



Falkirk Council
Children's Services

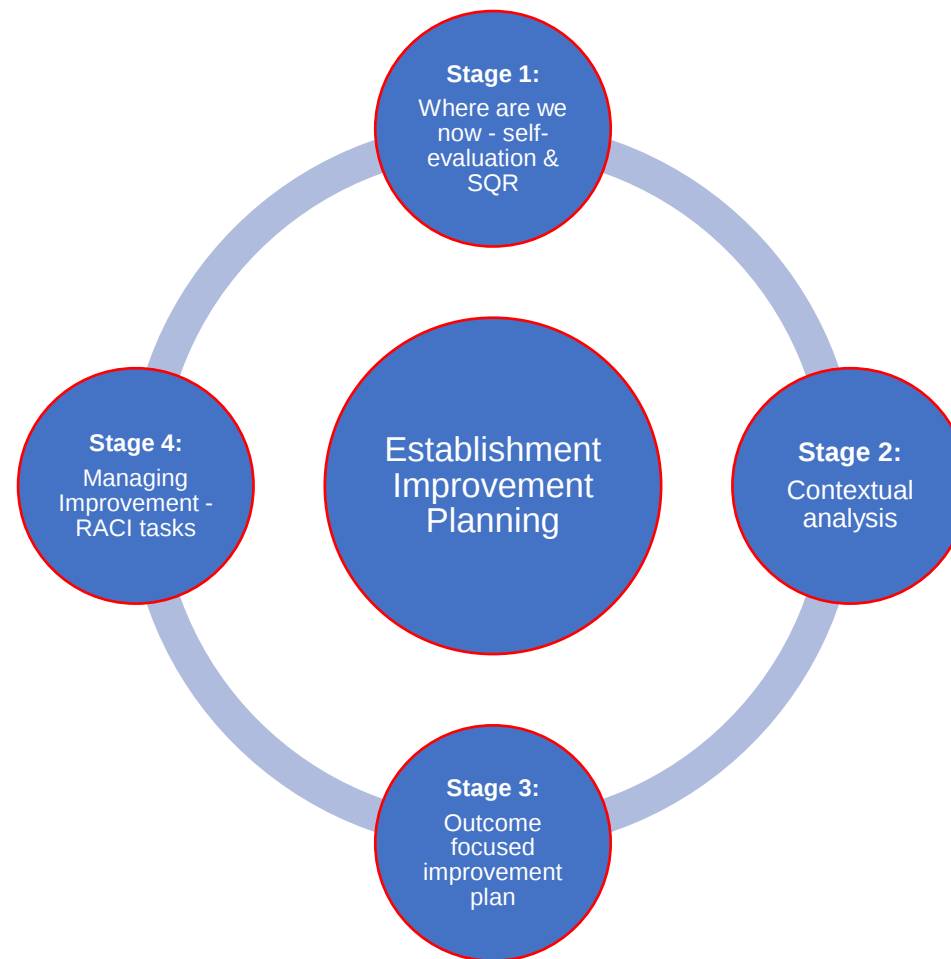
Establishment Name:

Avonbridge and Drumbowie Learning Community



Falkirk Council Children's Services

Establishment Improvement Planning Cycle



Unique Context

Stage 2

National Expectations



Community – Demographic, geographical and economic influences

Avonbridge Primary School is a small non-denominational school set in the rural village of Avonbridge which lies approximately 6 miles south of Falkirk. There is a shop in the village which sells groceries, a doctor's surgery, church and community hall. A large haulage firm is located within the village but many of their employees commute into the village.

Attendance and Exclusion

- Our attendance at Avonbridge PS is currently sitting at 95% for this session. This is an improvement on last year's figures due to a continued focus on attendance procedures across ADLC. The figure at Drumbowie PS is also 95%, a slight decrease on last year.
- We are aware of the children with lower attendance and have regular contact with families to offer support around this. We will continue to monitor and develop

Progress and Attainment

- Teacher judgement statistics at the end of session 2021-2022 showed the following levels of attainment:
**this cannot be displayed as individual children may be identified.*
- Given the low numbers at each stage and the inconsistencies in stage numbers from year to year, it is difficult to track trends within this data. Generally attainment in reading has been on track for several years in almost all stages. Writing and Numeracy remain areas to

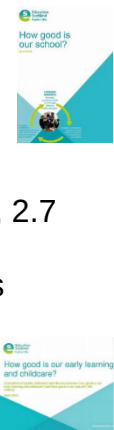
Drumbowie PS is approximately two miles away in the village of Standburn, and shares a similar rural village setting although this area has no additional community facilities. Assets Both of our school settings have wonderful school grounds which we and our ELCC make very good use of. We have close links to Braes High School for transition and collegiate working throughout the school year. The gender of children within our schools is balanced, with 15 girls/13 boys at APS and 8 girls/7 boys at DPS. However, most individual year groups have an imbalance. We have close links with Blackfaulds Care Home - a crucial intergenerational community link. We work closely with Avonbridge Hall Committee and Community Council. All pupils benefit from a subsidised Tuck Shop provided by a grant secured by the Community Council. We work closely with our Active Schools coordinator – delivering lunch time and after school clubs. Both schools have also been working	attendance procedures in line with the needs of our context. • We have had 0 exclusions at DPS this session. We have had 1 exclusion at APS.	develop and interventions will be in place for targeted children. • After participating in the RIC writing programme, staff will continue to develop a genre-based approach to writing using a two-year rolling programme, incorporating elements of Talk for Writing to ensure high quality experiences for all. • Numicon is being used as an intervention programme with targeted children. Support Staff have also been utilising the 5 Minute Box intervention and SHINE Maths intervention with targeted children. • We track children's progress 4 x annually. To support, guidelines have been written to facilitate these teacher judgement discussions. • Moderation discussions are built into our collegiate and in-service calendar to support teacher confidence in making a judgement about a level. • We have termly progress meeting regarding pupils who require more support. These discussions focus on support and challenge in literacy and numeracy as well as HWB. • Staff are working together as a whole to develop the idea of the 'Learning Pit' with children to encourage resilience and develop growth mindset having a positive impact on attainment.
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with Falkirk FC to deliver coaching sessions for pupils, and our ADLC Team have represented the school at multiple football festivals this session and wider sporting events. We have partnered with Barnardo's Positive Health and Wellbeing service this session, for both one-to-one work with identified children and PEF funded group intervention. We work closely with our cluster colleagues to share good practice and developments across schools with a focus on practitioner enquiry. We have continued links with our local church this year, attending an Easter Service in the church along with parents and carers, and inviting church representatives to key school events. We have an active ADLC Parent Council who are happy to support and regularly apply for grants via the EDF Fund to ensure we are able to participate in a number of activities such as monthly trips to the local library and school trips. Challenges • We do have a high number of children with a range of additional support needs e.g. ASD, ADHD, dyslexia, trauma, attachment and LAC etc. A lack of		• Staff will continue to develop and embed high quality learning experiences for pupils based on OTI CLPL through effective professional dialogue based on further reading and discourse.
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understanding of these children's needs and their right to inclusion can cause some difficulties with some of our parent body across the learning community. We are continuing to work towards raising awareness and celebrating the range of needs we have in our school with the whole school community. • A disproportionately high number of our pupils require additional support. They are supported with literacy/numeracy difficulties and health and wellbeing issues through universal or targeted support/interventions. • Although improving, some of our children can lack resilience and falter when challenged or taking on new learning. Over sensitivities to peer relationships can often spill into the classroom, hence why we have continued our focus on health and wellbeing as this is a barrier to raising attainment. • The village of Avonbridge has a number of extended families who have lived in the village for several generations. At times, new families moving into the village find it difficult to integrate. • A major set of challenges for the Avonbridge and Standburn area can be grouped together under the phrase- poor connectivity. This includes infrequent and expensive bus services, the lack of		
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mobile phone signals in some parts of the district, substandard broadband speeds and non-availability of mains gas. • 100% of the school role at APS live within SIMD 4 and our free school meal entitlement is 51.52%. At DPS, the school role live within SIMD 1, 4 and SIMD 6 and our free school meal entitlement is 21.74%		
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Stage 3

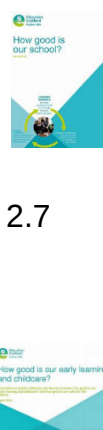
Priority Area: Reading	School and ELC leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 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? Reading is a fundamental skill that underpins all areas of learning and is crucial for academic success and lifelong learning. By improving the pedagogy of teaching reading, we aim to ensure all pupils develop strong reading skills, fostering a love for reading and enabling them to access the full curriculum. - Standardised Assessments – SNSA and ACER, Professional dialogue – Excellence and Equity meetings - Tracking meetings, Collaborative cluster dialogue				
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)	

By June 2025: All staff will be able to implement and demonstrate effective skills related to the teaching and assessment of reading.	Working collaboratively with another school in the cluster to develop reading pedagogy including skills for reading in fiction and non-fiction texts. Moderation activities & peer observations to develop a shared understanding of standards. Practitioner enquiries to develop small tests of change related to key areas of reading development.	HT, all staff June 2025	Baseline and value added assessments on – - Key concept subject knowledge - Pre and Post Assessment confidence - Impact on pupils through ongoing assessments - Pupil engagement – QA pupil voice groups - Practitioner enquiry findings
Develop key pedagogical principals related to the teaching of reading	Implement a balanced literacy approach that includes phonemic awareness, phonics, fluency, vocabulary, and comprehension. Incorporate guided reading sessions where teachers work with small groups of pupils at their instructional level, providing targeted support and feedback. Integrate reading activities into various subjects to provide pupils with frequent, meaningful reading experiences that demonstrate the relevance of reading in different contexts. Utilise digital tools and resources to support reading instruction, such as e-books (bug club), reading apps, and online reading programs.	HT, all staff, pupils	- Quality assurance – learning walks, classroom observations, peer observations. - Assessment – SNSA, ACER, Tracking.

To cultivate an in-depth understanding of reading skills and strategies that will enhance critical aspects of literacy.	Continue to develop pupils leading learning through paired reading sessions. Reciprocal Teaching: Engage pupils in a dialogue about the text where they take turns being the teacher, asking questions, summarising, clarifying, and predicting. Guided Reading: Small group reading sessions where the teacher provides targeted support and models comprehension strategies Continue to develop and embed active literacy strategies throughout reading sessions. In the upper stages, incorporate literature circles to deepen understanding of all facets of reading.	HT, all staff, pupils. Parents / carers June 2025	- Excellence and Equity professional dialogue. - Pupils work and pupil voice groups - Engagement survey – pupils/parents - ERIC time - Assessment – SNSA, ACER, Tracking. - Pupils work and pupil voice groups
By June 2025: To continue to embed a culture of reading throughout the learning community which enhances and develops, stamina and enjoyment.	- Daily opportunities for reading for enjoyment - Digital opportunities to support barriers to learning - library visits - Pupil voice wall display - Opportunities for working with authors - Community reading events - QR Code book reviews	HT, all staff, pupils. Parents / carers	- Engagement survey – pupils/parents - Pupil Focus Groups - Assessment – SNSA, ACER, Tracking.

Ongoing evaluation/actual impact:	
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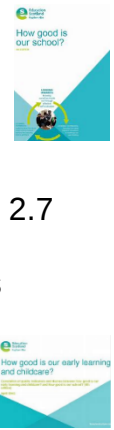
Stage 3

Priority Area: Writing	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? Writing is a crucial skill for academic success and future employability. Enhancing writing abilities will support learners in achieving higher standards in literacy, as outlined in the CfE and NIF. This priority aims to develop a consistent approach to teaching writing, ensuring progression and attainment for all learners. - ACER/SNSA Data			
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)
Writing Across the Curriculum (Pedagogy)	Integrate writing activities into various subjects to provide students with frequent, meaningful writing experiences including <i>dictation, cloze procedures and comprehension</i>. This approach helps to	June 2025 RACI lead All staff	Qualitative data from teacher observations highlighting improvements in pupil writing abilities, engagement, and confidence.

	contextualise writing and demonstrates its relevance in different academic areas. Develop professional learning opportunities for staff to engage in dialogue regarding the pedagogy of writing.		Practitioner enquiry projects conducted by teachers to document changes in pedagogical practices and pupil outcomes.
Use of Technology to promote writing for different purposes. (Pedagogy)	Incorporate digital tools and resources that support writing instruction, such as word processing software, online collaborative writing platforms, speech to text and digital storytelling tools.	RACI lead All staff June 2025	Using book creator for pupils to document their writing progress and set personal goals.
Develop effective feedback to enhance pupil writing. (Pedagogy)	Develop a robust feedback system where teachers provide constructive, timely, and specific feedback on pupil writing. Emphasise formative feedback that guides pupils through the writing process, rather than solely focusing on the final product. Ensure effective support and challenge for all pupils using digital tools to support and extend the experiences of all.	June 2025 RACI lead All staff	Qualitative data from teacher observations highlighting improvements in pupil writing abilities, engagement, and confidence. Improvement in pupils' scores on national standardized tests in writing, such as the Scottish National Standardised Assessments (SNSA) & ACER assessments.
Develop effective moderation across the learning community related to writing	Establish regular moderation meetings to ensure consistency and reliability in assessing writing across the learning community.	June 2025 RACI lead All staff	Regular feedback from teachers on the effectiveness of professional development sessions and changes in instructional practices and a shared understanding of pedagogy and standards.

Clear and consistent assessment	Utilise formative assessments to monitor pupil progress and inform instruction. Develop clear rubrics aligned with CfE literacy benchmarks – ADLC writing pathway. Encourage self-assessment and peer assessment related to our assessment framework to build metacognitive skills and ownership of learning.	June 2025 RACI lead All staff	Collection and analysis of writing samples from pupils across different stages to qualitatively assess improvements in writing structure, creativity, and technical accuracy. Pupil self-assessment data showing increased awareness of their writing skills and areas for improvement Using book creator for pupils to document their writing progress and set personal goals.
Develop a community approach to writing involving key stakeholders	Organise school-wide literacy events, such as writing competitions, author visits, and book fairs, to celebrate and promote writing. Arrange open afternoons for parents to provide them with strategies to support writing at home. Initiate community writing projects that engage pupils with local history, culture, and contemporary issues, fostering a sense of relevance and connection with Avonbridge and Standburn.	June 2025 RACI lead All staff	Surveys and questionnaires administered to pupils and parents to gather perceptions on the effectiveness of writing initiatives, engagement levels, and perceived improvements in writing skills. Focus group discussions with pupils to gather in-depth insights into their writing experiences and attitudes.
Ongoing evaluation/actual impact:			

Stage 3

Priority Area: HWB ATSSA Silver UNCRC / RRS Improvement in all children and young people's wellbeing incorporating play based experiences and Nurture Principles HW – UNCRC / Play	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? - UNCRC - Scottish Government			
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)
To consolidate silver accreditation as rights respecting school and work towards achieving gold.	Incorporate rights-based education across the curriculum, ensuring that children's rights are a regular feature of lessons and discussions.	June 2025 All staff SLT– Assemblies/ or classes	All staff to discuss Rights with children and detail these within their weekly and termly plans. Weekly assemblies to highlight Rights and develop understanding of how Rights link to learning experiences and wider achievements.

All children will be able to link children's rights and global goals as part of their learning and have a clear understanding of the links to learning for sustainability.	Create vibrant and informative displays around the school that highlight children's rights and celebrate rights-respecting activities and achievements	All Staff Updated Termly – June 2025	Collection of samples of pupils work across different stages to qualitatively assess improvements in understanding of Rights and how Rights are being linked to learning experiences across the curriculum.
	Establish or strengthen a steering group that includes staff, pupils, parents, and other stakeholders to oversee and drive RRS initiatives. Rights Knights will have an action plan related to global goals, LfS and UNCRC, leading learning across the learning community. Ensure that school policies and practices reflect a commitment to children's rights and sustainability, such as waste reduction, energy saving, and promoting a healthy, safe environment	All Staff June 2025 RACI Lead All Staff June 2025	Surveys and questionnaires administered to pupils and parents to gather data on the understanding of Children Rights and the impact of being a Rights Respecting School. Using X and other forms of communication to create and strengths community links with wider community. Termly Meeting with Rights Knight group to plan each term's focus. Rights Knight to lead feedback in class session to classes supported by class teachers. Action plan to be shared with parents/carers and feedback gathered via questionnaire/class dojo/X Regular feedback from teachers on the effectiveness of professional development sessions and how Meta Skills planning is linking to play based learning experience across the curriculum.

All staff / children will have opportunities to actively participate in play based learning related to our meta-skills progression pathway. All staff to attend SCERTS training.	Professional learning experiences with Lysa Thomson to understand the importance of meta-skills and how they can be developed through play-based learning. Develop a range of play-based activities that explicitly target the identified meta-skills. Incorporate regular reflection sessions where pupils can discuss what they learned from play activities, focusing on the meta-skills they developed using book creator. Organise in-depth training sessions conducted by professionals who have used the SCERTS model.		All staff to develop a range of activities linked to Meta Skills and agree on a consistent approach to targeting each Meta Skill across each level. Class teachers to plan check-in sessions to feedback on experiences with Meta Skills and Play and use data to drive forward planning and contribute to wider achievement tracking on Book Creator. All staff to complete SCERTS training. Gather qualitative data through termly classroom observation to ensure a consistently appropriate approach across the learning community.
Ongoing evaluation/actual impact:			