



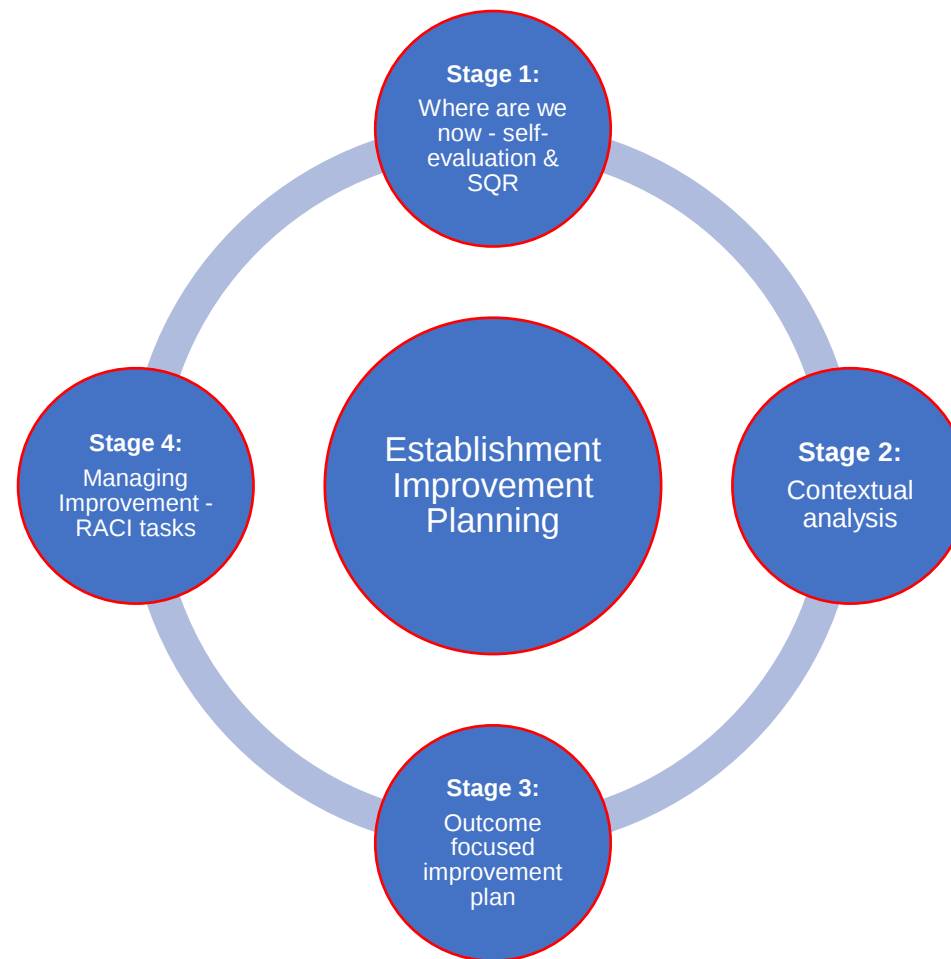
Establishment Name: LADESIDE PRIMARY SCHOOL

Falkirk Council
Children's Services



Falkirk Council Children's Services

Establishment Improvement Planning Cycle



Unique Context

Stage 2

National Expectations



Community – Demographic, geographical and economic influences

- Ladeside Primary School is situated in Larbert, Falkirk with a catchment area which includes areas of Larbert and Stenhousemuir
- We have close links with our Cluster Primary Schools as well as our Cluster High School, Larbert High
- There is a very positive ethos and a great sense of community at Ladeside,

Attendance

Attendance

	17/18	18/19	19/20	20/21	21/22	23-24
School	94.0	94.2	93.8	94.7	94.9	91.7
Falkirk	94.4	94.4	93.9	95.0	91.7	

- Ladeside attendance figures are maintaining an average which is in line with the Falkirk average and we continue to work hard to promote the importance of a high attendance level in all areas of the school

Progress and Attainment

P147		
	All Pupils Inc Specialist Provision	All Mainstream Pupils
Numeracy	65.8%	80.9%
Literacy	64.0%	83.1%
L&T	73.9%	88.8%
Writing	64.9%	83.1%
Reading	67.6%	84.3%

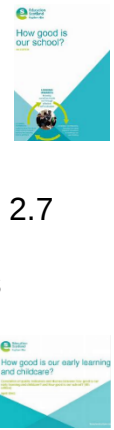
something we work hard to sustain with all stakeholders • Ladeside Primary School has a diverse make up – our local community has a very mixed SIMD profile ranging from SIMD 1 to 10 • Most of our young people are within the 2, 3, 7, 9 and 10 SIMD deciles • Our school community also includes our ELC which will have capacity for 40 full time (5 days a week, 9-3) spaces • We also have our ASC on site which has capacity for 42 pupils with significant social and communication disorders • We have highly effective professional partnerships with many different agencies; ○ Health ○ Social Work ○ Police Scotland ○ Educational Psychology ○ Speech and Language Therapy ○ Family Support Services ○ CAMHS are all regular participants in planning for our children and families.	• We continue to work closely with families and partner agencies when attendance is a concern. It is important for the school to understand the families' context and any barriers to attendance, and at Ladeside, it has always been a priority to know our families and community as well as we possibly can. • Our Nurture Team, including our PEF funded EWO, follow up where any issues are ongoing and work closely with the Senior Leadership Team to create positive outcomes for children and their school attendance. This approach is planned to continue for the 24-25 session through a PEF funded SflA who will continue our positive communication with harder to reach families • For session 2023-24, we have worked on a monthly basis to analyse our attendance data and establish priority families with whom to work. Our analysis shows that our lowest attendance occurred during periods in December and March when attendance was 85% and 88% respectively. This has been attributed to seasonal illness and an outbreak of a sickness bug which impacted our Early Years classes.	• Our Primary 1 stage is achieving well, with targeted support in place for those children not on track now – this will continue in P2 • The attainment in P4 and P7 has shown improvement from the previous session, but still requires focus and development from the school and is addressed in the Improvement Priorities for this year. • Regular tracking and attainment meetings between teachers and Senior Leadership Team has been identified as requiring continuing improvement and consistency and has been prioritised in the SIP for session 24-25 • Moderation of levels and pedagogy has also been identified as a priority for next session • Learning Support resourcing is targeting in class support for groups of pupils at the middle stage of the school for next session – 34% of the P4 stage have identified support needs for the coming session and require targeted support in group and 1:1 interactions across the literacy and numeracy curriculum
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	Throughout the rest of year, attendance ranged from 990.22% to 94.89% across the school. the school.	Note - below tables show the attainment levels for mainstream P1, P4 and P7 <table><tr><th>Literacy</th><th>P1</th><th>P4</th><th>P7</th></tr><tr><td>Ladeside PS</td><td>95.8</td><td>78.6</td><td>78.4</td></tr><tr><td>Authority</td><td>80.7</td><td>74.6</td><td>76.3</td></tr></table> - In Literacy (combination of all literacy areas – reading, writing, listening and talking) – P1 are sitting well above the Authority average, while P4 and P7 are just slightly above the Authority average <table><tr><th>Reading</th><th>P1</th><th>P4</th><th>P7</th></tr><tr><td>Ladeside PS</td><td>95.8</td><td>82.1</td><td>78.4</td></tr><tr><td>Authority</td><td>84.8</td><td>80.4</td><td>81.6</td></tr></table> - In Reading, P1 are, again, sitting well above the Authority level and P4, slightly above. P7 have dropped slightly below the Authority average in this area <table><tr><th>Writing</th><th>P1</th><th>P4</th><th>P7</th></tr><tr><td>Ladeside PS</td><td>95.8</td><td>78.6</td><td>78.4</td></tr><tr><td>Authority</td><td>83.4</td><td>76.4</td><td>77.9</td></tr></table>	Literacy	P1	P4	P7	Ladeside PS	95.8	78.6	78.4	Authority	80.7	74.6	76.3	Reading	P1	P4	P7	Ladeside PS	95.8	82.1	78.4	Authority	84.8	80.4	81.6	Writing	P1	P4	P7	Ladeside PS	95.8	78.6	78.4	Authority	83.4	76.4	77.9
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		- In writing, the school is showing a slightly smaller ‘on track’ percentage than the other literacy areas and is a focus for the coming session across all stages <table><tr><td>Listening and Talking</td><td>P1</td><td>P4</td><td>P7</td></tr><tr><td>Ladeside PS</td><td>100</td><td>89.3</td><td>81.1</td></tr><tr><td>Authority</td><td>89.5</td><td>87.5</td><td>87.8</td></tr></table> - Listening and Talking has historically been a strong area within Ladeside and this continues to be the trend. This will be further development this session through UNCRC and pupil voice focus <table><tr><td>Numeracy</td><td>P1</td><td>P4</td><td>P7</td></tr><tr><td>Ladeside PS</td><td>95.8</td><td>75.0</td><td>75.7</td></tr><tr><td>Authority</td><td>86.9</td><td>78.9</td><td>80.3</td></tr></table> - Numeracy in Primary 1 continues to be a strength within the school, with the almost all of P1 mainstream children achieving Early Level by the end of their P1 year (and in some cases, before). Statistics show, however, that further through the school, the number of	Listening and Talking	P1	P4	P7	Ladeside PS	100	89.3	81.1	Authority	89.5	87.5	87.8	Numeracy	P1	P4	P7	Ladeside PS	95.8	75.0	75.7	Authority	86.9	78.9	80.3
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		children remaining 'on track' decreases. This will be a focus going forward, with professional learning and moderation included in the yearly calendar in this area.
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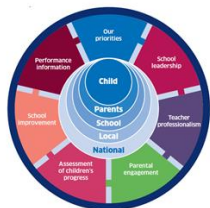
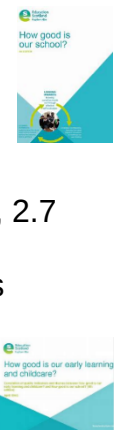
Stage 3

Priority Area: Further develop consistency of approaches linked to learning teaching and assessment to ensure improved attainment for all.	School leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment 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 	Curriculum Learning and Teaching Inclusion and Equality Assessment 
What informs this priority? This is a continuing development from Session 23-24 which was planned over a 2 year cycle Support visits from Falkirk Council, SLT meetings and discussion during staff Collegiate Time have indicated the need for a more robust and consistent approach to quality assurance, self-evaluation and moderation across the school. OECD 2021 review of the Curriculum for Excellence recommendation: 3.1 Provide dedicated time to lead, plan and support CfE at school level: In support of the next phase of development of CfE, Scotland could consider the provision of dedicated and ring-fenced time for all teachers, for curriculum planning, for monitoring of student achievement and in support of moderation of assessment outcomes As practitioners and outlined in A statement for Practitioners from HM Chief Inspector of Education August 2016, the key messages when planning learning, teaching and assessment are: • Using the experiences and outcomes ○ Take a collegiate approach to moderation of planning learning, teaching and assessment. • Using the benchmarks ○ Moderate assessment judgements by taking account of a sample of evidence from different sources to discuss standards and the progress of learners.			

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))
Progress made in session 23-24 to continue and develop in the areas of: Establish shared expectations across the staff through further embedding of moderation / tracking cycle Reassignment of Leadership Roles to ensure consistency across the whole school instead of across Levels as at present Establishment of moderation	Moderation work with Kate Devlin to continue and to include whole staff moderation exercises at key points across the session. Extend this process to include neighbourhood school moderation exercise to increase benchmarking opportunities. Re-assign Leadership Roles across the session to cover whole school areas to ensure shared understanding such as: • Attainment and tracking • Quality assurance • Classroom pedagogy / teaching and learning • SALT project across school and ELC Ensure consistent and timetabled monitoring by SLT and peers	Throughout the school year / organised by SLT In consultation with Kate Devlin and organised by SLT with class teachers participation Leadership Roles assigned by September Calendar of moderation to be designed in consultation with staff and distributed by September weekend holiday Classroom observations to begin after September weekend by SLT Peer observations to begin in October – arranged by individual class teachers and tracked by SLT Tracking and monitoring meetings are actioned as per local authority calendar – modelled initially by SLT with increased ownership given to staff as the year progresses.	Improved pupil attainment – NSA, TJS, formative/ summative assessments- clearly focused at P4 and P7 Feedback from all stakeholders including Parent Council and Pupil Council which demonstrates improved consistency around learners' experiences Evaluations of moderation with Neighbourhood School demonstrated staff have a shared understanding of standards SLT monitoring shows improved consistency of experiences across the school Targets set in October for learners are met for almost all children

calendar in agreement with staff and WTA Ensure rigorous tracking and monitoring processes are in place to ensure learners achieve their full potential Continuation of whole school 'non-negotiable' practice criteria Continuation of LI / SC work	Implement more consistent and rigorous tracking conversations taking place which are led by class teachers by the end of session. Establish leadership roles throughout the school and make sure these are visible so that staff can engage professionally with appropriate staff for needs	Recap of non-negotiables of class practice in August and paperwork distributed	
Ongoing evaluation/actual impact:			

Stage 3 –

Priority Area: Vision, Values and Aims to be developed involving the whole school community and made visible to all stakeholders. This will be used to further develop our communication with families and provide more opportunities for families to engage with their child's learning involving the community and partner agencies.	School and ELC leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment School and ELC 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 	Curriculum Learning and Teaching Inclusion and Equality Assessment 
What informs this priority? - Although our school has a strong ethos which is positively commented on by all visitors, from our self-evaluation, our 'Vision, values and aims' is not visible. As a school, we have a common approach to upholding the SHANARRI principles but we want to involve all of our stakeholders in developing a statement which will inform our planning and learning opportunities and be an accountable banner under which our school will progress. - Throughout session 23-24, we consulted with our Parent Forum regarding communication and family involvement with the school and learning			

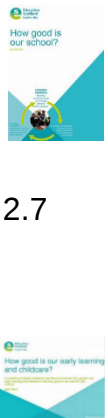
- Feedback highlighted that families appreciated the monthly newsletter which contains dates, activities and achievements, but would like this to be sent out electronically, which has been put in place. Families have also suggested that a School App such as Seesaw would be a useful communication tool
- Families of younger children are happy with the expansion of stay and play opportunities, but older children's families would like to be offered similar opportunities more regularly
- Feedback for our ELC to P1 transition is very positive but highlights that more transition opportunities for other stages could be improved
- Very few of ASC families live within our local authority. Therefore, engagement with our setting can be limited. We recognise the need to offer support so that parents can engage in their child's learning. Furthermore, we require a review of our communication policy between our SLT, teachers and families to ensure consistency of expectations and practice. We aim to create collaborative partnerships between practitioners and families. As a result, this will raise achievement for all learners and narrow the gap between our pupils from different backgrounds.
- Good connections to local business have been made this year, including ASDA, Virgin Money and the local Foodbank and charities in the surrounding areas – this should be continued and developed further

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)
Ensure Vision, values and aims are informed and visible to all stakeholders. Ensure that our learners know our vision, values and aims are designed for them to succeed in Ladeside.	Use different communication methods to consult with stakeholders to establish clear vision, values and aims for the school Agreed Vision, values and aims will be made visible in classrooms and in main school foyer in displays. Learners should be at the centre of the statement and the statement should be in child friendly speak so it is accessible for all	First version of vision, values and aims to be produced by school staff, led by SLT by October Second version to be produced by learners (Pupil Council) to ensure accessibility Final version to be presented to Parent Council by December Displays to be in classrooms and foyer by March	Planned feedback from stakeholders demonstrates a clear understanding of the work of the school through the vision, values and aims Regular pupil focus group discussions demonstrate an understanding of how the vision values and aims are visible in the classroom Quality assurance processes give clear evidence of how the vision

Implement a robust communication strategy for parents which is clear and understood by all. Provide increased opportunities for families to be involved in their child's learning. Provide opportunities for families to access activities beyond the classroom	Vision, values and aims should be 'published' on school website and 'X' and be incorporated into the emerging communication strategy. Displays should contain visual cues and translations into languages used within our school (using QR codes) as well as a recording so that all learners / families / staff can access. Staff to discuss feedback from survey at Collegiate level and decide upon opportunities for family engagement such as: • Snapshot jotters • Open classrooms • School events such as Sports Day which could be further developed to include more 'family friendly' opportunities such as refreshment table / Parent Council stand • Use of App such as SeeSaw – consultation with other schools using this may be useful Develop and implement a parent communication strategy to effectively communicate the school's strategy. This details the frequency and use of different media.	ICT coordinator to ensure statements are accessible to all stakeholders Survey shared with Staff at May In-Service – follow up to be completed in Aug and decision as to App by October holiday for use in Term 2 Strategy created in consultation with Parent Council by October 2024 Collegiate throughout Aug / Sep to establish family engagement opportunities led by SLT Open classrooms to be available termly for older classes, starting from Term 1 Staff organising clubs to establish calendar of events including family	values and aim are impacting in the classroom Feedback demonstrates improved communication with parents Feedback from all stakeholders planned regularly throughout the year to identify successes and further improvements Increased attainment and achievement across all stages. Increased understanding of learning and progress of children through regular sharing of classroom goals and expectations with families.
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(i.e. clubs and services) Involve families more in learning through using activities such as Focus Child (ELC) and SnapShot jotters	Add open classroom visits etc to school diary and send out to families at start of the year to aid organisation and accountability, as well as give families plenty of time to plan for this Plan for clubs to have ‘family sessions’ throughout the year for parents / carers to attend and find out more about the learning taking place Plan to engage in family feedback for each term throughout the year and add this to calendar – results to be shared with families at each stage	attendance – to be sent home to families	Improved attendance of families from across the school at events – monitored regularly
Ongoing evaluation/actual impact:			

Stage 3

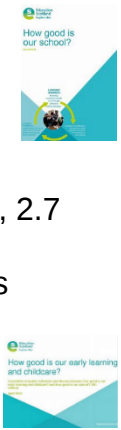
Priority Area: Outdoor Learning – in particular building capacity within staff to lead experiences	School and ELC leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	Leadership and 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 	Curriculum Learning and Teaching Inclusion and Equality Assessment 
What informs this priority? • This is a continuing priority from session 23-24 which was designed as a 2+ year priority in order to embed Outdoor Learning within the school • Outdoor Learning has been a National Priority in Scotland over the last few sessions and is increasing research has shown the benefits to children's learning across all ages and stages. • Research about behavioural issues, dealing with trauma and promoting nurture has shown benefits to children's wellbeing and resilience. Outdoor spaces, if used well, have promoted positive relationships. • ELC and Early Years classes have embraced and planned for experiences, but this needs to be extended to older classes • Links to UNCRC / sustainability mean planning for Outdoor Learning is an expectation. • Pupil voice – learners have feedback that they would like more outdoor learning experiences. • Family feedback from our Parent Council has identified that they are keen for children to experience more regular outdoor experiences and in particular, more frequent use of our own school grounds (the field area) • Staff evaluations of 2023/24 show the need to improve outdoor experiences and make better use of school grounds and local community. • Staff evaluations of 2023/24 suggest that staff need to develop their knowledge of how to explore Learning for Sustainability through teaching and learning.			

- ELC staff are now trained in Fire Building and Risk Benefit Assessment which would be beneficial skills for mainstream school

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)
Outdoor Learning experiences are used to engage learners more effectively across the curriculum Regenerated outdoor area to be accessed more regularly by all school stages Continue to develop effective partnerships for Outdoor Learning	• Staff engage in appropriate CLPL Learning through Landscapes, Outdoor and Woodland Learning, Learning and Teaching Scotland • Staff supported to use NCCT time to access ELC / ASC outdoor experiences (where appropriate) for ideas and guidance on planning / resourcing • Collegiate Time designated for professional dialogue / planning of outdoor experiences in WTA and our Learning for Sustainability curriculum offer. • Expectation given to staff that on at least a termly basis Outdoor Learning experiences are planned • SLT to monitor outdoor learning through planning / attainment meetings	August / September 24 initial 'push' then ongoing throughout the year – SLT / CTs to research opportunities through Falkirk Council CPD and outside agencies by September 2024 CTs to plan a wide range of motivating and creative learning opportunities using the school grounds and local environment from October 2024 on a termly basis Whole school community to develop school grounds to make good use of our space with different areas for play and learning. Collegiate meeting planned by whole staff to consider outdoor learning collegiately – September 2024	Feedback from children / staff / families demonstrates an increase in outdoor learning opportunities SHANARRI indicators evaluation show improvements for children CPD Manager to show staff engagement with CLPL Outdoor learning in increasingly visible in both observed learning and planning

	• Make and maintain partnerships eg Falkirk Outdoors, Jupiter Urban Wildlife Centre, RSPB, Royal Highland, Under the Trees, Learning through landscapes, Educational Trust, National Park, Nature Scot, CNPA, LLTNP.		
Ongoing evaluation/actual impact:			

Stage 3

Priority Area: Speech and Language – Visual Environment / Spoken Language Classrooms	School leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment 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 	Curriculum Learning and Teaching Inclusion and Equality Assessment 
What informs this priority? - Following an audit from Speech and Language Therapy department, it became clear that a consistent visual environment would benefit many of our stakeholders - With consultation from our internal Support for Learning and Nurture professionals, it was agreed that continuing input from SALT would be beneficial for mainstream - ELC have already prioritised this and will continue on to the Silver Level of the visual environment scheme – they have been highlighted by SALT as a reference for the mainstream school to access and develop from - As in ELC, the ASC already uses much of the Visual Environment strategies and resources, but were keen to 'tie in' with the mainstream school to establish a consistent approach throughout and to make sure that all children have equality and equity within the school			
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 are aiming to achieve Silver Level in the SALT scheme	A dedicated staff member (J Egan) will work in consultation with SALT to further develop the visual environment within the ELC Our SALT contact (Catriona) will work with ELC with individual children, groups and families to further develop SALT strategies	Continuation from last term will begin in August 2024 and develop throughout the session Jennifer Egan (SfLA) will lead on this with the support of all ELC staff	Staff feedback Family feedback Assessment Framework attainment
ASC will work alongside mainstream to develop a whole school approach to a Visual Environment	A dedicated member of staff from mainstream (Lesley Mitchel – SfL Teacher) and from ASC (Jenny Jamieson – SfLA) will collaborate to establish procedures and resources to be used throughout the school to develop the Visual Environment These Communication Champions will check with other staff to determine the focus and needs to achieve the Bronze Award – this will include: • Baseline audit of visual environment in school • Introduction to Speech and Language Therapy Training modules(2CAT sessions) • Visual Environment Training (1 CAT session)	Starting in August at In-Service Training J Egan L Mitchell J Jamieson	Feedback from assessment from SaLT demonstrates we have met the criteria for Bronze award

	• Boardmaker walkthrough session • Putting up of visuals in communal areas e.g. pegs, dining hall • Re-audit environment		
Targeted colour-coded phonics group in P1/P2 to improve communications skills from Early Years	This will be set up and headed by SALT but with therapy partners from home and school to ensure continuation of skills through the year both in class and at home	September / October SALT SLT Class teachers Families	Increased attainment and achieved met for identified children in P1 and P2 who will now be on track.
Development of the spoken environment	Staff to be trained on Adult / Child interaction in Early Level classrooms (Play Pedagogy and Language Learning in the Early Level training module) Staff to be supported by SALT to develop interaction skills to support language building, through modelling and collaboration	SALT Class teachers SLT	Assessment from SaLT demonstrates improved communication across Early level classes

