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.
- Staff in the school have a good understanding of the context they serve, considering barriers to learning and work proactively to ensure all learners are included, engaged and involved in the life of the school.

Next steps

- The school will continue to focus on its mental and emotional wellbeing curriculum to further support the way we consider every child as an individual.
- 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 will continue to make improvements to how it captures evidence of learners' progress through assessment and uses these to support planning. (SIP priority 1 and 3 24-25).

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 children's progress and methods align to gather evidence of impact from children, 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 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 continue to promote and evaluate the impact of its curriculum rationale. Shared ELC and school values will be promoted and embedded in every day interactions.

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.
- Our approaches to assessment and tracking children's progress are supporting children to make good progress. Practitioners use their observations and interactions to make judgments on the progress being made by children.

Next Steps

- Continue to support all practitioners to have a very good understanding of the Assessment and Progression Framework to support decisions about interventions and planning for children.

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

- Assessment and Progression Framework will continue to help us improve how we plan for each child as an individual by capturing a wider lens on children's progress and development.

3.2 – Securing Children's Progress

Strengths

- Almost all of the children within the ELC have made positive progress in 23-24. We adopt an equity approach to ensure all children receive 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.
- Continue to consider how a slow pedagogy approach can help all children within the setting to receive the support and/or challenge required.

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	4 – 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 Framework			
	Self-Evaluation Grading		Self-Evaluation Grading
1.3 Leadership of change	5 - Very good	1.1 Nurturing Care and Support	5 - Very good
2.3 Learning, Teaching & Assessment	5 - Very good	1.3 Play and Learning	5 - Very good
3.1 Ensuring Wellbeing, Equality & Inclusion	5 - Very good	2.2 Children experience high quality facilities	5 - Very good
3.2 Securing Children's Progress	5 - Very good	3.1 Quality assurance and improvements are well led	5 - Very good
		4.3 Staff Deployment	5 - Very good