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**BRACO PRIMARY SCHOOL**

**Standards and Quality Report**

**Session 2021 – 2022**

**A Shared Vision…**

**INCLUDE ACHIEVE INSPIRE**

Our vision is of a welcoming, inclusive school where everyone is nurtured and respected. We evidence achievements through raising attainment. We share achievement through learning conversations and daily observations of learner progress. As a school community we aim to inspire and be inspired by peers, staff and our community, only possible with the continued strength of parental partnerships and local community. Braco Primary is a school everyone can feel proud to be part of.

**Values**

What is important to us…

**HONESTY, EQUITY, HARDWORK, RESPECT**

At Braco Primary all children and their families feel that Honesty, Equity, Hard Work and Respect are paramount in the development of their school community.

Taking responsibility for ones actions though Restorative Justice is embedded in Braco School and learners and staff are honest with themselves and others. As a school community we ensure equity in decisions made and opportunities given to individuals.

Our learners pride themselves in the hard work they do on a daily basis. They understand that to be Confident Individuals, Successful Learners, Effective Contributors and Responsible Citizens they need to work hard.

Our learners are respected and respectful.

We want all learners to discover what they are good at, to be proud of who they are, what they do and to feel that they are an important, valued part of the Braco Primary School Team.

Braco Primary School is a place where enjoyment and enthusiasm for learning is valued and where relationships are nurtured in order for them to grow in a supportive environment.

**Aims**

Braco School Community endeavours to prepare their learners for life with…

**B**rains and Bodies that are Active

**R**esponsible, Respectful and Resilient Attitudes

**A**chievement for All

**C**hallenging and Active Learning experiences

**O**pportunities for Skills development

We will achieve these aims through coherent, well planned learning experiences, our work in outdoor education and Forest school, our successful whole school celebrations and universal and targeted support strategies. We have active skills groups which involve all learners from nursery to P7.

**SCHOOL LEADERSHIP**

Braco Primary School continues to be an environment for learning where every child is valued and nurtured to achieve their full potential in a kind and safe environment. Strong community partnerships continue to be evident within and beyond the school with a clear purpose and mutual benefit e.g., the Ardoch Development Trust who continue to fund our music tuition in violin and have funded the school with several iPads to enhance digital literacy. In addition, they have agreed to fund Mindfulness Training for P3-P7 in response to Covid-19. Violin uptake is very healthy sitting at 68% in P3-P7. All School staff take on leadership roles within initiatives such as I Bike, Pupil Council, RRS (Rights Respecting Schools) and STEM (Science, Technology, Engineering and Maths). Leadership at all levels is achieved through our Pupil Council, Prefects and Forest School learning (which involves every child in school including nursery.) Parents, learners, and staff have been asked a variety of questions and views were gathered on a range of areas. Self-evaluation is an integral part of our evidence gathering. We all demonstrate a strong commitment to taking our identified priorities forward. We consult parents and learners about improvement including the use of Restorative Approaches, learner HWB and the impact of remote learning. These were then analysed by staff to identify points for action in response to the questionnaires evidencing those opinions and comments are valued by our school. Our Parent Council is extremely active and works tirelessly to support our school ensuring our pupils have the resources to go outwith their local community and gain experiences further afield. These opportunities are very much appreciated by the entire school community. This session we were able to provide a variety of online experiences e.g. The Perth Theatre Christmas Pantomime and workshop, Our Scottish book week, Our Scot’s Celebration and Poetry Competition and Interviews with authors. Our Outdoor experiences including visits from Rugby Tots and Crieff Rugby Club, Bike Week, Bikeability and collaboration with Ardoch in Bloom to do some planting. The school have also been involved with the Ardoch MUGA (Multi Use Games Area) group and are grateful for their support. We are also very proud to be the first Scottish school to form links with a Malawian School through the Scottish Malawian Partnership.

**IMPROVEMENT PRIORITIES 2022 -2023**

* Improve respectful relationships so that all children will feel respected by peers and staff and display respect for our school environment.
* .Raise pupil writing attainment so that most pupils in P4 will achieve first level and most pupils in P7 will achieve second level writing by improving learning, teaching, assessment, gathering of evidence and evaluation of learners’ progress.
* Enhance inclusive practice so that all staff will embed CIRCLE Resource into their practice to ensure inclusion and progress in attainment of targeted learners**.**

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HMIe Inspection report published October 2019

Care Inspectorate Visit October 2019

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**LEARNING**

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| **3.2 Raising Attainment and Achievement Good** | **2.3 Learning, Teaching and Assessment Good** |
| * Children are engaged in their learning and participate in decision-making about their learning pathways * Staff have a good awareness of equity and ensure all children access learning and teaching appropriate for their own unique learning style * Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment. | * Learners’ achievements in and out of school are recorded and recognised. Through digital learning logs and Get Togethers * Learners receive quality feedback and have an good understanding of their progress in learning and what they need to do to improve. * Our learning environment is built on positive, nurturing and appropriately challenging relationships which lead to good learning outcomes. |
| **1.3 Leadership of Change**  **Good** | **3.1 ENSURING WELLBEING and INCLUSION**  **Good** |
| * Staff engage regularly in professional dialogue to develop collective understanding both inhouse and across the LMG * All staff participate in individual and collective professional learning which improves outcomes for learners. * Staff are empowered to develop leadership at all levels to improve the overall capacity of the school. | * Most of our learners reported that they understood school expectations and how to repair harm * All staff and learners are familiar with GIRFEC, the Wellbeing Indicators and UNCRC * We have a universally inclusive learning environment considering needs of all |

Across our school all staff take account of children’s wellbeing and plan for equity of provision for all activities, e.g., P7 leavers day and school trips. Children’s needs are always taken into consideration when planning such events. The impact is that all children have access to all experiences provided.

Staff plan for children to learn core skills in Literacy, Numeracy and Health and Wellbeing, at an appropriate level. Termly planning has ensured our curriculum coverage of Experiences and Outcomes and parents kept informed through our Learning Links and digital learning logs. Through Visible Planning using the 4 contexts for learning (Inter-disciplinary Learning, Life and Ethos of the School and Opportunities for Personal Achievement) children influence what they will learn in some areas of the curriculum, and this is responsive to their needs. This allows children to understand what they are learning and why. In our nursery class children are well-involved in planning aspects of their learning. As a result, all immerse themselves very well and are creative in their play. Children focus very well on the wide range of activities planned to enrich learning across the curriculum and extend their learning.

Staff have high expectations of their pupils across all areas of the curriculum and almost all pupils agree. Pupils have continued to benefit from a focus on Forest Schools and outdoor learning.

Our school events are planned throughout the year showing Experience and Outcomes being met in Literacy, Numeracy and HWB. Transitions are continual throughout the year. Transition experiences continue to be well planned and implemented. Tracking of pupils learning ensures progression in learning is evident. Pupils’ wider achievements are encouraged and celebrated. Pupils have participated in and achieved success in a broad range of endeavors, including sporting, community and musical activities both within school time and out with.

**ATTENDANCE, ATTAINMENT and ACHIEVEMENT**

In relation to School Improvement and Performance, this session the majority pupils are making good progress in their learning and are attaining well in Literacy and in Numeracy. It is important to note that the number of children in cohorts is variable and often fewer than ten, therefore, overall statements about progress have been made to ensure the anonymity of individuals. Most P1 pupils have achieved Early Level Numeracy, most have achieved Early Level Writing, and all have achieved Early level Reading. The Majority of pupils in Primary 4 have achieved First Level in Reading, Writing and Numeracy. Most pupils in P7 have achieved Second level in Reading and the majority have achieved second level in Writing and Numeracy.

Pupils with Additional Support Needs were well supported in school with regular planning meetings in place to ensure that their needs were met effectively, and advice given and acted upon. Targeted support is in place for those that require it, such as Wave 3.

Through learning conversations, discussion with parents and assessments of children’s progress, we identified priorities for 2021/2022 were agreed as Raising Attainment: Almost all parents will report that their children’s’ learning logs provide helpful and informative feedback on their children’s strengths and development needs. It was found that the Majority felt learning logs to be helpful, only 3 disagreed. Parents were consulted on what they wanted to see in Digital learning logs, and this was actioned by producing a Staff and parent guide and protocol to using the resource effectively. Pupil Voice, Leading Learning: All children will feel they have a voice to influence the life and work of the school by June 2022. It was found that Most children felt they had a voice to influence decisions made in the school, only 4 disagreed. Parental Engagement: Almost all parents felt included and involved in their children’s learning journey and the life and work of the school by June 2022. Most parents were aware of the Parent Council and what they did for the school, parents. The majority felt they knew their children’s strengths and development needs. Only one disagreed.

Through use of the CIRCLE resource, which supports inclusion of all learners, the social and physical environment and structures and routines of our school day were discussed and monitored to ensure our pupils felt comfortable and safe. Braco School prides itself on the many whole school learning experiences we have throughout the school year, and we have worked particularly hard as a school community this year to gain our Silver Rights Respecting School Award.

Parental Engagement questionnaires highlighted many strengths of our school in relation to their children being Safe and Included. They found work to be stimulating and challenging.

Forest School continues to be highlighted by parents as an integral part of their child’s learning. Almost All parents (93%) felt that staff showed concern for the care and welfare of their child. The majority agreed that teachers set high standards for pupils’ attainment. Most strongly agreed or agreed the school was well managed.

Children’s wider achievements were celebrated though Get Togethers with children receiving “Golden Achievers” for progress made within the 4 capacities. Headteacher Tea Parties are celebrations for individual achievements. Proud Cloud achievements are awarded for wider achievements both in and out of school.

Learners have had opportunities to attend authority events such as transition events, Cross Country and Quizzes. Attending these events gives the pupils valuable opportunities to represent their school which builds confidence, self-esteem, provides enjoyment and the opportunity for success. Pupils also have the opportunity within school to take part in our thematic weeks in Maths, Scottish book week and Bike week. Our Scots Poetry competition, Easter celebrations and Christmas entertainment were also highlights.

The Daily Mile provides opportunities to improve fitness and stamina and to talk with children regularly about successes or concerns. Class projects, Team sports and digital learning log assignments were highlighted by parents as a positive experience for our learners.