

Standards & Quality Report 2023-24



Falkirk Council
Children's Services

SQR 2023-24 – Prefacing Text

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 2023-24.

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 2023 - June 2024, and outlines priorities for session 2024/25.



Section 1

Context of the School/ELC Setting

Avonbridge Primary & ELCC and Drumbowie Primary are small non-denominational schools set in the rural village of Avonbridge and Standburn which lies approximately 6 miles south of Falkirk.

The village of Avonbridge has a mix of council and private housing with the majority being council owned. There is a shop in the village which sells groceries and a post office. A haulage firm and a public house are also sources of employment. The village has two churches, the Congregational Church and the Church of Scotland. The school has participated in joint services with the minister this session.

The village of Standburn has a mix of council and private housing with no shops or public amenities within walking distance.

Avonbridge and Drumbowie Primary schools (ADLC) work together as part of a Learning Community. The pupils, staff and parents come together at various planned events and concerts throughout the year. The Leadership Team are based across both schools and staff move across both at the direction of the Head Teacher.

In Avonbridge the combined school role is 30 split between two classes with 8 children in the ELCC. The school staff comprises of a Headteacher, Principal Teacher, two class teachers, a Senior Early Years Officer and two Early Years

Officers. The school also has five part time Support for Learning Assistants, one Early Years Assistant, two part time Clerical Assistants, a Caretaker and a Peripatetic Janitor. The school also has a Support for Learning teacher 2.5 days a week.

The area is within the SIMD 4 band, 56% of pupils have Free School Meal Entitlement and the Pupil Equity Fund allocation for 2023-2024 was £18,360

In Drumbowie the combined role is 19 children with no ELCC provision. The school staff comprises of a Headteacher, Principal Teacher, two Class Teachers, one full time Support for Learning Assistant, two part time Support for Learning Assistants, a Clerical Assistant, a Caretaker and a Peripatetic Janitor. The school also has a Support for Learning teacher 2.5 days a week.

The area is within the SIMD 4 and 6 bands, 32% of pupils have Free School Meal Entitlement and the Pupil Equity Fund allocation for 2023-2024 was £7350

HMIE Update:

In September 2023, Drumbowie Primary School underwent inspection by HMIE.

The inspection team found the following strengths in the school's work:

- The leadership of the headteacher and senior leaders who are aspirational for all children. They set high standards for learning and teaching. They have a deep understanding of what every child needs to be successful. As a result, children's attainment and achievement are improving continuously.
- Children who are very proud of their school and lead their learning confidently. They learn in a highly nurturing family orientated environment. Children use digital learning effectively to access learning and to record their own progress and successes.
- Staff who use highly effective approaches to meet the wellbeing and learning needs of children. Their commitment to professional learning and teamwork ensures all children receive the support and interventions they need to learn and make strong progress.
- Teachers who are skilled at planning learning, teaching and assessment within multi composite classes. Their effective collaboration with their partner school provides children with engaging learning experiences in all areas of the curriculum. They use meticulous approaches to tracking children's progress to ensure they are flexible and responsive to children's learning needs and interests.

The following areas for improvement were identified and discussed with the headteacher and a representative from Falkirk Council.

- As planned, continue to develop staff understanding of how children learn through play.

ADLC School Vision, Values & Aims:

Our Vision, Values and Aims were established in consultation with our Pupils, Parents and Staff in May 2021.

Our unique vision for our Learning Community is:

An inclusive, happy and respectful community with aspirational goals for all.

The school values are: *Nurture, Equity and Resilience.*

Our Aims reflect our values in creating a learning community which:

Develops enquiring minds, promotes positive attitudes, high expectations and develops resilience & the skills required for independent lifelong learning.

Encourages all stakeholders to work independently, collaboratively and think creatively.

Actively promotes positive learning partnerships between home, school and the wider community.

Promotes wellbeing and nurture in all aspects of school and community life.

We also co-created a hashtag for our learning community to promote our online presence and to share our learning:

[**#ExploreMoreAtADLC**](#)

Section 2

Review of progress for 2023 – 24

Priority 1: Curriculum and Assessment

To ensure our curriculum meets the needs of our learners and is fully reflective of our unique context.

To ensure a consistent approach across our learning community towards assessment to ensure all learners make effective progress.

NIF Priority
NIF Driver

- Teacher Professionalism

FC Service and School Improvement
Priority

• Assessment of Children's Progress • School Improvement	• Developing a curriculum that meets learners needs • A consistent approach to assessment to ensure progress
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) 2.2 Curriculum; 2.3 Learning, Teaching and Assessment; 3.2 Raising Attainment and Achievement, Securing Children's Progress. Theme 2 Our learning and teaching Theme 5 Our successes & achievements	Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text) Yes
Progress and impact (based on outcomes for learners) How well are you doing? How do you know?	
<u>Curriculum</u> <u>Self-Evaluation</u> All staff have engaged with Level 5 HGIOS illustration to in order establish our key curriculum development priorities. All staff have used the Falkirk Council Pedagogy Group's poster to effectively develop our priorities in: • Planning • Meeting learners' needs • Learners experience • Assessment and attainment • Skills development • Visible learning All staff use this resource during the planning, teaching, learning and assessment cycle to ensure pupils receive the best possible experiences. We have used this resource to establish our classroom observation framework, which has been used with all staff to allow consistency and clear and manageable expectations within our classrooms and facilitate effective monitoring processes. All staff have utilised iAbacus to inform our 2.2 evaluation of Curriculum and to establish a professional dialogue around next steps for staff.	

Curriculum Refresh

All staff have participated in Cluster Curriculum Refresh sessions this year. Staff have had the opportunity to request specific areas of the curriculum they were interested in to focus on and develop with cluster colleagues. This has led to an enhanced confidence from almost all staff within areas such as Literacy across Learning, STEM, I.D.L and Digital Learning.

All staff have taken part in CLPL delivered by Education Scotland and Professor Ken Muir about shaping our unique curricular contexts. This has enabled staff to consider current national priorities when considering the direction of our own curriculum.

Some staff have had the opportunity to look outwards and explore methods used by other schools who have taken innovative steps to refresh their curriculum. This has given SLT a clearer understanding of project based learning approaches utilised by comparable small schools.

All staff have participated in practitioner enquiry this session and have shared this with cluster colleagues across the learning community, building their capacity to facilitate change and continue to adapt their practice to meet learner's needs.

Curriculum Development

All pupils across the learning community have been consulted in the development of "Our ADLC Curriculum". All pupils have been given opportunities to share their likes, interests and discuss the skills they believe they will need to develop in this digitally driven world. All pupils have participated in a "What Makes Us Unique? – So What?" take away task where they shared their views and opinions on our curriculum development via a video montage. Each school's video outlined why pupils feel a sense of belonging, how they are involved in all aspect of school life and how they want to reshape and tweak the curriculum to suit their skill development needs.

All staff were consulted regarding curriculum development, sharing their views on what is working well and any adaptation or changes that are required to better meet our learner's needs. All families have been invited to share their views at a range of curricular open events over the year. As a result, the direction of our curriculum has been driven by all key stakeholders.

Both schools have consistent approaches to implementing our curriculum rationale. Displays and posters which outline the key curriculum drivers are evident in both schools and referred to by pupils and staff regularly, including:

- Pedagogy Poster
- Literacy, Numeracy and HWB Overviews
- Vision, values and Aims
- Learning Journeys
- Parent/Pupil Voice

Consequently, both school communities are united in the direction of the curriculum, with shared language, expectations and standards across both settings. This work has culminated in the creation of a Curriculum Rationale video, which encapsulates the voices of all consulted and makes our curriculum accessible to all.

Assessment

All staff have participated in a range of CLPL sessions and professional reading focused on assessment and have discussed our existing approach to assessment as a learning community. All staff, pupils and families will be consulted in developing our assessment framework to accompany our existing pedagogy poster for:

- Literacy
- Numeracy
- Health & Wellbeing

All teaching staff are utilising the One Note format for recording a rolling assessment folio of work for each child. This is an essential tool in our monitoring and tracking progress and allows quality conversations around teaching judgement and of achievement of a level for our pupils during our termly Excellence and Equity meetings. Some pupils are accessing this and uploading to their folio independently - this is something we will continue to facilitate where appropriate in conjunction.

Next Steps: What are you going to do now?

- Create a robust assessment framework with staff, pupils and families and continue to monitor implementation and impact with staff.
- Continue to support pupils to record assessment evidence using a range of digital platforms.
- Embed and review curriculum and assessment framework within a single class structure.
- Develop a consistent approach to delivering high quality feedback.

Review of progress for 2023 - 24

Priority 2: Raising attainment for all in reading.

• All staff will have an enhanced knowledge of key aspects of reading that will impact pedagogy. • To develop a comprehensive knowledge of reading skills and strategies that will impact key areas of reading. • To develop a culture of reading throughout the learning community which enhances and develops, stamina.	
NIF Priority • UNCRC • HWB • Attainment Gap • Positive Destinations • Literacy and Numeracy NIF Driver • School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • Performance information • School and ELC improvement	FC Service and School Improvement Priority: Curriculum Learning and Teaching Assessment
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) 1.1 Self Evaluation for Self Improvement 1.2 Leadership of Learning 2.2 Curriculum; 2.3 Learning, Teaching and Assessment;	Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text) Yes

3.2 Raising Attainment and Achievement

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

Pedagogy of Reading

All staff have been working collaboratively with Wallacestone PS to engage in professional practice and dialogue regarding the teaching of reading. Professional reading and discussion has been effectively facilitated using chapters from two texts: "The Art and Science of Teaching Reading" by Christopher Such and "Closing the Reading Gap" by Alex Quigley. Positive links have been made by all staff, supporting the sharing of best practice beyond our small setting. This has also enabled moderation to take place for selected levels to help secure our shared understanding of standards and teacher judgments.

Attainment

(PEF spend has enabled additional SFLA hours to support reading interventions. Wave 3 reading, Literacy Box and daily fluency practice has helped improve attainment in reading.)

Closer tracking of reading age vs. chronological age on a termly basis for pupils identified as not 'on track' has led to more timely and impactful interventions this year, helping to close attainment gaps for our learners. Daily fluency practice for identified learners has also resulted in improvement for almost all learners, supported particularly well by paired reading sessions. Structured coverage of comprehension strategies has been evident in all classes, with a whole school focus on this during ADLC Book Week helping bring consistency to all classes. We have also continued to effectively use technology to facilitate accessible texts for all, using features such as speech to text and immersive reader.

Reading for Pleasure

(PEF spend has funded author visits for all pupils through PEF, significantly influencing attitudes towards reading for pleasure.)

All pupils have daily opportunities for reading for enjoyment. All classrooms have engaging and up-to-date library areas and displays in classrooms which promote

reading for pleasure. Pupil voice and reading culture wall displays are evident in common areas. Regular visits to the public library have been established for all learners, which has had a very positive impact on reading for pleasure. We have engaged in series of very successful engagements with local author Stuart Reid, which have promoted both reading and writing for learners at all stages. We have consistent digital access to BorrowBox, Epic Books and Bug Club to promote engagement and equitable access for all. We are currently working towards our Scottish Book Trust Reading Schools Award and are ready to submit our application for the 2023-24 session.

Next Steps: What are you going to do now?

- Continue to embed the above priorities and ensure consistent delivery of reading pedagogy across P1-7 multi-composite setting.
- Continue to address attainment in reading through timely and effective interventions.
- Attain Scottish Book Award Silver Accreditation

Review of progress for 2023 – 24

Priority 3: To fully embed The UNCRC in all learning and teaching experiences and to establish consistent Rights Respecting language across the learning community.

Continue to embed TIP across the learning community ensuring all new staff are trained in TIP to fully support our pupils in all aspects of Health and wellbeing.

- NIF Priority
- UNCRC
- HWB
- Attainment Gap
- Positive Destinations
- Literacy and Numeracy

NIF Driver

FC Service and School Improvement Priority

- Wellbeing, Equality and Inclusion

• School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • Performance information • School and ELC improvement	
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) 2.3 Learning, Teaching and Assessment 3.1 Ensure Wellbeing, Equality and Inclusion 3.2 Raising Attainment and Achievement Securing Children's Progress.	Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text) Yes
Progress and impact (based on outcomes for learners) How well are you doing? How do you know?	
<u>ATSSA</u> (Engagement in Attachment and Trauma Sensitive Schools Award funded through PEF) ATSSA Silver All pupils participate in class check-ins regularly regarding emotional wellbeing. All pupils can articulate the need for individual check-ins and can request a Kitbag session with staff when needed. Almost all pupils can identify and explain the well-being indicators and are becoming more confident in rating themselves on a 10-point scale and identifying what they need as individuals. All staff have had bespoke training to meet the developmental needs of our pupils across the learning community. All staff were provided with resources to enhance implementation of nurture principles and ensure consistent language and appropriate interventions established across all stages. All staff participate in Excellence and Equity meetings each term to discuss the needs of pupils and their attainment and learning journey. All staff have participated in professional reading to further develop and enhance their knowledge of nurture principles and wellbeing	

to fully support our pupils. Some staff are fully trained in using the SCERTS Framework and Decider Skills methodology.

Our learning community now has silver accreditation in ATSSA. All staff are confident in providing break out spaces for pupils, using consistent language and nurturing principals and work confidently to ensure all pupil have a trusted adult who can be identified and called upon to assist when required.

SFLA

(PEF Funding has provided addition SLFA hours to support targeted interventions. PEF Funding has provided six weeks of HWB interventions from Barnardo's)

Additional SFLA funding has enabled alternative provision for learners with social, emotional and behavioural dysregulation to access education. We have been able to adopt best practice from IWBS and deliver a bespoke, individual timetables for identified pupils. As a result, children at risk of exclusion from mainstream education have maintained their placements and continued to make academic and social progress.

We have facilitated weekly Under the Trees sessions for all pupils across the learning community, which has provided quality learning opportunities developing outdoor learning and wellbeing. All pupils surveyed have provided positive feedback about the sessions and have been able to articulate skills they have developed.

This session we have engaged with Barnardo's Positive Health and Wellbeing service to provide targeted support for individuals. We have built on this success by delivering small group interventions focusing on promoting peer relationships within an identified group of learners. This intervention is ongoing, and data has been gathered to assess impact following the conclusion of these sessions.

UNCRC/RRS

Almost all pupils, parents and staff are knowledgeable of UNCRC and this is evident in daily learning and teaching experiences with the use of consistent language across the learning community and all other aspects of school life and ethos. Most pupils' link Rights to their learning where appropriate and staff plan and discuss how rights link to learning and experiences across the curriculum. All pupils participate in the creation of their class charter to outline class rules in line with rights and responsibilities for all. This links with a consistent and inclusive visual learning environment to support all pupils in navigating their learning environment.

All displays across both schools demonstrate the learning journey of pupils and how UNCRC are interwoven into all learning experiences at all levels. Almost all pupils can speak knowledgeably about their Rights and are becoming more

confident in explaining how Rights affect them both in and out of school. As part of our RACI task, some staff and pupils have developed a UNCRC Lanyard of Rights Respecting Language to facilitate conflict resolution across the learning community.

A Rights Knights group has been established and has led assemblies and delivered key messages to all classes and all staff. The Rights Knight's display is consistent across the learning community and outlines the key learning around Rights. Our Rights Knights group regularly discuss pertinent issues and how we, as a learning community, can further develop in term of Rights Respecting School ahead of participating in our Gold Accreditation journey.

Our learning community now has silver accreditation as a UNCRC Rights Respecting School and pupils will continue to build on their achievements while working towards Gold Accreditation.

All pupils have received learning experiences that link Global Goals through Interdisciplinary Learning contexts. All pupils have participated in assemblies where Global Goals are discussed and linked to a range of real-life contexts both within their community and the wider world. All pupils have enjoyed participating in discussions, assemblies and having regular pupil voice opportunities to lead their learning and ensure learning experiences are meaningful and linked to the factors that affect them in their community.

All parents have been consulted throughout our UNCRC silver accreditation journey and most parents have participated in sharing the learning sessions, parent questionnaires, and open afternoon sessions. Both Twitter (X) and the school website have further information for parents and carers on UNCRC and these are updated regularly. A range of links, videos, QR codes and current learning is shared to maintain a home school link that ensure information is consistent and easily accessed.

Next Steps: What are you going to do now?

- Continue to build on silver accreditation for ATSSA and ensure all new staff are confident in using the language and processes established within this framework to ensure consistency across the learning community.
- Build on Silver accreditation for UNCRC award and further develop parent and carer understanding of rights and their role as duty bearers. Continue to work towards Gold Rights Respecting Schools awards.
- Establish a cluster school partnership to further promote UNCRC and outline key dates for collaboration and further enhance existing relationships.
- Develop the regular use of the UNCRC tracker to ensure all staff are providing opportunities to explore all rights and link them to pupil's interests and experiences across the curriculum.

- Launch UNCRC Rights respecting language Lanyard to all staff, pupils and parents/carers. All support staff will use this consistently to support children who are dysregulated and ensure positive relationships are maintained in the playground.

Review of progress for 2023 – 24

Priority 4: Play

To incorporate a play- based pedagogy throughout our learning environment.

NIF Priority

- UNCRC
- HWB
- Attainment Gap
- Positive Destinations
- Literacy and Numeracy

NIF Drivers

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- Performance Information
- School and ELC improvement

FC Service and School Improvement Priority

- Wellbeing, Equality and Inclusion

Leadership and Management

QI: 1.3

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

Yes

Learning Provision QI: 2.3 Successes and Achievements QI: 3.1, 3.2	
Progress and impact (based on outcomes for learners) How well are you doing? How do you know?	
(Purchase of playroom furniture and resources funded through PEF) <u>Pedagogy of Play</u> All staff have attended relevant CLPL opportunities and engaged in professional reading around the development of play. As part of this process, practitioners have discussed resources and use of space of play across our Learning Community. Staff have collated all resources across as part of a play audit and created curricular checklists to ensure that resources available to learners can be rotated and tailored appropriately for our multi-composite setting. As a result, play experiences are more relevant and engaging for all learners. We have a forthcoming visit from Lysa Thompson, visiting Play Pedagogy Teacher, to further develop this. Staff have collaborated to create a suitable observation approach and establish an appropriate recording system. We have utilised the familiar 'Book Creator' format to devise a bespoke template for our setting, which can be completed by class teachers and also added to by pupils. As a result, play experiences are tracked, alongside pupil voice and next steps leading to more appropriate adult provocations and child led opportunities. <u>Skills</u> All staff have been involved in the development and implementation of our personalised Metaskills Framework. Metaskills are displayed in all classrooms and links made within planning by all staff. All staff are using our bespoke Meta Skills planning framework and are working collegiately to plan opportunities for skills development within play-based experiences. As a result, all children can discuss the way in which they apply Meta Skills in their learning and links to Meta Skills are evident across the curriculum. This is evident across the learning community through examples of learners' work which is consistently updated and celebrated. <u>Parental Engagement</u>	

Parents have been informed and consulted regarding the development of Metaskills. All parents have been invited to attend a Day of Play Open Doors event to engage in hands-on play opportunities with our young people and develop shared understanding of play pedagogy. As a result, parents are understanding the links between play and skills development.

Next Steps: What are you going to do now?

Continue to utilise new observation format and ensure this is embedded by all practitioners – learning through play to be consistently planned, assessed and evidenced.

Continue to engage families to develop shared understanding of play pedagogy.

Continue to refine and improve play provision at Second Level to ensure personalisation and challenge are evident.

Section 3

Key priorities for School Improvement Planning 2024- 2025

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).

Reading:

To embed a culture of reading throughout the learning community which enhances and develops, stamina and enjoyment.

Writing:

To establish a consistent approach to taught writing across the learning community and focus on developing effective pedagogy to raise attainment.

HWB:

To fully embed our RRS and ATSSA pedagogy into practice, working towards Gold Accreditation in each area.

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.

1.3 Leadership of Change:

This session all staff have actively engaged in self-reflection collegiate work. All staff have reflected on teaching and learning within our setting and have evaluated the current learning experiences our children have. Throughout this process all staff have worked effectively to challenge their current thinking and drive forward improvements within our curriculum. All staff regularly use the quality indicators from HGIOS 4 and GTCS Professional Standards to reflect on their practice and engage in regular professional discussion to identify clear next steps for their learners, for themselves in terms of pedagogical approaches to learner and teaching, and for the wider school community. This process has been further enhanced this year through the termly Excellence and Equity meetings, where practitioners can reflect and seek advice from the wider team to improve practice and outcomes for learners. As a result, all staff have a clear overview of where we are as a school and are actively working towards ensuring our shared vision for learners is implemented.

Senior leadership have taken time this academic year to embed and reflect upon changes made and manage pace of change appropriately. The introduction of new staff members at an early stage of their career has led to the development of an updated staff handbook and regular review of our pedagogy 'non-negotiables' to ensure consistency across all classrooms. This, accompanied by regular Learning Walks alongside our regular Quality Assurance calendar, has helped to ensure consistent standards in all classrooms.

The interconnectedness of our Learning Community has been central to all proposed changes, ensuring that all developments are applied consistently while still considering the unique context of each school. All teaching staff contribute effectively when devising and implementing school improvement priorities. Consistency of language and approach across both schools has been commended at our recent Neighbourhood Group visit.

All staff have actively participated in practitioner enquiry this session, coordinated by Senior Leaders within the cluster. This has led to positive experiences for all our learners and has provided all staff with the confidence to engage more readily in their own practitioner enquiry projects to drive forward leadership at all levels. As a result, all staff were able to gather and discuss the impact of their enquiries on learners, reflecting critically on their practice. In doing so, Senior Leaders have facilitated an environment which encourages creative and innovative practice, leading to positive change for learners.

Robust and consistent moderation has been ongoing throughout this session to ensure a shared understanding of standards for learning, teaching and assessment. Peer observation, collegiate CLPL activity and engagement with cluster schools has helped to create consistent experiences for learners.

Next Steps

- Continue to engage in effective collaboration within the cluster and fully develop our reading provision and reading culture across our learning community.
- Further develop Excellence and Equity meetings to evaluate change in a robust manner and reflect on all aspects of learning, teaching and assessment within the P1-7 structure at Drumbowie PS.
- Develop consistent assessment approaches across the Learning Community, creating an Assessment Pedagogy Poster to accompany our existing suite of materials for staff.

2.3 Learning, Teaching and Assessment

Our Learning Community ethos and culture continues to emphasise a dedication to children's rights and positive relationships. Relationships are at the heart of all that we do. This has been evidenced through our continued work across the learning community and receiving our Silver RRS Award and Silver ATSSA. Our staff demonstrate a nurturing approach and use a consistent and shared language to promote positive relationships, which is apparent in both schools. As a result, most learners can articulate their rights and discuss their roles and responsibilities within our schools, contributing effectively to our community. All children have participated in learning experiences where Children's Rights and Global Goals have been a main focus. Almost all children can discuss Children's Rights and link these to their learning experiences, and this is evident across their learning community in their learning journey walls.

Most learning experiences are suitable, challenging, enjoyable, and tailored to pupils' specific needs and interests. As pupils become more independent in their learning, learners exercise choice, including the correct use of digital technology, and take on more responsibility in leading learning. This is evidenced through weekly and termly plans, professional dialogue during Excellence and Equity Meetings, observations, and focus groups. All learners are accessing their own independent timetable which supports their learning and provides opportunities for consolidation and targeted interventions to be consistent and timely. As a result, almost all learners are engaged and motivated in their learning, interacting well during activities and developing Meta skills in line with our skills progression.

Our school vision and values serve as the basis for effective learning, teaching and assessment at Avonbridge and Drumbowie PS. Through consultation with all staff, features of high-quality teaching within Literacy, Numeracy and HWB have been identified and summarised into poster format. These are utilised by all staff when planning and delivering lessons and have been shared with pupils and parents. Pedagogy has also been examined through professional enquiry projects and examined by staff and pupils at a cluster level. As a result, most staff use a wide range of creative teaching approaches which engage learners effectively.

We employ a number of effective assessment methods to enable students to exhibit their knowledge and skills in a variety of contexts across the curriculum. Almost all staff regularly utilise pre/post assessment data and a range of effective formative assessment techniques to ascertain learner progress and identify next steps. This

data is then correlated with information from ACER, SNSA and Termly High-Quality Assessments to ensure judgements are valid and reliable. Digital assessment folders allow for moderation across stages and settings.

We plan appropriate and targeted interventions to support, challenge and monitor progress effectively to ensure value is added for all learners. Through our Excellence and Equity meetings our staff discuss each child and provide a comprehensive overview of all interventions in place and multi-agency involvement. Our SfLT maintains a focused and detailed ASN Tracker, which was developed in-house to monitor interventions alongside the efficacy of PEF interventions. All referrals to external agencies are centrally logged, and this information is used to ensure all learners have access to appropriate external support. Data is used by all practitioners to monitor value added and review targets. This allows all staff to fully support the children across the learning community.

Pupil voice features strongly within the process of documenting learning and establishing next steps, through our newly implemented digital Learning Journals. Almost all children identify areas of success and challenge each week, effectively recording targets orally and in their own words alongside photographs and videos. As a result, almost all children have a clear understanding of their own strengths and areas for development and can articulate this and discuss with parents and carers.

Next steps:

- Engage with new Falkirk Council tracking systems to monitor progress across the curriculum

3.1 Ensuring Equality, Inclusion & Wellbeing

Our Learning Community recognises the worth and dignity of all, as well as valuing the general wellbeing of all pupils and staff. Almost all pupils can appropriately discuss the wellbeing indicators through regular kitbag sessions, a termly focus on each indicator and through assemblies. As a result, there is consistency across the community and a shared understanding of next steps or interventions for each pupil.

Effective learning experiences are regularly delivered regarding the United Nations Convention on the Rights of the Child (UNCRC) and by embedding Rights Respecting Schools (RRS) principles in the wider curriculum. Our Rights Knights team has been embedded across both settings and good progress has been made in delivering learning related to Global Goals. Our Learning Community has now received Silver Accreditation for RRS. This has impacted on a greater understanding of equity, inclusion and equality for almost all learners.

For children and young people with additional support needs or challenging circumstances, we have robust methods in place to provide support. All staff engage in Trauma Sensitive Schools approaches, having received Silver Accreditation as an Attachment and Trauma Sensitive School this session. We make effective use of Pupil Equity Funding (PEF) to support attainment and achievement. We have

effective Support for Learning in place to develop targeted interventions with learners which has had a positive impact on pupil attainment. We have as a result; all learners are making good progress and have equitable access to self and co-regulation opportunities.

All children are aware of our shared values and the '5 Star' and '+ 1' approach used across the Learning Community relating to all aspects of school life. The effective use of consistent language; working alongside our pupils and parents to foster strong relationships has impacted positively on pupil achievement and wellbeing as indicated in our monthly tracking and standardised assessments.

All pupils participate actively in all facets of school life and are fully included through pupil voice, pupil council and assemblies. As a result, our pupils feel more pride in and involvement in the growth of their school. All pupils have a reliable adult they can talk to if they're feeling scared or worried. This has been beneficial to some students during times when they need to talk.

Next steps:

- Continue to use the wellbeing indicators as part of school life – in assemblies, classroom and wider school related to our key school values.
- Develop our tracking system to include key interventions for our pupils and time-line of progress and achievement.
- Fully embed UNCRC and RRS to achieve additional formal accreditation.

3.2 Raising Attainment & Achievement

Most pupils have improved their literacy and numeracy attainment compared to their prior levels of achievement. All staff are more confident making professional judgements and are effectively able to monitor progress and provide appropriate interventions for pupils who require support, and this is done in collaboration with our SfLT. All staff are aware of learners' needs and as a result of rigorous self-evaluation, tracking and monitoring and using data more effectively they are developing in confidence with these decisions.

All staff have developed their pedagogical knowledge of assessment through professional reading, cluster working and professional dialogue. We have focused on using a range of standardised assessments to inform our next steps and evolving our use of high-quality assessments to allow children to demonstrate their knowledge effectively. This has provided evidence to discuss at excellence and equity meetings to confirm teacher's professional judgements.

Almost all of our pupils succeed, are self-assured, take responsibility, participate in school life, the wider community and as global citizens. Strong partnership working is essential to school life, working alongside our friends at the local care home where pupils take ownership for developing our relationships through a variety of

activities. As a result, pupils illustrate effective leadership skills as well as an awareness of others in their local wider community. All of our pupils are able to speak knowledgeably about their wider achievements as these are celebrated in class, shared on Book Creator with parents and carers and during school assemblies. This is all documented on our learning journey walls across the learning community and is shared widely with parents, carers and all other stakeholders.

We effectively promote equality in our school so that all students, regardless of circumstance, have the same opportunities and successes. This is evident through opportunities for all children to participate in after-school and lunch time clubs, our world of work week, and local trips at a nominal amount due to grants from EDF. As a result, all children are included in all aspects of school life and have opportunities to be successful.

Next steps:

- Continue to develop literacy and numeracy and effectively employ a range of strategies to support targeted pupils and at points over transition.
- Develop effective tracking and monitoring and professional dialogue during excellence and equity meetings.
- Continue to develop capturing the impact of our young people's achievements in and on our community.

Summary of Self-Evaluation – Reference Qis

Primary / Secondary Self-Evaluation of the Core HGIOS4	
	Self-Evaluation Grading
1.3 Leadership of change	Very good
2.3 Learning, Teaching & Assessment	Very Good
3.1 Ensuring Equality, Inclusion & Wellbeing	Very good
3.2 Raising Attainment & Achievement	Very Good

ELC Classes / ELC Centres Self-Evaluation of the Core HGIOELC? / Quality Themes			
	Self-Evaluation Grading	Self-Evaluation Grading	
1.3 Leadership of change	Very Good	Quality of Care & Support	Very good
2.3 Learning, Teaching & Assessment	Very good	Quality of Environment	Very good

3.1 Ensuring Wellbeing, Equality & Inclusion	Very good	Quality of Staffing	Very good
3.2 Securing Children's Progress	Very good	Quality of Management & Leadership	Very Good