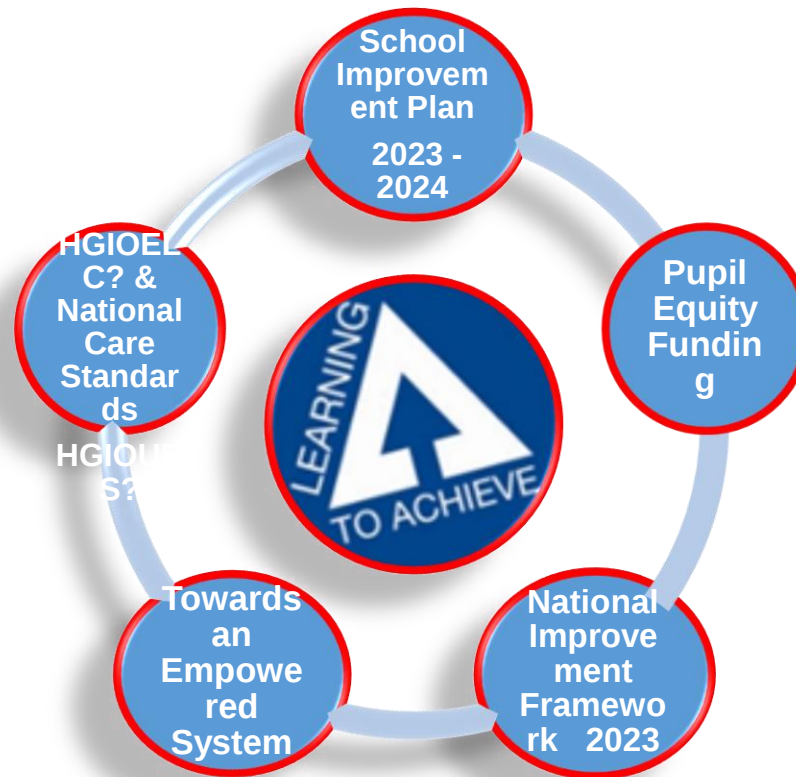




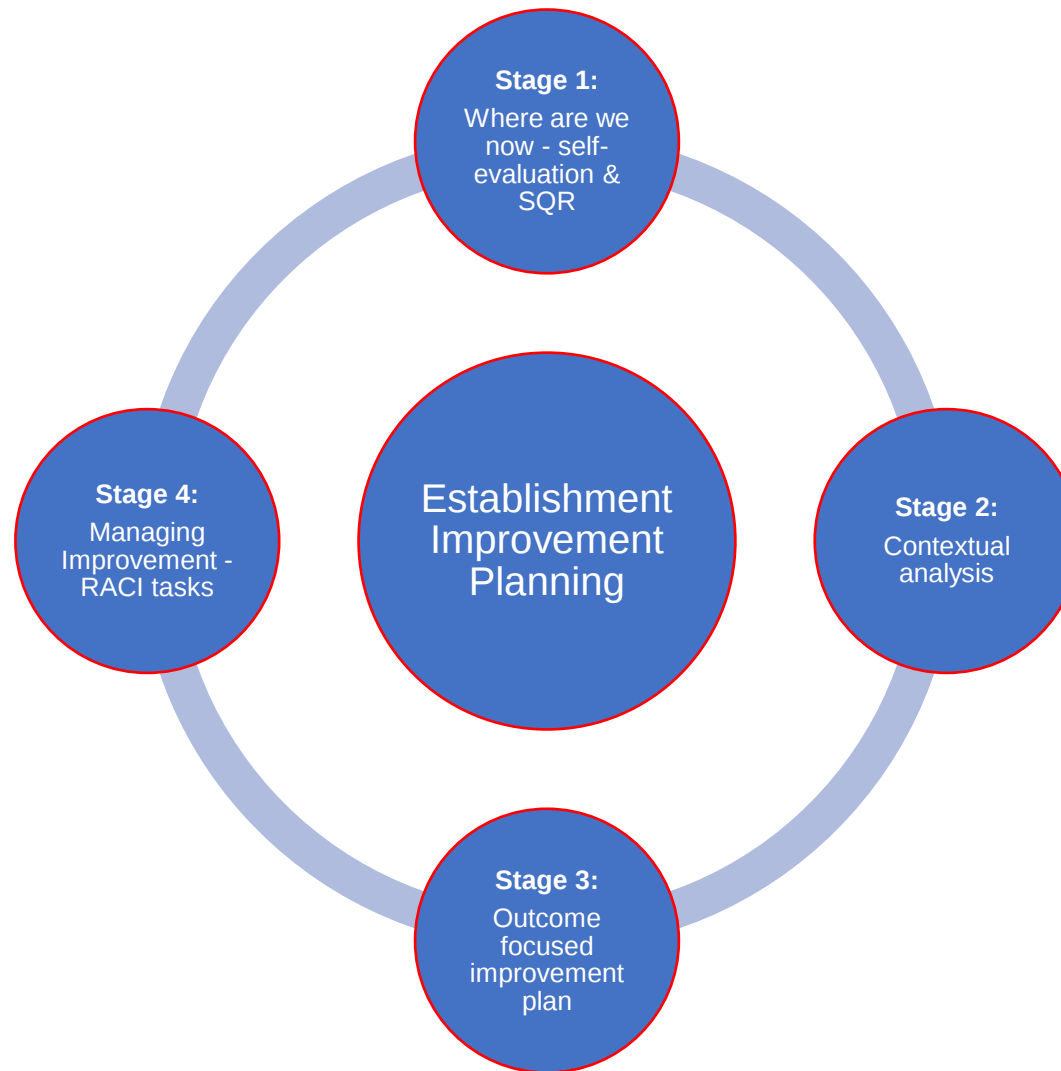
Falkirk Council
Children's Services

Establishment Name: ***Moray Primary School***

2023-24



Falkirk Council Children's Services Establishment Improvement Planning Cycle



Unique Context

National Expectations



Community – Demographic, geographical and economic influences



Grangemouth has a population of 16,709 & is situated in the Falkirk Council Area. The town lies centrally with access to The Kelpies, local parks with Zetland & Inchyra Park seeing a regeneration just in the last 5 years.

A sports stadium & fitness complex with swimming pool are within the town.

Grangemouth is a large town with a busy port & strong links to the petrochemical industry. These industries historically employed many of the residents of Grangemouth but the last 30 years has seen the migration of the workforce to other areas within Falkirk & beyond leading to the economic downturn of the Grangemouth community.

25% of children in the Grangemouth area live in poverty.

15% of families are income deprived.

The unemployment rate in Grangemouth currently sits at 4.6% and in relation to other areas across Falkirk data around

Attendance and Exclusion

Our pupil attendance over session 2022-23 has been positive.

Authority	Neighbourhood Group 4	Moray PS
90.83%	92.19%	92.73%

Our average pupil absence rate between pupils most and least deprived shows a difference of -4.0%. Our Inclusion Worker supports families of pupils who are consistently absent or late to school and these pupils do fall into the % of most deprived.

School	number of pupils			average absence rate			All Pupils	difference btwn most & least deprived
	most deprived 20%	middle 60%	least deprived 20%	most deprived 20%	middle 60%	least deprived 20%		
Moray PS	46	186	57	9.0	7.0	5.0	7.0	-4.0

We have seen a decline in the number of pupils arriving late.

Our soft start breakfast club supports pupils who struggle to start the day. Having breakfast with friends, supported by our Inclusion Worker has impacted positively on these pupils being ready to start the day settled and regulated in class.

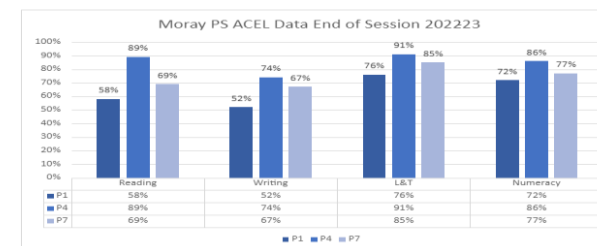
Go Youth Trust mentors continue to support identified pupils, meeting with them weekly to play games, chat and find out how the child's week is going. These pupils have built positive relationships with the mentor and Inclusion Worker and although still struggle emotionally and socially with aspects of school they attend regularly.

This session we reviewed our attendance and late coming data and developed our Attendance Rationale, sharing this with staff and the parents at our parent evenings.

Moving forward into next session as a cluster we are using a video to share with pupils and families the importance of attendance and being at school for the start of the day.

Progress and Attainment

ACEL Data P1,P4,P7 End Session 2022-23



This session our end of year ACEL data evidenced increased positive outcomes at the end of first level for Primary 4 pupils.

Combined with data from SNSA results this cohort of pupils have very good progress to build upon as they move into 2nd level CfE.

Our Primary 1 cohort has had large % of pupils with complex sensory and social communication needs this session. They have required high levels of adult support in school and adaptations to the P1 play based curriculum. As these children progress into P2 planning to support them at stage 2 and 3 of Falkirk's Staged Intervention has already begun.

Our P7 pupils, although not reaching the authority stretch aim of 85%, have made excellent progress in their attainment in literacy and numeracy, supported by class teacher's and our support for learning teacher who devised targeted group and individual supports particularly around literacy and use the of ICT to support pupils learning. A small group of pupils (seven in total) have been identified as requiring tutorial support and continued dyslexia pathway interventions as they transition to Grangemouth High School.

health and qualifications is cause for concern -

- % no qualifications

Falkirk 27.4% Grangemouth 32.6%

- % bad or very bad health

Falkirk 5.5% Grangemouth 6.7%

- % long-term limiting health problems

Falkirk 20% Grangemouth 23%

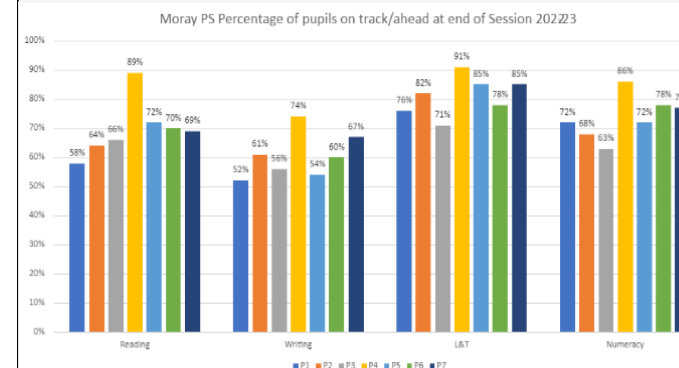
16.2% of Grangemouth children live in low-income homes.

75.9% of Grangemouth children in receipt of Free School Meal (FSM) entitlement due to households receiving Income Support or Universal Credit - monthly income of no more than £625.

Within the community several volunteer services run to support families.

As a school in session 2023-24 the development of our curriculum rationale and work we engage in with our health and wellbeing and parental engagement programmes will seek to increase family's capacity to support their child's journey to positive destinations regardless of circumstances.

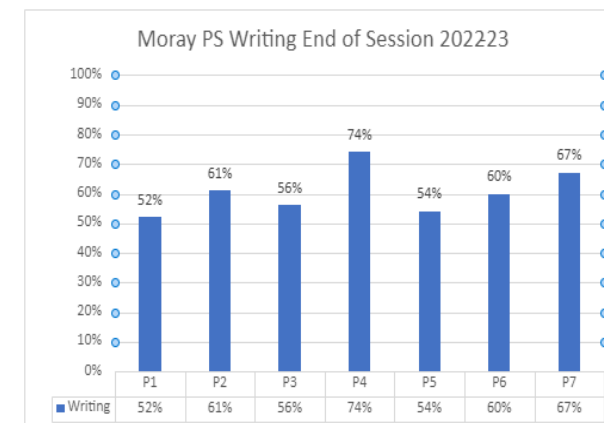
P2,P3,P5,P6 On Track/Ahead End Session 2022-23



Consideration of our end of term teacher judgement highlights areas for focus next session 2023-24 in improving children's progress –

Reading at first level, P2, 3, 4 with a total of 32 pupils not on track. In numeracy targeted support is required for in P3 and 4 for 17 pupils.

Across the school writing remains a focussed development with outcomes in writing for all stages below 75%.



Engaging with cluster colleagues and external partners to build on practice and pedagogy and pupil engagement in writing with a view to improving outcomes in writing.

Also increasing our supports for pupils to write with Clicker, Nussy and targeted adult interventions.

Priority Area: Learning, Teaching, Assessment	School and ELC leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment School and ELC 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 	Curriculum Learning and Teaching Inclusion and Equality Assessment 
What informs this priority? ➤ Feedback from authority engagement visit highlighted the need to ensure assessment is integral to planning for learning and teaching. ➤ Quality assurance evidenced good practice in assessment across the school but a need to develop a clear, consistent and robust rationale and framework for assessment was identified as a priority. ➤ Feedback from authority engagement visit highlighted a need for medium term planning. ➤ From initial work around the refreshed CfE narrative and the 4 contexts for learning staff identified the need to develop a clear rationale for the curriculum that supports learning experiences for the children and young people of Moray Primary School.			
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))
• To develop a clear overall curricular rationale for Moray Primary School.	Review Refreshed Curriculum for Excellence Narrative with staff and identify how we have delivered the 4 capacities. Using the 4 Contexts of Learning – ➤ Opportunities for Personal Achievement ➤ Interdisciplinary Learning ➤ Ethos and Life of the School as a Community ➤ Curricular Areas and Subjects Engage with whole school community around each of the 4 contexts, refreshed CfE narrative, the Scottish Curricular Framework, our local context and aspirations for our	➤ Whole staff engagement at August INSET. ➤ Engagement with families and pupils over August. ➤ Final discussions and decisions around our curricular rationale.	➤ Consider current vision and aims and develop a Curriculum Rationale. ➤ Feedback from staff using 4 contexts to share learning with parents. ➤ Staff are confident they are providing learning activities which have met the 4 contexts and delivered the 4 capacities.

• LTA cycle overview relevant to Moray PS • Develop medium term plans • Develop overview for LTA for CfE areas and ASN and develop a clear rationale and framework for assessment.	pupils and families to develop our overall rationale. Use the Curriculum Design Toolkit with staff and learners. ➤ Create LTA cycle for Moray PS which reflects practice and processes in LTA at Moray – ➤ Learners ➤ E's and O's ➤ L.I and S.C ➤ LTA – balance of ongoing and periodic assessment. ➤ Evidence ➤ Evaluation ➤ Feedback and next steps ➤ Reporting ➤ Develop medium term planners which clearly show what is being taught that term and ensure progression and depth across the year for groups of learners. ➤ medium term planners with identified staff considering key areas - - What I intend children to learn in this period of time? - How will I know they have achieved? Assessment. - How am I going to get them there? E.g. What are the key concepts I need to children to understand. ➤ Re-engage with Assessment is for Learning strategies in every class. ➤ Develop a clear, consistent and robust rationale and framework for assessment which identifies tools for assessment within curricular areas, ongoing and summative assessments at points throughout the school year and holistic assessments. ➤ Assessment rationale/framework outlining expectations for every stage. ➤ How we feedback to children.	➤ Staff Leading Learning group (RACI group) initial meeting August 2023. ➤ By November 2023 INSET develop drafts to discuss and share with wider school community. ➤ Links with Scott Lavery Education Service Manager ➤ Wallacestone PS staff. ➤ Small test of change within Leading Learning group. ➤ February INSET 2024. ➤ From the work around LTA cycle, medium term planning Leading Learning group will develop an assessment rationale and overview. ➤ Draft to share with whole staff at CAT or INSET in April 2024.	➤ Qualitative from SLT and staff group - looking outward at practice across authority and nationally and inward through staff consultation and self-evaluation of current practices and processes in learning, teaching and assessment to draft overview LTA cycle for Moray PS and for CfE areas and ASN. ➤ Qualitative from engaging in small tests of change. ➤ Partnership working with S.Lavery ➤ Partnership working with Wallacestone PS. ➤ Feedback from staff involved in small tests of change will inform next steps. ➤ Development of planning formats. ➤ Agree medium-term planning formats that support learning, teaching and assessment for all learners. ➤ Feedback from staff on draft LTA overview and assessment framework. ➤ Feedback to inform changes, next steps identified.
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• Confidence in analysing assessment data	➤ Continue to provide opportunities for staff to engage in collegiate work around analysing data. ➤ Support of local authority data coach.	➤ Build in sessions at CAT and department sessions to analyse summarise assessments e.g. GL and SNSA. ➤ Build in sessions at CAT and department sessions to continue moderation practice and discuss ongoing assessments.	➤ Staff evaluation of session and impact in supporting their analysis of data. ➤ For all use of the HGIOS 4 challenge questions to identify next steps and to review progress.
Ongoing evaluation/actual impact:			

Priority Area: Literacy – Writing Reading	School and ELC leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment School and ELC 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 	Curriculum Learning and Teaching Inclusion and Equality Assessment 
What informs this priority? ➤ Continuation of session 2022-23 priority to improve outcomes in writing through a focus on approaches in writing pedagogy and increasing children's engagement and motivation in writing. ➤ Development of Talk 4 Writing across first and second level. ➤ Ongoing developments around reading for enjoyment.			
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)
• To continue to build on developing practice around writing pedagogy to support the learning and teaching of writing, improve attainment outcomes and engagement in writing.	➤ Continue CLPL with cluster school and whole staff in Talk 4 Writing methodology. ➤ Engage with Talk 4 Writing training days - PT, project group and project lead training days. ➤ Continue to build in opportunities for staff to engage in dialogue around pedagogy and practice in writing and share ideas - - Talk 4 Writing - Helicopter Stories - Colourful Semantics - Foundations of Writing ➤ Practitioners to use pieces of writing exemplars from moderated writing bank when assessing progress in writing – continue to develop and add to these. ➤ Develop moderation of writing from departments to whole school.	➤ Whole staff engagement in CLPL around Functional Writing – Talk 4 Writing at February INSET. ➤ Project group training days ➤ Ongoing - CAT sessions ➤ Ongoing Leading learning group sessions – RACI task brief.	➤ Regular feedback from project group and PT. ➤ Staff feedback from engagement in CLPL sessions. ➤ Staff self-evaluation of practice in developing talk 4 Writing approach. ➤ Feedback and dialogue with pupils around writing. ➤ Formal and informal feedback from staff around the impact of experiences in writing on children's engagement and motivation. ➤ Quality Assurance and monitoring of writing. - Use of Cold and Hot writing pieces for assessment. - Teacher feedback and questionnaires.

• Consider LTA cycle for CfE area writing. • Build our culture for Reading for Enjoyment. • Capture ongoing practices and pedagogy in reading. • Increase pupils skills and ability in reading in First Level CfE	➤ Revisit literacy rationale in line with developments in writing practice and LTA cycle – priority 1. ➤ Launch our library and use of Oliver Junior Software. ➤ Development of an outdoor library. ➤ Achieve Core Reading Schools Accreditation. ➤ Pie Corbett ?Reading Spine – quality reading material ➤ Audit of practise and pedagogy in learning and teaching reading. ➤ Audit of resources for the learning and teaching of reading. ➤ Targeted support and interventions for identified pupils not attaining in reading at First Level CfE.	➤ Leading Learning group for writing to feed into LTA rationale group for writing area of CfE. ➤ In use from August 2023. ➤ Leading Learning group, Yvonne Manning, Maggie Burns. ➤ Ongoing and by end March 2024. ➤ PT and Leading Learning group – audit by November INSET. ➤ SLT Quality Assurance to gather insights into current reading pedagogy and practice. ➤ SLT review of data in reading attainment – session 2023-24. ➤ EYO, Class Teacher, PT support reading skills in identified pupils across P2, P3 and P4.	- Pupil Progress meetings with SLT - SNSA/GL results - Tracking and attainment data in writing. ➤ Consistent use of moderated writing exemplars when assessing progress in writing. ➤ End of year teacher judgement - writing. ➤ Assessment strategies writing. ➤ Self-evaluation HGIOS 4 challenge questions to identify next steps and to review progress. ➤ Feedback from pupils, staff, parent helpers. ➤ Evaluation of library software. ➤ Reading Schools Accreditation ➤ Feedback from staff and pupils on reading spine. ➤ Staff feedback and engagement for audit, ➤ Feedback from group to staff. ➤ Data gathered both quantitative and qualitative for reading. ➤ Targeted interventions will have a positive impact on pupils' attainment.
Ongoing evaluation/actual impact:			

Priority Area: Parental Engagement	School and ELC leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment School and ELC 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 	Curriculum Learning and Teaching Inclusion and Equality Assessment 
What informs this priority? ➤ Over session 2022-23 we developed increased opportunities for parents and families to engage in the life and work of the school and held events where pupils shared their learning – these were successful and were received positively. Insights from feedback and self-evaluation highlight the need to increase these opportunities further. ➤ MPP have engaged in leading priorities around the Food for Thought project. Wish to build upon and increase parental engagement opportunities in leading initiatives for school development. ➤ Develop the established Let's Get Together sessions from 2022-23 to support families in areas they identify they require for their own and child's health and well-being and engagement with school. Identified need to develop workshops aimed at supporting pupils in their learning around literacy and numeracy.			
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))
• To build upon parental engagement in the life and work of the school.	➤ Engage parents and pupils in developing our Curricular Rationale using the 4 contexts for learning. ➤ Create and share calendar for parental engagement across school session to include – ➤ Let's Get Together Sessions supported by Moray Parent Partnership (MPP) and partners. ➤ Sharing the Learning/Stay and Play events in school by each class/stage across the year for pupils to share their learning with families.	➤ August 2023 engagement in the curriculum rationale and 4 contexts of learning. ➤ Share calendar with parents with first sessions aimed at September. ➤ Work with staff to plan dates for Sharing the Learning and Stay and Play sessions with pupils.	➤ Feedback from pupils, parents and partners. ➤ Informal and formal feedback from parents through discussions during events, Microsoft forms, exit passes.

• Increase parents understanding of learning and teaching in CfE and involve parents as partners in supporting their child's learning and progress.	➤ MPP engagement with SIP priorities. ➤ Opportunities throughout school session for parents to attend workshops focussed on areas in literacy and numeracy.	➤ SLT to engage with MPP around SIP priorities – ongoing. ➤ SLT and staff to plan workshops around curricular areas to support parents to support their child in their learning and progress.	➤ Self-evaluation of impact and engagement in SIP priorities. ➤ Feedback from parents – Microsoft forms, self-evaluation feedback, focus groups, MPP.
Ongoing evaluation/actual impact:			