



Easter Carmuir Primary School Standards & Quality Report 2022/23



Falkirk Council
Children's Services

SQR 2022/23

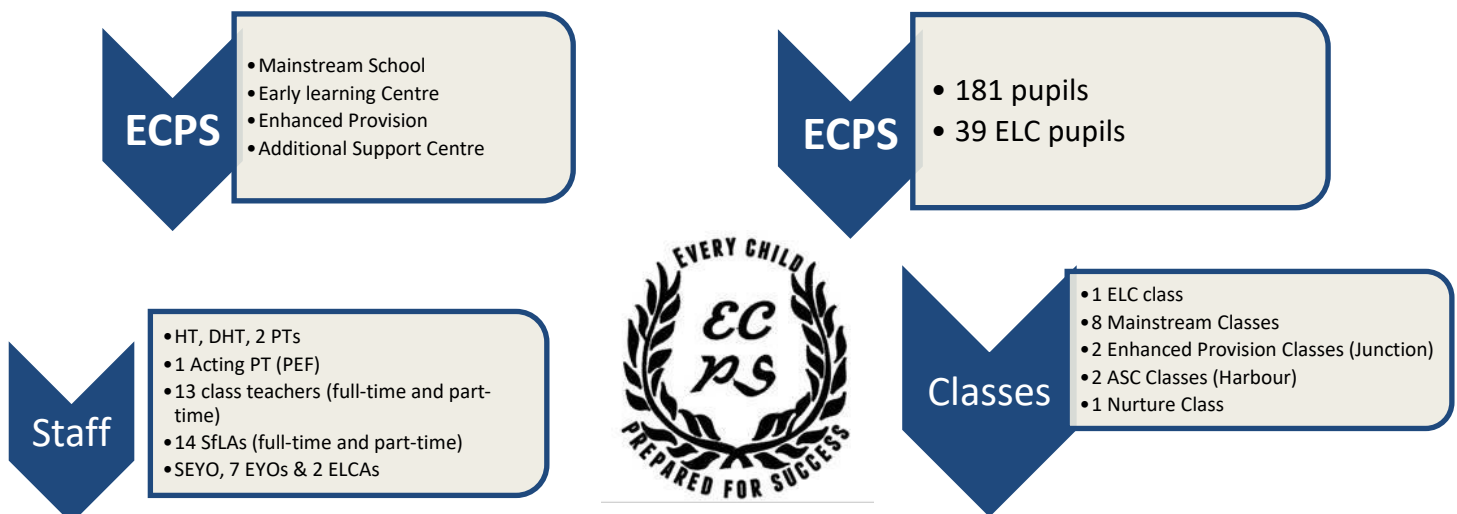
The purpose of the annual Standards and Quality Report (SQR) is to record the successes and achievements in delivering improvement relating to the identified priorities in the improvement plan 2022/23.

Staff at all levels continue to undertake and participate in a range of professional learning and development to support both the identified priorities of the improvement plan and, all our children and young people.

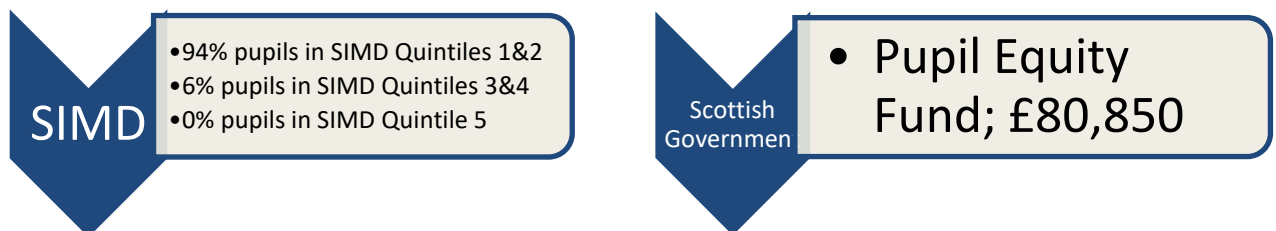
This report provides a helpful summary for parents/carers and other stakeholders, of successes and achievements in academic session from August 2022 - June 2023, and outlines priorities for session 2023/24.

Section 1

Context of the School:



Every Child Prepared for Success



Respect

Inclusion

Sincerity

Empathy

Context of the School/ELC Setting

Easter Carmuir Primary School is situated in the west of central Falkirk. We are surrounded by housing and a local park with walkways to the Falkirk Wheel and the Forth and Clyde Canal. The surrounding area is mainly residential with businesses located on the nearby Glasgow Road. These businesses include various supermarkets, various car garages and food outlets. There is a small convenience store and a post office within a short walking distance from Easter Carmuir.

This allows our pupils a fantastic opportunity for developing sustainable Partnership Working that gives pupils the opportunity to 'make a difference' in their local community.

Our Aims;

- To provide a variety of stimulating opportunities and experiences to maximize potential
- To create a nurturing environment where all children are supported as individuals
- To work together to develop our school and the wider community
- To equip children with the skills for life

Together We Will;

- Create a challenging, engaging and responsive environment
- Provide a safe, supportive and inclusive community where we value everyone
- Build on the strengths, interest and aspirations of all
- Respect and look after each other and the world around us
- Actively encourage and promote Health and Wellbeing
- Promote equal opportunities, respect diversity and value the special contribution everyone can make

At all times we aim to foster in our pupils positive attitudes to work, achievement, self-esteem and the wider world. We support the pupils to develop the skills to enable them to live a fulfilling life, contributing positively as they make their way in the world. We aim to prepare our pupils for the opportunities and challenges of the future so that they can achieve great success and follow their dreams.

We do not focus only on academic achievement but also to recognise and celebrate all aspects of our pupil's development. Through our Pupil Council and wider class discussions, pupils plan collaboratively with staff to take decisions on learning and the life of our school. We put creative learning and pupil voice at the heart of all we do.

We strongly nurture family engagement. We continue to make excellent use of school communication through Class Dojo to keep families informed of their child(ren)'s learning and to keep open lines of communication between home and school. There are multiple opportunities throughout the school session for families to engage in learning with their child(ren) and experience the learning going on in their classrooms and the wider school. Staff formally report to families 3 times a year through 2 Family Learning Conversation appointments (November and March) and a written report (June). Our p4-7 pupils are also part of the Family Learning Conversations and attend the appointments with their family. This ensures that everyone is a partner in learning and progress.

Our Parent Council have also been crucial in discussions around the progress within the school and ensuring that our wider parent forum's voices are heard and considered throughout the school session. Meetings are held 4 times a year and every year group representative gives feedback to the Senior Leadership Team. This means that responses can be given quickly and any solutions applied. The Senior Leadership Team also update our Parent Council and seek feedback and discussion contributions around School Improvement Priorities on behalf of the wider parent forum.

Section 2

Review of progress for 2022 - 23					
Priority 1: Literacy (writing)					
<p>NIF Priority: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>NIF Drivers: Curriculum and assessment School and ELC improvement Performance information</p>	<p>FC Service and School Improvement Priority: Meeting the needs of all learners Quality provision Leadership and Workforce Development</p>				
<p>HGIOS?4/HGIOELC? QIs (if appropriate) HGIOURS themes 1- 5) 1.1, 1.3, 2.2, 2.3, 2.4, 3.2, 3.3</p>	<p>Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text) Yes in buying resources</p>				
Progress and impact (based on outcomes for learners) How well are you doing? How do you know?					
<p>Action 1: Moderation</p> <p>Moderation CAT sessions were held x2 to discuss the moderation cycle. The key aspects analysed from the moderation cycle was the Learning and teaching of writing across all stages well as planning and assessment Across the six genres of writing from P1-P7, including colourful semantics.</p> <p>By completing moderation exercises in CAT meetings, we have been able to explore what an achievement of a level would look like in Early, First and Second level as well as engage in professional dialogue about our professional judgement and how this translates in to the attainment of pupils, particularly during Tracking meetings.</p> <p>Impact</p> <p>The impact of teachers engaging in moderation discussions means that staff are now clear on the way in which pupils can be supported. Staff have developed a good understanding of what achievement of a level looks like in their stages. Exemplar pieces of work have been collected and kept in our writing folder so that staff can use this as a benchmark as to what an Early First and Second level piece of writing looks like.</p> <p>Evidence of Impact</p> <p>Staff completed a questionnaire in September 2022 and May 2023. This consisted of quantitative and qualitative data which will be used to highlight staff feedback in this section of the evaluation.</p> <p>The following question was asked to staff (out of 13) :</p> <p>Do you feel confident in moderation of writing in your stage?</p> <table border="1"> <thead> <tr> <th>September 2022</th> <th>May 2023</th> </tr> </thead> <tbody> <tr> <td>5/13 38%</td> <td>10/13 77%</td> </tr> </tbody> </table> <p>This highlights that over the course of the year there has been a significant increase in staff confidence regarding the moderation of writing.</p> <p>Action 2: Planning and Assessment (resources were PEF funded)</p> <p>Writing guidelines</p> <p>A writing guideline has now been created to support a whole school approach to writing. All staff members now have access to this guide which means that that there is a clear framework of how writing should be taught in ECPS (albeit with adaptations depending on the needs of the class).</p> <p>Handwriting</p> <p>Due to inconsistency in handwriting across the school as well as next steps put in place after initial jotter moderation in October 2022, The Nelson handwriting resource was purchased</p>		September 2022	May 2023	5/13 38%	10/13 77%
September 2022	May 2023				
5/13 38%	10/13 77%				

through PEF in order to provide a progression pathway of how to implement and teach handwriting across all stages (P1-P7) consistently. The staff started to pilot this resource within their class in January 2023 to help start the implementation of the cursive handwriting across all stages. The resource also provides lesson plans and tasks to support the planning of handwriting in class.

Grammar

It was identified by staff that the current grammar planners were not aligned with the benchmarks and did not provide progression across all stages. Jolly phonics grammar planners were implemented and adapted for staff to ensure that each stage was provided with a yearly overview on what was to be covered across the year. The planners are aligned with the Benchmarks and now provide a progression framework for grammar and can be directly planned appropriately for each genre of writing.

Planning/weekly overview

Based on feedback taken from initial staff questionnaires on writing, planning and approach to writing lessons varied across all stages with no consistency. The group addressed this by introducing a weekly writing plan approach to ensure weekly lessons were being taught, and to ensure that different genres are being explored in depth.

The Writing Lesson

The writing lesson preparation can be completed throughout the week on different days and does not have to be completed in one day at a set time. This will ensure that all aspects of the literacy organisers will be covered (Listening and Talking, Reading, and Writing). An example of the weekly overview has been provided below.

Example of a plan for persuasive piece of writing

Lesson 1: Monday - Headlines (talking and listening).

Lesson 2: Tuesday – Reading of newspaper article, textual analysis (reading)

Lesson 3: Wednesday – Look at subject specific vocabulary/grammar (reading, talking and listening, writing)

Lesson 4: Thursday -Planning around all of these themes, model together (**Model examples** of genres should be **provided** to pupils to demonstrate ‘What a Good One Looks Like.’ These may include exemplars from the internet, the A.L. 4/5 writing disc, a previous pupil’s work, teacher made examples etc. Exemplars should be saved onto the shared area to develop a school bank.)

Lesson 5: Friday-Actual writing using planning tools. Class teacher and extra support (SLA) to provide continual feedback through writing lesson. Teacher/pupil can assess using checklists for specific purpose being completed that week.

This is an example and can be used flexibly by class teacher depending on genre, topic etc. The main purpose of this weekly plan is to ensure that **ALL** literacy lessons focus on and support the planning of writing.

Writing Planning and Assessment

- Three assessments should be completed each year (**in August - Narrative, January - Functional and May - Narrative**).
- Pupils to be assessed against the **Assessment Checklists**. **Assessment thresholds** should be **followed carefully** to ensure consistency (Professional Judgement to be used for **word limit** – quality VS. quantity).
- Results of assessments recorded on the **Writing Tracking Grid** then submitted to SLT.
- Ensure all three records of assessments are passed on in flo folder.
- Writing groups should be established after the August assessment then **Ongoing Assessment Records** used to track pupil targets.

Colourful Semantics programme

- P1-3 will follow Colourful Semantics programme. This programme will be completed by term 1 in P3. Please find attached P1-3 Colourful Semantics planner overview.
- Colourful Semantics planning formats to be used for P1 and P2 and P3.
- Teacher planner for Colourful Semantics can be found in the shared area
- P3 (term 2) will begin to explore 6 different purposes of writing (from narrative, report, instructional/ procedural, persuasion and recount).

Impact

The new resources and planners have been met with positive feedback from pupils who now will have guidance and support from teachers will help improve and support jotter presentation not only in writing, but in all writing-based activities across the curriculum. Pupil engagement in writing lessons has increased and, over time, further impact will be evident within pupil attainment. Staff have a clearer understanding of writing procedures and guidance and this will impact on pupil challenge and progression too.

Planning/weekly overview

The updated planning approaches now ensure that different writing schemes/approaches are now in place to support development of writing skills for P1-P7. By introducing the planning approach, pupils should now be accessing writing each week and incorporates listening and talking, reading and writing to ensure that Es and Os as well as benchmarks are being covered.

Assessment

Assessment of writing is now consistent across the school where pupils are assessed at 3 points through the school year. The assessment not only focusses on narrative writing but covers functional pieces of writing also to ensure that a range of evidence is gathered to support progression within a level, professional judgement, and achievement of a level.

Assessment checklists have been developed and implemented which teachers and pupils use weekly. The assessment checklist highlights the key genre features as well as core language features (benchmarks) to be achieved within Early, First and Second level.

The assessment checklists provide a structure as well as tool that pupils can and are now being trained on how to use. This means that going forward, pupil expectations are clear within each level and provide effective opportunities for feedback discussions.

Furthermore, the assessment checklists support self, peer and teacher assessment opportunities.

Evidence of Impact

Staff completed a questionnaire in September 2022 and May 2023. This consisted of quantitative and qualitative data which will be used to highlight staff feedback in this section of the evaluation.

The following question was asked to staff (out of 13) :

Do you feel that there are enough writing resources in the school to support learning in the class.

May 2023

Yes	No
9/13 69%	4/13 31%

This highlights that many staff feel that there are enough resources to support writing but that there is still room for improvement around resources for writing.

The following question was asked in **September 2022**

8. How many times across the school year do you assess writing?

[More Details](#)

once	0
twice	3
three times	2
more than three times?	8



Prior to the assessment overview being provided with the writing guidelines, assessment of writing took place more than three times per year, highlighting that staff were assessing writing at different points throughout the year with no consistency across all stages to capture progression throughout the year. The new assessment guidelines now ensure that assessment is now completed officially 3 times per year at the same time so that direct comparisons can be made with pupils' results.

This supports tracking meetings as well as highlighting progression of pupils within each stage.

Action 3: Teacher Confidence

Based on discussion with staff at initial staff meeting to discuss writing, it was clear that staff were not confident in teaching writing and ensuring that it was consistent across all stages.

To support development of writing across the school and to support teachers, writing guidelines were introduced, opportunities for moderation as well as in depth and probing questions in tracking meetings to support understanding of on track and concerns as well as achievement of a level as well as professional judgment. Professional dialogue also took place in stage meetings where staff were able to discuss writing approaches within their level.

Impact

Increased teacher confidence can be evidenced in the progression of learning across 21-21 to 22-23 in writing. Although there had been some decreases in some stages (due to staffing changes and supply members of staff) there has been steady progression of pupil attainment. This will be discussed further in the assessment section below.

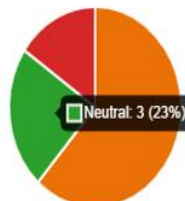
Evidence of Impact

September 2022

1. How confident do you feel about teaching writing in ECPS?

[More Details](#)

Extremely confident	0
Somewhat confident	8
Neutral	3
Somewhat not confident	2
Extremely not confident	0



May 2023

1. How confident do you feel about teaching writing in ECPS after the new resources and CPD being implemented?

[More Details](#)

Extremely confident	2
Somewhat confident	8
Neutral	2
Somewhat not confident	0
Extremely not confident	1



The results here show an increase of 2 staff members being extremely confident in teaching writing compared to none before. Somewhat confident remained at 8 for both evaluations from staff. In May 2023, there was no staff member who answered somewhat confident in teaching writing. The staff member who answered extremely not confident started in ECPS in April 2023 and had not been part of the writing journey in 2022-2023.

Overall writing attainment in P1, P4 and P7

Curriculum for Excellence Attainment 22-23 *Scottish Government and Falkirk Council expect 85% of pupils attaining or above*

Writing	P1	P4	P7
Attainment	86%	77%	86%
% diff 21/22	+12%	+9%	+7%

SNSA Data 22-23

P4 and P7 pupils undertake SNSA assessments by end of October each year. P1 undertake their assessments by the end of May each year – the complete literacy and numeracy only.

Average Range	Below	Within	Above
P1 (literacy)	9%	62%	29%
P4	9%	85%	6%
P7	24%	68%	8%

Our attainment levels show a good increase in attainment across all areas in P1 and P7. There is a dip in attainment in P4 but this can also be attributed to a higher number of pupils with identified AS and within Stage 3 and Stage 4 of Falkirk Council's staged intervention (19% of pupils in P4).

Next Steps: What are you going to do now?

Writing will be on the School Improvement Plan next session and as part of our Falkirk Cluster Improvement Plan with a continued NIF focus on improvement in attainment, particularly in literacy and numeracy but with the change of NIF driver to teacher and practitioner professionalism. Staff will work across Falkirk Cluster looking at 'amber groups' within writing and devise an appropriate intervention which they will then assess and evaluate using improvement science methodology. Time within our Collegiate Activity Time and In-service sessions will also be allocated to the following:

- Consistency across all stages and ensuring that everyone is using the correct resources. Creating CPD opportunities for all stages to help plan writing for all learners and using the moderation cycle further to develop this.
- Continuing to moderate and build a bank of exemplars across the levels for people to refer to along with further professional dialogue around what 85% of each level might look like to help with identifying when a level has been achieved

- Continue to embed resources and ensure all current staff are aware of the resources/assessments we use.
- Explore and identify further CLPL opportunities within developing writing progression and assessment
- Writing programmes and resourcing to support children with complex needs such as ASD

Review of progress for 2022 - 23

Priority 2: Numeracy

<p>NIF Priority: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>NIF Drivers: Curriculum and assessment School and ELC improvement Performance information</p>	<p>FC Service and School Improvement Priority: Meeting the needs of all learners Quality provision Leadership and Workforce Development</p>
<p>HGIOS?4/HGIOELC? QIs (if appropriate) HGIOURS themes 1- 5) 1.1, 1.3, 2.2, 2.3, 2.4, 3.2, 3.3</p>	<p>Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text) Yes in buying resources</p>

Progress and impact (based on outcomes for learners) How well are you doing? How do you know?

Action 1: Audit of Current Spiral Maths Planning and Progression

Based on discussion with staff through HGIOS?4 Evaluations and 21/22 Tracking and Monitoring data driven discussions, it was clear that a high number of staff were not confident in using our Spiral Maths planning and progression approach. This meant that use was not consistent across all stages and planning cycles were not being adhered to.

To support this, development sessions were delivered to staff through 2x CAT sessions, early in September 2022, to revise the theory behind Spiral Maths and staff and time to familiarise themselves with the planning and progression cycles. All staff made a commitment to follow the cycles as planned and professional dialogue took place during stage meetings where staff could discuss any issues/queries with a member of the numeracy RACI team. Engagement in Spiral Maths was reviewed in April 2023 with staff discussing their experiences of Spiral Maths and the impact on learners in their classrooms.

Impact

Increased teacher confidence in using Spiral Maths Planning and Progression effectively can be evidenced in the steady progression of pupil attainment. This will be discussed further in the assessment section below.

Staff identified that Spiral Maths progression pathways correlate more closely with our learner's needs and abilities by allowing young people to work within multiple levels across a stage depending on their areas of strength and areas for further development. Families also highlighted this as positive practice during P4-7 Family Learning Conversations as they were able to easily identify, along with their child(ren), where their strengths were within numeracy and what they needed support with.

Staff highlighted Spiral Maths gave pupils weekly opportunities to apply numeracy skills across the curriculum as well as applying their mathematical skills in problem solving activities in which they are required to demonstrate their reasoning skills.

Through Numeracy moderation (2x CAT sessions a year) staff continue to develop a strong understanding of what achievement of a level looks like within Numeracy and can identify when

85% of a level has been achieved through the Spiral Maths Plans and Progression which are aligned with Falkirk Council's Numeracy Pressure Points.

Evidence of Impact

Staff completed a questionnaire in September 2022 and May 2023. This consisted of quantitative and qualitative data which will be used to highlight staff feedback in this section of the evaluation.

The following question was asked to staff (out of 13) :

Do you feel confident in planning numeracy for your learners?

September 2022	May 2023
9/13 69%	13/13 100%

This highlights that over the course of the year there has been a significant increase in staff confidence regarding progression and planning in numeracy.

Action 2: Assessment

Feedback from the staff questionnaire in September 2022 identified that staff did not feel there were clear assessments for numeracy which linked to our Spiral Maths planning and progression cycles.

To support this the Numeracy RACI group audited current assessments in use and identified where there were gaps. They investigated examples of good practice of numeracy assessment to explore similar strategies/resources being piloted and implemented in Easter Carmuir. As a result a more comprehensive assessment portfolio has been developed which provides further clear evidence of pupil attainment.

Impact

Increased teacher confidence in using the new assessment overview and resources can be evidenced in the steady progression of pupil attainment. This will be discussed further in the assessment section below.

Staff identified that as assessments have been piloted, reviewed and edited by the RACI Numeracy group, there is now a suite of assessments that are appropriate for each stage and level within Spiral Maths. This has had a positive impact on learners as assessments are being used coherently and consistently across all stages. These assessments then feed directly into responsive planning, enabling children to access learning suited to their needs.

Evidence of Impact

Staff completed a questionnaire in September 2022 and May 2023. This consisted of quantitative and qualitative data which will be used to highlight staff feedback in this section of the evaluation.

The following questions were asked to staff (out of 13) :

Do you feel confident in assessing numeracy for your learners?

September 2022	May 2023
3/13 23%	10/13 77%

Do you have clear assessments to access for numeracy to support planning and progression?

September 2022	May 2023
2/13 15%	10/13 77%

This highlights that over the course of the year there has been a significant increase in staff confidence regarding assessing in numeracy

Action 3: Resources (resources were PEF funded)

Feedback from the staff questionnaire in September 2022 identified that staff did not feel that the current numeracy resources supported progression and planning. They reported often feeling frustrated that common shared resources were unavailable to them and this impacted on pupil's learning experiences.

To support this the Numeracy RACI group audited current resources in use and identified where there were gaps. They gained further feedback from staff around what types of resources would support progression, attainment and pupil engagement in their numeracy lessons.

Impact

Increased access to resources to relevant and engaging numeracy resources is having a direct impact on pupil attainment detailed in the section below.

Staff identified that the creation of class numeracy resource boxes has enabled them to be more responsive in planning engaging and relevant activities, enabling children to access learning suited to their needs.

TJ First and Second level digital resources were bought to enhance current numeracy contexts with a focus on learning activities for those pupils who should be challenged further in numeracy.

Evidence of Impact

Staff completed a questionnaire in September 2022 and May 2023. This consisted of quantitative and qualitative data which will be used to highlight staff feedback in this section of the evaluation.

The following questions were asked to staff (out of 13) :

Do you have easy, regular access to the correct resources for numeracy?

September 2022	May 2023
0/13 0%	13/13 100%

Are current numeracy resources relevant to support progression for learners?

September 2022	May 2023
0/13 0%	11/13 85%

Do current numeracy resources promote positive, sustained engagement in learning?

September 2022	May 2023
0/13 0%	11/13 85%

Overall numeracy attainment in P1, P4 and P7

Curriculum for Excellence Attainment 22-23 *Scottish Government and Falkirk Council expect 85% of pupils attaining or above*

Numeracy	P1	P4	P7
Attainment	91%	77%	89%
% diff 21/22	+13%	-1%	+5%

SNSA Data 22-23

P4 and P7 pupils undertake SNSA assessments by end of October each year. P1 undertake their assessments by the end of May each year – the complete literacy and numeracy only.

Average Range	Below	Within	Above
P1	9%	48%	43%
P4	3%	89%	8%
P7	8%	89%	3%

Our attainment levels show a good increase in attainment across all areas in P1 and P7. There is a dip in attainment in P4 but this can also be attributed to a higher number of pupils with identified AS and within Stage 3 and Stage 4 of Falkirk Council's staged intervention (19% of pupils in P4).

Next Steps: What are you going to do now?

We are at a point where Numeracy will not remain as a School Improvement Priority next session. However time within our Collegiate Activity Time and In-service sessions will be allocated to the following to ensure that consistency and confidence of practice continues:

- Consistency across all stages and ensuring that everyone is using the correct resources
- Creating CLPL opportunities for all stages to help plan numeracy for all learners and using the moderation cycle further to develop this.

Review of progress for 2022 - 23

Priority 3: Health and Wellbeing

NIF Priority:

Placing the human rights and needs of every child and young person at the centre of education
Improvement in children and young people's health and wellbeing

NIF Drivers:

Curriculum and assessment
School and ELC improvement
Teacher and practitioner professionalism

FC Service and School Improvement Priority:

Meeting the needs of all learners
Quality provision
Leadership and Workforce development

HGIOS?4/HGIOELC? QIs (if appropriate) HGIOURS themes 1- 5)

1.1, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3

Has this work been supported by PEF?
yes/no (If **yes**, make sure this is **explicit** in your text) **Yes in funding staff and resources**

Progress and impact (based on outcomes for learners) How well are you doing? How do you know?

Action 1: Attendance

Attendance has now been tracked from August 2022 to May 2023.

Certificates have been awarded to pupils, from ELC to P7, to highlight 100% attendance each month, as well as improved attendance from the previous month.

Attendance letters are issued each month to families to advise them of overall attendance figures, which are then followed up by phone calls for pupils with 'amber' (90-95%) or 'red' (90% or less) attendance to discuss patterns, concerns and possible reasons for absences.

A group of Attendance Ambassadors has been established to explore the pupils' understanding of attendance and absence, and to allow feedback, or information to reach each class in the school. So far the pupils have discussed their understanding of the words attendance and absence, possible reasons for absence, and have shared their opinions on acceptable and unacceptable reasons for absence.

Impact

Discussions have started with families around reasons for absence. Many absences have been as a result of ASN, or medical needs, with families attending appointments during the school day. Some medical and ASN reasons were already accounted for, however, we are now more aware of some unknown medical needs. We are now in a position to offer support to these families while these illnesses and conditions are being investigated by doctors etc. For example, a few families are seeking advice from doctors about bowel, or digestive issues, and we have been able to clarify how we can help support this as a school.

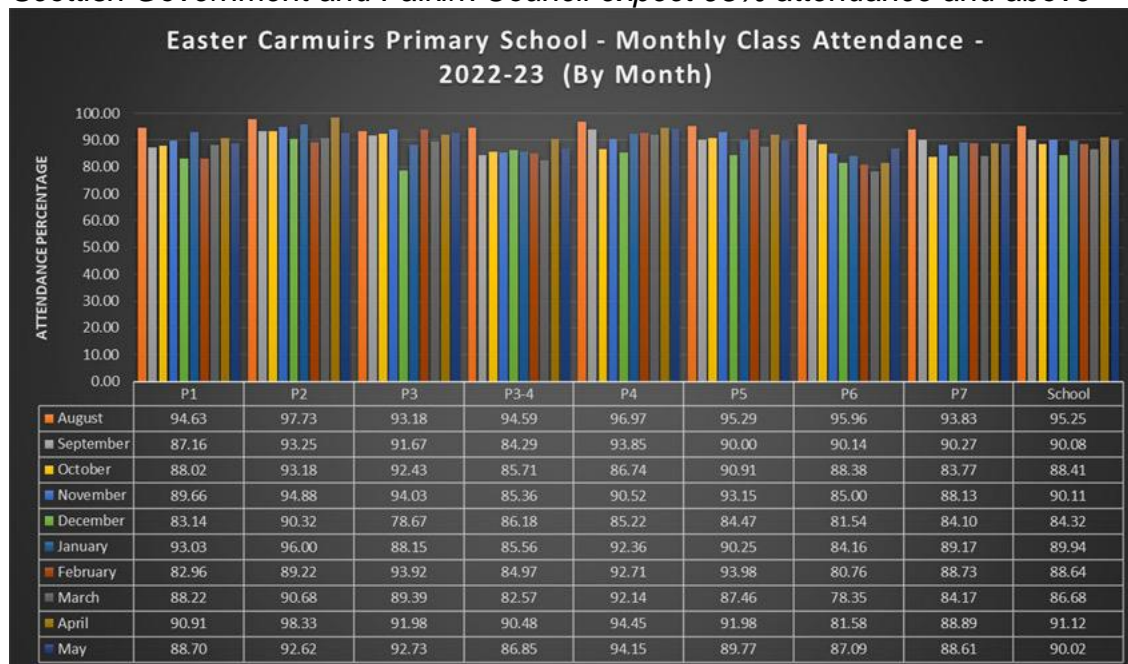
Other families have discussed concerns around bullying and friendship issues which may be having an impact on their attendance. From these discussions we have been able to explore these concerns with the class teachers, and the pupils themselves, to help them feel safe and comfortable coming to school.

It has been very beneficial to be able to have open and honest conversations with families and allow them to see the school as a partner, working with them to support their child to attend and achieve.

Evidence of Impact

Improvements have been made between October and November 2022, December and January 2023 and March and April 2023.

Scottish Government and Falkirk Council expect 95% attendance and above



Annual School Attendance

Year	Easter Carmuir's	Falkirk Council Average
Session 17/18	92.8%	94.4%
Session 18/19	92.1%	94.4%
Session 19/20	93.3%	93.9%
Session 20/21	92.5%	95%
Session 21/22	89.2%	91.7%

Monthly Whole School Attendance 22-23

August	95.2%	January	89.94%
September	90.08%	February	88.64%
October	88.41%	March	86.68%
November	90.11%	April	91.12%
December	84.32%	May	90.02%

Action 2: Consistencies of Language (Developing a shared script) to support Emotional Regulation

Through HGIOS?4 evaluations with staff, P5-7 health and well-being surveys (June 2022) and family questionnaire feedback (March 2022) it was clearly identified that further developments were required for staff and pupils around emotional regulation strategies. Easter Carmuir's was identified as a partnership school with Falkirk Council's Inclusion and Wellbeing Service which consisted of staff training around positive emotional regulation supports and consistencies (3x CAT sessions) and outreach support for 16 weeks (2x 8 week blocks – 2 sessions per week in block 1 and 1 session per week in block 2).

Through professional dialogue, staff identified the need for clear and consistent language across all staff when supporting young people with behaviours of concern. The 3 consistencies of Safe, Ready, Respectful were agreed by staff and there's have been promoted to pupils, families and partners in various ways throughout this session. Staff then created a short series of sentence starters to use when supporting a learner who is 'coming off plan' to try and bring them back on to a safe course of action. Script cards were created and all staff have these on their lanyards for ease of access. These scripts have been shared with 6 families this session through our revised Crisis Intervention Support Plan format.

Impact

All staff are aware of the 3 consistencies and the majority of pupils are able to state these (almost all from P4-7). All dysregulated behaviours are related back to the 3 consistencies through restorative conversations ensuring they remain at the forefront of our positive relationships guidance. All Senior Leadership Team members are using restorative conversation techniques when seeking resolutions with young people and most staff are confident in their successful use too.

All staff are aware of the shared scripted language and have easy access to reminders of these so they can be used, even with pupils they're not regularly supporting. 6 families were also aware of the scripted language and some reported successfully using this at home with their child as a result.

Consistent use of language to support behaviours and regulation has meant that pupils are better supported and have a clear understanding of how staff will support them if they start to 'come off plan'. This has resulted in the number of crisis incidents reducing significantly over the course of this session and staff report that pupils are able to be brought 'back on plan' much more quickly and successfully.

Evidence of Impact

Exclusions 22-23

session	Number of exclusions	Number of different pupils excluded
2020/21	1	1
2021/22	8	5
2022/23	3	2

Number of children accessing supports in The Lighthouse	Number of these children excluded in Session 21/22	Number of these children excluded in Session 22/23
14	3	0

This clearly shows a significant decrease in exclusions as a direct result of accessing The Lighthouse supports.

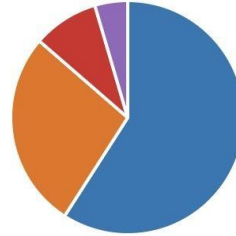
Families completed a questionnaire in December 2022. This consisted of quantitative and qualitative data which will be used to highlight staff feedback in this section of the evaluation. The following questions were asked to families:

8. Using the scale below, do you feel the school helps children develop confidence when faced with problems and new challenges in their lives?

[More Details](#)

 Insights

- Very - My child(ren) have plenty... 13
- Sometimes - My child(ren) have ... 6
- Occasionally - My child(ren) hav... 0
- Not at all - My child(ren) have n... 2
- Other 1



10. Using the scale below, do you think the school helps your child to understand and manage their emotions?

[More Details](#)

- Very - My child(ren) has all the ... 18
- Sometimes - My child(ren) has s... 3
- Occasionally - My child(ren) has ... 0
- Not at all - My child(ren) has no ... 1



Action 3: Specialised Nurture Support (The Lighthouse) **(staffing and resources were PEF funded)**

The needs analysis completed by staff in June 2022, as part of our partnership with the Inclusion and Wellbeing Service, highlighted that some pupils would benefit greatly from target nurture support in a setting outwith their own classroom. Feedback from staff, family survey (March 2022) and pupils (June 2022) identified that there was a significant negative impact on peers as a result of regular dysregulated behaviours in class. Low attendance in some classes was a direct result of young people feeling unsafe in school and having anxiety around coming to/staying in school.

As a result, significant PEF funding was allocated to create The Lighthouse – a nurture classroom. New furniture was purchased to create a calming environment (based on hygge) that looked very different to our other classrooms. Initially 5 children were identified by staff, families and Senior Leadership Team who would benefit from either full-time or hybrid support from The Lighthouse. This provision was staffed through our PEF commitment by a full-time class teacher and a Support for Learning Assistant (rota of 3 SfLAs each week to ensure wide range of positive relationships being fostered across the school).

The Lighthouse curriculum is bespoke to each child and focuses on their strengths and interests to enable greater sustained engagement in learning. Emotional regulation strategies are at the heart of this curriculum, as well as opportunities to develop skills for learning, life and work. Access to a specialised outdoor education programme was also funded through PEF commitment. This programme focussed on building resilience, independence, creativity and problem solving skills as well as enabling the young people to challenge themselves and push their boundaries to achieve something they had felt was impossible before.

Impact

4 children have accessed The Lighthouse consistently from August 2022 – June 2023. A further 10 children have accessed targeted nurture group/individual work within The Lighthouse supported by the teacher.

All 14 families stated that their child was happier as a result of attending The Lighthouse and had been more positive engaging in school and with peers. Feedback from staff (June 2023) were that classes were more settled and able to engage in learning without being hyper vigilant. Pupils identified that classrooms felt safer this session and incidents where learning was disrupted had been significantly reduced (June 2023). Most families stated that children felt safe in school and had appropriate supports to help them with their emotional regulation. The 4 children who have consistently accessed The Lighthouse have now been assessed as being ready to access their mainstream classes, with SfLA support, on a full-time basis from Session 23/24.

Evidence of Impact

Number of children access supports in The Lighthouse	Number of these children excluded in Session 21/22	Number of these children excluded in Session 22/23
14	3	0

This data shows that as a direct result of being supported by staff in The Lighthouse, and having access to a calm, safe space with a bank of emotional regulation strategies to hand, has ensured that pupils who regularly display behaviours of concern are now more successfully supported to avoid crisis incidents that result in exclusions.

Attendance of 4 children consistently attending The Lighthouse

Scottish Government and Falkirk Council expect 95% attendance and above

	Session 21/22 attendance	Session 22/23 attendance	Difference
Child 1	83.33%	90.24%	+6.91%
Child 2	89.15%	98.82%	+9.67%
Child 3	88.10%	92.82%	+4.72%
Child 4	85.19%	89.12%	+3.93%

This shows a positive impact has been made on the attendance of all 4 young people over Session 22/23.

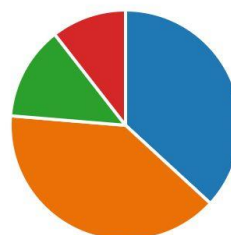
Families completed a questionnaire in December 2022. This consisted of quantitative and qualitative data which will be used to highlight staff feedback in this section of the evaluation. The following question was asked to families:

12. My child feels safe at school.

[More Details](#)

[Insights](#)

- Strongly agree 14
- Agree 15
- Disagree 5
- Strongly Disagree 4



Next Steps: What are you going to do now?

Next session our nurture teacher will now provide small group emotional regulation support sessions to other identified children throughout the school on a weekly basis. This will increase the number of children that are receiving emotional regulation support, ensuring early

intervention and regular supports are readily available to those children who would benefit from it before they become 'high tariff'.

Further time within out Collegiate Activity Time and in-service sessions will be allocated to the following to ensure consistency and confidence of practice continues;

- Regular staff check-ins to ensure consistency across all stages and ensuring that everyone is confidently and effectively using the correct shared scripts/language.
- Identifying and signposting CLPL opportunities for all staff to engage in further emotional regulation strategy developments (Emotion Works and Tree of Knowledge resources – PEF funded).
- Further implementation of revised Crisis Intervention Support Plan for identified pupils

As part of Neighbourhood 7, next session we will employ an Education Welfare Officer one day a week. This will be part funded by a PEF commitment from us. This staff member will work directly with those pupils with 'chronic attendance' and support families to reduce barriers to attending. They will also gather and analyse attendance data on a fortnightly basis identifying improvements, dips and possible trends that could be further supported by specific interventions.

Review of progress for 2022 - 23

Priority 4: ASN Inclusion

NIF Priority:

Placing the human rights and needs of every child and young person at the centre of education
Improvement in children and young people's health and wellbeing

NIF Drivers:

Curriculum and assessment
School and ELC improvement
Teacher and practitioner professionalism

FC Service and School Improvement Priority:

Meeting the needs of all learners
Quality provision
Leadership and Workforce development

HGIOS?4/HGIOELC? QIs (if appropriate)
HGIOURS themes 1- 5)

1.1, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3

Has this work been supported by PEF?

yes/no (If **yes**, make sure this is **explicit** in your text) **No**

Progress and impact (based on outcomes for learners) How well are you doing? How do you know?

Action 1: Inclusion in Mainstream

Through HGIOS?4 evaluations with staff and family feedback through Form 4 Pupil Planning Meetings (May 2022) it was clearly identified that further developments were required around creating opportunities for further inclusions for ASC children within mainstream.

Through professional dialogue, ASC staff identified the need for development of mainstream inclusion with specific link to our unique approach at Easter Carmuir's Primary's Enhanced Both mainstream and ASC staff collaborated with families and partner agencies, through pupil planning sessions (September 2022, January 2023 and March 2023), to devise an inclusion plan for appropriate Stage 4 pupils.

Impact

Raising awareness and collaborative thinking has been a key driver for this to progress.

The foundation for improvement has been a clear focus on the principles of inclusion thus being more able to support young people in different contexts allowing them to thrive within each environment. Coping isn't a positive interaction, thriving is and young people within Easter Carmuir's are being provided with more appropriate experiences to support the ability to thrive. More pupils are now included in their mainstream class and mainstream playground than in

August 2022. Staff, pupils and families of those pupils have all identified through pupil planning meetings that inclusion has had a positive impact on engagement and pupil self- confidence.

Evidence of Impact

	September 2022	May 2023
Children positively accessing mainstream class from ASC and EP (The Harbour and The Junction)	2/13	10/13
Children positively accessing mainstream playground from ASC and EP (The Harbour and The Junction)	0/13	6/13

From the data above we can establish that progression has been made with the focus on inclusion. Raising awareness and collaborative thinking has been a key driver for this to progress.

The foundation for improvement has been a clear focus on the principles of inclusion thus being more able to support young people in different contexts allowing them to thrive within each environment. Coping isn't a positive interaction, thriving is, and young people within Easter Carmuir's are now being provided with more appropriate inclusive experiences to support the ability to thrive

Action 2: Staged Intervention Guidelines

Through HGIOS?4 evaluations (June 2022) with staff that further developments were required around creating a Staged Intervention policy which is specific to young people and families at Easter Carmuir's. Both ASC and mainstream colleagues collaborated through Staff Meetings (5 sessions) to identify key features of each stage of Falkirk Council's Staged Intervention Policy and how this was supported in our settings. Staff through these sessions defined what inclusion means for a young person at Easter Carmuir's Primary. This coupled with breaking down what each stage of Falkirk councils intervention policy looked like for a young person and how they could understand it supported the development of the above documents.

Impact

With the demographic of our school many parents have a difficulty with reading and this the first version of the staged intervention policy was too complicated. This new version allows families to have discussions around what sort of support is available.

Through Senior Leadership Team classroom observations, learner needs are more appropriately supported with a better class organisation where similar needs are being met within one classroom.

Class teachers and support for learning assistants now have a fuller understanding of what inclusion looks like for a young person.

Evidence of Impact

Staff completed a questionnaire in September 2022 and May 2023. This consisted of quantitative and qualitative data which will be used to highlight staff feedback in this section of the evaluation.

The following questions were asked to staff (out of 13) :

Do you confidently understand Staged Intervention Guidelines and the impact on your roles and responsibilities?

September 2022	May 2023
3/13 23%	12/13 92%

This data shows a significant increase in staff awareness and confidence around Staged Intervention roles and responsibilities. Over time, this will ensure that pupil need is much more better met by all practitioners and progression and attainment/achievement will be improved for these learners.

Next Steps: What are you going to do now?

Inclusion and Equity will remain as a School Improvement Priority next session with a focus on the following;

- Key foundation laid to support new Enrichment department within Easter Carmuir's Primary where staff expertise is better allocated to meet learner's needs to ensure appropriate pace of progression, attainment and achievement
- A total communication environment for all Stage 3 and Stage 4 learners
- Development of bespoke curriculum rationale for Enrichment department

Review of progress for 2022 - 23

Priority 5: Early Learning and Childcare Class

NIF Priority:

Placing the human rights and needs of every child and young person at the centre of education
 Improvement in children and young people's health and wellbeing
 Improvement in attainment, particularly in literacy and numeracy
 Closing the attainment gap between the most and least disadvantaged children and young people

NIF Drivers:

Curriculum and assessment
 School and ELC improvement
 Teacher and practitioner professionalism

FC Service and School Improvement Priority:

Meeting the needs of all learners
 Quality provision
 Leadership and Workforce development

HGIOS?4/HGIOELC? QIs (if appropriate
 HGIOURS themes 1- 5)

1.1, 1.2, 1.3, 1.5, 2.2, 2.5, 2.6, 2.7, 3.1, 3.3

Has this work been supported by PEF?

yes/no (If **yes**, make sure this is **explicit** in your text) **No**

Progress and impact (based on outcomes for learners) How well are you doing? How do you know?

Action 1: Further develop family engagement and participation

Through HGIOELC? evaluations staff identified that families had not been engaging in ELC family sessions as much as they did pre-CoVID. Some feedback from families through informal discussions highlighted that some of them felt anxious about coming and others didn't understand the benefits of attending these sessions for their child and them. General messages about the benefits of engagement sessions were shared with the whole ELC parent forum through our twitter and class dojo. Key Workers spoke regularly to families where lack of engagement had been identified – this is to build a stronger relationship and encourage those families to attend.

Impact

Many parents, including our identified families, are now keen to come to parental engagement opportunities after regular discussions with their child's keyworker. The positive relationships fostered by staff, ensuring they have regular contact with families, had clearly led to the increase in engagement throughout the session.

High attendance has been recorded at the majority of family engagement events and this has also ensured higher regular attendance of ELC pupils too.

Evidence of Impact

Bookbug – engaged 70% of families in term 1 and 3.

40 percent of our families feel they have benefitted and have an improved understanding of supporting their children's language development at home

Kids in the Kitchen – 30% of families engaged in Kids in the Kitchen. 100% demonstrated an increase in their confidence and skills when cooking at home.

Mini Kickers – Only 3 families attended. Further feedback will be sought from families about activities and timings they can engage in to ensure more families attend

Stay and Play – 100% of families attended

Community Breakfast – 87% of families attended

Action 2: Communication Environment

Through HGIOELC? evaluations and discussions with Speech and Language Therapy and ASN team, it was identified that identified further development could be taken forward to providing a communication rich environment for all young people. The ELC had already been awarded a Silver Communication award from Speech and Language Therapy and staff were keen to engage in the process further to achieve a Gold award this session. This would ensure that children's communication remained at the heart of our practice at Easter Carmuir, further supporting children's ability to engage positively with others (adults and peers) and to improve independence skills.

Impact

Makaton (sign of week & universally used): Makaton signs have been taught to children and shared with families at home through ClassDojo. These are used overtly by staff and feedback from families has identified that they could then use these signs to support communication at home too.

Boardmaker symbols (universally used): Boardmaker symbols are used to highlight and support transitions within the ELC class, for example, the beginning of snack/lunch.

Boardmaker symbols are used in all ELC areas to support all children with routines, accessing resources and specific communication strategies (such as PECs).

Story of the moment: All pupil's engage in story of the moment and this is transferred into our P1 too. These stories are also used to support transition across the cluster from ELC to P1.

Evidence of Impact

Easter Carmuir received their Gold Communication award in March 2023. Through the Speech and Language observations they identified that all children are supported through the communication rich environment and all staff were able to effectively support children in their communication needs, also fostering strategies for independence.

Next Steps: What are you going to do now?

Next session our family engagement sessions will continue to ensure that all families remain connected and fully involved in their child's ELC opportunities and experiences.

- Regular events at different times of the day/days of the week to provide families with varied opportunities to attend and to reduce barriers to attending
- Key families identified early in session and Key Worker to continue high level of communication to support attendance
- Further development of opportunities for partner agencies and partner ELCs to support in joint family engagement sessions

Section 3

Key priorities for School Improvement Planning 2023- 2024

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

Throughout session 2023-24, Easter Carmuir Primary School will focus on developing the following areas;

- Curriculum: Literacy (Reading)
- Inclusion and Equality: Protected Groups
- Inclusion and Equality: Meeting the needs of Young People with Complex ASN
- Inclusion and Equality: Attendance

- Learning, Teaching and Assessment: Improvement Science Methodology and data driven dialogue

From our self-evaluation of the Quality Indicators and our attainment data, our main focus will be **2.3 Learning, Teaching and Assessment** and **3.2 Raising Attainment and Achievement**.

There will be a focus on consistencies within Reading and ensuring that highest quality planning, learning and teaching and resources in these areas to provide the best learning experiences. Data driven improvements through Improvement Science Methodologies will be focussed on writing attainment. This is also in line with **Falkirk Council's Children's Services Improvement Priorities: Curriculum and Learning, Teaching and Assessment**.

Further developments will also focus on **3.1 Ensuring Wellbeing, Equality & Inclusion** to support **Falkirk Council's refreshed Staged Intervention** guidance as well as the recent **Inclusion and Equality** guidance. This is also in line with **Falkirk Council's Children's Services Improvement Priorities: Curriculum and Inclusion and Equality**.

What is our capacity for continuous improvement?

A brief statement that reflects your current evaluation of your school's capacity for continuous improvement. This should link to each of the QIs you have graded below.

Self-evaluation using HGIOS?4 And HGIOELC? resources highlights a stronger awareness this session of school and ELC strengths and development needs to ensure raising attainment for all and delivering equity and excellence.

Teachers are committed to enhancing their professional practice, and empowered to develop sustainable approaches to improvement and this will be further developed in the coming sessions through improvement science methodology work within Falkirk cluster, as well as within our own priorities. Three staff members will be participating in further leadership development qualifications and these will be supported by the development work taking place next session.

The school has a stable leadership team after a few years of major changes, especially last session. This enables us to further embed good practice and continue to build positive relationships with pupils, families and all stakeholders contributing and leading change within a shared vision.

5 out of our 8 mainstream classes will have the same class teacher and same classroom as Session 22/23. This approach should allow staff to continue to support our young people in improving progress and attainment as staff will already confidently know the levels for each child and the strategies best used to support them. Pupils, staff and families have already built strong and trusting relationships so that our partnership in learning will continue to be strong between home, pupils and staff.

The additional funding through PEF supports identified raising attainment and attendance lead roles as well as resources and pupil experiences that enhance our curriculum and build and develop skills for learning, life and work. We continue to evaluate and improve approaches to teaching, learning and assessment, with a continued focus on delivering Excellence and Equity.

We will continue to link our Pupil Council into our School Improvement Priorities, ensuring that Pupil Voice is at the heart of our improvement and change cycle. We will also continue to work in close partnership with our Parent Council to gather families' views on progress and further develop family engagement at all levels of decision making across the school and ELC.

Summary of Self-Evaluation – Reference QIs



Primary Self-Evaluation of the Core HGIOS?4	
	Self-Evaluation Grading
1.3 Leadership of change	4
2.3 Learning, Teaching & Assessment	3 (aspects of 4)
3.1 Ensuring Equality, Inclusion & Wellbeing	4
3.2 Raising Attainment & Achievement	3 (aspects of 4)



ELC Classes / ELC Centres			
Self-Evaluation of the Core HGIOELC? / Quality Framework			
	Self-Evaluation Grading		Self-Evaluation Grading
1.3 Leadership of change	4	1.1 Nurturing Care and Support	5
2.3 Learning, Teaching & Assessment	4	1.2 Play and Learning	5
3.1 Ensuring Wellbeing, Equality & Inclusion	5	2.2 Children experience high quality facilities	5
3.2 Securing Children's Progress	4	3.1 Quality assurance and improvements are well led	4
		4.3 Staff Deployment	4