



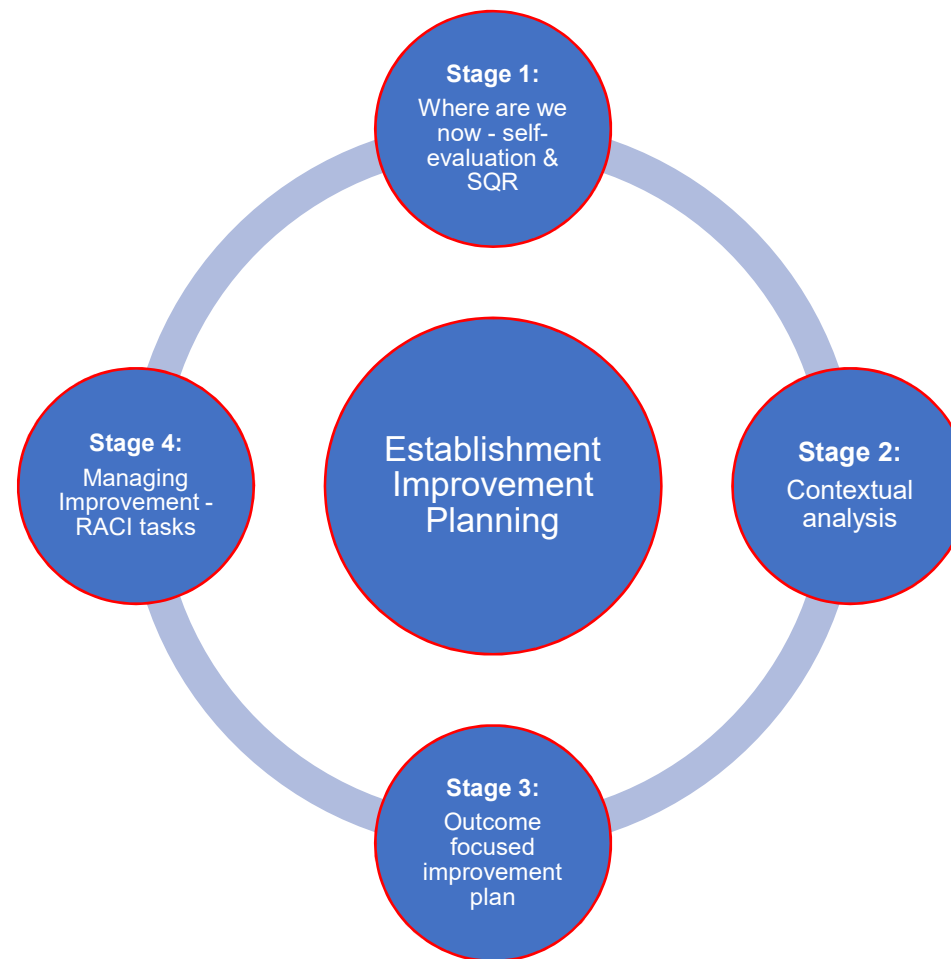
Falkirk Council
Children's Services

Establishment Name: Dunipace Primary School



Falkirk Council Children's Services

Establishment Improvement Planning Cycle



Unique Context

Stage 2

National Expectations



Community – Demographic, geographical and economic influences

Dunipace Primary is a non-denominational primary school providing mainstream education to pupils in our nursery class and Primaries 1-7. The school roll for session 2023-2024 is 199; 167 in primary classes and 32 in the nursery class.

- We are predominantly situated within an area that has a mixed catchment. The majority of our pupils are classed as being in **SIMD 6**.
- We have 41 pupils in receipt of free school meals of which the current

Attendance and Exclusion

Session	Average attendance (%)
2020/21	93.5%
2021/22	88.9%
2022/23	90.97%

- The table above indicates the impact of the Covid pandemic on school attendance data. Following post Covid this session, the school's attendance rate has only marginally improved from 20/21.
- We continue to work closely with families and partner agencies when attendance is a concern. It is important for the school to understand the families' context and any barriers to attendance.
- Our Senior Leadership Team follow up where any issues are unresolved.

Progress and Attainment

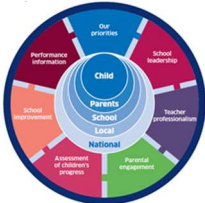
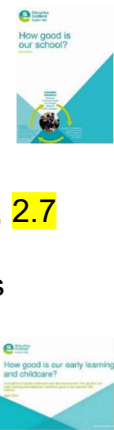
Attainment 2022-2023	Reading	Writing	T&L	Numeracy
P1	80%	80%	90%	90%
P4	76%	81%	95%	86%
P7	64%	75%	93%	68%

Attainment 2022-2023 SIMD 1-10 On track and ahead	Reading	Writing	T&L	Numeracy
41 PEF pupils across P1 to P7	63%	57%	80%	63%

Primary 5 class has the highest percentage. • Around 26% of our children are entitled to Free Meal Entitlement (FME) across Primary 1 -7, although this is not necessarily a true reflection as some of our families have financial difficulties. The wider community and Parent Council supports all our families through making monetary and food donations to the school Community Larder. • New private housing and new Local Authority housing have brought more of a mix of SIMD. • Most children are in SIMD 1, 2, 4, 5, 6, 8 & 10. • We have highly effective professional partnerships with many different agencies; Health, Social Work, Police Scotland, Educational Psychology, Speech and Language Therapy and Family Support Services such as Aberlour, Barnardo's and Relationship Scotland are all regular participants in planning for our children and families. • We pride ourselves in having strong community links with our families, Dunipace Parish Church and Tygetshaugh Court Care Home. As we move on after the pandemic, we are very excited to forge these partnerships once again and create opportunities for intergenerational working.	Exclusions <table border="1" data-bbox="707 280 1305 596"> <thead> <tr> <th>Session</th><th>Number of exclusions</th><th>Number of different pupils excluded</th></tr> </thead> <tbody> <tr> <td>2020/21</td><td>2</td><td>2</td></tr> <tr> <td>2021/22</td><td>2</td><td>2</td></tr> <tr> <td>2022/23</td><td>3</td><td>3</td></tr> </tbody> </table> • This table indicates that exclusions have remained the same over the past three years. In all cases, extended support and planning has been prioritised to ensure positive outcomes for the children and families.	Session	Number of exclusions	Number of different pupils excluded	2020/21	2	2	2021/22	2	2	2022/23	3	3	• Our attainment shows that most of our children are attaining expected levels in literacy and numeracy. However, there is significant room for improvement here. • Children have a strong end in terms of their attainment at early level, but this gain is not sustained as children move through the school. • Our identified gap is the attainment of children living in SIMD 1, 5 and 6 in comparison to those in SIMD 2-4 and 7-10. We aim to close this gap through our identified interventions with a focus on improving learners' outcomes through developing medium and long term planning to meet all learners' needs; high quality experiences for all learners; pupil voice and high quality feedback to inform planning and assessment. • Within the nursery, we have develop our What Matters to Me pro formas and analysis of observations to measure our children's engagement in learning. This provides key workers with data that informs planning around the children's interests and play experiences provided to stimulate and engage all our young learners. Through these observations, the children are supporting each other's learning experiences offering help and asking questions that direct and support their play. The play experiences, interactions and environment support each child's stage of development and are inclusive through the resources and support provided for all. • Moderation of What Matters to Me pro formas, learning journals and focus child observations within the nursery are discussed termly and professional dialogue is used to inform the planning of the continuous provision. • Regular tracking and attainment meetings between teachers and Senior Leadership Team enable ongoing conversation about attainment and interventions.
Session	Number of exclusions	Number of different pupils excluded												
2020/21	2	2												
2021/22	2	2												
2022/23	3	3												

• 37% of our pupils have an additional support need in Dunipace Primary School. Further to this we support other children with literacy/numeracy difficulties and health and wellbeing issues through universal or targeted support/interventions. These children are not necessarily on our staged intervention system.		• 100% of teaching staff have develop their confidence around their own professional judgements, and using the regular monitoring of interventions to demonstrate impact. This Session we worked in partnership with Nethermain Primary School to engage with professional dialogue around pupil's progress in writing.
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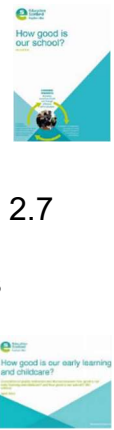
Stage 3

Priority Area: Early Years (Nursery) By June 2024, all the nursery team will track and monitor the framework that has been put in place to support our high quality provision, observations, assessment and tracking of children's learning and development.	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? - Nursery team meeting discussions require scaffolding and further questioning from SLT to encourage critical thinking and solution-focused outcomes - Visits to other ELC settings in the Council to look at planning exemplars - SEYO attending Forums discussing What Matters to Me Pro forma - Implementing the progression and assessment framework - Quality Assurance of analysing observations, quality play experiences and professional dialogue - Children's voice sharing their learning through the learning journals sharing with their parent/carers and any adult visitors to the nursery			

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)
ELC staff work collegiately to share practice and approaches related to planning, assessing and moderating play experiences and meetings the learners needs.	CLPL All ELC staff will continue to attend relevant CLPL linked to nursery improvement priorities and personal CLPL development areas highlighted in ERD discussions. All ELC staff will continue to attend other ELC provisions with a focus on looking outwards; developing leadership skills by sharing their learning through collaboration within and beyond their learning provision. Planning, assessment and moderation All ELC Staff continue to engage with and participate in analysing observations; moderating observations and adapting planning and assessment to meet the learners' needs through the environment and the play experiences offered. All ELC staff are developing the vocabulary associated with the Progression and Assessment Framework (early language and numeracy skills, self, social and emotional language) as ongoing professional dialogue	CLPL Ongoing CLPL 2023-2024: literacy, numeracy, Assessment and Progression Framework and Children's Rights All ELC staff ELC Blethers ongoing throughout 2023-2024 CLPL open door drop-in sessions throughout 2023-2024 All ELC staff Early Leadership forum – HT and DHT Ongoing 2023-2024 Planning, assessment and moderation Ongoing opportunities for: • Moderation of observations • Moderation of What Matters to Me • Moderation of Child Focus observation • Ongoing audit and moderation of the continuous provision; reviewing, planning and adapting the play experiences offered in each zone to develop early skills for all learners	CLPL ➤ Falkirk CPD Manager and SSSC My CLPL app ➤ ERD personal reflections ➤ 1:1 personal reflections ➤ Quality Assurance Observations ➤ Sharing good practice collaboration discussions within our own setting following CLPL sessions out with and within the ELC provision Planning, assessment and moderation • Numeracy and Literacy self-evaluation audit tool (Falkirk Council) • Y chart self-evaluation tool • Continuous Provision audit tools using Realising the Ambition and HGIOELC Self-evaluation tools • Realising the Ambition section 6: Putting Pedagogy into Practice • HGIOELC 1.2 Leadership of Learning

			• QF 3.2 Leadership of Play and Learning • National Standards Criteria 1: Staffing Leadership and Management • Codes of practice (SSSC): Be accountable for the quality of their work and take responsibility for maintaining and improving their knowledge and skills.
Ongoing evaluation/actual impact:	•		

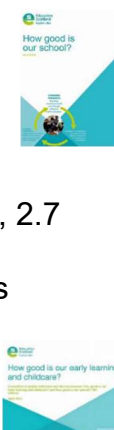
Stage 3

Priority Area: Early Years (Nursery) All ELC staff to continue to monitor and review the planning and assessment cycle with the child's voice at the centre.	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? - Quality assurance observations and audit of our environment using the Continuous Provision audit tools (Falkirk Council). - Play resources need updated and more resources e.g. block play, role play, loose parts play, outdoor learning resources (Feb 2023 development of the nursery environment including staff and pupil voice) - The Nursery children were asked what they liked about their nursery: (March 2023) "I like the book area." "I like the drawing area pens. Also I like to paint." "Me like in there (points to role play). Me like the cups and plates." "I like the building area cause all the little bricks." "I like the lights." "Playing outside" "Inside. All of it." - Falkirk Early Years Team Quality Improvement Priority to promote "developmentally appropriate early learning, teaching and assessment in ELC and early stages of primary school." - Curriculum level planning identified as a development need by staff to ensure a consistency approach across the levels. SEYO to plan with Primary 1 teacher in Session 2023-2024. - Feedback from Walk the Floor (October 2022) visits highlights the need to focus on planning – responsive and intentional, assessment and recording of children's progress.			

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)
Effective learning spaces with appropriate resources are established within the nursery environment.	ENVIRONMENT All ELC staff to engage in a critical evaluation of the continuous provision. Staff will provide appropriate resources and provocations to ensure quality learning experiences throughout the continuous provision.	Daily and Weekly 2023-2024 – all ELC staff	Environment - Numeracy and Literacy self-evaluation audit tool (Falkirk Council) - Y chart self-evaluation tool - Continuous Provision audit tools using Realising the Ambition and HGIOELC
Effective planning processes in place across Early level (Nursery and P1) which supports a developmentally appropriate curriculum	PLANNING Staff will provide pupils with a balance of child led and adult led learning experiences. Ensure opportunities to share good practice and smooth pedagogical transition across Early level and between settings. ELC, P1 and P2 staff will examine the progression of skills development within the continuous provision. Child's voice used to inform planning and assessment of high quality experiences provided for all learners. The rights of the child are acknowledged throughout the continuous provision and interactions with adults.	PLANNING By end June 2024 – CG, ELC Staff, P1 teachers By end June 2024 - CG, ELC Staff, P1 teachers - CG attending Cluster ELC meetings - MM attending SEYO meetings - Level planning meetings across Nursery and P1 - HT and DHT attend Early Leadership Forum Termly June 2024 – CG, ELC Staff, P1 teachers	PLANNING - Planning Meetings - Ongoing audit and review of continuous provision and experiences planned and assessed to meet all learners needs - Tracking and progress meetings - Observation pro forma - Parent/carer feedback regarding the child's interests and needs - Minutes from professional dialogue meetings. - Leuven scale of engagement - Resource audit - Minutes for planning meetings - Floor books

Increased confidence of Early Years staff in tracking and assessment of children's progress.	MODERATION ELC and Primary 1 staff will engage in joint moderation activities focusing on pupil learning. Examples of children's voice reviewed and monitored showing evidence of their interests and needs being planned and assessed for across high quality learning experiences.	MODERATION Ongoing opportunities for: • Moderation of observations • Moderation of What Matters to Me • Moderation of Child Focus observation Ongoing audit and moderation of the continuous provision; reviewing, planning and adapting the play experiences offered in each zone to develop early skills for all learners Termly June 2024 – CG, ELC Staff, P1 teachers	MODERATION • Numeracy and Literacy self-evaluation audit tool (Falkirk Council) • Continuous Provision audit tools using Realising the Ambition and HGIOELC • Tracking and progress meetings • What matters to me settling in evidence • Parent/carers feedback regarding the child's interests and needs • Observation pro forma. • Minutes from professional dialogue meetings. • Leuven scale of engagement • Resource audit • Minutes for planning meetings • Floor books
Ongoing evaluation/actual impact:			

Stage 3

Priority Area 1: School (P1-7) By June 2024, all teachers will have developed their medium and long term planning to meet all learners' needs and continue to raise attainment and achievement.	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? ➤ Our school tracking data in comparison with neighbourhood schools. ➤ Some ASN children are opting out of their learning prompting a focus on the purpose of the use of our learning space and environment and the areas accessed in and around the school grounds. ➤ 61% of our PEF identified children are across SIMD 1-10. These children require more targeted supports providing pace and challenge across all their learning. ➤ Staff feedback through self-evaluation from HGIOS 4 (April 2023) ➤ <i>Consistent approach to writing assessments and children are beginning to become familiar with their targets. Ongoing assessments are informing next steps.</i> ➤ <i>Tracking data needs to be transferable through planning and assessing children's learning experiences.</i> ➤ <i>Consider the role of the Support for Learning Teacher and how this intervention of support also complements our attainment data for identified individuals.</i> ➤ <i>ICT and digital technologies are inclusive across the school and used as a tool for pace, challenge and supporting children with additional support needs.</i> ➤ <i>The current method of CfE planning is resource/outcome driven. It plans the 'what' but not the 'how' or the skills being taught, which you feel should take precedence - therefore you feel it is not fit for purpose.</i> ➤ <i>Current planning arrangements do not allow you to plan for the next steps that arise from your own assessment data.</i> ➤ <i>Current planning arrangements do not allow for pupil voice/personalisation and choice. The structure does not allow for flexibility on taking forward learners' interests as there is an assumption that you have to 'do' what is in the plan, even if it does not suit the needs of your class.</i> ➤ <i>Class teachers would prefer to plan using Progression Pathways and benchmarks alongside the other teachers working within your level. This would ensure the principles of curriculum design are utilised.</i> ➤ <i>Class teachers would embrace the opportunity to bundle for curriculum areas e.g. maths but realise this would be over a period of time.</i> ➤ <i>Class teachers would embrace the opportunity to spend time as a staff group discussing planning and finding a format that you feel is fit for purpose.</i>			

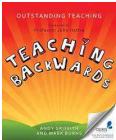
- Review of the planning process – medium and long term planning to inform targeted support for identified children using attainment data.
- Continual professional dialogue around the planning and moderation cycle.
- Through quality assurance visits and pupil discussion groups almost all lessons have a learning intention, success criteria and plenary. Some children are still unclear about what, why and how they are learning.
- 2.3 Validation feedback (May 2023)
 - Develop a clear rationale for the curriculum to ensure that learning and teaching meets the needs of all children at Dunipace.
 - Build on existing work focusing on tracking and monitoring to develop clear processes which link tracking, planning and assessment to ensure that staff make effective use of this information to inform next steps for children.
 - Work collegiately with staff to develop a consistent understanding of effective pace and challenge for all learners linked to effective planning.
 - Continue to develop a range of ways to support children to be active participants in their own learning.
- As part of Falkirk Council's Strategic Vision 2023-2026 this focus sits under the **Curriculum and Learning, Teaching and Assessment** improvement priorities.

Next steps:

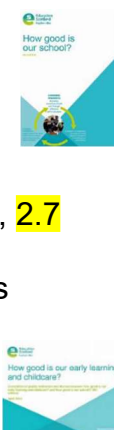
- Work in partnership with Yvonne McBlain and Lysa Thomson to audit and develop medium and long term planning to meet all learners' needs and plan high quality experiences for all.
- Staff have asked to be one whole staff working party and throughout next session we have a RACI focus in blocks. This change of approach requested by staff is in the hope of a consistent approach with an outcome at the end of the session. Staff shared in Session 2022-2023 they did not complete their RACI task brief due to time limitations and sharing progress with colleagues.
- 2.3 Validation feedback next steps (May 2023)
 - Support for staff to ensure consistency in the following areas:
 - effective planning
 - effective assessment
 - effective pace and challenge

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)
A consistency of planning approaches and processes across P1-7	PLANNING All staff will engage in CLPL exploring effective medium and long term planning,	PLANNING Ongoing CLPL 2023/24 – SLT, Yvonne McBlain, Lysa Thomson	PLANNING, PUPIL VOICE & DIFFERENTIATION

	moderation and assessment (moderation and planning cycle). All staff will engage in CLPL exploring the components of an effective lesson. Continue with termly opportunities for professional dialogue focused on planning and assessment Continue to provide opportunities for staff to engage in professional dialogue and share examples of high quality learner participation and engagement across the curriculum	Termly – SLT and all staff Termly – SLT and all staff Termly – SLT and all staff	• Feedback from CLPL sessions • Feedback through Quality Assurance Pupil Focus Groups throughout the session • On-going minutes of CAT sessions and RACI task briefs to inform next steps. • Minutes and professional dialogue around medium and long planning. • Teacher/peer feedback on pupil participation and engagement. • Feedback from Team Manager visits to the school throughout the session
Pupil voice is recognised and strengthened across universal and targeted support planning and interventions	PUPIL VOICE Staff will be supported in analysing and moderating pupil feedback across the school to discuss good practice and effective pedagogical approaches. (HGIOS Part 2) All learners will be involved in the collaboration of setting up their inclusive learning environment. (Circle Inclusive Classroom Environment resource, page 22-28) Inclusive learning and collaborative working - Ideas in practice - Primary (education.gov.scot) All learners will be involved in developing their own targets identified through self, peer and teacher assessed feedback. Continue to develop high quality feedback focus specifically for writing related to core writing targets. All learners will be involved in deepening their understanding and knowledge of the UNCRC Rights and how they support their own experiences as a learner.	PUPIL VOICE Ongoing 2023/24 – SLT and all staff	

All learners experience appropriate support and challenge	DIFFERENTIATION Continue to provide pace and challenge to meet the needs of all learners. CLUSTER BOOK GROUP Professional dialogue around pace and challenge, finding the evidence and setting high expectations. Teaching Backwards Andy Griffith and Mark Burns 	DIFFERENTIATION Termly – SLT and all staff Monthly – optional CLPL organised and offered by Antonine Primary School.	
Ongoing evaluation/actual impact:	•		

Stage 3

Priority Area: School (P1-7) By June 2024, all children will be provided with opportunities to develop positive relationships within the school community and develop a positive self-image through celebrating all achievements and progress.	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? - Almost all children in the lower school believe that they are achieving. Almost all children in the upper school believe that they are not achieving. Whole school community approach in how we can raise pupil self-esteem and continue to recognise ongoing achievements. - Staff self-evaluation April 2023 – <i>School vision, values and aims need to consistently shared and referred to with all stakeholders. Expectations needs to be clear.</i> - Core group of children who opt out of learning and leave the classroom at different times across a school week. Quality assurance has shown some patterns and trends which has allowed for an alternative plan to be created in partnership with other colleagues. Continue to create Child's Plans that are responsive to the child's needs and in partnership with parents/carers. - She Assure Data showing an overall decrease in the number of incidents across the school to date May 2023 73 children with ASN (37% or over 1/3 of the school community); Stage 1 – 45 (including literacy pathway stage 1b referrals); Stage 2 – 18; Stage 3 – 9 and Stage 4 – 1. All children on Stage 2-4 Staged Intervention are involved in the Team around the Child process involving a number of partners to ensure we are meeting learners' needs.			

Attendance Data

Seemis Download 14.03.2023 – 197 pupils on the table		
Attendance %	Number of Pupils	% of 197 pupils
100	7	4%
99-95	68	35%
94-90	54	27%
89-85	38	19%
84<	30	15%
Seemis Download 15.05.2023 – 199 pupils on the table		
Attendance %	Number of Pupils	% of 197 pupils
100	7	3%
99-95	71	36%
94-90	43	22%
89-85	45	23%
84<	33	16%

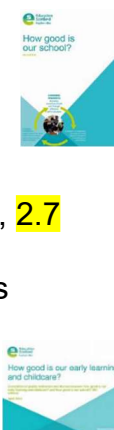
- There is direct correlation between children not attending school showing to be underperforming in their learning. Individual communication and interventions are bespoke and specific to each child and family. Impact of interventions are continually reviewed through Team around the Child meeting and ongoing communication with families.
- 2.3 Validation Visit (May 2023) Continue to develop a range of ways to support children to be active participants in their own learning.
- As part of Falkirk Council's Strategic Vision 2023-2026 this focus sits under the **Inclusion and Equity** improvement 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)
Update current positive behaviour strategies developed over the past 20 months in partnership with Inclusion and Wellbeing Service	AUDIT, REVIEW AND RELAUNCH Current whole school approaches – scripted conversations, restorative conversations, 5 steps to a better me and making better choices previously written by all staff May 2021. Relaunch school vision, values and aims Display vision, values and aims in each classroom	AUDIT, REVIEW AND RELAUNCH On-going throughout session 2022-2023 – all staff	AUDIT, REVIEW AND RELAUNCH • Feedback from CLPL sessions • Feedback through Quality Assurance Pupil Focus Groups throughout the session • On-going minutes of CAT sessions and RACI task briefs to inform next steps.

	Continue to create ongoing everyday language in relation to school's vision, values and aim and high expectations of all Review and update Positive Relationships Policy for all stakeholders Parent workshop relaunching school's vision, values and aims	SLT to update by December 2023 Session delivered by SLT for Parents/Carers in Term 1	Minutes and professional dialogue around relaunching school's vision, values and aims.
Develop pupil voice and opportunities for leadership at all levels through Leading the Learning groups	LEARNERS' EXPERIENCES All children will be provided with an opportunity to participate and engage in Leading the Learning groups and contribute to the wider life of the school e.g. Pupil Council, Eco, Gardening, Digital Leaders etc. All children involved in discussions around the how and why of learning. All children continue to be provided with opportunities to celebrate their contributions and successes in developing a wider community leadership role. All children will be provided with opportunities to celebrate their successes and wider achievement through 'Pozzi Trees'.	LEARNERS' EXPERIENCES All staff and children throughout Session 2023-2024	LEARNERS' EXPERIENCES - Feedback from pupils and staff regarding pupil engagement and participation - Celebrating learning in class and at assemblies - Sharing the learning with parents/carers and parental feedback regarding opportunities provided for their children
Identify learners' who require an individualised plan to support their holistic wellbeing and readiness to learn.	NURTURE SPACE Identified children can access a break out space to develop life skills and build their self-esteem and confidence. Identified children will be supported by a Grade F Inclusion and Wellbeing Worker (PEF monies) and Support for Learning Teacher to build their resilience and develop strategies to best manage their emotions.	NURTURE SPACE Led by Grade F Inclusion and Wellbeing Worker 1 FTE Support for Learning Teacher to provide priority support to Stages Intervention 3 and 4 learners who require a bespoke timetable to access the curriculum and their learning. Ongoing throughout Session 2023-2024	NURTURE SPACE - Pupil voice - Pupil engagement and participation - Increase in attendance data for identified children and families

Provide opportunities for family learning and engagement between home and school. Support identified children and families with lateness and attendance at school.	WORKING IN PARTNERSHIP WITH PARENTS/CARERS Provide a series of workshops offering suggestions of how to support transitions and general wellbeing of learners at home e.g. morning routines from home to school, bedtime routines, importance of a balanced diet, looking at boundaries and expectations in the home. Provide ongoing communication around the importance of attending school and the correlation between lateness and attendance affecting learning and attainment.	WORKING IN PARTNERSHIP WITH PARENTS/CARERS Led by SLT Working in Partnership with Nethermains to plan the sessions that will best support our school community. Nethermains and Dunipace work in Partnership with Parental Employment Support Fund and Child Poverty supports to plan workshops and support for our local children and families to help our low income families get back into employment. Dunipace Primary School to work in partnership with Community Learning to access Family Wellbeing Fund to offer a bespoke package for our identified children and families. SLT – ongoing throughout Session 2023-2024.	WORKING IN PARTNERSHIP WITH PARENTS/CARERS • Attendance at parent/carer sessions • Feedback from partners • Survey feedback • Pupil focus discussion groups • Increase in attendance data • Decrease in lateness data • Parents/Carers accessing support offered by the school and partners
Ongoing evaluation/actual impact:	•		

Stage 3

Priority Area: School (P1-7) By June 2024, all children will experience high quality learning experiences to raise attainment across reading and 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? • School writing attainment data locally and in comparison with neighbourhood schools. • Staff self- evaluation session - review of planning process. • Staff self-evaluation and RACI Task brief updates (April 2023 and May 2023) • Quality Assurance highlighted an inconsistent approach in pupil feedback and pupil voice to inform learners of their next steps and targets in writing. (Jan 23) • Jotter sampling observations 2022/23 show that we need to focus on: differentiation, pace and challenge, meeting all learners' needs, pupil voice and high quality feedback. • Medium and long term planning identified as a development need by staff to ensure consistency across all curriculum levels and using planning to identify targeted next steps and individual learners based on BGE Toolkit attainment data. • 2.3 Validation Visit Feedback (May 2023) ➢ Develop a clear rationale for the curriculum to ensure that learning and teaching meets the needs of all children at Dunipace. ➢ Build on existing work focusing on tracking and monitoring to develop clear processes which link tracking, planning and assessment to ensure that staff make effective use of this information to inform next steps for children. ➢ Work collegiately with staff to develop a consistent understanding of effective pace and challenge for all learners linked to effective planning. ➢ Continue to develop a range of ways to support children to be active participants in their own learning. • As part of Falkirk Council's Strategic Vision 2023-2026 this focus sits under the Curriculum and Learning, Teaching and Assessment improvement priorities.			

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))
Consistent approach in the purpose and impact of formative assessment strategies to provide high quality feedback and identify next steps for pupils.	FORMATIVE ASSESSMENT STRATEGIES Whole school planned series of CLPL CAT sessions throughout the year to develop pedagogical approaches in the purpose and impact of a variety of Assessment for Learning (AfL) Strategies to provide feedback to our learners. PROFESSIONAL AND TEACHER LEARNING COMMUNITY (PLC/TLC) Opportunities for professional dialogue focusing on own practice and assessment for learning strategies used to assess learner progress across learning.	FORMATIVE ASSESSMENT STRATEGIES Planned CAT sessions through 2023-2024 – all staff led by SLT PROFESSIONAL AND TEACHER LEARNING COMMUNITY (PLC/TLC) Planned TLC sessions through 2023-2024 – led by SLT. In-house CLPL offered. Optional to attend.	FORMATIVE ASSESSMENT STRATEGIES Quality Assurance – jotter monitoring, pupil focus groups, learners' experiences showing evidence of pupil self, peer and teacher assessment. Ongoing staff CLPL session and ongoing self-evaluation informing next steps. PROFESSIONAL AND TEACHER LEARNING COMMUNITY (PLC/TLC) Ongoing professional dialogue for those teachers who opt into the sessions. Feedback informs planning of the next sessions.
Continue with implementing a consistent pedagogical approach to writing established across the school (as started Session 2022-2023) All pupils will continue to experience motivating and engaging writing experiences across the curriculum	MEDIUM AND LONG TERM PLANNING As detailed in School Priority 1 Planning All staff will engage in CLPL exploring effective medium and long term planning, moderation and assessment (moderation and planning cycle). All staff will engage in CLPL exploring the components of an effective lesson. Continue with termly level planning meetings Continue to provide opportunities for staff to engage in professional dialogue and share	MEDIUM AND LONG TERM PLANNING Ongoing CLPL 2023/24 – SLT, Yvonne McBlain, Lysa Thomson Termly – SLT and all staff Termly – SLT and all staff Termly – SLT and all staff	MEDIUM AND LONG TERM PLANNING On-going minutes of CAT sessions and RACI task briefs to inform next steps.

	examples of high quality pupil participation and engagement across the curriculum		
All teaching staff will continue to develop their knowledge and understanding of progression of writing skills across a curriculum level	MODERATION AND PLANNING CYCLE Whole school planned writing moderation sessions with Nethermain Primary School focusing on First and Second level.	MODERATION AND PLANNING CYCLE On-going throughout session 2023-2024 – all staff (November 2023 and March 2024)	MODERATION AND PLANNING CYCLE Agreed and shared moderated examples of standards of writing for each curriculum level.
A consistent approach to assessing reading and using a variety of evidence to support the achievement of a level.	ASSESSMENT All staff to share current good practice of how we assess reading. All staff to develop a consistent approach of resources/assessment tools used at Dunipace Primary School to demonstrate progress and achievement for each child.	ASSESSMENT On-going throughout session 2023-2024 – all staff	ASSESSMENT - Professional dialogue at CAT/CLPL sessions - Increased attainment at all stages - Consistency in the implementation of the reading assessment created and devised by teaching staff
Develop a culture of reading for enjoyment that will increase the children's current level of engagement and participation in choosing a text to read.	ETHOS AND CULTURE All learners to be provided with regular opportunities to read for enjoyment. All learners to be provided with opportunities to access our local library in Denny. Parent workshop about strategies for reading Dunipace to register for Reading Schools Accreditation Award.	ETHOS AND CULTURE On-going throughout session 2023-2024 – all staff Led by SLT Led by AD (PT) and LN (P2 Teacher)	ETHOS AND CULTURE - Professional dialogue at CAT/CLPL sessions - Increased attainment at all stages - Parent/Carer attendance at workshops

A consistent approach on planning, assessing and delivering writing experiences across the school agreed with all staff	PEDAGOGY All staff will continue to participate in the Practitioner Enquiry model: Plan, Do, Study and Act focusing on writing and will share findings with colleagues. This focus will be on identified children to help close the gap. All staff will be involved in the co-creation of our writing framework to inform our learning and teaching policy focusing on planning, assessment, pedagogy and resources. (Optional) Professional and Teacher Learning Community can be accessed by staff to continue to develop the skills of professional discussion around research and critical reflection.	PEDAGOGY On-going throughout session 2023-2024 – all staff May 2024 Sharing Practitioner Enquiry Good Practice linked to Assessment for Learning strategies and Learner Participation On-going throughout session 2023-2024 – all staff	PEDAGOGY • Professional dialogue medium and long term planning. • Increased attainment at all stages. • PDSA feedback data. (Practitioner Enquiry)
Ongoing evaluation/actual impact:			

Stage 3

Priority Area: Improve the quality of STEM education for all learners and develop clear links to Skills for Learning, Life and Work	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? - As part of Falkirk Council's Strategic Vision 2023-2026 this focus sits under the Curriculum improvement priority. - Self-evaluation data gathered at cluster level highlighted STEM and Skills for Learning, Life and Work as an area for development for all establishments. - Building leadership capacity and collaborative practices in STEM amongst staff across the cluster has been positive. - Staff feedback on STEM focus for Session 2022-23 has been very positive and they are keen to further progress their skills in this area and work collegiately with cluster colleagues. - Learner feedback showed high levels of interest in STEM in Session 2022-23 and greater focus on this has been requested. - Parental consultation has shown parents and carers are supportive of a strong STEM focus in all cluster establishments. - Learner participation in their education and understanding of WHY what their learning is important is needed to increase engagement and ownership. - Enhance the cross-sector cluster partnership working.			
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 to continue to increase confidence to plan, deliver and assess STEM. Increased collegiate working across the cluster to support teacher/practitioner confidence. Learners experience high quality STEM experiences increasing engagement. Practitioners have greater confidence in highlighting the links between learning in STEM and the development of Skills for Learning, Life and Work. Learners are clear about the links between learning in STEM and the development of Skills for Learning, Life and Work.	CLUSTER WORKING • STEM specialists at DHS will support staff in ELCC and primary settings to plan and deliver high quality STEM experiences. • STEM Leads from all establishments will meet termly to further the cluster planning for skills progression through STEM. • Primary and secondary learners will engage with the Young STEM Leaders programme. • All establishments will work towards STEM Nation accreditation. • Use Denny High School Skills Framework to support skills development across all levels. • Collegiate planning sessions to be used to ensure consistency of planning and highlighting of skills links across cluster establishments. • Existing STEM plans to be reviewed to ensure skills development is clear.	CLUSTER WORKING Led by establishment STEM Leads. Termly twilight collegiate planning sessions (on Teams) – dates to be confirmed. Termly STEM Meetings: ✓ 29.8.23 ✓ 7.11.23 ✓ 30.1.23 ✓ 23.4.23 In-service Day – 24.11.23 AM only STEM Leads in all establishments will take forward YSL and STEM Nation activity with awards being achieved June 2024. Denny High School Progression Framework to be shared with all staff by September 2023 and will be the focus for discussion on the collegiate planning day at Denny HS in November 2023. Termly twilight sessions for cluster primary staff to moderate STEM planning against the skills framework. Termly CAT sessions allocated working with partnership schools. (8 hours in WTA) Meetings will be held week beginning: ✓ 4.9.23 ✓ 13.11.23 ✓ 5.2.24 ✓ 29.4.24	CLUSTER WORKING Quality assurance activity will provide evidence of quality teaching and learning of STEM. Staff feedback will show a continuing increase in confidence in the planning, delivery and assessment of STEM. Evidence of progressive planning in place for STEM. Learners achieve Young STEM Leader awards. All ELCC and Primary establishments will achieve at least one STEM Nation badge. Pre/post survey for all staff to gauge knowledge and understanding of the Skills Framework. Pre/post survey for P4-S3 re knowledge and understanding of the skills developed through STEM. Skills development for all learners will be evidenced through engagement with Young STEM Leaders and STEM Nation awards. Quality assurance activity will provide evidence of pupil's being able to link their own skills development to learning in STEM.
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Ongoing evaluation/actual impact:	•
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