



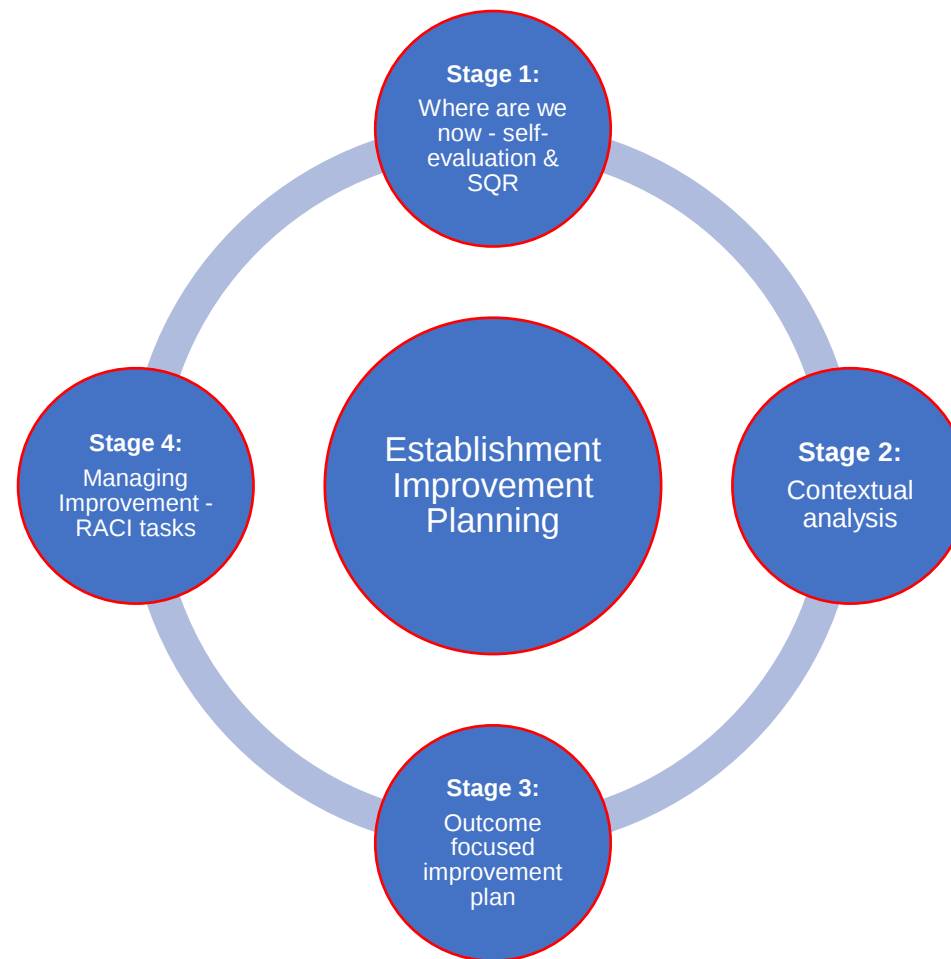
Falkirk Council
Children's Services

Establishment Name: Bainsford Primary



Falkirk Council Children's Services

Establishment Improvement Planning Cycle



Unique Context

Stage 2

National Expectations



Community – Demographic, geographical and economic influences

- Bainsford & Langlees is an area of deprivation, some significant.
- New private housing in New Carron and new Local Authority housing at St Francis PS have brought more of a mix of SIMD.
- Most children are in SIMD 1,2,3, 7 & 8
- Bainsford & Langlees ranks in the 3rd decile overall
- The village has very good access to local shops and ranks in the 6th decile.

Attendance and Exclusion

20/21	21/22	22/23 (until 12.06.2022)	23/24 (until 12.06.2024)
93.1	91.06	90.53	91%

- The table above was an indicator that our attendance needs to be better and has been a focus for our School Improvement Plan and this session our Neighbourhood Group 7 plan. An Education Welfare Officer (EWO) was appointed in January 24 and supports families in getting their children to school on time.
- The school works very hard to avoid exclusions and it is always our aim to have zero.
- EWO monitors attendance daily and HT monitors attendance levels monthly. Three families have been very

Progress and Attainment

Reading June 2024

P1	P4	P7
85%	75%	72%

Writing June 2024

P1	P4	P7
85%	81%	76%

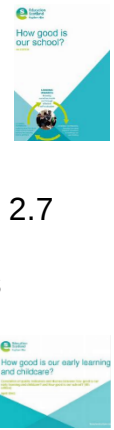
L&T June 2024

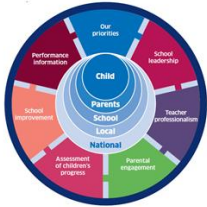
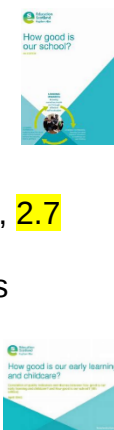
P1	P4	P7
90%	88%	88%

• There is a great sense of community in Bainsford and people who live here are very proud that they do. • The school has a lot of one parent families who do not have the support of family members in the local area. • The school has thirty-five EAL families. • There are approximately 3500 people living in Bainsford & Langlees • Housing in Bainsford & Langlees is mainly Local Authority housing. • The school team offer great support to families in need through PEF funded initiatives. • The nursery & school have a Larder that parents can access freely, this includes food, toiletries, cleaning products & clothing.	poor attenders this session which is historic and compounded by COVID 19 • HT letters and meet with parents along with the Home School Partner and EWO to discuss concerns and possible supports. • Where attendance is a concern a TAC meeting is arranged and supports put in place. A referral may be made to Children's Reporter if necessary.	<table border="1" data-bbox="1588 193 1984 381"> <tr> <th colspan="3">Numeracy June 2024</th></tr> <tr> <td>P1</td><td>P4</td><td>P7</td></tr> <tr> <td>90%</td><td>75%</td><td>80%</td></tr> </table> • Our attainment shows that the majority of children in P7 & P1 are attaining expected levels in literacy and numeracy. However, there is room for improvement especially in reading in P4. • Children within the nursery who are unlikely to meet the early level by end of P1 are identified early and supports put in place • Children have a strong start in terms of their attainment at early level, but this gain is not sustained as children move through the school • Regular tracking and attainment meetings between teachers and Senior Leadership Team enable ongoing conversation about attainment and interventions. • All staff understand that attainment is the responsibility of all from Nursery to P7 and only staff at the data uplift stages. • Staff are growing in confidence in teacher judgement and in their	Numeracy June 2024			P1	P4	P7	90%	75%	80%
Numeracy June 2024											
P1	P4	P7									
90%	75%	80%									

		understanding of the 85% marker. They are aspirational for our children and want them to develop a love of learning.
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Stage 3

Priority Area: 1 Literacy & Numeracy Raise attainment within Reading, Writing and Numeracy (Year 2)	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 whole school approach to writing has improved results for most learners. Almost all children have made progress with writing due to current interventions. A new writing programme has been implemented across the whole school this session and the impact for the pupils has been very encouraging. Writing will remain a focus on the SIP for the coming session 2024-2025.			
What do you aim to achieve? All staff continuing to consistently implement programmes for reading, writing & numeracy.	How will you achieve this priority? CAT nights revisiting programmes of work and delivery Continue with whole school focus on Talk for Writing Level meetings to allow staff opportunities to discuss best practice and data. New approach to planning and how this best fits in with our writing schedule.	Timescales and responsibilities 2022-2025 All staff	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)) Termly tracking Summative assessment – writing assessments 4 yearly, CEM, SWST, Renfrew, Pressure Points, end of level numeracy assessments, SNSA TJS

	Regular quality assurance visits to classrooms. Shadowing of colleagues to observe best practice Moderation of pupil work and pupil experiences Pupil voice- P1 to P7 Cluster working with a PDSA focus Utilising the teachers of transformative learning and teaching with a focus on curricular transitions.		Moderation
Ongoing evaluation/actual impact:			
Priority Area: 2 Learning for Sustainability (Year 1)	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 is a council wide initiative and our self-evaluation indicates it as an area the school could be improving on.			

What do you aim to achieve? A whole school approach to build values and make decisions which are compatible with a sustainable society	How will you achieve this priority? By using Education Scotland's Learning for Sustainability whole school and community approach to learning for sustainability (LfS) Identify a baseline to plan from All staff will attend LfS CLPL Pupil UNCRC group will be involved in planning By establishing a LfS vision. Audit our building and grounds for supporting LfS i.e. waste minimization, energy and water usage. LfS will be embedded in our curriculum By establishing links with community partners. LfS activities support our inclusive ethos.	Timescales and responsibilities 2024-2027 All pupils All staff Most Parents Identified community partners	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)) Self-evaluation Planning Programme Data Pupil knowledge Pupil voice Relationships
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