

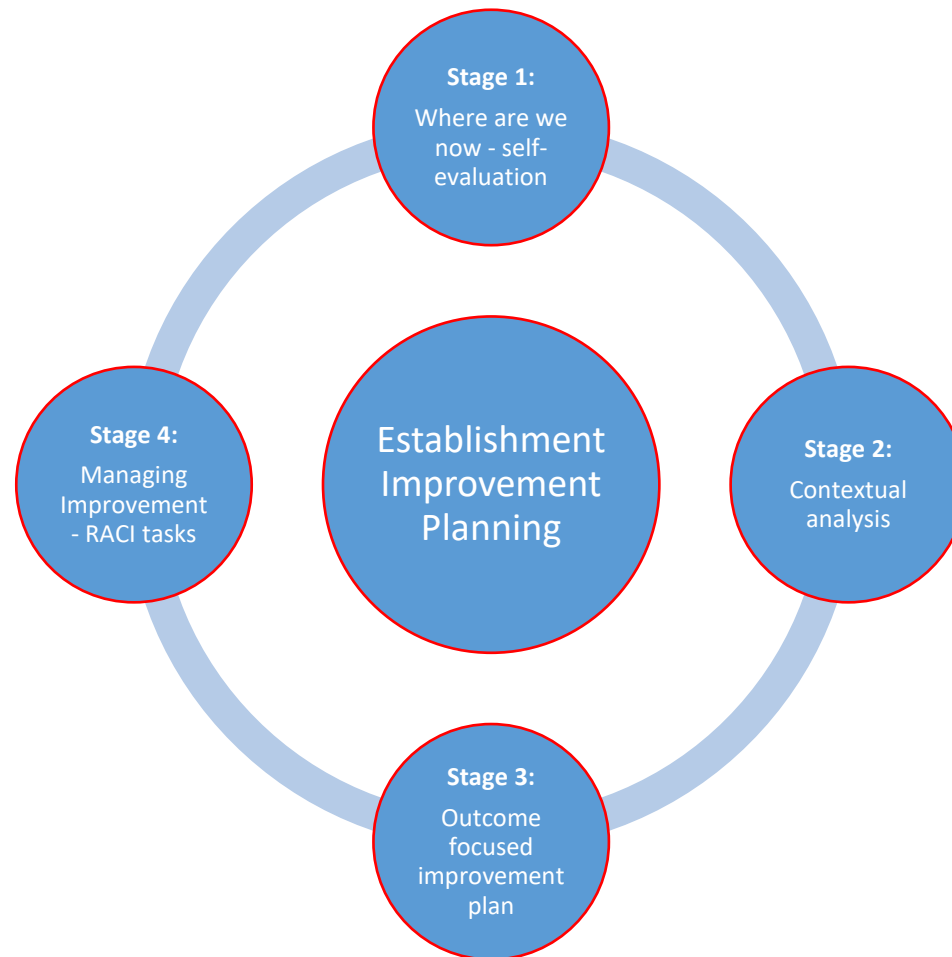


Falkirk Council
Children's Services



Falkirk Council Children's Services

Establishment Improvement Planning Cycle



Progress & Attainment

The table below shows 19/20 and 20/21 data (plus P1 data from 2018/19) - the percentage of children achieving medium to high scores in standardised assessment, SNSA, and percentage of children at expected CfE Levels using Teacher Judgement.

	Date	R	W	N
P1 SNSA	May '19	91%		99%
P1 SNSA	May '21	79%		89%
P1 TJS	Jun '19	74%	71%	84%
P1 TJS	Jun '21	87%	87%	94%
P4 SNSA	Oct '19	86%	92%	92%
P4 SNSA	Oct '20	69%	76%	74%
P4 TJS	Jun '19	79%	77%	80%
P4 TJS	Jun '21	89%	80%	86%
P7 SNSA	Oct '19	95%	91%	87%
P7 SNSA	Oct '20	91%	85%	87%
P7 TJS	Jun '19	93%	91%	89%
P7 TJS	Jun '21	87%	86%	87%

 Attainment in Jun '21 signif. lower than May/Oct '19

 Attainment in Jun '21 lower than May/Oct '19

 Attainment in Jun '21 higher than May/Oct '19

The data shows that the scores in standardised assessments (SNSA) were lower in session 20/21 than 18/19 (P1) and

Achievement

At Kinnaird PS we are working to provide a welcoming, safe environment where everyone is valued, achievements are recognised and celebrated and where we work together as a team. We challenge and support pupils to achieve their full potential.

We aim to ensure that approaches used to promote positive behaviour are used consistently and embedded throughout the school.

This session we have established a group made up of colleagues and pupils from across different stages of the school to work collegiately to develop and implement a new Positive Behaviour Framework that will have a positive impact within the school.

There is a shared understanding of what our values are. The school community has ownership of our school values. The P7 house captains have taken ownership of the sharing of this new Framework, through virtual videos that have been shared with all classes to help to fully implement the framework. Posters to help with this have been displayed around the school, showing the aims and values clearly. The Positive Behaviour Framework has been shared with our Parent Council and with a pupil focus group. The pupil focus group shared and explained this via an assembly with the rest of the school.

The introduction of the 'Dojo' shop was, overall, a positive experience, with only a few next steps identified.

The framework provides clear information about the high expectations that we have of all

Participation

During 20/21 we have sought to continue to engage with parents and pupils in various ways, within the obvious restrictions.

For a small group of children the school provides breakfast every day before they move into their class. This is seen as very important for these particular pupils who require this level of support and opportunity to talk to an adult at the start of the school day.

Unfortunately we have not been able to run any clubs before, during or after school and this has been particularly disappointing as we have always had excellent attendance and engagement in any club on offer.

During lockdown early in 2021 class teachers shared assignments with pupils in their class on Teams and also undertook live sessions which they had not done during the first lockdown. This was well received by parents and pupils alike and increased the engagement of pupils in online learning.

We continue to engage with our parents through Twitter and the School App. Twitter continues to be the platform for Class Teachers to share learning and experiences and the School App for more general school information. Parents have commented on how helpful they find Twitter in facilitating conversations about learning with their children. The App has supported parents in keeping them up to date on the changing face of learning over the past year. Parents will now phone and ask if information can be put on the app as a reminder of different aspects of school life or events.

19/20 (P4 and P7). However, it also shows the improvement in attainment by the point of Teacher Judgement in P1&P4 but not at P7. Literacy attainment is generally lower than Numeracy, therefore this will be a focus for school improvement in 21/22. The difference in SNSA results compared to TJS could be attributed to where children were on their return after lockdown – P4&7 Oct '20 after Lockdown Mar-Jun '20 P1 May '21 after Lockdown Jan-Mar '21	children in order to fulfil the four capacities. Using the 'This is Kinnaird' motto embeds this, and we have created posters reflecting this across the school e.g. This is Kinnaird in the dining-hall/corridor/playground/toilets/classroom and lining up. The Dojo reward system encourages children to go above and beyond this. We are confident that the consistency of this system from year group to year group will support with transition going into next session, as expectations are clear from all staff and for all pupils. Pupils' work is respected and achievement recognised through the use of classroom and corridor displays. In school we are celebrating pupil success with weekly, online assemblies which include their wider achievements out with school. Every class has a twitter page to share day to day activities and successes and we also have a school twitter page. Classes have a TEAMS page, which includes class challenges, sharing news/photos and allows pupils to complete work from home. This was used very successfully during our remote learning times this year, with teachers interacting daily with their pupils and pupils completing assessments set by their teachers. Through TEAMS pupils can also access learning sites that they use in school e.g. Sumdog, Education City and Bug Club. Weekly star awards are given out for two pupils per class. These can be for work or for an example of the pupil reflecting one of our school values. All pupils are part of our School House System led by House Captains who helped support our	We hosted two parents nights this year – one via a phone call and one via an online link, which thankfully happened with very few technical difficulties. Parents appreciated both opportunities and, depending on restrictions next session, we anticipate one online parents' night in Winter and the other face-to-face in Spring. The school collected views from parents throughout the year through the Parent Council. A group of parents also contributed to discussions about the School Improvement Plan. Pupils were also consulted, as well as all staff. Parents were invited to vote on the introduction of a PE Uniform and the consensus is to have this uniform from the start of the new session thus minimising lost PE time due to changing and also reducing the number of lost clothing items. There have been opportunities for our new primary 1 pupils to visit the school and meet their teacher through an 'Easter Bonnet Parade' and a 'Shorts and Shades' play session.
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'potted' Sports activities. Pupils could earn points for their House by completing these activities and the winning House received a House Trophy.

There is a regular newsletter informing and celebrating the achievements of pupils and staff in school.

It is with the above that we are encouraging our school community to be successful learners, confident individuals, effective contributors and responsible citizens.

Attendance and Exclusion

Kinnaird Primary School is a large, non-denominational school situated in Larbert. The area predominantly consists of new-build housing in an extensive estate.

Kinnaird Primary School currently has a roll of 733. This consists of 679 in the mainstream across Primary 1 to 7. The school also has children with severe and complex needs in the Thistle Wing and Annexe, which currently consists of 10 classes and 54 children. Children attending the Thistle Wing are from across the Falkirk area.

Kinnaird is situated in a predominantly affluent catchment area. This is supported by the data from the SIMD which shows the following figures:

SIMD Category	Kinnaird Primary School	Falkirk Average
SIMD Category 1-3	3%	28%
SIMD Category 4-7	32%	40%
SIMD Category 8-10	63%	32%

Kinnaird Primary School is grouped within Neighbourhood Category 1 (alongside Head of Muir PS, Carron PS, Comely Park PS, St Bernadette's PS, Wallacestone PS and Blackness PS).

Contextual Analysis

National Expectations



Engagement (in learning)

Learning for sustainability

P5 pupils have been developing their skills within LfS, utilising materials provided by the RSPB to help afford pupils a shared class objective whilst working individually from home during lockdown. This collective goal helped them to identify as members of a class and enjoy success as a team. Parents were also enthusiastic about the weekly sessions and tasks set. Using the RSPB certificate reward system as a realistic objective to measure progress, this learning continued weekly upon the return to school with tasks being adapted to suit our environment and locale. Pupils in two P5 classes also extended their LfS learning to develop projects around litter issues they had identified. Using a variety of communication and ICT techniques, they sought assistance from various other agencies and organisations to help them achieve their goals, with measurable success and a high level of response allowing them to maintain enthusiasm for their contexts.

Pupil attendance is predominantly high, as shown by the figures below:

	15/16	16/17	17/18	18/19	19/20
Kinnaird PS	96.6%	96.2%	96.1%	96.0%	95.2%
Neighbourhood	96.5%	96.0%	95.7%	95.9%	95.1%
Falkirk	95.1%	94.7%	94.4%	94.4%	93.9%

Attendance figures for each session since 2015/16 are slightly higher than both the neighbourhood and the Falkirk average.

Free school meal entitlement (FME) figures are as follows:

% FME (P4-7 Only)	2018	2019	2020	3 Year Average
Kinnaird PS	8%	7%	8%	8%
Neighbourhood	6%	8%	7%	6%
Falkirk	16%	17%	18%	17%

Kinnaird's FME (8%) is slightly higher than the neighbourhood average for last session, but still significantly below the Falkirk average of 18%. Our FME % needs to be considered carefully in comparison with our SIMD %'s. It is often too easy for external agencies to presume there is little deprivation within Kinnaird, however, our FME% shows there is slightly more recorded need than our neighbourhood gp average. This may be a result of the Falkirk wide catchment for Thistle Wing and is an area we need to explore further next session with a clearer and shared identification of all our PEF pupils.

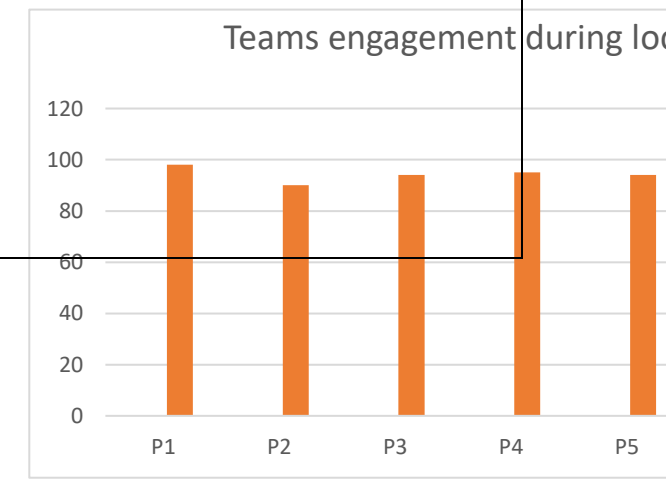
Smart Schools Council

In term four we launched our online Smart Schools Council, to replace our previous Pupil Council. This gives every child in the school the chance to share their thoughts and feelings about learning and whole school issues through weekly class meetings. This has proven to be a great success as classes have discussed issues such as our new Positive Behaviour Framework; how ICT supports their learning and what maths and numeracy teaching looks like in their class. Next year this will be entirely pupil led, with a communication and action team set up to implement the changes pupils want to see within our school.

Home Learning during Lockdown

With the school being in lockdown for several weeks from January '21, our remote learning programme was scaled up. Pupils took part in daily live meetings with their teachers with interactive PowerPoints used for teaching. Pupil engagement was higher as a result. Differentiation was evident in the range of tasks on offer each day, with assignments used for feedback on a daily basis.

The graph below indicates the high engagement in learning over the lockdown period-



Place -Geographical and economic influences	People- Community Demographic	Performance - Priorities
Larbert is a small town in Scotland’s central belt near the Firth of Forth, north of the River Carron and west of Stenhousemuir. Larbert has a population of 29,317 and is situated in the Falkirk Council Area. The town of Larbert grew from a small farming village to a major centre of heavy industry at the height of Scotland’s industrial revolution. Larbert, now a considerable commuter town, is located just minutes from major travel routes allowing easy access throughout central Scotland and beyond.	Larbert is a relatively affluent area with only 4.3% of the population unemployed and 22.5% without any form of qualification, which is lower than the council average of 27.4%. 50.6% of housing in Larbert, of which 33.3% are detached houses (or unknown), lie within D to H of the Council Tax Banding. The average weekly household income is only slightly lower than the overall average across Falkirk Council. 9.3% of children live in low income families with 17% of children living in poverty (across Ward Bonnybridge and Larbert). The SIMD profile for Kinnaird, however, shows a different economic picture than across the wider Larbert area. The majority of our families, 63%, are SIMD 8-10, although it has to be recognised that SIMD is determined by postal code and may not be reflective of the actual economic picture. We are aware that within our demographic we have working poor families that we need to be more aware of.	<u>Literacy</u> – Explore pedagogy and through professional dialogue develop appropriately consistent approaches to the delivery of all aspects of Reading across all stages, including the principles of ‘Play is the Way’. <u>Supporting Learners and Learning</u> – Provide quality CLPL to increase understanding of Staged Intervention process. Increase understanding of differentiation in learning and teaching to support inclusion. Develop tracking and attainment process to include dialogue which encompasses GIRFEC principles. EWO to support identified individuals. <u>Digital Technology</u>- Working with Connected Falkirk to provide CLPL to support all teachers to achieve Apple Teacher and Microsoft Innovative Educator status to enable them to use technology to enhance learning and teaching. Rollout of devices which will be used to enhance feedback for all pupils. Increase pupil confidence in using their connected Falkirk devices as tools to aid learning. Support SFLA staff to use own devices to support L and T interventions. Creation of a digital framework in partnership with Larbert cluster. <u>Equality</u> – Increased pupil voice through further development of Schools Council. Review, amend and implement consistently the Positive Behaviour Framework across the school.

		Focus on equality through exploring a whole school implementation of the UNCRC. <u>Curriculum Re-design –</u> Following the SCERTS programme CLPL review the Curriculum within Thistle Wing to meet the needs of all children with severe and complex needs.
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Financial Context		Summary of spend for 2021 -22
Historic PEF Allocation	Summary of spend for this plan 2021 -22	Cost
2017-18 : 31,200	Literacy	1,000
2018-19: 50,400	Numeracy	34,069
2019-20: 48,000	Health & Wellbeing	9,183.93
2020-21: 48,167	Across All Areas (programmes and interventions)	9,000
2021-22: 56,324	Additional staff	1,444
Carry Forward 2021 £8,059		10,000

PEF Staffing	Role/FTE/ length of contract	Cost
Teachers	Maths Recovery/0.6/1 yr	£34,069
Family link / support/ welfare workers	EWO/0.2/1 yr Season for Growth/0.2/10 weeks	£7,000 £2,183.93
Early Years Officers		£
CLD		£
Other	2.5% towards PEF support Occupational Therapist support Music & Creative Therapists	£1,444 £10,000 £9,000
TOTAL		£63,696.93
What are your key activities for this plan?		
People	Performance	Place
CLPL Individual role and remits of additional/ commissioned staff	What specific attainment gaps are being targeted? - Core for all - Targeted groups - Individual	What is the investment in community partnerships, programmes family learning?

Maths Recovery – CT - Diane Tait

Early intervention/Additional support using maths recovery programme to support children who have not achieved appropriate levels in Numeracy.

Targeted individuals.

Use of SNSA (20-21)/TJS (June 21)/GL(Sep 21) assessments to identify pupils.

	Date	R	W	N
P1 SNSA	May '19	91%		99%
P1 SNSA	May '21	79%		89%
P1 TJS	Jun '19	74%	71%	84%
P1 TJS	Jun '21	87%	87%	94%
P4 SNSA	Oct '19	86%	92%	92%
P4 SNSA	Oct '20	69%	76%	74%
P4 TJS	Jun '19	79%	77%	80%
P4 TJS	Jun '21	89%	80%	86%
P7 SNSA	Oct '19	95%	91%	87%
P7 SNSA	Oct '20	91%	85%	87%
P7 TJS	Jun '19	93%	91%	89%
P7 TJS	Jun '21	87%	86%	87%

Maths Recovery is a programme which emphasises ongoing assessment, careful observation, observing pupil's current knowledge and strategies, and building on them to increase the pupil's knowledge, ability and self-confidence in mathematics.

This recovery programme will be used to support at the early stages those children identified through numeracy data.

Education Welfare Officer – Julie Loudon

Working with all PEF families giving individualised support.

Targeted individuals
PEF/SIMD 1-3

SIMD Category	Kinnaird Primary School	Falkirk Average
SIMD Category 1-3	3%	28%
SIMD Category 4-7	32%	40%
SIMD Category 8-10	63%	32%

EWO

For all PEF families - greater engagement around supporting their child's learning with families of targeted pupils. EWO to support families to engage with the interventions put in place in school to support their child's learning. Transfer these into the home.

Families to feel they can approach the school for support, at ease to have open,

		honest discussions around their needs as well as the needs of their child/children. Families to be supported in completing often complex referral or request for assistance paperwork – break down barrier to accessing agency support. Support with uniform and grants. Breakfast Club for targeted pupils.
Class Teacher – Judith Degnan Due to Covid-19 pandemic pupils’ loss within families has increased – pupils have experienced the loss of grandparents or other family members. Delivery of Seasons for Growth 10 week programme to those children who have suffered loss.	Targeted Individuals Use of H&WB wheels, H&WB self-evaluation, consultation with parents at Parents’ Evenings to identify children who require this support.	Seasons for Growth Programme Seasons for Growth is a loss and grief education programme provided to children and young people between the ages of 6-18. The core element of the programme is the social and emotional wellbeing of young people who have experienced significant loss due to death or family breakdown.
Occupational Therapist - tbc		
Music/Creative Therapists Clinical Music Therapy will be offered to individual and groups. It will offer a way of: Offering the highest quality Music Therapy intervention which meets the needs of every individual child worked with from Falkirk Education Services. To help children with additional needs demonstrate their potential in conjunction with the curriculum for excellence. To enhance the skills of staff, i.e. teacher, SLA, other professionals and parents. To skills staff in early identification of children with special needs and disabilities	Music therapy input will be delivered flexibly through: Individual parent-child music therapy, Music therapy group work, A joint session approach with speech & language therapy, OT or teachers. Workshops and training for staff and parents Music Therapy will be appropriate for: Children who need a means of channelling difficult feelings and may currently be expressing such feelings in inappropriate ways. Children who are extremely withdrawn or experiencing lack of confidence and self esteem Children with difficulties in communication Children displaying disturbed behaviour Children who fall within the Autistic Spectrum	Music Therapy will: Improve educational outcomes Support children through Transitions during their educational life Improve the long term health, both physical and emotional well-being of the children Develop joint working practice with teachers and parents Establish support relationships Facilitate interaction, confidence and communication Improve self-awareness and self esteem

Provide therapeutic music making activities for staff and carers to continue on with after therapy sessions Provide actives and written information to increase families' understanding of their child's development. To work and develop a robust transition Music Therapy frame work, for each of the stages of a child's education, i.e. nursery, primary and secondary school. Inscape Therapies will continue to provide change and growth, through a shared musical experience.	Children with sensory needs	Improve awareness of others and appropriate social interaction Strengthen the capacity to relate or explore more appropriate ways of relating.
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Local and National Context

Local and national advice that should inform planning for improvement: Raising attainment and achievement for all			
National	Falkirk	FVWLric	
• Realising the Ambition: Being Me • HGIOELC, HGIOURS?4 HGIOURS? • Education Scotland – Support to Online Learning Links • National Improvement Framework 2021 • National Improvement Hub • Addressing the poverty Related Attainment Gap: Cross- sectoral Inspection Evidence • GIRFEC: Progressing the Human Rights of Children in Scotland Action Plan 2018 –21, Progress Report 2020 • National SAC 5 Year Report 2016 -21 • Resources for Practitioners • Scotland Learns • 2020 PEF National Operational Guidance • Scottish Attainment Challenge 2020-21: equity in Education • Closing the poverty related attainment gap: a report on progress 2016-21 • https://www.povertyalliance.org/wp-content/uploads/2021/02/The-Poverty-related-Attainment-Gap-A-Review-of-the-Evidence-2.pdf • SAC Self Evaluation resource • BGE Assessment • National CfE Benchmarks	• Integrated Children's Services Plan 2017 - 2020 (falkirk.gov.uk) • FCCS Education Division Standards and Quality Report 2019 -2020 • FCCS Education Division Recovery and Improvement Plan 2020- 2021 • SSI School Improvement Framework • Service and School Improvement Team Curriculum Support Page • Digi Learn Falkirk • Literacy Blog • Numeracy Blog and Strategy • Maths/Numeracy Pressure Points • Connected Falkirk • SSI primary and secondary performance summary/ profile docs • Falkirk Council's Scottish Attainment Challenge 5 Year report)March 2021) • Updated FC Moderation Starter Pack • Practitioners Pages: • GIRFEC • ED Psych • Senior Leadership Engagement Strategy	• Kit Gilbert, Attainment Advisor, Christopher • Christopher.Gilbert@educationscotland.gov.scot • Kimberly Robinson FC Data Coach member of the FVWLric Performance Team Kimberly.robinson@falkirk.gov.uk • Tommy Lennox Ed Scot NIF Advisor, Tommy.Lennox@educationscotland.gov.scot • FVWLric Equity Toolkit https://sites.google.com/eds.glow.scot/fvwlCOVID19equitytoolkit/home • FVWLric Hub - resources, events and support	

Local and national advice that should inform planning for improvement: Curriculum Development

National	Falkirk	FVWLric
• CfE Building the Curriculum (BTC) TC 2,3 4 and 5 • Principles and Practices Papers • CfE briefings 1 -17 • Literacy across learning (Responsibility of All) • Numeracy across learning (Responsibility of All) • CfE Refreshed Narrative • National Improvement Framework 2021 • Realising the Ambition: Being Me • Leuven Scales of Involvement and Wellbeing & 10 Action Points • Care Inspectorate resources • Education Scotland – Support to Online Learning Links • Primary Curriculum Improvement Toolkit Self-evaluation National Improvement Hub (education.gov.scot) • GIRFEC: Progressing the Human Rights of Children in Scotland Action Plan 2018 –21, Progress Report 2020 • National SAC 5 Year Report 2016 -21 • Scot Gov Ed Scot Learning for Sustainability Action Plan • Signposting Equity Series • SG Guidance School Visits and Trips • National CfE Benchmarks	• Integrated Children's Services Plan 2017 - 2020 (falkirk.gov.uk) • FCCS Education Division Standards and Quality Report 2019 -2020 • FCCS Education Division Recovery and Improvement Plan 2020- 2021 • SSI School Improvement Framework for: ○ FC Progression Pathways (newest RME) ○ FC Numeracy Pressure Points ○ HWB Support Plan 2020 ○ Updated FC Moderation Starter Pack ○ Literacy Family Learning Packs ○ Literacy and Numeracy Strategies ○ FC Numeracy Pressure Points ○ Learning for Sustainability Framework (Including UNCRC) ○ Digi-learn Falkirk • Service and School Improvement Team Curriculum Support Page • CPD Manager • Practitioners Pages: ○ GIRFEC ○ Children's Commission • Educational Psychology blog: https://blogs.glowscotland.org.uk/fa/epservice • FC Alternative Assessment Model 2021 Guidance	• FVWLric Plan 2020 -22 • Workstream Plans Blogs • Esgoil /West OS • FVWLric Hub - resources, events and support for: ○ Curriculum ○ Virtual learning ○ Literacy ○ Numeracy ○ STEM ○ Performance for improvement ○ Early learning and Childcare ○ Guidance and documents ○ Events ○ News and information Contacts: links below to get in touch • General Enquiries to FVWLric • Lorraine Sanda, Lead Director • Iain McGhee, Development Officer • Audrey Farley, Curriculum & Virtual Learning • Mary Rendle, Numeracy • Janet Adam, Literacy • Gill Campbell, Health & Wellbeing • Leigh Watson, STEM • Claire Tough, Business Support

Stage 3 – Outcome Focused Improvement Plan

Priority Area: Literacy - Reading	☐ Setting Leadership ☐ Workforce Professionalism ☐ Parental Engagement ☐ Assessment of Children's Progress ☐ Setting Improvement ☐ Performance Information 	☐ Autonomy ☐ Professional learning ☐ Participation and Engagement ☐ Collaboration ☐ Resources 	☐ Raising attainment and Achievement ☐ Wellbeing, Equality and Inclusion ☐ Skills and Attributes Development 
What data / evidence informs this priority? (Including the contributions and the engagement with your key stakeholders)	Improvement outcomes (Detail targets % etc. 17/18, 18/19, 19/20) (Including outcomes for parents and families)	Interventions/improvement actions	Measures (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))
Universal Literacy attainment data ○ TJS ○ GL Assessment ○ SNSA ○ SWST School Improvement Group feedback from stakeholders ○ School staff ○ Parents ○ Pupils	Phonics/Spelling/ Reading Strategies • Pupils will develop a strong foundation in phonological awareness at all levels. • Pupils confident in using a variety of reading strategies – positive impact on reading attainment across all stages. • Teaching and support staff confident in consistent approach to learning and teaching. • Effective use of assessment to inform support and challenge through strong differentiation. • Family engagement in learning.	• Member of staff at each stage identified as Literacy Lead. • Staff training in phonological awareness approaches. • Support and challenge team providing consultation and additional training where required. • Develop an agreed framework for learning and teaching – including streamlining of resources used. • Structured opportunities for data training and analysis to inform practice. • Information on learning and teaching practice shared with parents – workshops/online tutorials.	• Quality assurance of learning and teaching. • Standardised assessment ○ GL Assessment ○ SNSA ○ SWST • Teacher judgement – Sept, Mar, Jun • Feedback from teaching staff • Regular pupil feedback – through Smart School Council • Family engagement/feedback survey

Consultation with Library Services	Play - Pupils experience a variety of rich Literacy experiences through play. Library - Create an inspiring space to promote a love of reading and positive reading culture across the school community. - Pupils to increasingly engage in reading for enjoyment. - Positive impact on reading attainment across the stages.	- Teaching staff to evaluate current planning process to ensure Literacy outcomes are addressed through play experiences. - Develop use of a variety of resources to initiate purposeful Literacy-related play. - Develop library space to ensure a more magical (inspiring/engaging) experience for pupils. - Change layout of existing shelving - Create reading areas for infant/upper (new soft furnishings) - Improve aesthetics (walls etc) - Update library stock to modernise and ensure high pupil interest level. - New library catalogue system to ensure efficient management of resources. - Support for Learning Assistant identified as Library lead – support staff and parent helpers.	
Targeted (for example, PEF/SAC/equity interventions)	Early Intervention - Pupils identified for support and challenge early in the school session. - Improved attainment in Literacy. - Teaching staff have increased confidence in the in-school referral process and understanding of the staged intervention pathway.	- Use of baseline/standardised assessment information to identify priority individuals/groups. - Support and challenge team to work with teaching staff to ensure appropriate interventions.	- Baseline assessment (P1) - Standardised assessment - GL Assessment - SNSA - SWST
Ongoing evaluation/actual impact:			

Priority Area: Supporting Learners and Learning	☐ Setting Leadership ☐ Workforce Professionalism ☐ Parental Engagement ☐ Assessment of Children's Progress ☐ Setting Improvement ☐ Performance Information 	☐ Autonomy ☐ Professional learning ☐ Participation and Engagement ☐ Collaboration ☐ Resources 	☐ Raising attainment and Achievement ☐ Wellbeing, Equality and Inclusion ☐ Skills and Attributes Development 
What data / evidence informs this priority? (Including the contributions and the engagement with your key stakeholders)	Improvement outcomes (Detail targets % etc. 17/18, 18/19, 19/20) (Including outcomes for parents and families)	Inventions/improvement actions	Measures (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)
Universal Staff self-evaluation highlighting lack of understanding of SI process. QA of learning and teaching, planning and pupil progress meetings identifying a lack of differentiation in order to meet the needs of all learners Develop tracking and attainment process to include dialogue which encompasses GIRFEC principles.	All staff engaged in CLPL SI process implemented effectively to meet the needs of all pupils – early identification of pupil need Observation of learning and teaching highlights a differentiated curriculum to meet the needs of all learners Increased engagement of pupils - use of Leuven Scale Greater knowledge of individuals – targeted interventions OTB tracking used to record H&WB information as well as attainment data	Provide quality CLPL to increase understanding of Staged Intervention process. Increase understanding of differentiation in learning and teaching to support inclusion. Agenda for Pupil Progress Meetings amended to include opportunities to review H&WB of pupils.	Self-evaluation before/after training Monitor use of SI paperwork Identification of support and challenge pupils QA of learning and teaching Comparison of Leuven data – before/after OTB tracking Minutes of Pupil Progress Meetings

Targeted (for example, PEF/SAC/equity interventions) 8% of pupils are in receipt of FSM. This equates to approximately 54 children at present, which is unsurprising given the catchment area, however subject to change as the local community changes.	EWO to supports 10 families Increased attendance of pupil Increased engagement of parents	EWO to support identified individuals and families to help them overcome barriers through: weekly check-ins, access to services, e.g. food parcels talking through absence issues providing the link between the parent and school sharing of information between LHS and primary clusters to support transition assisting with breakfast club supporting with resources for trips, activities etc.	Attendance data Survey of engagement
Ongoing evaluation/actual impact:			

Priority Area: Digital Technology	☐ Setting Leadership ☐ Workforce Professionalism ☐ Parental Engagement ☐ Assessment of Children's Progress ☐ Setting Improvement ☐ Performance Information 	☐ Autonomy ☐ Professional learning ☐ Participation and Engagement ☐ Collaboration ☐ Resources 	☐ Raising attainment and Achievement ☐ Wellbeing, Equality and Inclusion ☐ Skills and Attributes Development 
What data / evidence informs this priority? (Including the contributions and the engagement with your key stakeholders)	Improvement outcomes (Detail targets % etc. 17/18, 18/19, 19/20) (Including outcomes for parents and families)	Inventions/improvement actions	Measures (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))
Universal Digital Schools Scotland Award Cluster 3-year digital plan	- All teachers will have Apple Teacher and Microsoft Innovative Educator status. - Devices will be used to enhance feedback for all pupils. - All SFLA staff will use own device to support L and T interventions. - Creation of a digital framework in partnership with Larbert cluster - Pupils will be confident in using their connected Falkirk devices as tools to aid learning. - Digital leaders will be established to support staff and pupil CPD	Staff -CPD sessions to be led by teachers to support apple teacher accreditation. -Digi leaders 'Tekkie Brekkies' will provide CPD and ICT support to staff. -Partnership working with XMA to deliver CPD to staff on using devices for feedback -Teach meet sessions to share good practice. -Cluster CLPL sessions -staff/pupil consultation on digital framework. Pupils -Establishment of digi leaders within P6/7. -Video support sessions from pupils -Smarts schools council appointed and run using devices -ICT slots within weekly assemblies to share tips and tricks, created by Digi leaders	- Survey of pupils and staff at the start and end of year showing improved confidence and use of devices to support learning and teaching. - QA- class visits by SLT in term 4 with a focus on the use of ICT to support feedback. - Digital framework created and implemented in year 2. - All staff achieving Apple Teacher and Microsoft Innovative Educator status. - Digi Leader programme re-established - Connected Falkirk devices embedded within classroom L and T

Targeted (for example, PEF/SAC/equity interventions)			
Ongoing evaluation/actual impact:			

Priority Area: Equality – UNCRC	☐ Setting Leadership ☐ Workforce Professionalism ☐ Parental Engagement ☐ Assessment of Children's Progress ☐ Setting Improvement ☐ Performance Information 	☐ Autonomy ☐ Professional learning ☐ Participation and Engagement ☐ Collaboration ☐ Resources 	☐ Raising attainment and Achievement ☐ Wellbeing, Equality and Inclusion ☐ Skills and Attributes Development 
What data / evidence informs this priority? (Including the contributions and the engagement with your key stakeholders)	Improvement outcomes (Detail targets % etc. 17/18, 18/19, 19/20) (Including outcomes for parents and families)	Inventions/improvement actions	Measures (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))
Universal UNCRC Scottish Government priority	Implementation of 4 main articles of UNCRC across all aspects of school life: Survival Development Protection Participation	- Introduce one article per term - Through discussion identify opportunities to include article rights into life of school e.g. use of SHANARRI to self-evaluate survival rights	SHANARRI self-evaluation Pupil, parent and staff feedback QA/observations
Positive Behaviour Framework - pupil and staff feedback, Quality Assurance data	Promote equity of success & achievement for all by regularly sharing pupils' in-school and wider achievements.	- Review of Positive Behaviour Framework based on feedback from staff and pupils and QA results. - Dialogue with whole staff team to continue to develop how we celebrate success & achievements – Dojo Shop, Star Awards - Focused whole school assemblies - Focused year group assemblies. - Share with parent and carers expectations for behaviour	QA of Classroom Environment Dojo Shop winners - weekly Star Awards - monthly Tracking behaviours where next steps are required - monthly

Engagement with pupils on life of school through Schools Council programme	100% of pupils involved in decision-making and dialogue about school life through Schools Council.	- Schools Council extended to focus on a wider range of school associated areas e.g. ethos, pupils experiences of learning and teaching.	Class involvement in weekly discussion Evidence of pupil opinions leading to change
Ongoing evaluation/actual impact:			

