



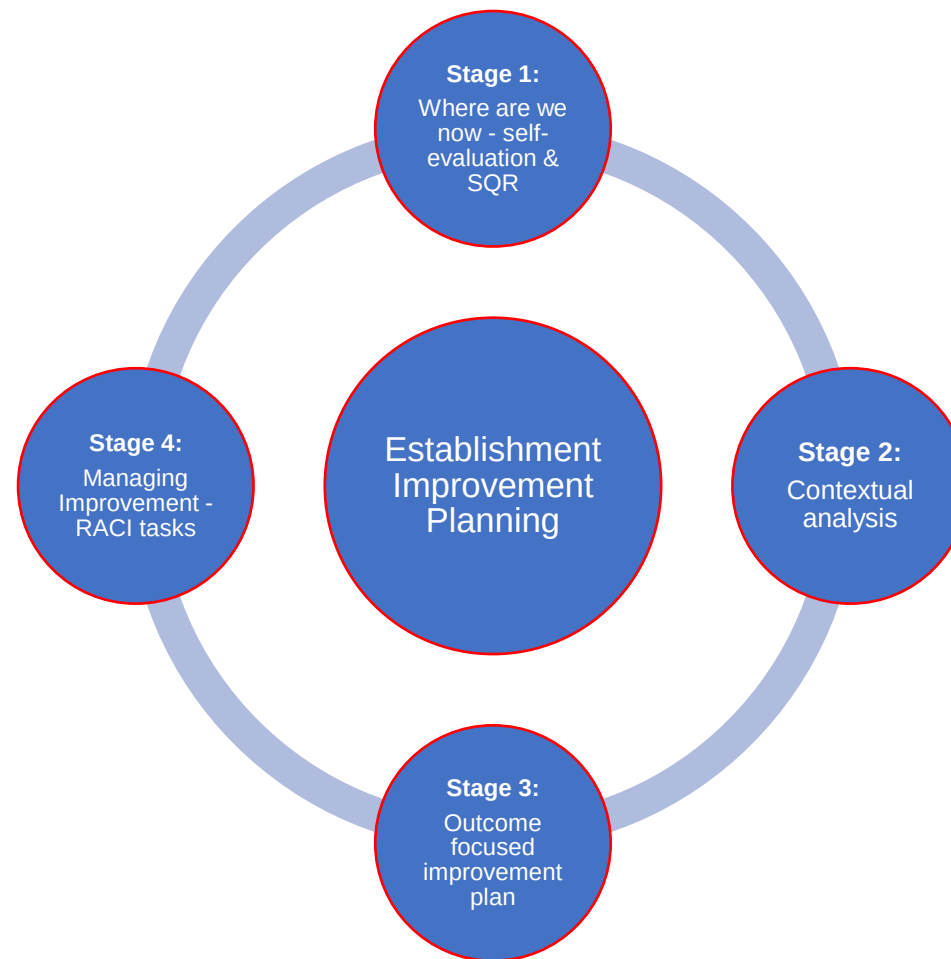
Falkirk Council
Children's Services

Establishment Name: Kinnaird P.S.



Falkirk Council Children's Services

Establishment Improvement Planning Cycle



Unique Context

Stage 2

National Expectations



Community – Demographic, geographical and economic influences

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%. The SIMD profile for Kinnaird 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.

Attendance and Exclusion

Session	Average attendance (%)
2019/20	95.2%
2020/21	94.7%
2021/22 (to 17/06/22)	95.5%

- The table above shows that our attendance continues to be at a high level.
- We have had no exclusions.

Progress and Attainment

Attainment 21-22	Reading	Writing	T&L	Numeracy
P1	95%	94%	100%	100%
P4	89%	83%	88%	94%
P7	86%	86%	89%	90%

Attaining at expected level

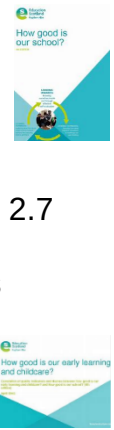
Attainment 21-22	Reading	Writing	T&L	Numeracy
P1	68%	70%	76%	66%
P4	40%	35%	38%	45%
P7	30%	27%	32%	31%

Attaining beyond expected levels

- Our attainment shows that the majority of children are attaining at or above expected levels in literacy

Larbert, now a considerable commuter town, is located just minutes from major travel routes allowing easy access throughout central Scotland and beyond. We have parents/carers who are located in this area for the accessible commute but also a number of them are employed at the local Forth Valley hospital. Following the pandemic many of our parents/carers still work from home.		and numeracy. However, while children have a strong start in P1 those attaining beyond expected levels falls significantly as they move up the school. • With so few families in SIMD 1&2 we are unable to report on individual stages but all bar one of these children are attaining at expected levels or we beyond. • Regular tracking and attainment meetings between teachers and Senior Leadership Team enable ongoing conversation about attainment and interventions. • Staff are beginning to develop confidence around their own professional judgements, and we continue to support the regular monitoring of interventions to demonstrate impact.
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Stage 3

Priority Area: Literacy – • Reading for Enjoyment • Spelling progression • Review Talk for Writing	School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Meeting the needs of all learners Quality provision Leadership and workforce development 
What informs this priority? Reading –building on progress made this year and next steps identified through RACI Gp evaluation Spelling – following success of Support and Challenge team intervention (Wraparound spelling) in P4&5 where SWS assessment showed considerable progress made by most children. Writing – feedback from class teachers, quality assurance visits and attainment data P3-6.			
What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)
Following the refurbishment of the library continue to engage children in reading for enjoyment.			

• Reading School's Accreditation • Reading Spines developed for home reading • Purchase new resources for older children reading at a slower pace.	Establish a Reading School's Accreditation Group Use of pupil voice through the Smart schools' Council to further develop skeleton reading spines (in collaboration with partner school) Work with SfL and Library Services to identify reading resources suitable for older pupils reading at a slower pace.	Sep '22-Jun '23 L Taylor + Literacy Leads Sep '22 Smart Schools' Council Communication Gp G Douglas Sep-Oct '22 H McManus, D Tait & Y Manning	Achievement of Bronze/Silver Award Online data from Smart Schools' Council Track engagement using leuven scale
Develop a spelling progression suitable for specific stages removing the reliance on one learning and teaching approach and raising attainment in writing.	Research spelling strategies, collaborate with neighbourhood schools and identify stage/level specific approaches. CLPL session for all staff Literacy Framework updated	Oct-Dec '22 Whole school – CfE Level Groups SfLT's SfLT's	SWS assessment at start of term and post-implementation of new progression. Writing data – TJS, SNSA, Moderation of writing.
Review 'Talk for Writing' to ensure it meets the needs of our learners and if so that it is implemented consistently across stages.	Self-evaluation of current practice to identify areas for development Depending on outcome of Self-evaluation - CLPL session for all staff	Jan-Mar '23 Whole School J Lennie	QA observations to ensure consistency of approach
Ongoing evaluation/actual impact:			

Stage 3

Priority Area: Numeracy –

- Maths Recovery
- Numeracy across learning
- L&T of Numeracy

School leadership

Teacher professionalism

Parental engagement

Assessment of children's progress

School improvement

Performance information



Leadership and Management

QI: 1.1, 1.2, 1.3, 1.4, 1.5

Learning Provision

QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7

Successes and Achievements

QI: 3.1, 3.2, 3.3



Meeting the needs of all learners

Quality provision

Leadership and workforce development



What informs this priority?

Feedback from staff in lack of confidence to implement Maths Recovery successfully within their classroom

Parental participation in School Improvement Planning highlighted a need for numeracy to be embedded more in daily activities.

QA observations in May '22 showing inconsistencies in the structure of numeracy lessons (including differentiation, LI's, SC, plenaries)

What do you aim to achieve?

How will you achieve this priority?

Timescales and responsibilities

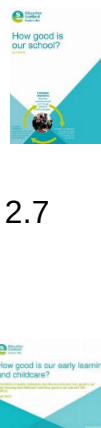
Measures of success

(What on-going information will demonstrate progress?)

(Qualitative, Quantitative - short / medium / long term data)

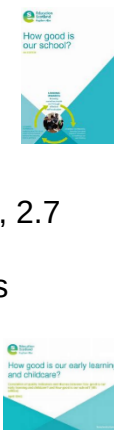
All staff have a clear understanding of Maths Recovery and incorporate this into planning to meet children's needs. All staff display consistent high quality teaching in Maths.	CPD Sessions delivered to all staff focusing on: • What is Maths Recovery? • Organising L&T to incorporate Maths Recovery • Documenting children's progress • Sharing the learning, teaching, and assessment with the children	Sep '22-Jun '23 N Allan + Numeracy Leads	CLPL evaluations QA of Forward Plans Pupil progress meetings Classroom Visits – use of 'What makes a good lesson' guidance
Ongoing evaluation/actual impact:			

Stage 3

Priority Area: Technologies- • Self-evaluation of Digital Learning • Implement FC Progression Pathways • Embed Digital L&T	School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Meeting the needs of all learners Quality provision Leadership and workforce development 
What informs this priority? Building on progress made this year and next steps identified through RACI Gp evaluation			
What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))
Self-evaluation of Digital Learning Embed the FC progression pathways into L&T within every class.	Use of 'Features of Highly Effective Digital Learning, teaching and Assessment in Schools' to self-evaluate current practice. Increase staff awareness of progression pathways Support staff in using pathways to plan L&T	Sep '22-Jun '23 C McShane + Technology Leads Nov '22 Whole school	Self-evaluation data QA of Long Term Forward Planning Department meetings for planning Classroom visits

Assessment of pupils' digital skills	Invest in technology such as Spheros and Micro bits to support Progression pathway delivery	Nov-Dec'22 C McShane + Technology Leads	Observation of digital technology L&T using a range of resources
Increase staff confidence in Digital L&T	Create stage expectations for pupils- e.g. - by the end of P3 I can..... Microsoft Educator CLPL sessions Expand the Digi leader programme to Digi leaders in training (one per class in P1-5)	Sep '22-Jun '23 C McShane + Technology Leads Jan-Mar '23 All CT's Sep '22 P1-7 selected pupils	Moderation of teacher judgement of digital technology assessment. Completion of training Observation of digital technology L&T Digital Leader sessions, Twitter
Use of Digital Technology to share achievements	Create Digital Home Files following successful trial in P6&7 in 21/22	Sep '22-Jun '23 C McShane + Technology Leads	Feedback from parents
Ongoing evaluation/actual impact:			

Stage 3

Priority Area: Health and Wellbeing – UNCRC Inclusion TWA - SCERTS	School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Meeting the needs of all learners Quality provision Leadership and workforce development 
What informs this priority?			
What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)
Continue to build on opportunities for pupil voice through Smart Schools' Council	Set up a Communication Team meeting to take place every Tuesday morning from 8.30 – 9am. Create a Communication Team charter to share with the rest of the school. Train children in their roles and responsibilities to build on their confidence which will lead to the pupils being responsible for creating the class	Sep '22-Jun '23 A Drew + H&WB leads	Data collected from Smart Schools' Council Q's Charter displayed Team minutes

	questions themselves each week in consultation with SLT. Create an Action Team		
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	Sep '22-Jun '23 V Ferguson + H&WB leads	SHANARRI self-evaluation Pupil, parent and staff feedback QA/observations
Develop inclusive practices across Kinnaird P.S. (Mainstream, Wing, Annexe)	Explore opportunities for Inclusion across the school – evaluating all practice and reviewing approaches to ensure inclusion is at the heart of all we do.	Sep '22-Jun '23 V Watson + G Douglas + KPP Inclusion sub-Gp	Minutes of Sub-Gp meetings
SCERTS Continuing to implement methodology of SCERTS	Specific CAT events dedicated to further study of SCERTS methodology. Terminology of SCERTS programme to be incorporated into existing TWA Framework paperwork to ensure streamlined approach to planning, assessment, evaluation and tracking of attainment. Sharing good practice of SCERTS implementation with ASN Cluster.	Sep '22-Jun '23 TWA Staff	Updated Framework document to reflect how SCERTS influences our practice. Minutes of meetings. Staff survey detailing confidence of using and/or awareness of SCERTS in August 2022 and then in June 2023.

Ongoing evaluation/actual impact:	
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PEF Financial Context						
Historic PEF Allocation		Identified spend for this plan 2022 -23				Cost
2017-18: 31,200		Literacy – 0.6 CT to support Spelling Numeracy – Maths Recovery CLPL Health and Wellbeing – Creative and Music Therapists Place2BeCounselling PEF support				34, 069 (add costs tbc)
2018-19: 50,400						1, 000
2019-20: 48,000						14, 000
2020-21: 48,167						4, 000
2021-22: 57,768						1, 444 (costs tbc)
2022-23: 56,350						
Carry Forward 2022-23:NIL						54, 513
PEF Plan	Year:2022-23					
Inputs	Outputs		Outcomes - Impact			Stretch Aims
	Activities	Participation	Short	Medium	Long	
What we Invest Staff Volunteers Time Money Materials Equipment Technology Partners	What we do Conduct workshops, meetings Deliver services Develop products, curriculum, resources Training/CLPL Provide counselling Assess Facilitate Work with media	Who we reach Participants Parents/Carers Agencies Learners	What the short-term results are Learning Awareness Knowledge Attitudes Skills Opinions Aspirations Motivations	What the medium-term results are Action Behaviour Practice Decision making Policies Social Action	What the ultimate impact(s) is Attainment Achievement	Please identify which number of stretch aim this intervention contributes to Stretch aims are in the page following this table
0.6 CT	To provide support for implementation of new spelling programmes	Learners	A 5% improvement in attainment of targeted FME children	Improved performance in spelling	Attainment gap between identified children and other learners has reduced	
Maths Recovery CLPL	To provide training for all staff to enable	Learners Staff	Data is used effectively to identify	Regular review of interventions are	There is a shared ownership of	

	the implementation of Maths Recovery to support children not achieving expected levels		children where interventions will impact positively on their progress Across all staff there is a shared understating of identified children's barriers to learning and appropriate interventions in place to support continued progress	in place to ensure impact and changes made where necessary	Maths Recovery to support identified children's attainment in Numeracy	
Music/Creative Therapists	Clinical Music Therapy intervention which meets the needs of every individual child. 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.	Learners Staff Parents/Carers	Observations, recordings highlight children's enhanced motivation, engagement and communication	Regular dialogue between therapists, staff and parents to ensure children's needs are being met and intervention is still appropriate.	Increased achievement in communication and access to learning.	

	Provide therapeutic music making activities for staff and carers to continue with after therapy sessions.					
Engagement of Counselling Service – Place2BE	Counselling support for identified children who are struggling to engage in their learning. Support strategies for parents. Sign-posting Service	Learners Parents/Carers	Increased engagement in learning of identified children.	Positive approach to learning	Increased attainment and achievement as appropriate to individuals	
Ongoing evaluation/actual impact:						