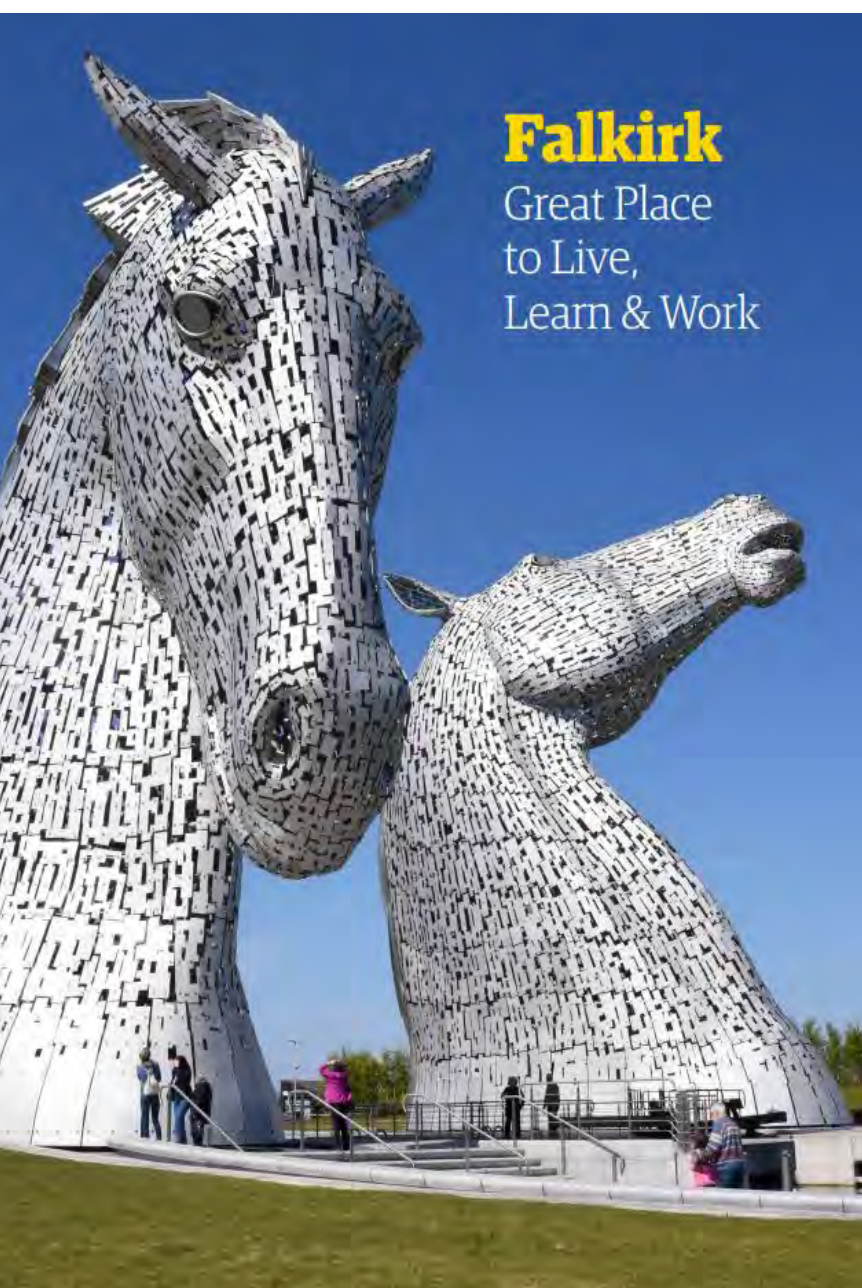


Standards and Quality Report 2020-21



Falkirk Council
Children's Services



make it happen
council of the future

Contents

| | |
|---|---------|
| Foreword | page 3 |
| Service and School Improvement in Context | page 4 |
| Learning to Achieve in Falkirk | page 7 |
| Overarching priorities for session 2020-21 | page 10 |
| Leadership and Workforce Development | page 11 |
| Raising Attainment and Achievement | page 13 |
| Wellbeing, Equity and Inclusion | page 30 |
| Skills and Attributes Development | page 41 |
| High Standards – High Quality | page 49 |
| Appendices | page 62 |



Early learning, Schools and Education in Falkirk Council continues to give us so many reasons to be proud. The COVID 19 pandemic remains a significant presence in our day to day lives as much now as it did throughout session 2020 -2021. This report reflects what has been achieved in a context which has been so difficult for all of our children, young people, their families and our staff.

Throughout this period, the collective endeavour of our early learning centres and schools has been to continue to deliver high quality education and learning experiences to our learners. We retained our key focus on staff and children and young people's wellbeing, connectedness and sense of belonging.

We continue to meet the relentless challenges of the pandemic with a strong and effective partnership between the central team, ELCCs and schools. As was the case at the end of session 2019 -2020, it is with great pride that we are able to report that our learners, across all sectors, continue to see the rewards of their hard work and endeavour and enjoy a wide range of opportunities and experiences.

We have achieved the ambition of delivering 1140 hours of early learning and childcare in Falkirk. We have sustained positive results in the number of young people moving on to positive destinations in employment, education and training.

We have continued to build a culture of continuous improvement in our Early Learning and Childcare Centres (ELCCs) and schools. These continuous improvement systems have been developed in partnership with our senior leaders alongside external quality assurance, and evidence positive evaluations of the quality provision and experience in early learning settings and schools.

Session 2020 -2021 has evidenced the strength and resilience of leadership and teamwork of our ELCCs and schools. The most difficult of times have been made more manageable because of the commitment of every educator, officer and partner to support each other, our children, young people and families. We are proud of the innovation and creativity evidenced in our work with third sector organisations, national partners, colleges and local employers.

I would like to commend Falkirk's professional, compassionate and committed staff teams. Throughout session 2020 -2021 and now, relationships, partnerships and collaborations remain strong across Children's Services and our staff and children and young people. The pandemic has reinforced our resolve to continue to ensure that all of our children and young people have an equal chance to experience success in their learning, their home lives and their communities.

This report captures a fraction of the work undertaken by the Service and School Improvement Team, ELCs and schools. I would like to express my appreciation of the endeavours and achievements of my Children's Services colleagues, senior leaders and practitioners in all sectors in these most exceptional times.

Robert Naylor
Director of Children's Services



Service and School Improvement in Context

The Education Division of Children's Services aims to support Early Learning Centres and schools to achieve the best possible standards of provision for all of our children and young people.

Our current context is:

8 Mainstream Secondary Schools

1 Secondary School for Severe and Complex Needs

The Inclusion and Wellbeing Service supporting primary and secondary aged pupils with social and emotional additional needs

1 School and Outreach Service Base for primary and secondary aged pupils with hearing and visual impairment

1 ASN Outreach Service Base and Interrupted Learners Education Provision

48 Primary Schools

14 Early Learning and Childcare Centres

39 Nursery classes



Within mainstream schools:

3 Secondary Additional Support Centre provisions

3 Primary Additional Support Centre provisions

2 Severe and Complex Needs provisions (1 split site)

15 Primary Enhanced provisions

Despite the obvious challenges presented by the pandemic, recruitment continued at pace to support the delivery of 1140 hours within the academic session 2021/22. The number of new appointments to the service are as follows:

| Management | | Practitioner | | Support | |
|----------------|-------------------------------|----------------------------|---------------------|--------------------------------|---------------|
| Head of Centre | Principal Early Years Officer | Senior Early Years Officer | Early Years Officer | Support for Learning Assistant | ELC Assistant |
| 2 | 6 | 14 | 112 | 53 | 37 |

Forth Valley and West Lothian Regional Improvement Collaborative



Forth Valley and West Lothian Regional Improvement Collaborative (FVWLric)

This session 2021 -2022 the Forth Valley and West Lothian Regional Improvement Collaborative enters it's final year of its 3 year plan: [Forth Valley & West Lothian Regional Improvement Collaborative Plan 2019-2022](#).

A further review of priorities was undertaken in light of the COVID-19 pandemic and its impact on the education of children and young people in the region and throughout Scotland. In response, a recovery plan for this session has been produced which supports the existing plan as well as introducing a focus on recovery of learning and the Health and Wellbeing of our children and young people. The 3 year plan will be updated as soon as the Scottish Government approves the Recovery Plan.

After a comprehensive consultation involving a range of stakeholders our agreed vision and values are :

Our Vision – To build a collaborative culture to close the socio- economic gap and improve outcomes for every learner

Our Values Equity - Everyone has the right support to succeed

Empowerment – Creating the conditions and opportunities to shape our futures

Collaboration – Working and learning together to improve outcomes

Easter School

To develop equity and collaboration, our new FVWL RIC Curriculum and Virtual Learning workstream offered both live and recorded Supported Study **lessons** for Senior Phase learners. FVWL RIC ssecondary practitioners delivered live lessons as part of the e-Sgoil Easter Supported Study and we had 45 recorded lessons on our new [FVWL RIC YouTube Channel](#) Our Youtube channel also has some Literacy and Numeracy BGE lessons.

FVWL RIC CLPL Workstream

To support equity, empowerment and collaboration, the FV&WL RIC Career Long professional Learning (CLPL) Team worked in partnership with all work streams and Education Scotland to ensure that many opportunities for collaborative CLPL continued online throughout the session. All RIC wide courses will be available on CPD Manager and Course IDs will be shared to ease access.

Our FVWL RIC in numbers

Numeracy - Practitioners Engaged in professional learning



Literacy - practitioners engaged in professional learning



New communication approaches to support equity, empowerment and collaboration

The Inspiration Hub

<https://theinspirationhub.co.uk/>



Our recently launched website, The Inspiration Hub, is where we can develop collaborate and empower along with addressing issues of equity across our RIC.

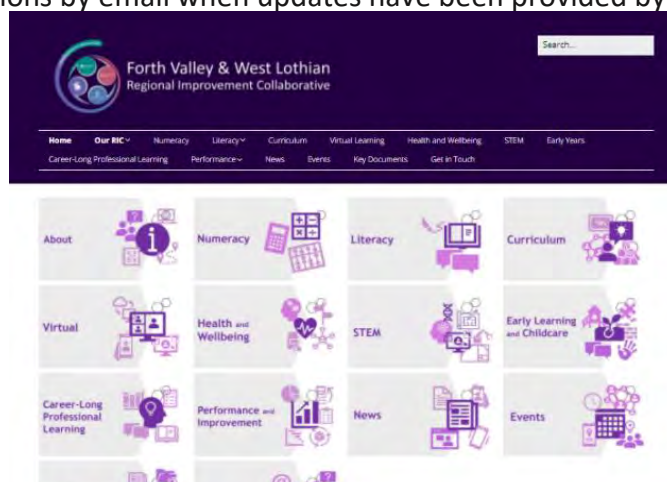
Part 1 of The Inspiration Hub has been a digital platform to support collaboration through our sharing of examples of developing practice from across our RIC. To date we have more than 50 examples of practice shared on the directory with more being added throughout the session. These examples of practice are searchable on stages, curricular areas and aspects of learning. The Inspiration Hub is a way we can celebrate the innovative and transformational practice in our RIC while supporting each other on our journey of improvement.

Part 2 of The Inspiration Hub will launch during session 2021/22, following consultation and data-gathering from session 2020/21. To help us, as RIC, to action our values of equity, empowerment and collaboration, we are working with partners to help identify potential pathways for learners while sharing ideas of accredited learning opportunities across all sectors. This information will form the creation of a Qualifications Directory which will be searchable through stages, curricular areas and vocational sectors. It will empower our schools and establishments to have the information they need to help ensure our curriculum meets the needs of all of our learners.

Our FVWL RIC website

<https://blogs.glowscotland.org.uk/glowblogs/fvwlrhc/>

Our FV&WL RIC website has been redesigned to make it easier for practitioners and school leaders be able to see the work being led through our various RIC workstreams, as well as upcoming events and professional learning opportunities. There is also an option to contact workstreams directly so that more bespoke, personalised support can be provided if needed. Staff can sign up for updates so that they are sent notifications by email when updates have been provided by their choice preferences



Learning to Achieve in Falkirk

*The COVID19 pandemic caused the 2021 SQA exam diet to be cancelled, as a result the data and statistical progress provided in this document is different to that reported in previous Standards and Quality reports. It is not an incremental step on so cannot be compared. Senior phase data only includes SQA data and not all of the other wider awards such as HNCs, Foundation apprenticeships, ASDAN, Duke of Edinburgh etc. Scottish National Standardised Assessment (SNSA) data is a snapshot in time and does not cover the whole session.

*SQA Attainment

In S4

92% 5 or more awards at SCQF Level 3 or better

87% 5 or more awards at SCQF Level 4 or better

51% 5 or more awards at SCQF Level 5 (A-C) or better

End of S5

63% 1 or more awards at SCQF Level 6 (Higher) or better

44% 3 or more awards at SCQF Level 6 (Higher) or better

20% 5 or more awards at SCQF Level 6 (Higher) or better

End of S6

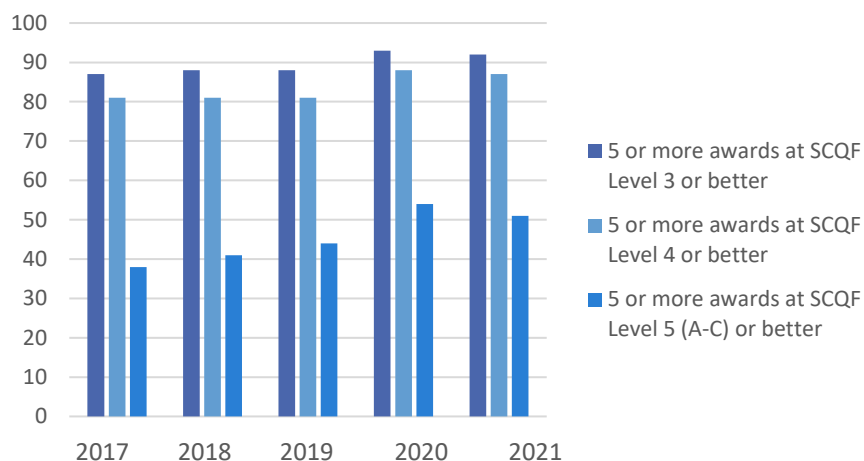
51% 3 or more awards at SCQF Level 6 (Higher) or better

38% 5 or more awards at SCQF Level 6 (Higher) or better

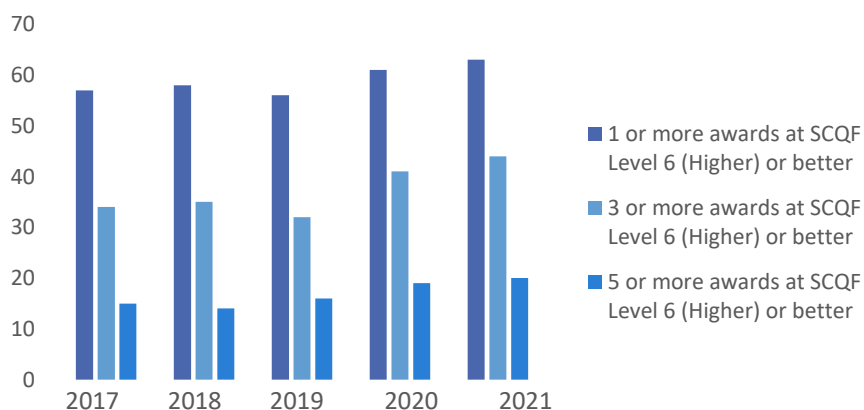
24% 1 or more awards at SCQF Level 7 (Advanced Higher) or better



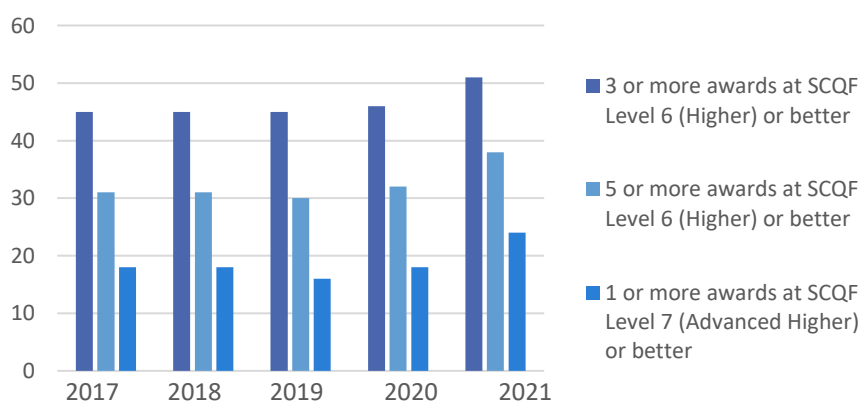
Attainment in S4



Attainment in S5

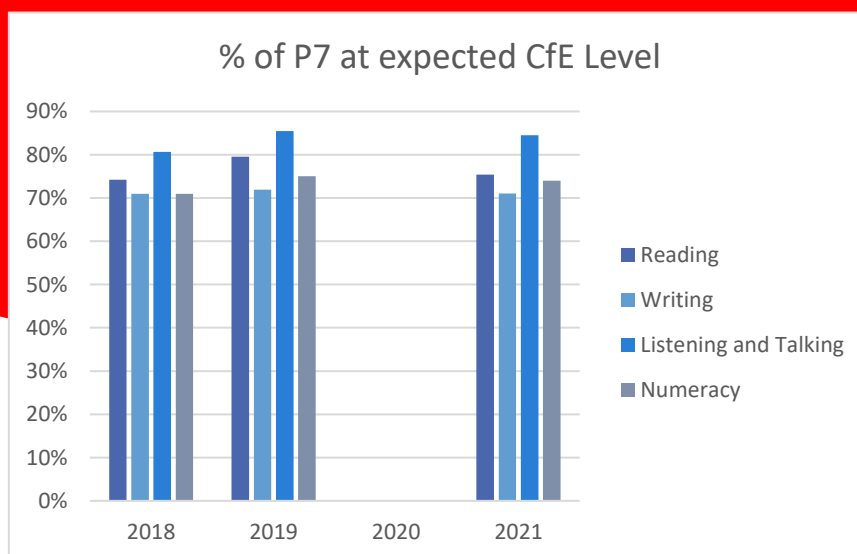
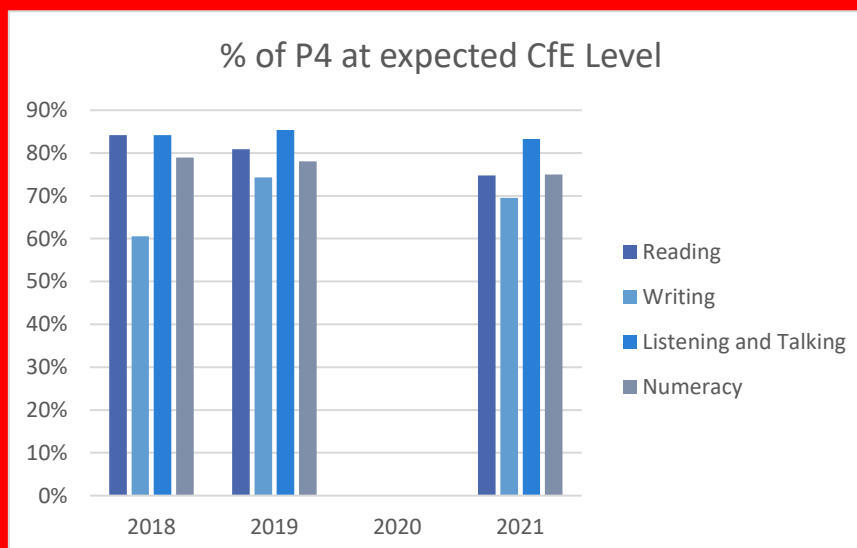
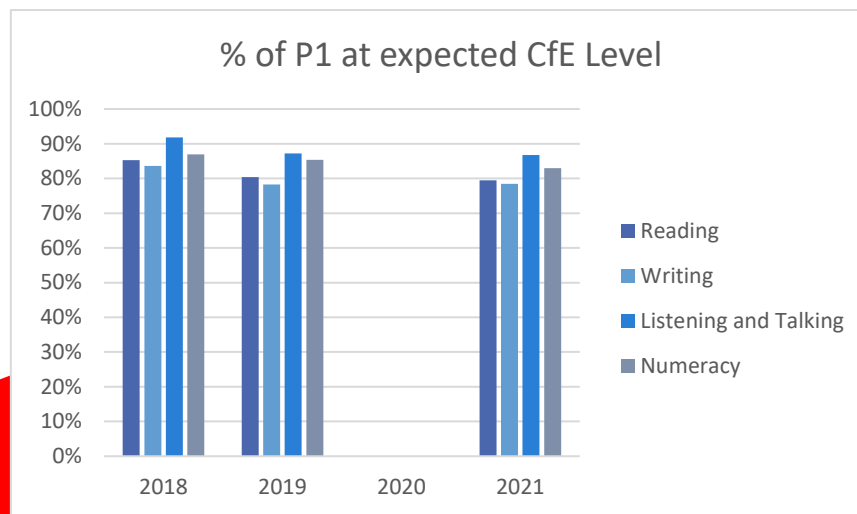


Attainment in S6



CfE Level of achievement

*CfE level data was not gathered in June 2020, S3 data was not gathered in June 2021



Scottish National Standardised Assessments (SNSA) Snapshot

Literacy

P1 – 93% of those assessed were in the medium/high categories Nationally

Numeracy

P1 - 94% of those assessed were in the medium/high categories Nationally

Attendance

In Falkirk average pupil attendance is:

95% for primary pupils

92% for secondary pupils

Workforce

Children's Services has 3704.62 full-time equivalent employees as at April 2021

13.5% of these employees are in the 36-40 age bracket

Scottish National Standardised Assessments (SNSA) Snapshot

Numeracy

P4 - 69% of those assessed were in the medium/high categories Nationally

P7 - 78% of those assessed were in the medium/high categories Nationally

Scottish National Standardised Assessments (SNSA) Snapshot

Reading

P4 - 69% of those assessed were in the medium/high categories Nationally

P7 - 83% of those assessed were in the medium/high categories Nationally

Writing

P4 - 66% of those assessed were in the medium/high categories Nationally

P7 - 79% of those assessed were in the medium/high categories Nationally

Workforce

25% of Children's Services employees are aged between 46 and 55

Education Services accounts for 81% of the full-time equivalent employees within Children's Services

Free School Meals

All P1-3 pupils and all pupils in special schools received free school meals

20% of P4-7 pupils and 18% of secondary pupils were entitled to free school meals

Overarching Priorities for Session 2020-2021



Falkirk Council
Children's Services

The Four Capacities



National Improvement Framework Priorities

Improvement in attainment, particularly in numeracy and literacy.

Closing the attainment gap between the least and most disadvantage children.

Improvement in children and young people's health and well-being.

Improvement in employability skills and sustained, positive destinations.

Regional Improvement Collaborative Priorities

Strengthen and improve teacher confidence, understanding and delivery of high-quality learning and teaching experiences in literacy and numeracy.

Strengthen the quality of the Early Learning Childcare (ELC) workforce to support the quality dimension of the ELC 1140 expansion.

Provide professional learning that helps drive forward collaborative leadership at all levels.

Ensure performance information and improvement approaches support raising attainment for all.

Ensure performance information and improvement approaches support raising attainment for all.

Falkirk Council Priorities

People

Raising aspiration and ambition.
Reducing the impact of poverty on children and their families.

Place

Growing our economy.
Improving the neighbourhoods that we live in.

Promoting vibrant town centres.

Partnership

Working with communities to deliver better services.

Empowering and enabling people to be



Leadership and Workforce Development

SERVICE & SCHOOL IMPROVEMENT TEAM LEADERSHIP PROGRAMMES 2020-21

Carol Turnbull (Education Team Manager) and Laura Baird (Support Officer) from the SSI Team continued to work in partnership with Jane Mudd, from The Mudd Partnership, to design and deliver a range of leadership opportunities for senior leaders. Colleagues from schools were also involved in the facilitation of central programmes for aspiring leaders. In session 2020-21, the Quality Associates Programme was designed and delivered in conjunction with colleagues from Education Scotland and HMIe. Across all leadership offers, numbers remained consistent with previous sessions, or increased, including the number of colleagues engaging in the MSc Professional Education & Leadership programme at the University of Stirling.



Headteachers - Leading Well

3 different sessions were offered, each over 5 dates in this series of CLPL opportunities aimed at supporting Headteachers to consider their own health & wellbeing, whilst managing the complexities of leading their school communities. Entitled 'Navigating Complexity', 'Towards New Horizons' and 'Harnessing Success, Optimising Improvement', these sessions totalled 79 attendances from September to June. Two of the Leading Well sessions were also offered to our Early Years Heads of Centre, with 26 attendances recorded.



Headteacher Leadership Development & Induction Programme

This programme aims to support and enhance leadership across the service and bring together the expertise and knowledge of all designers, providers and participants within Children's Services. Designed for those in acting HT posts, those new to headship, or new to the authority, 11 participants engaged in 8 sessions in 2020-21. Of those who participated in the programme, 4 acting HTs have now secured headships within Falkirk Council.



Depute Headteacher Programme

In the second year of offering a new, updated programme for DHTs, 18 colleagues joined a total of 5 sessions from December to May. Opportunities were provided to network and engage in peer activities to explore key elements of senior leadership. Two acting DHTs subsequently secured permanent DHT roles. One participant has successfully applied for the Education Scotland 'Into Headship' programme for 2021-22.



Postgraduate Study - MSc Professional Education & Leadership

Despite a move from face to face delivery to online, the number of colleagues engaging in postgraduate modules remained healthy. In session 2020-21 we had 9 people on Year 1 (7 of whom are going to continue into Year 2), 10 people in Year 2 (8 of whom will move on to Year 3 next session) and 10 people in the final year of the Masters programme.



To Lead or Not to Lead? (TLonTL?)

Facilitated by Derek Paterson, DHT Larbert HS, and Laura Baird, SSI Team, the TLonTL? Programme for aspiring leaders had 32 participants who engaged in 8 sessions over the year. Several participants in the TLonTL? Programme have now moved on to the MSc modules. Participants led development work at school level covering a wide range of themes, and used the online sessions to support their understanding of key leadership skills.



Dare to Care

Led by Scott Cockburn, Grangemouth HS and Martyn Shields, Larbert HS, 11 participants attended the 8 central sessions aiming to support secondary colleagues aspiring to leadership roles within pastoral support. Participants were supported in taking on a caseload of pupils within their school settings and used an enquiry approach to support their understanding of pastoral support and leadership.



Quality Associates Programme (QAP)

Aiming to increase capacity across the Service to further improve the robustness of evaluation and the quality of engagement for improvement, the QAP was launched in January 2021. 7 Early Learning & Childcare representatives, 8 Primary colleagues, 7 Secondary colleagues and 7 members of the SSI Team participated in the 6 learning sessions. The programme is designed as a professional learning experience and has been created by the Service and School Improvement Team in partnership with Education Scotland Attainment Advisers and HMI colleagues, who are also involved in its delivery.



Photos and Tweets with more details at @MissLBaird, @FCCarolTurnbull, @MuddPartnership

SERVICE & SCHOOL IMPROVEMENT TEAM LEADERSHIP PROGRAMMES 2020-21

FEEDBACK FROM PARTICIPANTS



"This course and project have been invaluable to helping me develop my knowledge and understanding of leadership concepts and skills, then transferring them to my own practice. I have grown in confidence when leading on a project, and am more aware of the tricky decisions, critical incidents and flexibility that goes into leading a team. I am looking forward to continuing my journey into next session."

(To Lead or Not to Lead? Programme participant)

"Starting this course was one of the best career decisions I have ever made! I'm finding it really transformative. I am confirming that I want to continue into the second year of study and am choosing the middle leadership option to support my future career aspirations."

(MSc postgraduate module student, Year 1)



"I have been on a considerable journey since I last participated in a leadership course and found the sessions inspiring and reinvigorating. It was great to have the opportunity to engage in professional dialogue with colleagues about current issues and be reassured that we are all facing similar challenges. The programme not only allowed me to reconnect with other practitioners but allowed me to reconnect with my own passion for self-reflection with regards to my own leadership journey."

(DHT Programme participant)

"It has been very valuable for me to reflect on my own journey and to have the opportunity to hear about other leadership journeys. Hearing about the work in other clusters for example how approaches to professional learning have been embedded, has encouraged me to think about this within my own context. I have enjoyed the recommended articles which have been shared with the group and learning about facilitation approaches such as the 'Learning On Behalf of Others' technique."

(Headteacher Leadership Development & Induction Programme participant)



"... we were able to speak honestly and openly about our school experiences and personal experiences which have impacted on our role at present. The focus during the sessions on what we had achieved was positive and uplifting."

(Headteacher, Leading Well participant)

"Thank you for the help and guidance I have received over the course of the Dare to Care programme. I have found the course to be very insightful. Everyone's presentations were excellent, it was a brilliant opportunity and support to hear them all."

(Dare to Care participant)



"I have thoroughly enjoyed this programme. The balance of professional reading, consideration of local and national contexts and dialogue with others has been enormously helpful. The creation of the Quality Associates Programme is an exciting development for the local authority, but the scope of the programme has gone far beyond the creation of a framework and agreed practice. Wider benefits include the impact on the individual – reminding us of our role as lead learners, and our commitment to quality professional development and learning – but also the creation of a shared understanding and opportunity to collaborate within and across schools."

(Headteacher, Quality Associates Programme participant)



Photos and Tweets with more details at @MissLBaird, @FCCarolTurnbull, @MuddPartnership

Raising Attainment and Achievement



Falkirk Council
Children's Services

Education Scotland's *How Good is Our School? 4th Edition (HGIOS4)* describes attainment in four areas within the Quality Indicator 3.2 Raising Attainment and Achievement:

1. Attainment in literacy and numeracy
2. Attainment over time
3. Overall quality of learners' achievement
4. Equity for all learners

2020-2021 Service Priority:

Raise attainment for every child and young person and enable them to make excellent progress through their learning journey 3-18 years

What did we aim to achieve in Session 2020-2021?

Progress and
Improvement Key

Still work to do

Good progress

Very good progress

| Overarching Aim | Major focus on tracking, monitoring and moderation of professional judgements of CFE, BGE | |
|-----------------|---|--|
| ELC | Continue to work jointly with Falkirk's Educational Psychology Service to devise and deliver training and support the early adoption of an ELC assessment framework. | |
| | Devise and deliver a range of professional development opportunities, including leadership activity, to support robust professional judgement of children's progress in ELC. | |
| | Deliver professional development and leadership opportunities to support further engagement in How Good Is Our Early Learning & Childcare? – quality indicator 3.2 Securing children's progress | |

| | | |
|-------------------|---|--|
| | Support through virtual and digital means engagement of parents and families in their child's learning, for example, through apps and digital profiles; and, continually enhance and update Connected Falkirk website. | |
| | Take forward an innovation family-centred project led by Early Years Pedagogues called to support schools to understand the needs of the community around the ELC/ school | |
| Schools | Promote, support, and monitor the use of the FVWLric Equity Toolkit https://sites.google.com/eds.glow.scot/fvwlCOVID19equitytoolkit/home | |
| | Develop professional learning Digital modules focusing on supporting the assessment of the impact of COVID-19 on children and young people. | |
| | Refresh FCCS Guidance for the implementation of Scottish National Standardised Assessments. | |
| | SSI Team Manager engagement with school teams focusing on recovery, improvement, and PEF Planning. | |
| | Form a network in Falkirk of practitioners who have participated in the numeracy programmes and develop a support system and training programme for other Falkirk practitioners; numeracy leads/mentors | |
| Schools continued | Tracker to all primary schools and further develop communication and link to BGE tracking in secondary and the use of this data in transition into S1. | |
| | Continue to work with teachers and Quality Assurance Moderation Support Officers to review and enhance current FCSSI moderation packs which support the improvement of moderation | |
| | Collaborative with FVWL RIC Numeracy Principal Teachers to provide further professional development and resources | |
| | Gather and analyse attainment of Curriculum for Excellence levels P1,P4, P7 and S3 to target support in preparation for the Scottish Government lift in June 2021. | |
| | Authority officers and school leaders will further develop the approaches to quality assurance and moderation to ensure robust, valid and reliable teacher judgement is in place. This will support the teachers in ensuring evidence is in valid and reliable due to the changes to the 2021 exam diet | |
| | SSI officers will hold review meetings in each secondary school session 2020/21, key focus: (i) the impact of their tracking and monitoring of performance at individual pupil level (ii) the overall effectiveness of this in informing learning and teaching | |

| | | |
|-----|--|--|
| | <ul style="list-style-type: none"> (iii) steps being taken to improve attainment in subjects where there is apparent underperformance (iv) the attainment and achievements of vulnerable groups such as looked after children and those living in areas of relative deprivation. (v) analysis of school leaver destinations and the impact of specific factors e.g. attainment, SIMD etc.. (vi) curriculum analysis to provoke the shift in destination profiles (vii) impact of covid 19 on SLDR and associated planning | |
| ASN | Measure the impact of resources allocated to children and young people on their progress, attainment, and achievement. | |
| | Further develop partnership working with Enquire to ensure our processes are family oriented and based in children's rights | |
| All | Provide support and guidance to monitor the levels of pupil engagement during periods of blended/ remote learning | |
| | Review, update and add to <u>DigiLearnFalkirk</u> site to widely share <u>guides and curated resources to support pupils, parents/carers and teachers in pupils accessing Glow and class in Microsoft Teams for different types of devices</u> | |

The remainder of this report provides information to illustrate the evaluations of our progress towards meeting our priorities and improvement outcomes for session 2020-2021

SUPPORTING AND DEVELOPING LITERACY AND ENGLISH ACROSS THE AUTHORITY



DESCRIPTION OF KEY ACTIVITY/TASK

- Supporting the ongoing development of a reading culture – at authority and establishment levels
- Supporting literacy development through provision of digital and physical resources
- Planning, arranging and delivering professional learning based on intelligence and data
- Building and fostering literacy links and networks
- Communicating national guidance priorities and other key information relating to literacy across the service
- Supporting establishments with their identification of pupils experiencing challenges to their literacy progression

TARGET GROUP

Whole authority - senior leaders, practitioners, support for learning teachers, support for learning assistants
Mainly universal CLPL offer but some primary settings have engaged in the extended Reciprocal Reading programme.

LINK TO FVWL RIC

We have worked closely with FVWL RIC colleagues to develop and extend our professional learning offer. This has included:

- Reciprocal Reading training and strategies
- Inservice training and virtual training on writing
- Networking with FVWL RIC colleagues to support and learn from one another

EVALUATION/IMPACT

Impact of a resource provided to a very reluctant reader:

"I thought you might want to see this photo and I hope it makes you smile. I requested novels for a child in my class who has Dyslexia. Her dyslexia is quite severe so, as you can imagine, she can be a reluctant reader. She took one of the books you provided home today and her mum sent this photo to me! She read it all the way home from school and stayed in the car once they were home to finish the chapter. It made all our hearts soar.

Thank you for all you do - look at the difference you make"

PRIORITY IMPROVEMENT WORK FOR NEXT SESSION

Continue to work as a team to develop our support and CLPL programme – key themes which have had impact this session such as:

- Our "Unlocking pupil potential through the use of digital tools" series with Malcolm Wilson
- Continue to develop our culture of "thinking practitioners" through our "Let's talk about..." series of CLPL
- Build on our CLPL offer around SNSA and other data – to include more in depth focus on aspects which are areas for development
- Establish regular and more focussed engagement with secondary establishments and neighbourhood or cluster groups through annual visits/conversations
- Establish processes which support our engagement with School literacy improvement priorities
- Develop communication tools and Falkirk Literacy branding which streamline literacy planning and processes as well as developing our identity & key messages as a team/authority
- Continue to work in collaboration with FVWL RIC LIT team colleagues to develop our reciprocal reading CLPL offer and other aspects of literacy.
- Link with the moderation work done by FVWL RIC colleagues and schools to align where possible

Literacy Blog:

<https://blogs.glowscotland.org.uk/fa/LiteracyStrategy/>



- The degree of engagement in our Literacy Teams and professional learning sessions indicates that our provision has galvanised and motivated our staff colleagues. This is further evidenced by the increase in numbers of people attending training – see information below.
- Staff are actively asking when the courses we provide will be re-run.
- The average rating of professional learning sessions has increased, as has the number of people attending literacy training
- The discussion board element of the Support for learning and Support for assistant Teams are lively places where frequent exchanges of ideas and support take place
- Staff are applying their professional learning to have direct impact on pupil learning – see selection of evidence below
- Number of training courses offered - 21
- Number of people attending - 460
- Number of evaluations completed - 338
- Average Percentage Rating 3 or 4 - 83%

SUPPORTING AND DEVELOPING NUMERACY AND MATHEMATICS ACROSS THE AUTHORITY



DESCRIPTION OF KEY ACTIVITY/TASK

Strategic lead for numeracy across Falkirk Council.

This involves, but is not limited to:

- Supporting practitioners and establishments
- Collecting and analysing data to inform authority wide support/challenge/intervention
- Creating and delivering training

Following on from 19 authority schools having completed some form of numeracy training from the FVWL RIC numeracy workstream in session 19-20, the task was to utilise the skills that practitioners had developed from this. The idea being that through these practitioners, across the authority, there would be a:

- building of capacity in other practitioners whether they had been on RIC training or not
- sharing of good practice and expertise
- network of support for practitioners to use

TARGET GROUP

- FC practitioners in all establishments.
- Opt-in CLPL to the blethers, sign up through CPD manager or being part of the Falkirk Numeracy Network (sign up via TEAMS tile).
- To date there are 68 members of the Falkirk Numeracy Network TEAMS tile.
- Blether presenters – practitioners who were on RIC training and volunteered, practitioners who were approached by myself due to numeracy development work they had undertaken in their settings.

LINK TO FVWL RIC

Improvements are very closely aligned to the RIC and there are strong working relationships with:

- Numeracy workstream lead
- Numeracy workstream PTs
- Numeracy academy

EVALUATION/IMPACT

5 year Scottish Attainment Challenge Report:

"...primary schools who focused attainment challenge resources on specific numeracy interventions show the biggest improvement in closing the poverty related attainment gap. These schools have effectively used planners produced collaboratively with the local authority. Some of them have engaged very successfully with the regional improvement collaborative numeracy workstream and several of them have appointed numeracy principal teachers and developed sophisticated tracking and monitoring systems along with high quality assessment. These schools have successfully targeted pupils to ensure that gaps in learning have been closed and attainment has been improved.

19 primary schools used the Numicon Intervention Programme targeting pupils from deprived backgrounds. Learners showed more than 12 months gain in 3 months. Pupil engagement and enjoyment in the programme was significant."

Numeracy Blethers feedback:

- "Some excellent hints and tips worth using. Thank you."
- "That was an interesting and informative session 😊"
- "These look very useful for assessment. Thank you."
- "A lot of this is new to me so I have learned loads today. I'll look out for the other courses too! Thanks so much. Loads for me to try when I get back out teaching."
- "Really great ideas 😊 so often we only think of the first two levels with blooms!"

PRIORITY IMPROVEMENT WORK FOR NEXT SESSION

- Increase engagement in #MakeSUMthingofMathsinFalkirk Numeracy Blethers; sharing of practice/resources/networking/pedagogy
- Programme of blethers for whole school session led by practitioners
- Data led improvement support in numeracy attainment for critical schools
- Family learning programme pilot – St Francis Xavier Primary School
- Increase profile of FC numeracy strategy, FC Numeracy Progression Pathways, FC Pressure Points
- Engage with FVWL RIC Numeracy workstream and new PTs in strategic direction of support that they can offer

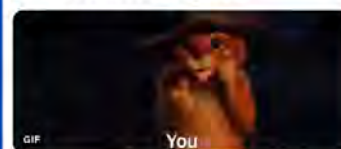
- Blethers started in Lockdown 2.
- 30 practitioners attended over the course of these.
- Blethers occurred in Feb, March and April.



Numeracy Hub Champ
@numhubchampfalk

#MakeSUMthingofMathsinFalkirk

Next numeracy blether. 2nd June 2021 3.45pm in the TEAMS tile or join on CPD manager. Antonine discussing their numeracy improvement journey. Falkirk colleagues, see you there.



Further information can be found using the following social media platforms:

- Twitter
@numhubchampfalk
- Numeracy Blog
<https://blogs.glowscotland.org.uk/fa/numeracystrategy>

LIBRARY RESOURCE SERVICE SUPPORT AND DEVELOPMENT



DESCRIPTION OF KEY ACTIVITY/TASK

- Manage the Learning Resource Service for all educational establishments in Falkirk Council
- Support reading for enjoyment and creating a Reading Culture
- Manage the Bookbug and Read, Write, Count initiatives
- Support the professional development of school librarians in the authority
- Key contact for the School Library Improvement Fund
- Close collaboration with national literacy agencies e.g. National Literacy Network and Scottish Book Trust
- School libraries have a vital role to play in the learning of children and young people, facilitating the Curriculum for Excellence.
- They empower pupils, school staff and the wider community in their learning, provide a service to improve school-leaver destinations, promote all forms of literacy, and support the role for lifelong learning in children and young people.

TARGET GROUP

All education staff, families including home educators and central team colleagues.

Research indicates that reading for enjoyment, increases knowledge of the self and other people, social interaction, imagination, focus, relaxation and mood regulation. Improvements in young children's communication abilities and longer-term education outcomes were also found (The Impact of Reading for Pleasure & Empowerment, The Reading Agency)

LINK TO FVWL RIC

- FVWL Literacy workstream – Reading Schools Accreditation

EVALUATION/IMPACT

- Despite the challenges of Covid, the RED Book Award took place on-line with c140 young people and the 4 shortlisted authors taking part.
- "My sincere congratulations to the 15th anniversary of The Red Book Award. You and your team are outstanding to keep this going year after year. Imagine, some of your first participants are probably reading to their young children now. I am sure you have touched many youngster's attitude to reading, inspiring a love for literature."

Pupils feedback:

- "I can't think of anything that could make this event any better than it already was."
- 1788 Explorer Bookbug bags were distributed to EYCC, nurseries and families.

Parent feedback:

- "Thank you so much for the Bookbug bag, my child was SO excited and we are having a great time sharing the books and activities."

PRIORITY IMPROVEMENT WORK FOR NEXT SESSION

- Consolidate the development of service provision to educational establishments including further development of the primary teachers' book group and the early years' book group.
- STEM development in partnership with RAISE officers, - novels and picture books with STEM lesson plans. Updating the resource boxes and using them to signpost to other resources and ideas, including the use of QR codes.
- CLPL offer (in addition to the CLPL offer from the Literacy team):
 - Reading for Enjoyment – book review session
 - Spotlight on an author – one a term
 - Borrowbox – focussing on individual schools (staff, families and pupils)
- Assist with the refurbishment of 6 primary school libraries in terms of creating a reading culture.
- Grangemouth Cluster Librarian pilot starts August 2021; supporting literacy in the associated primary schools, Grangemouth HS and Carrongrange HS.
- Development of the RED Book Award – planning team now includes teachers and SFLAs. Pupils from across the secondary schools will be included in reading the long list and will be part of the discussion in September to decide the 4 short listed books. Carrongrange will be included.
- Focus on digital literacy in terms of the role for school librarians as part of the bigger literacy plans and digital literacy in partnership with the Connected Falkirk team.

The provision of current and relevant resources is crucial to enhancing learning and teaching:

- "I wish you could have seen the kids' faces with a fresh book, the excitement was tangible."
- "The children were very animated talking about the books in the corridor. Your resources, yet again, have created a great buzz and motivation for learning. Thank you."
- The lending service during lockdown was affected while schools were closed. This summer term however saw a 58% increase in loans compared to the 2019 summer term.
- The feedback from educational establishments indicates that this service is extremely valued in terms of engaging pupils in and creating enthusiasm with their learning.
- "I was very grateful to have been given the opportunity. Awesome book! Thank you so much." Visually impaired boy, Grangemouth HS. LRS had arranged for a custom made book, The Diary of a Wimpy Kid, so that he was able to enjoy the same book as his classmates.
- Further information can be found at: [National Strategy for School Libraries](#).

SUPPORTING AND DEVELOPING DATA FOR IMPROVEMENT ACROSS THE AUTHORITY

TARGET GROUP

Initially 7 schools were involved in the pilot. Following that, the roll out has included all primary establishments.

DESCRIPTION OF KEY ACTIVITY/TASK

- Provide support to practitioners in the use of data for improvement
- Create a new BGE Tracker to be used across Falkirk Council primary schools
- Support establishments and practitioners in the use of this tracker - both practical and technical support

LINK TO FVWL RIC

- Data Coach works closely with colleagues in the Performance Workstream.

EVALUATION/IMPACT

- Primary establishments expressed a need for a Broad General Education tracker to support the conversations about progress and achievement
- This BGE tracker enables a consistent approach to tracking thus giving opportunities for more effective analysis
- Consultation with Service and Team managers
- Consultation with HT representative group
- 7 school pilot and then further wider roll out to all primary establishments following the successful trial.

PRIORITY IMPROVEMENT WORK FOR NEXT SESSION

- Further practical continued support to schools through CLPL.
- Further roll out of tracker to more schools.
- Updates to tracker as and when required.
- Supporting establishments/clusters/neighbourhoods to use data for improvement

August - December

- Rollout to all primary schools in Falkirk with offer of training and support.
- Meetings with HT's/SLT within the first 2 months. CLPL sessions with practitioners – things such as inserting comments to put context to the data, using the graphs and tables to explore the data using filters such as SIMD, PEF, class, year group etc.
- Technical support for schools.
- Supporting document produced for schools in using the tracker and challenge questions.

Jan – April Lockdown 2

- CLPL
- Technical support
- Snapshot of attainment for the period Oct-Dec 2020 - grouped into neighbourhood data and given to HTs for analysis and discussion

April – June

- CLPL in relation to ACEL data collection.
- CLPL in data analysis to inform School Improvement plans for session 21-22.

SUPPORTING AND DEVELOPING PROFESSIONAL LEARNING ACROSS THE AUTHORITY



TARGET GROUP

60 Primary and 57
Secondary probationer
teachers
5 early years SSI team
colleagues
12 members of staff in
one identified primary
school

DESCRIPTION OF KEY ACTIVITY/TASK

- Adapt and deliver a practitioner enquiry experience for all secondary probationer teachers
- Adapt and deliver a practitioner enquiry experience for all primary probationer teachers
- Design and provide this professional learning within evolving Covid 19 restrictions and limitation across session 202-21 to ensure that it fulfilled GTCS Standard for Full Registration requirements.
- Shared practitioner enquiry experience, knowledge and skills with SSI early years teams colleagues
- Planned and supported all teachers and senior leaders in an identified primary school to undertake a practitioner enquiry of their own.

LINK TO FVWL RIC

- Strong collaboration takes place with links to the FVWL professional learning workstream.