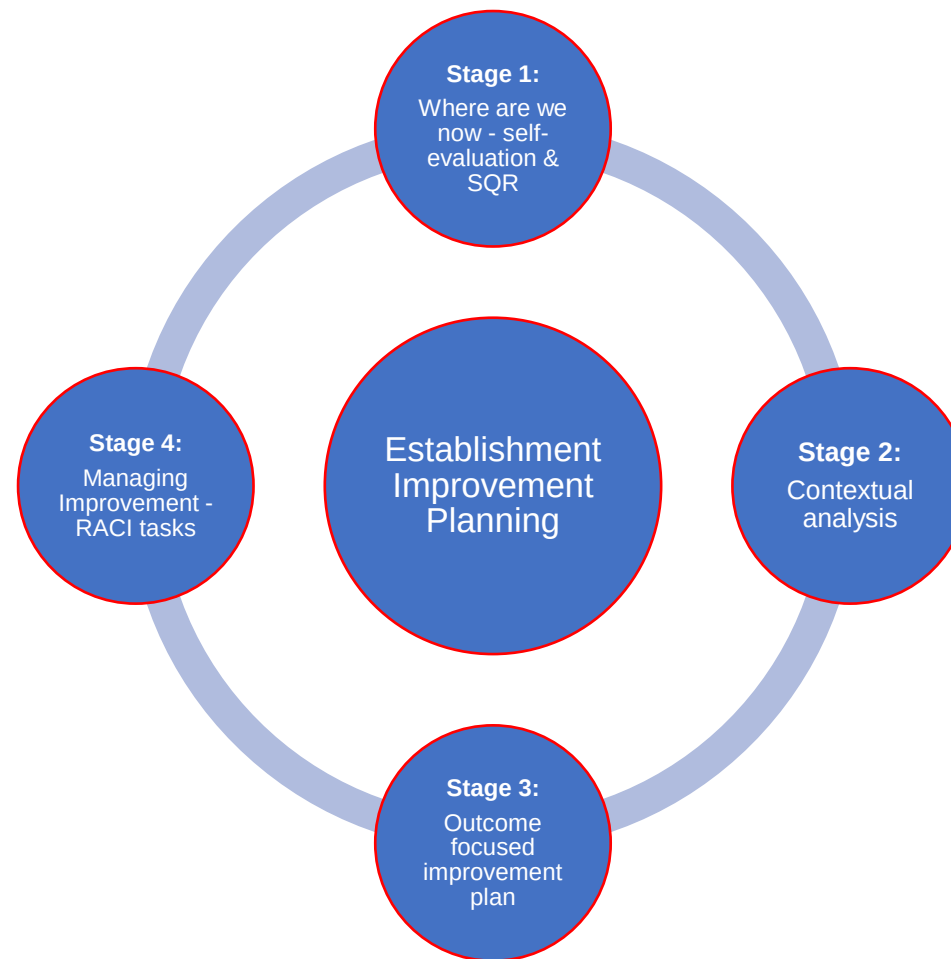




Falkirk Council Children's Services

Establishment Improvement Planning Cycle



Unique Context

Stage 2

National Expectations



Community – Demographic, geographical and economic influences

- Estimated population 16,241 (Grangemouth)
- 9,822 Households (Grangemouth)
- 46% of households have a single adult Council Tax discount (Grangemouth)
- 9.1% Unemployment (Grangemouth)
- 26.7% of people are income deprived (Grangemouth)
- 23.7% of people are employment deprived (Grangemouth)
- 35.3% of children receive Free School Meals (Beancross)
- 39% of children at Beancross live in SIMD Bands 1-3

Attendance and Exclusion

- Regular review of attendance by SLMT
- Targeted interventions in place for identified families including regular check-ins and pastoral support.

Progress and Attainment

- Robust Quality Assurance procedures in place to ensure the highest quality learning and teaching across all stages.
- Robust Tracking and Monitoring processes in place. Tracking meeting dialogues linked to Benchmarks.
- Continued improvement in Attainment within Literacy and Numeracy.
- Well planned and specifically targeted Additional Support for Learning in place across the school and nursery.
- Staged Intervention processes are well established and joined up working with partners is ensuring that all children receive the supports they need, when they need it.



Our Vision

At Beancross Primary School we are a Learning Community committed to creating a safe, happy, caring and vibrant environment, where all children are motivated to learn and achieve, to become independent, ambitious and responsible future citizens.

To achieve this we will:

- *Actively promote an holistic approach to developing every child.
- *Positively engage with our parents in a spirit of mutual partnership.
- *Foster strong reciprocal relationships with our partners and the local community.

Our Core Values

Ambition – Motivation – Nurture – Respect

Stage 3

Priority Area: Theme 1: STEM Education Primary 1 – Primary 7	School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3	Meeting the needs of all learners Quality provision Leadership and workforce development 
What informs this priority? The decision to prioritise STEM (Science, Technology, Engineering, and Mathematics) education within our school improvement plan is informed by several key factors. Firstly, STEM subjects play a crucial role in preparing children for success in an increasingly technology-driven world. By providing children with a strong foundation in STEM concepts and skills, we are equipping them with the tools they need to thrive in future careers and contribute to the innovation and advancement of society. Through rigorous self-evaluation, the school has identified that learning within the STEM subjects is an area for improvement starting from August 2024. While we have made progress in some classes integrating STEM into the curriculum, there is room for improvement. Looking towards the future, the importance of STEM skills and knowledge is only expected to grow in Scotland. Currently, core STEM-related occupations in Scotland represent around 32% of all jobs, with this figure expected to increase in the coming years. Roles such as AI Engineer, Renewable Energy Technician, Cybersecurity Analyst, and Augmented Reality Developer are just a few examples of STEM-linked jobs that are expected to be in high demand in the coming years. By prioritising STEM within our school improvement plan, we are not only addressing current needs but also preparing our children for the future.			

Through engaging, hands-on STEM experiences and opportunities for exploration and discovery, we aim to inspire curiosity, creativity, and problem-solving skills that will serve our children well in their future endeavours. Additionally, by fostering a strong STEM foundation, together with literacy, numeracy and health and wellbeing, we are equipping our children with the skills and knowledge they may require to become Effective Contributors, Successful Learners, Responsible Citizens and Confident Individuals.

What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data?
Our aim is to integrate STEM across the curriculum through four key areas: practical science, craft, design and engineering, computing science, and food and textiles. By employing hands-on projects and fostering interdisciplinary connections, we aim to enhance creativity, critical thinking, and problem-solving skills.	Our approach to achieving this priority involves the formation of four improvement groups, each dedicated to enhancing specific aspects of STEM education within the curriculum. The four groups were identified following an analysis of the curriculum to identify specific gaps in our current curriculum offering. These groups will collaborate to identify and implement strategies aimed at enriching the learning experiences of our children. Group 1: Practical Science: This group will focus on practical science learning experiences by introducing hands-on experiments, scientific inquiry projects, and investigative tasks. By fostering curiosity and exploration, children will deepen their understanding of scientific concepts and processes. Group 2: Craft, Design, and Engineering: This group will promote creativity and problem-solving skills through craft, design, and engineering activities. Children will be encouraged to engage in design challenges, prototype creation, and real-world problem-solving tasks, fostering innovation and critical thinking. Group 3: Computing Science: This group will integrate computing science principles into the curriculum by introducing coding, programming, and digital technology activities. Children	Establishment of 4 RACI Groups 1. Practical Sciences 2. Craft, Design and Engineering 3. Computing Science 4. Food and Textiles All staff Plan and Deliver Curriculum focus week – 1 week per group between January and May 2025.	Engagement in STEM: • Short- Term – Engagement survey/feedback following STEM focus weeks. • Long Term - monitor engagement from both teachers and children through quality assurance classroom observations and planning, tracking and monitoring. Teacher Confidence: • Short-term – Engagement with CPD opportunities • Long- Term - Conduct pre- and post- surveys or interviews to measure teacher confidence in teaching STEM components. Parent and Community Involvement: • Short-Term - Record parental engagement through attendance at open/show

	will develop essential computational thinking skills through interactive coding projects and hands-on exploration of digital tools. 4. Group 4: Food and Textiles: This group will focus on developing practical life skills related to food and textiles. Children will participate in cooking workshops, sewing projects, and textile design activities, promoting healthy living habits and creative expression. In addition to their specific focuses, all improvement groups will collaborate to identify and strengthen links with literacy, numeracy, and health and wellbeing across the curriculum.		case events. Provide a forum to record parents and community feedback • Long-Term – Continuous partnership with local businesses. 8. Children's Experiences: • Short-Term - Gather qualitative feedback from children about their experiences during the Focus weeks. • Long-Term – Gather and use children’s feedback to inform future improvements in STEM.
	Summary of what success with this priority could look like: Our success with this priority centres on our collective exploration of learning, teaching, and assessment across four identified components: Practical Science, Craft Design and Engineering, Computing Science, and Food and Textiles. Exploring these areas, our teaching and support staff will deepen their expertise within their respective improvement groups, fostering a culture of continuous learning, collaboration, coaching and sharing. To facilitate knowledge sharing, we will implement Practical Curriculum Focus Weeks, planned and shared by each group, and delivered collaboratively by the entire staff team. This structured approach will foster a rich exchange of ideas, strategies, and best practices, enhancing our collective understanding and proficiency in planning, delivering, and assessing the four components. Our success will be evident in the increased knowledge, understanding, and skills demonstrated by staff members as they integrate these components into our STEM improvement agenda. Furthermore, our children will benefit from expanded opportunities to engage in practical activities, enabling them to showcase their creativity, skill, and innovation across these areas, fostering a culture of curiosity and exploration.		

Stage 3

Priority Area: Supporting Additional and Enhanced Support Needs.	School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Meeting the needs of all learners Quality provision Leadership and workforce development 
What informs this priority? This priority is informed by a recent change in Children's Services policy, which will result in an increase in the number of children at Stage 3 Enhanced Support accessing and being supported within mainstream school settings rather than previously being supported at an Enhanced Provision or Additional Support Centre within Falkirk. This shift underscores the necessity to strengthen support mechanisms within mainstream schools to ensure the successful integration and progression of Stage 3 children within an inclusive environment.			
What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))
The primary aim is to support children at Enhanced Support Stage 3 in our school, ensuring they receive necessary	1. Child's Plan: Develop personalised support plans for each child at Enhanced Support Stage 3, tailored to their specific needs and challenges. These plans would outline academic goals,	Short Term (0-6 months): - Develop individualised support plans for each child at Enhanced Support Stage 3.	Qualitative Measures: - Feedback from children, parents, and staff regarding the effectiveness of support strategies.

interventions and accommodations for academic, social, and emotional well-being, fostering an inclusive environment for their success.	accommodations, and interventions required to support their learning. The plans would be developed in partnership with the school and include parents, the child and supporting agencies. 2. Collaborative Approach: Foster collaboration among teachers, support staff, parents, and external agencies involved in the children's education. Regular meetings and communication channels should be established to ensure everyone is working towards the same goals and sharing insights on the children's progress. 3. Training and Professional Development: Seek and engage with ongoing training and professional development opportunities for teachers and support staff to equip them with the necessary skills and knowledge to effectively support children at Enhanced Support Stage 3. This may include training on strategies, behaviour management techniques, and differentiation methods to name a few. 4. Access to Resources: Ensure that children at Enhanced Support Stage 3 have access to appropriate resources and materials to support their learning. This may involve	- Schedule initial meetings with teachers, support staff, and parents to discuss and implement support plans. - Identify and address any immediate resource needs for children. Medium Term (6-12 months): - Implement ongoing training and professional development sessions for staff. - Monitor and review the effectiveness of support plans, making adjustments as necessary. - Strengthen partnerships with external agencies and support services to enhance support for children. Long Term (12+ months): - Embed a culture of inclusion and support within the school community. - Continuously evaluate and refine support strategies based on children's progress and feedback. - Develop sustainable systems for ongoing support and collaboration.	- Observations of children's engagement, participation, and overall well-being within the school environment. - Anecdotal evidence of improvements in academic performance, behaviour, and social interactions. Quantitative Measures: - Academic progress data, including assessments, grades, and standardised test scores. - Attendance and punctuality records to track children's engagement and involvement in school activities. - Number of disciplinary incidents or behavioural interventions, with a goal of reducing negative behaviours over time.
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	providing assistive technology, adapted learning materials, additional classroom support, or breakout spaces to name a few.		
	Summary of what success with this priority could look like: Success involves effectively integrating Stage 3 Enhanced Support children in our classrooms. This would be evidenced by personalised support plans, effective collaboration among educators and parents, and continuous professional development for staff. Key indicators of progress would include improved attainment and achievement, positive feedback from stakeholders, enhanced social and emotional well-being of the children, and a reduction in dysregulated behaviours. Long-term success would be a sustained inclusive culture and refined support systems based on ongoing evaluations and feedback.		

Stage 3

Priority Area: Early Learning Class	School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Meeting the needs of all learners Quality provision Leadership and workforce development 
What informs this priority? In line with Beancross Primary School's priorities and overarching STEM priority, our Early Learning and Childcare class has set specific aims to support and challenge the children and families within their setting. Support and challenge children to improve attainment and engagement in numeracy: Numeracy is a fundamental aspect of STEM education. By focusing on improving attainment and engagement in numeracy from an early age, we are laying the groundwork for future success in STEM subjects. Numeracy skills are crucial for problem-solving and logical thinking, which are essential components of STEM learning. Engaging children in numeracy through playful, hands-on activities helps to build a strong foundation that will benefit them throughout their education and beyond. This priority will develop practitioners knowledge and understanding of the foundations of numeracy resulting in more robust assessment of children's early numeracy development. Increase opportunities for parental engagement to support children's language development: Language development is integral to all areas of learning, including STEM. By increasing opportunities for parental engagement, we are fostering a collaborative approach to support children's language skills. Effective communication is key to understanding and expressing STEM concepts. Parental involvement in initiatives such as Bookbug, Peep, and Once Upon a Story Time helps to reinforce language development at home, creating a more holistic and supportive learning environment for the children. Supporting Additional and Enhanced Support Needs: Through engagement in professional learning and CLPL practitioners will develop their skills and knowledge in supporting children with additional support needs.			

What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)
ELC Support and challenge children to improve attainment and engagement in numeracy	• Foundational Number Sense Initiative: Develop and implement the 'Foundational Number Sense' programme to support and challenge targeted groups of children, aiming to improve attainment. This includes the implementation of universal strategies to enhance engagement in numeracy. • Staff Development: Engage in Falkirk Council CPD opportunities for staff development. Bespoke training from the authority will be delivered once a term, focusing on four key concepts of numeracy: counting, measure, shape, and pattern.	• Development of initiative by Sept 24 • Targeted intervention Oct-Dec 24 • Universal intervention Jan-May 25 • Review June 25	• Short term- identify targeted group using baseline assessment/tracking. • Medium term – Review baseline data • Long term -target group assessment. • Increase in staff confidence in delivering high quality experiences to support numeracy development
ELC Increase opportunities for parental engagement to support children's language development	• Parental Engagement: Implement initiatives such as Bookbug, Peep, and Once Upon a Story Time to enhance parental engagement. • Community and Family Links: Strengthen connections with families	• Introduction delivery Sept 24 • Mid way review Dec24 • Review May 25 • Next steps June 25.	• Short term -Development of spaces to facilitate initiatives. Data collection • Medium term – Data collection and parent/carer feedback. • Long term – Data measures, parent questionnaire, observation over time

	and the wider community to support development. • Partnership with SALT: Continue working in partnership with Speech and Language Therapy (SALT) to implement universal strategies for support.		
ELC Supporting Additional and Enhanced Support Needs	• Staff Development: Engage in Falkirk Council CPD opportunities for staff development. Bespoke training to meet the current needs within the ELC setting will be delivered by Speech and Language Therapist and Educational Psychologist.	• Introduction delivery Sept 24 • Mid way review Dec24 • Review May 25 • Next steps June 25.	• Short term – Staff questionnaire to gauge training needs. • Medium term – Increase staff confidence in supporting children with additional support needs. • Long term – Staff questionnaire, Quality assurance, ongoing improvement in staff skill, knowledge.
	Summary of what success with this priority could look like: Success with our priority of enhancing STEM education at our nursery would impact our children in two significant ways. Firstly, through targeted efforts to improve numeracy attainment and engagement, we envision children developing strong foundational skills early on. By implementing the 'Foundational Number Sense' programme and providing tailored interventions based on baseline assessments, we aim for children to demonstrate measurable progress in numeracy skills over time. Enhanced staff confidence in delivering effective numeracy experiences will ensure that every child receives the support they need to excel. Quantitative data showing increased engagement in numeracy activities will complement qualitative feedback on improved learning experiences, illustrating a holistic approach to nurturing mathematical skill from the earliest stages of learning. Secondly, our commitment to increasing parental engagement for language development promises to improve children's overall learning experience. Initiatives such as Bookbug and Once Upon a Story Time are designed to foster supportive environments where language skills flourish. By strengthening community ties and collaborating with Speech and Language Therapy, we aim to empower families in actively supporting their children's language development journey. Success will be evident in both qualitative measures, such as positive parent		

	feedback and increased participation rates in family-oriented activities, and quantitative assessments, including measuring progress over time. Through on-going engagement with professional learning, we strive to develop and increase practitioners' skills and knowledge in supporting children with a variety of support need including children assessed as requiring Sage 3 support using Falkirk Council Stage Intervention Framework. Success of this priority will be evidence by increased staff knowledge and confidence in supporting children's need through data collected from staff questionnaires. Long-term impact will be evident in Child's Plan documentation as practitioners become more skilled in changing/adapting the environment and implementing programs to support specific needs.
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Maintenance Agenda

The Maintenance Agenda aims to establish and sustain the positive changes achieved in previous school sessions, ensuring they become integral to the school's ongoing culture and practices. This approach fosters a continuous improvement cycle, whereby the school consistently strives to uphold and build upon these improvements over the long term.

- **Rights Respecting Schools:** The school has attained the 'Gold Rights Respecting' standard accredited by UNICEF's Rights Respecting Schools programme. Moving forward, all stakeholders are expected to actively embed Children's Rights into every aspect of school and community life, ensuring these principles remain in focus and are upheld as a core part of the school's ethos.
- **Non-fiction Reciprocal Reading:** This approach in Primary 5, 6, and 7 using 'Connectors,' non-fiction-based reciprocal reading texts, will continue to be supported. Each class at these stages is committed to completing at least one reciprocal reading lesson per week, structured in segments and concluding with pre-planned learning activities based on the text. Expansion of these practices into Primary 4 will further strengthen literacy skills across the school.
- **Short Reads:** Direct teaching of non-fiction skills will be emphasised in Primary 5, 6, and 7, developing children's ability to engage successfully with non-fiction texts.

- **TeelJay Literacy:** Ensuring coherence and progression in literacy from P2 through P4, providing a seamless transition and comprehensive skill development across stages.
- **Digital Framework:** There will be a continued focus on advancing the Digital Literacy Framework at Second Level, while also extending the development of the Digital Literacy Framework at First Level. These frameworks aim to equip children with essential digital skills necessary for their lifelong learning.
- **ELC - Literacy:** Partnership with Speech and Language Therapy will continue. Quality Assurance will ensure high quality literacy experiences are accessible to all children and practitioners are providing language rich opportunities to develop and support children's literacy and language development. The Renfrew Word Finder Assessment will provide a baseline assessment to track and monitor the progress of preschool children's vocabulary development over time.