



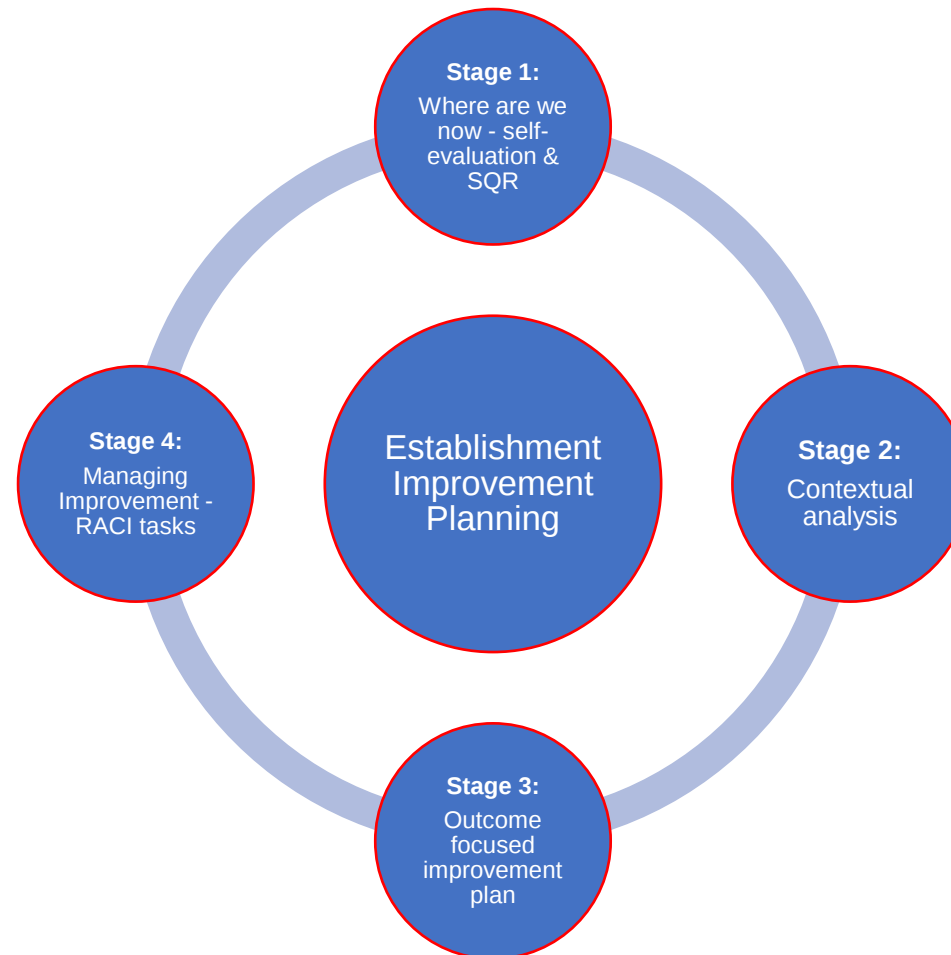
**Falkirk Council**  
*Children's Services*

Establishment Name: Carron Primary & ELC



# Falkirk Council Children's Services

## Establishment Improvement Planning Cycle



# Unique Context

## Stage 2

### National Expectations



### Community – Demographic, geographical and economic influences

We have a strong, socially and economically mixed community. Our school sits on the outskirts of the Falkirk urbanisation meaning we benefit from the resources connected with the town as well as the rural resources from the surrounding areas.

Regarding family make up the school serves all types of families: straight parent families, gay

### Attendance and Exclusion

Attendance at Carron remains high consistently between 94-95%. Non-authorised absences remain very low. As a matter of course, school administrators ensure that reasons are given for most absences.

| Attendance              | 18/19 | 19/20 | 20/21 | 21/22 | 2022/23 |
|-------------------------|-------|-------|-------|-------|---------|
| School                  | 95.3  | 94.6  | 95.5  | 93.9  | 93.1    |
| SIMD Q1 pupils          | 92.9  | 95.1  | 90.2  | 91.5  | 89.5    |
| SIMD Q2 pupils          | 94.1  | 94.1  | 94.6  | 92.5  | 92.5    |
| SIMD Q3 pupils          | 94.2  | 94.1  | 94.6  | 92.6  | 91.4    |
| SIMD Q4 pupils          | 95.3  | 94.5  | 95.8  | 94.9  | 94.2    |
| SIMD Q5 pupils          | 96.0  | 94.9  | 96.3  | 95.1  | 94.0    |
| LAAH                    | -     | 60.0  | 94.1  | 91.0  | 78.7    |
| LAAFH                   | 90.6  | 94.1  | 99.4  | -     | -       |
| Previously Looked After | 98.2  | -     | -     | -     | 86.3    |
| Neighbourhood           | 96.1  | 94.7  | 96.5  | 94.2  | 93.4    |
| Falkirk                 | 94.4  | 93.9  | 95.0  | 91.7  | 92.5    |

### Attainment and Non-attendance

### Progress and Attainment

Carron Primary has made considerable progress in establishing a clear and coherent curriculum rationale rooted in shared values and developing, core, discrete and interdisciplinary learning. We work closely within our cluster, developing shared programmes and approaches, helping to establish consistency across our cluster schools.

Attainment remains good within Carron Primary. Analysis of attainment data shows that we remain ahead of the Falkirk Council average and remain comfortably within attainment of our national comparator and neighbourhood schools. Analysis of the National Benchmarking database shows that Carron reflects positively with her national comparators.

parent families, male and female led single parent families.

Our LAAFH & LAAH community remains very low at under 0.5 percent.

Learners with English as an additional language is 3%

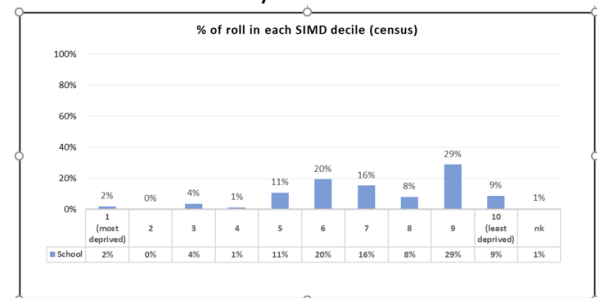
Our Free School Meal rate is 7% (31 children)

We currently have 17 learners who live in postcodes attributed to SIMD deciles 1-3

54 learners currently have Pupil Equity Fund directed support.

### SIMD Data

Carron Primary serves a wide social and economic community. We serve a community with children in every SIMD decile 1-10.



The data shows that although our school has children for each decile, our school population tends towards the least socially and

Despite the overall positive attendance data, some concerning trends are beginning to appear. Data suggests that there may be significant impact of non-attendance upon our children not attaining expected levels:

- 15.5% of learners have an attendance rate lower than 90%
- 60% of learners with attendance below 90% have been assessed as 'concern' or 'action' in at least one of the 4 key learning areas
- 46% of children graded 'concern' across the school have an attendance rate below the school average (94%)
- 72% of children graded 'action' have an attendance rate below the school average (94%)

This data would suggest a strong correlation between non-attendance and low attainment. This is particularly so for learners who find learning more challenging.

The school's leadership team works closely to support identified families to overcome barriers to school attendance. They monitor attendance of specific children daily and ensure attendance whenever possible. Family supports are provided for parents who struggle to support their children with regular attendance.

Schools across the Larbert cluster prioritised attendance as a driver for PEF improvements. Carron displayed the most

Carron PS June 2024 Data

|          | P1  | P2  | P3  | P4  | P5  | P6  | P7  |
|----------|-----|-----|-----|-----|-----|-----|-----|
| Reading  | 85% | 91% | 82% | 81% | 88% | 81% | 83% |
| Writing  | 88% | 86% | 80% | 83% | 82% | 81% | 81% |
| L&T      | 91% | 86% | 92% | 89% | 85% | 92% | 91% |
| Literacy | 85% | 81% | 80% | 81% | 81% | 80% | 81% |
| Numeracy | 94% | 91% | 90% | 89% | 91% | 92% | 90% |

Attainment across the school is generally positive with most reportable year groups attaining the government stretch aim of 85%. We compare favourably with our neighbourhood schools (schools with a comparable SIMD

**Ahead of neighbourhood and national comparator schools**

**In line neighbourhood and national comparator schools**

profile) and with our national comparator schools. Despite this positive picture, there are indicators of the post-pandemic attainment challenges coming 'downstream'.

Over the past two sessions the school team has undertaken robust improvement work on moderation of attainment and achievement. More accurate teacher judgement has brought our attainment in line with neighbourhood, regional and national expectations.

Analysis of SNSA data shows that the school performs well across the national sample. When compared with our neighbour schools we appear to have more children at both ends of the achievement spectrum suggesting that our

economically deprived. This, in many ways, compounds the difficulties for our families experiencing financial challenge. Ensuring the cost of the school day remains low is a priority for the school.

### Free School Meals Data

The Free School Meals rate for the school is 13% compared with a neighbourhood figure of 11% and a Falkirk average of 23%. Our rate of FSM remains stable

|                  | 2020<br>(P4-7) | 2022<br>(P6-7) | 2023<br>(P6-7) |
|------------------|----------------|----------------|----------------|
| % FME            |                |                |                |
| School           | 7%             | 10%            | 13%            |
| Neighbourhood Gp | 7%             | 9%             | 11%            |
| Authority        | 18%            | 21%            | 23%            |

### Ethnicity in School

Our children come from a variety of ethnic and cultural backgrounds, although 97% of the children self-identify as white Scottish/British. 97% of our children speak English as their first language.

| Level of English       | number of pupils | % of roll<br>School (Authority) |
|------------------------|------------------|---------------------------------|
| New to English         | 2                | 1% (1%)                         |
| Early Acquisition      | 3                | 1% (1%)                         |
| Developing Competence  | 6                | 2% (2%)                         |
| Competent              | 2                | 1% (1%)                         |
| Fluent                 | 9                | 3% (2%)                         |
| First Language English | 270              | 91% (93%)                       |
| Limited Communication  | 0                | 0% (0%)                         |
| Not Assessed           | 4                | 1% (0%)                         |

successful raise in attendance for children referred to this support service.

### Exclusion from School

As a school based upon nurturing values, exclusion at Carron remains very rare; on average one exclusion happens each academic session. Exclusion must only be used as a last resort and if no alternative is achievable.

| Exclusions                |       |       |       |       |       |
|---------------------------|-------|-------|-------|-------|-------|
|                           | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 |
| no of exclusion incidents | 1     | 1     | 0     | 0     | 0     |
| SIMD Q1 pupils            | 0     | 1     | 0     | 0     | 0     |
| SIMD Q2 pupils            | 0     | 0     | 0     | 0     | 0     |
| SIMD Q3 pupils            | 0     | 0     | 0     | 0     | 0     |
| SIMD Q4 pupils            | 0     | 0     | 0     | 0     | 0     |
| SIMD Q5 pupils            | 1     | 0     | 0     | 0     | 0     |
| LAAH                      | 0     | 0     | 0     | 0     | 0     |
| LAAFH                     | 0     | 0     | 0     | 0     | 0     |
| Previously Looked After   | 0     | 0     | 0     | 0     | 0     |
| no of pupils excluded     | 1     | 1     | 0     | 0     | 0     |
| SIMD Q1 pupils            | 0     | 1     | 0     | 0     | 0     |
| SIMD Q2 pupils            | 0     | 0     | 0     | 0     | 0     |
| SIMD Q3 pupils            | 0     | 0     | 0     | 0     | 0     |
| SIMD Q4 pupils            | 0     | 0     | 0     | 0     | 0     |
| SIMD Q5 pupils            | 1     | 0     | 0     | 0     | 0     |
| LAAH                      | 0     | 0     | 0     | 0     | 0     |
| LAAFH                     | 0     | 0     | 0     | 0     | 0     |
| Previously Looked After   | 0     | 0     | 0     | 0     | 0     |

attainment may be slightly more polarised than our neighbourhood schools.



|                                                                         |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                          |
|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Priority Area: 1</b></p> <p><b>Attainment and achievement</b></p> | <p><b>School leadership</b></p> <p><b>Teacher professionalism</b></p> <p>Parental engagement</p> <p><b>Assessment of children's progress</b></p> <p>School improvement</p> <p><b>Performance information</b></p>  | <p><b>Leadership and Management</b></p> <p>QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision</p> <p><b>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</b></p> <p>Successes and Achievements</p> <p><b>QI: 3.1, 3.2, 3.3</b></p>  |  <p><b>Meeting the needs of all learners</b></p> <p>Quality Provision</p> <p>Leadership and Workforce Development</p> |
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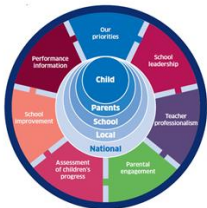
### What informs this priority?

Analysis of attainment data over the past four sessions reveals a generally positive picture with upward trends in general. This high level of attainment has been maintained over a number of years. However, there are fluctuations across all areas of learning which are challenging to justify. This is particularly the case in attainment in literacy which lags behind attainment in numeracy. There are also challenges to attain all aspects of literacy at the appropriate level. Although attainment in literacy is rising it fails to reach the stretch aim of 85% across a number of cohorts. Although the school performs well against national and local comparator schools there are anomalies which need to be addressed. Attainment in the upcoming years is displaying dips – teacher judgement suggests these groups were hardest hit by the lockdowns as they did not have the basic foundations in place before the disruption from the pandemic. This dip can be most easily seen in the attempt to transfer gains in First level into gains in Second level, particularly towards the end of second level. The school assessment of children with additional support needs is 29%, significantly greater than the national average. As this is a very similar picture to the majority of comparator schools in Neighbourhood Group 1, this is most likely a result of harsh assessment by teachers working within schools with similar socio-economic backgrounds.

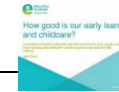
Tracking and monitoring suggests that the school is meeting the needs of the vast majority of pupils who are attaining in line with chronological expectations. To achieve and surpass the 85% stretch aim the school needs to focus upon children graded 'of concern' in tracking and monitoring procedures. The number of children who need extended is small but crucial to the school meeting the stretch aim.

However, quality assurance activities suggest that there are a significant number of children attaining ahead of chronological expectation. This is not reflected in our tracking of learner progress. There is a need for much greater stretch and challenge for our more able learners.

| What do you aim to achieve?                                                                                                                                                 | How will you achieve this priority?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Timescales and responsibilities                                                                                                                                                                                                                                                                                                | Measures of success<br>(What on-going information will demonstrate progress?<br>(Qualitative, Quantitative - short / medium / long term data)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>To raise attainment in each class by at least 7% (3 pupils per class) to achieve 85% attainment</p> <p>Effective use of progress to track and improvement attainment</p> | <ul style="list-style-type: none"> <li>Through close monitoring and tracking, identification of targeted learners</li> <li>Action plan created for targeted learners – termly</li> <li>Allocation of challenge teachers (Mrs Deacon/ Miss Forbes) for groups of targeted children.</li> <li>Greater scrutiny of SNSA, ASN, Referrals to Support Services</li> <li>Greater focus upon outcomes, benchmarks and SNSA data to moderate attainment</li> <li>Supported by improvements in attendance</li> <li>Supported by improvements in Writing and Digital Learning improvements</li> <li>Termly tracking meetings</li> <li>Rigorous scrutiny of teacher judgment</li> <li>Teacher judgement triangulated with other sources of evidence: standardised assessments, accelerated reading data, literacy and numeracy pressure points, quality assurance processes.</li> </ul> | <ul style="list-style-type: none"> <li>Targeted learners identified and plans created and implemented by early September (<b>class teacher, ASN staff and SLT</b>)</li> <li>Use of pressure point assessment after tracking meetings to ensure accuracy of teacher judgement</li> <li>Termly throughout the session</li> </ul> | <ul style="list-style-type: none"> <li>Continuous teacher judgement</li> <li>Continuous teacher assessment</li> <li>Benchmarking using writing framework and numeracy framework</li> <li>Diagnostic use of standardised assessments</li> <li>Effective use of pressure points assessments</li> <li>Teacher cross-marking and moderation to ensure appropriate assessment</li> <li>Continuous teacher judgement</li> <li>Continuous teacher assessment</li> <li>Benchmarking using writing framework and numeracy framework</li> <li>Diagnostic use of standardised assessments</li> <li>Effective use of pressure points assessments</li> <li>Continuous teacher judgement</li> <li>Continuous teacher assessment</li> <li>Benchmarking using writing framework and numeracy framework</li> </ul> |

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| Improve stretch and challenge for most able learners                           | <ul style="list-style-type: none"> <li>• Rigorous use of quality assurance processes to identify most able learners in literacy and numeracy.</li> <li>• Use of Writing @ Carron targets to support effective teacher judgement in writing</li> <li>• More effective use of standardised assessment data: SNSA and accelerated reading</li> <li>• Rigorous collegiate moderation of learning activities leading to shared understanding of challenging learning contexts and activities</li> <li>• Effective used of digital floorbooks to support the shared understanding: What does good look like?</li> </ul> | <ul style="list-style-type: none"> <li>• Learners identifies at first tracking meetings (September 2024)</li> <li>• Specific children to be the focus of learning visits throughout the session</li> </ul>                                                        | <ul style="list-style-type: none"> <li>• Diagnostic use of standardised assessments</li> <li>• Effective use of pressure points assessments</li> <li>• Teacher cross-marking and moderation to ensure appropriate assessments</li> <li>• Collegiate moderation activities</li> <li>• Effective use of digital floorbooks to evidence high quality learning</li> </ul> |
| Ongoing evaluation/actual impact:                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Priority Area: 2</b><br><br><b>Improving Inclusion and Pupil Leadership</b> | <b>School Leadership</b><br><br>Teacher professionalism<br><br>Parental engagement<br><br>Assessment of children's progress<br><br>School improvement<br><br>Performance information                                                                                                                                                                                                                                                                                                                                            | <b>Leadership and Management</b> <br><br>QI: 1.1, 1.2, 1.3, 1.4, 1.5<br><br>Learning Provision<br><br>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7<br><br>Successes and Achievements | <br><br>Meeting the needs of all learners<br><br>Quality provision<br><br>Leadership and workforce development                                                                                                                                                                    |

QI: 3.1, 3.2, 3.3

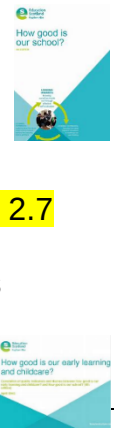


### What informs this priority?

- HMle inspection (published September 2023) evidenced strong and effective pupil leadership across the school
- There is scope to broaden and widen pupil leadership across the school to further enhance pupil inclusion
- Next steps were identified to increase more explicit racial literacy and inclusion across the school curriculum

| What do you aim to achieve?                                                                                  | How will you achieve this priority?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Timescales and responsibilities                                                                       | Measures of success<br>(What on-going information will demonstrate progress?<br>(Qualitative, Quantitative - short / medium / long term data)                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Improve representation across pupil leadership in school</li> </ul> | <ul style="list-style-type: none"> <li>• Scrutinise representation within leadership roles in school: Sustainable Leaders, Digital Leaders, Reader Leaders, House Captains, Carron Congress. Sustainable Carron with a specific focus upon children with specific characteristics: gender, identity, sexuality, ethnic identity and/or heritage, SIMD profile, age etc.</li> <li>• Identify any patterns or trends; understanding of the school profile, context and lived experience</li> <li>• Collect pupil views to capture their perspective on inclusion across the school</li> <li>• Create specific action plan to address identified issues</li> </ul> | <ul style="list-style-type: none"> <li>• End of term 2</li> <li>• Term 2</li> <li>• Term 3</li> </ul> | <ul style="list-style-type: none"> <li>• Pupil focus groups established and implemented</li> <li>• Surveys completed</li> <li>• Data analysed</li> <li>• Trends and patterns identified</li> <li>• Action Plan created for implementation in session 25/26</li> </ul> |

|                                         |  |
|-----------------------------------------|--|
| Ongoing<br>evaluation/actual<br>impact: |  |
|-----------------------------------------|--|

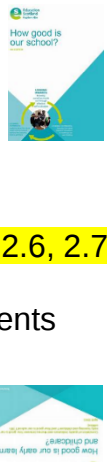
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| <p><b>Priority Area: 3</b></p> <p><b>ELC</b></p> <p><b>Partnership working to promote equality and inclusion.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>School leadership</p> <p>Teacher professionalism</p> <p><b>Parental engagement</b></p> <p>Assessment of children's progress</p> <p><b>School improvement</b></p> <p>Performance information</p>  | <p>Leadership and Management</p> <p><b>QI: 1.1, 1.2, 1.3, 1.4, 1.5</b></p> <p>Learning Provision</p> <p><b>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</b></p> <p>Successes and Achievements</p> <p>QI: 3.1, 3.2, 3.3</p>  | <p>Meeting the needs of all learners</p> <p><b>Quality provision</b></p> <p>Leadership and workforce development</p>  |
| <p><b>What Informs this priority?</b></p> <ul style="list-style-type: none"> <li>Self-evaluation of 2.7 and 3.1 (HGIOELC) identified our practitioners have a good understanding of Shanarri and UNCRC however, to achieve best practice, this must be immersed in our experiences, spaces and interactions. To achieve best practice, we aim to work collaboratively with partner agencies, children and families to develop a rights-based approach to learning and an inclusive learning culture within ELC.</li> <li>Through Self-evaluation concluded, our child-led pedagogy requires further development by encompassing the rights of all children, ensuring we continue to build capacity for their voice.</li> <li>Impact from previous improvement priority of Family Learning identified increased engagement from families at learning events and other family centred initiatives. With a focus on skills for learning and life, we aim to develop our family centred approach by sharing valuable skills and play experiences through the Peep initiative.</li> <li>Self-evaluation with Speech and Language therapy identified our visual and spoken environment required development. This will ensure all children have access to a variety of resources to support their understanding of our spaces and experiences with a support tool for developing language and communication.</li> <li>5.3 Considering the learning environment and 5.4 Leading through learning together with families (Realising the Ambition)</li> <li>Service level - SCERTS Model was introduced to a small number of practitioners. From self-evaluation with SALT and PEYO, there are interventions planned to further support children with additional support needs and those caring for them.</li> </ul> |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                          |



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|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Develop an inclusive learning environment which promotes children's rights and their individuality.</b></p> | <p>Family learning – Skills for Learning and Life - Full ELC</p> <p>A supportive community will be developed to promote a nurturing culture that is based on positive relationships with all stakeholders.</p> <p>Promoting the image of the child at the centre throughout the whole nursery community.</p> <p>Promoting all Children's Rights and choices.</p> <p>An inclusive environment with caters for all learners needs.</p> | <p>Kimberley to lead on Family Learning events with the support of EYO's taking individual responsibilities for provision.</p> <p>We will work with a multi professional collaborative approach:</p> <ul style="list-style-type: none"> <li>• Health</li> <li>• SALT</li> <li>• Ed Psych</li> <li>• Aberlour</li> </ul> <p>Kimberley and Helen to lead on developing our What Matters to Me approach to promote Children's Rights.</p> <p>Use of FC audit tools for interactions, experiences and space.</p> | <p>Evidence-based improvement – gathering qualitative and quantitative data.</p> <p>Improved provision and higher quality experiences to promote Children's Rights will be evident in the environment.</p> <p>Practitioners increase on knowledge on how to support and nurture parents, families and children resulting in positive outcomes for all.</p> <p>Evidenced-based data will be collected from audits and appropriate next steps identified.</p> |
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| Ongoing evaluation/actual impact:                                                                                                   |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                     |
| <b>Priority Area: 4</b><br><br><b>Digital Pedagogy</b>                                                                              | <p>School Leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance information</p>  | <p>Leadership and Management</p> <p>QI: 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>Successes and Achievements</p> <p>QI: 3.1, 3.2, 3.3</p>   | <p>Meeting the needs of all learners</p> <p>Quality provision</p> <p>Leadership and workforce development</p>                    |
| What do you aim to achieve?                                                                                                         | How will you achieve this priority?                                                                                                                                                                                                                                    | Timescales and responsibilities                                                                                                                                                                                                                                                                                                                                               | Measures of success<br>(What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))                                                                         |
| <ul style="list-style-type: none"> <li>To use digital technology to improve learners' ability to record and assess their</li> </ul> | <ul style="list-style-type: none"> <li>In P1-4 Classes will create a continuous digital learning journey, focussed initially upon IDL.</li> <li>In P5-7 pupils will create an individual digital learning journey. Initially this will focus upon IDL but</li> </ul>   | <ul style="list-style-type: none"> <li>First Learning Journeys should be ready for sharing by the end of the term 3 (April 2025)</li> <li>Second Level support materials created by June 2025</li> </ul>                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Learner, teacher and parental feedback</li> <li>Quality of learning discussions with children</li> <li>Attendance at and delivery of Cluster Digital Learning CPD</li> </ul> |

|                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                       |                                                                                                                                        |
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| <p>own learning and attainment journey</p> <ul style="list-style-type: none"> <li>• To improve parental engagement with their child's progress and attainment</li> <li>• To use digital technology to improve attainment in maths and numeracy</li> </ul> | <p>will progress to Literacy, Numeracy and HWB as the year progresses.</p> <ul style="list-style-type: none"> <li>• Development of triangulated teacher, learner and parental assessment and engagement.</li> <li>• Learning Journeys shared with parents and carers for comment and support. Each class to host a Digital Open Afternoon</li> <li>• Creation of Second level agreed experiences</li> <li>• Transition from Teams to Google Classroom in P6 and P7 to assist with S1 transition</li> <li>• Google classroom extended throughout whole school over the following three sessions</li> <li>• Continued engagement in teacher CPD</li> <li>• Each learner will engage in 10 minutes of IT based numeracy activity at least 3 times weekly</li> </ul> | <ul style="list-style-type: none"> <li>• Transition to Google classroom in P6&amp;7 to begin in August 2025</li> <li>• Google classroom CLPL delivered in November</li> <li>• Digital mental maths activities beginning September 2022 and will be ongoing</li> </ul> | <ul style="list-style-type: none"> <li>• Teachers Planning</li> <li>• Tracking Meetings</li> <li>• Teacher Judgement Survey</li> </ul> |
| <p><b>Ongoing evaluation/actual impact:</b></p>                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                       |                                                                                                                                        |

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| <p><b>Priority Area: 5</b></p> <p><b>Securing children's progress</b></p> | <p>School leadership</p> <p>Teacher professionalism</p> <p><b>Parental engagement</b></p> <p>Assessment of children's progress</p> <p>School improvement</p> <p><b>Performance information</b></p>  | <p>Leadership and Management</p> <p>QI: 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Learning Provision</p> <p><b>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</b></p> <p>Successes and Achievements</p> <p><b>QI: 3.1, 3.2, 3.3</b></p>  | <p><b>Meeting the needs of all learners</b></p> <p><b>Quality provision</b></p> <p>Leadership and workforce development</p>  |
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### What informs this priority?

- There was an average of 13 parent contributions each month last session on the Learning Journals which was 20.3% of our cohort. Therefore, parental engagement has been identified as a priority for this session.
- Tracking meetings identified there is a difference in understanding of the tracking scale across practitioners. Priority is to develop a share understanding for equitable tracking.
- The Behaviour Grids of the FC Assessment Framework was re-visited last session within our ELC and progress has been made, this needs to be continued to ensure a robust system.
- Learning journal moderation concluded that there was inconsistencies within children's observations. Most observations did not identify specific skills and/or what stage of development children were exploring these skills
- Tracking meetings with PEYO identified staff inconsistencies of each grade within the Assessment and Progression Framework scale. A shared vision is required for equity and to ensure children's progress is secured over time through the use of tracking scale.
- Priorities from last session informed the development of an inclusive and responsive approach to planning for children's learning. Further development of this is to measure the impact of provision and ensure challenge, depth and deeper lines of inquiry are offered for children. This will ensure the implementation of the early level curriculum is present across all experiences.

| What do you aim to achieve?                                                                                                                                                                                                                                                                                   | How will you achieve this priority?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Timescales and responsibilities                                                                                                                                                                                                                                                                                                                                                                                               | Measures of success<br>(What on-going information will demonstrate progress?<br>(Qualitative, Quantitative - short / medium / long term data)                                                                                                                                                                                                                                                                             |
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| <p><b>Embed a shared understanding of the Assessment Progression Framework-</b> with a focus on tracking</p> <p><b>High quality observational practice</b></p> <p><b>All children to make progress in each core area of the framework</b> (tracking scale)</p> <p><b>Create a streamlined approach to</b></p> | <p>Modelling of high quality LJ by SEYO and PEYO</p> <p>Use the behaviour grids to support knowledge and understanding within core areas.</p> <p>Adapt current documentation to reflect the progress of children with ASN</p> <p>Evaluative language word banks to support practitioners when evaluating learning and determining level of development</p> <p>Focus Child meetings to share and discuss children's current learning successes /challenges</p> <p>Tracking termly meetings with PEYO</p> <p>Allow staff to discuss and plan opportunities for learners to demonstrate breadth, challenge and application across the core areas of the assessment framework.</p> <p>Create a robust system from transition through the Focus Child Cycle, with 6-</p> | <p>Termly Quality Assurance Learning Journals moderation – Kimberley</p> <p>Peer observation support - All</p> <p>Use the Up, Up and Away document to secure progress over time (Possible Staged 3 &amp; 4)</p> <p>Fortnightly Focus meetings to discuss supports and next steps to ensure high quality coverage of provision and experiences.</p> <p>Responsive planning and evaluation meetings – Kimberley &amp; Helen</p> | <p>Quality Assurance Learning Journals moderation</p> <p>Practitioners to use the grids on an individual basis for children to monitor the coverage of the core areas and how in-depth they have been observed.</p> <p>Tracking Wheels</p> <p>Termly tracking meetings</p> <p>Continuous Provision Planners – reviewed each term</p> <p>Quality Assurance of Focus Child cycle and observational practice moderation.</p> |

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| <p><b>documentation, tracking and information sharing with families.</b></p> | <p>month reviews to follow the golden thread of children's learning.</p> <p>Evidence Next Steps on the learning journals in line with evaluative reports.</p> | <p>Tailored curriculum with identified interventions to meet the needs of all learners</p> <p>Helen to lead on the Focus Child Cycle with a focus on family engagement and What Matters to Me</p> <p>Quality Assurance of next steps and the development of these.</p> | <p>Intentional planning and gatherings, evidenced in learning journals.</p> |
| <p><b>Ongoing evaluation/actual impact:</b></p>                              |                                                                                                                                                               |                                                                                                                                                                                                                                                                        |                                                                             |

| PEF                     |                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                 |                                  |                                |                                                                              |
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| Financial Context       |                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                 |                                  |                                |                                                                              |
| Historic PEF Allocation |                                                 | Identified spend for this plan 2022 -23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                 |                                  | Cost                           |                                                                              |
| 2017-18: £45600         |                                                 | <b>Allocation for session 2024/2025: £32,400</b> <ul style="list-style-type: none"><li>Reduction of £9869 on previous year</li><li>Reduction of £13200 since beginning of programme placing strain on planning</li><li>Educational Welfare Officer left post this session – unable to recruit a replacement</li><li>Skilled SfLA recruited to support stage 3 Enhanced Support Provision</li><li>£1000 to support residentials and excursions</li><li>£1000 budget to support Stage 3 Enhanced Support provision – resources and materials</li><li>£4600 to purchase digital licenses (Sumdog, Education City, Accelerated Reading)</li><li>£2000 Digital hardware fund</li><li>£700 for targeted relief of school based parental debt</li></ul> |                                 |                                  |                                |                                                                              |
| 2018-19: £41040         |                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                 |                                  | £22,179                        |                                                                              |
| 2019-20: £31320         |                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                 |                                  | £1000                          |                                                                              |
| 2020-21: £35224         |                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                 |                                  | £1000                          |                                                                              |
| 2021-22: £42269         |                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                 |                                  | £4600                          |                                                                              |
| 2023-24: £32,400        |                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                 |                                  | £2000                          |                                                                              |
|                         |                                                 | £700                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                 |                                  |                                |                                                                              |
|                         |                                                 | Total Projected Spend: £31,479                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                 |                                  |                                |                                                                              |
|                         |                                                 | Surplus: £2721                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                 |                                  |                                |                                                                              |
| PEF Plan                | Year:                                           | 2024-25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                 |                                  |                                |                                                                              |
| Inputs                  | Outputs                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Outcomes - Impact               |                                  |                                | Stretch Aims                                                                 |
|                         | Activities                                      | Participation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Short                           | Medium                           | Long                           |                                                                              |
| What we Invest          | What we do                                      | Who we reach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | What the short-term results are | What the medium-term results are | What the ultimate impact(s) is | Please identify which number of stretch aim this intervention contributes to |
| Staff<br>Volunteers     | Conduct workshops, meetings<br>Deliver services | Participants<br>Parents/Carers<br>Agencies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Learning<br>Awareness           | Action<br>Behaviour              | Attainment<br>Achievement      |                                                                              |

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| Time<br>Money<br>Materials<br>Equipment<br>Technology<br>Partners | Develop products,<br>curriculum, resources<br>Training/CLPL<br>Provide counselling<br>Assess<br>Facilitate<br>Work with media                                                                                                                                                                                                                                                                                                 | Learners                                                                                                                                                                                                                                           | Knowledge<br>Attitudes<br>Skills<br>Opinions<br>Aspirations<br>Motivations                                                                                                                                                                                                                                                   | Practice<br>Decision making<br>Policies<br>Social Action                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                   | Stretch aims are in<br>the page following<br>this table |
| SfL Assistant -<br>Stage 3<br>Enhanced<br>Support                 | <i>Intensive pupil and family support<br/>Inter-Agency practice - outside support agencies contribute to child action plans<br/>Signposting/referral to specialist services<br/>Monitor attendance of pupils<br/>'Walking Bus' three mornings weekly<br/>Individual bespoke support plans for 23 pupils across the school<br/>Self-regulation meetings with individual children weekly<br/>Nurture lunch clubs 5 x weekly</i> | <i>Parents/carers<br/>Extended family<br/>Children<br/>Social Workers<br/>Social Work Assistants<br/>Children's Rights Advocate<br/>Court appointed Safe Guarder<br/>Mental Health Support Agencies (CAMHS &amp; FADMHS)<br/>Falkirk Food Bank</i> | <i>Targeted intervention for our most vulnerable children<br/>Improved relationships with vulnerable families.<br/>Detailed and precise intelligence and chronologies for Families.<br/>Targeted interventions based on reliable data.<br/>Improved interdisciplinary working.<br/>Improved attendance for some children</i> | <i>Positive contribution to Team Around the Child Meetings allowing for more effective interventions<br/>More effective outcomes for families with long term history of school refusal<br/>Positive employment and/or benefit pathways identified for parents<br/>Sustained improved attendance at school</i> | <i>Families receive appropriate financial support and have pathways to support.<br/>Families have identified Mental Health supports<br/><br/>Attendance for children is sustained above 90%<br/><br/>Digital exclusion has been removed or mitigated<br/><br/>Improved attendance leads to improved attainment – monitored through TJS, SNSA and ASN tracking</i> | <i>Attendance<br/>Attainment<br/>Inclusion</i>          |
| Ongoing evaluation/actual impact:                                 |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                   |                                                         |

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