

# **Braco Primary School Parent Council**

## **Annual General Meeting**

**Monday 29<sup>th</sup> August 2022 6.30pm**

### **Ardoch Church Hall**

**Present:** Becca MacRae (Chair), Dominic Edward (Secretary), Jenni Allardyce (Treasurer), Gillian Nixon (Committee Member), Kirsty Binnie (Acting Head Teacher), Louise Fridge (Early Childhood Practitioner - Nursery), Rachel Beaton, Adrian Davidson, Jill Johnston, Fiona Kerr, Graeme McWhinnie, Rhona Nuttall.

**Apologies:** Sylvia Lauder

#### **1. Chair Report 2021/22**

I would firstly like to express my thanks for the continued support from the other office bearers, the wider parent body and the school staff. In this report I aim to recap on the main areas that Parent Council have focused their work over the last academic year.

##### **School Estates**

Gillian has been continuing to liaise, prompt and build our communication links with PKC. We continue to share information as we receive it with this email being our latest update requested last week.

Whilst this has continued to be a focus, Parent Council are also aware of the need to ensure the current school is a functional and positive learning environment. Before the summer holidays we were invited to tour the school and this generated a team of volunteers to support staff clearing, sorting spaces and moving classrooms in preparation for August 2022.

##### **Community Links**

I was invited to join the community group planning and organising the Jubilee Fun Day. This provided a linked between the community group and the school families, allowing us to plan children's activities. With this we also linked with the school staff to enable information about the day was shared.

With the appointment of Mrs Binnie the Parent Council organised some after school drop in sessions in the village hall for parents to meet Mrs Binnie and reconnect with staff/other families now that Covid mitigations have lessened. This also gave the opportunity to gather feedback on topics such as the playground and promoted access to our bank of preloved uniforms. We have also consulted with families over meetings to ensure we are making these as accessible as possible. This information will form the basis as the Parent Council meetings are planned for this upcoming year.

The Ardoch Development Trust have continued to support the Parent Council. This year we have made successful funding applications to contribute to our Santa Dash & more recently approval for Playground refresh.

### **Playground revamp**

We have linked with school staff and I was especially excited to meet with the Pupil Council to discuss their thoughts about the school grounds. They had given a lot of consideration to what their priorities were and this gave Parent Council a set plan for our efforts to revamp and refresh.

Starting during the summer holidays (and continuing into this term) there are a number of families and individuals who have shared their time and their skills cleaning, painting, fixing and creating areas in the playground. We still have more plans to put into action and there continues to be offers of support for which we are very grateful.

### **Fundraising**

December saw our first Santa Dash. This was a great success and we hope this will be a staple within our fundraising calendar. There are already volunteers stepping forward and ideas being shared to make this year's another day to remember. Lots of work was put in by children and staff to make the tea towels/bags a fundraising success too. We hope everyone felt the effort was reflected in the lovely items they purchased.

### **Looking ahead**

As the need for mitigations and Covid rules appear to be lessening, I hope that the Parent Council can continue to build on the work from this year, reconnecting and ensure families feel they have a voice and can share their ideas, thoughts, skills etc.

## **2. Treasurer Report 2021/22**

### **Fundraising activities**

Fundraising Santa Dash raised £606.85. ADT also contributed with refreshments for this.

Tea towels and canvas bags raised £261.98

Raffle raised £81

Also £130 from sale of school uniforms with thanks to logo embroidery, £25 from supply of second hand uniform and a donation of £200.

We also received our annual payments from Perth and Kinross Council of £384 in September 2021 for 21/22 and £389 in April 22 for 22/23.

### **Expenditure**

21/22 We spent £480 on Do it outdoors, £100 on a gift card for baking supplies for the school to use, £129.48 on Christmas gifts for the children, £120 on the nursery pantomime and £177 on ice cream for the school pantomime

22/23

We spent £216 and £340 on buses to Dynamic Earth and Sky Academy respectively. We spent £105 on leaving gifts for Mrs Ross and Miss Merchant. £69.74 was spent on P7 leaving gifts

### **Current balances**

#### **The account is split into 3 sections**

PKC account £229

PC account £934.47 (+£95 cash to go in)

STEM - £210.45 Spent in 21/22 and £2267.01 remaining

### 3. Office Bearers 2022/23

<i>Role</i>	<i>Post Holder</i>	<i>Nominated</i>	<i>Seconded</i>
Chair	Becca MacRae	Rachel Beaton	Fiona Kerr
Secretary	Dominic Edward	Becca MacRae	Jill Johnston
Treasurer	Adrian Davidson	Becca MacRae	Rachel Beaton
School Estate	Gillian Nixon & Rhona Nuttall	Rachel Beaton	Becca MacRae

### 4. Head Teacher Report, including Quality Improvement Plan for 2022 - 2023

KB thanked parent volunteers for all their help at the end of last term, over the summer holiday and in securing the recent grant from ADT. KB provided an update to the meeting on relevant changes since the last parent council meeting.

- A copy of the most recent covid guidance was made available (Appendix 1)
- A new bike shelter is now available for use in the playground.
- New school signage and glass fronted noticeboards, to be located externally providing information to parents, are expected in September.
- New Promethean smart boards are now due to be supplied to all classrooms and nursery, as well as a new server and improved wifi that will improve connectivity in the upstairs classroom (P6/7) and nursery. This work is anticipated to be completed between the 13<sup>th</sup> and 26<sup>th</sup> September.
- A new Support for Learning Teacher, Shirley Wilson, has been appointed to support the school fortnightly on alternative Fridays.
- A meet the teacher event is being planned, date and time to be confirmed in due course.
- A new bain marie has been provided in the hall to improve service at lunch times. Meals are kept warmer and the service is faster; meaning that children can spend more time in their lunch break playing.
- Tayside contracts are expected to appoint a second school dinner lady to support at lunch times.
- The pupil support assistant post has been readvertised (Appendix 2). It would be great if this could be circulated as widely as possible so that a great candidate can be found.

#### *Quality Improvement Plan*

KB shared a copy of the schools quality improvement plan for the upcoming academic year. The three focal areas are writing attainment, behaviour and inclusion attainment. Full details can be found in the attached document below. This is very much a working document, for which action plans will be developed throughout the year with the opportunity for input from parents. This is intended to take place through, for example, focus groups, surveys and drop in sessions throughout the year. Improvements proposed in the QIP are already being implemented - notably the tidying, decluttering and organising that took place over the summer is intended to make the school a calmer and more inclusive environment for the children.

In relation to the Circle framework (an inclusion program being adopted across Perth & Kinross), RB expressed concern that the regular introduction of different frameworks and buzzwords to improve different aspects of the school experience could make it difficult for

the children to keep up. AD similarly noted the importance of continuity for the children. KB acknowledged these concerns and assured that these new schemes are building on what has come before. Much of the new terminology is primarily for reference by teaching staff and so improvements would be implemented without the children needing to be aware of the new schemes.

There was discussion whether an online platform might be used as an additional avenue for parents to input and contribute to these improvements. A number of suggestions were made such as using seesaw, facebook and whatsapp. However, there was a general consensus that the need to monitor and moderate such a platform had the potential to generate significant additional workload for staff and/or parent council. FK noted that in the past PKC had been reluctant to agree the use of some applications and software for this purpose, for reasons of moderation and also data protection. KB said she could ask other schools in the cluster for their experience in this regard, and would also look into the possibility of using seesaw. KB is also starting to learn how to update the website so that information can be shared there too.

## **5. Fundraising & Budget 2022/232**

BM asked if the school could keep parent council updated with a 'wishlist' for spending, there is money available that we would like to insure is spent for the children's benefit. Parent council hopes to organise fundraising event this year that are as much about having fun as raising money.

DE and Helena Carey have agreed to oversee the organisation of a Santa Dash event that would build on the success we had last year.

FK suggested holding a bingo tea. In recent years these have been well attended and are relatively easy to organise. LF suggested that a good time for this could be just after xmas when there may be a surplus of items people may want to donate.

There was a consensus that even though tea towels/bags had been a success last year, that this is perhaps not suitable for repeating every year. Alternatively, LF suggested looking at companies that produce christmas cards with the children's own designs printed on them. It was agreed that parent council would look into this.

FK asked that, even though photos had been done recently, could this be repeated before xmas as they can make good presents.

## **6. AOCB**

### *STEM Grant Spending*

Parent Council has >£2k of funding originating from a grant made by PKC to support STEM initiatives (Science, Technology, Engineering and Maths). Some of this grant had already been spent on programmable microbit robots and 'Kapla' – wooden building blocks that can be used in construction challenges to encourage a passion for engineering.

AD felt that we should be doing more to now spend the rest of this money. His suggestions were to (i) purchase 3 trail cams – motion sensing cameras that can be used to observe wildlife; (ii) a school trip to a windfarm that offers educational visits ([Schools - Whitelee](#))

[Windfarm](#)); and (iii) to pay for a visit by the Bloodhound education team to the school ([BLOODHOUND Education \(efar.co.uk\)](#))

There was a general consensus that we should start spending this money, other ideas would be welcomed, and that once figures had been determined this is something parent council should be reviewing. JA also noted that in doing so it would be good to revert to Pupil Council to establish what kinds of things the pupils might want to spend this money on.

#### *School Estate*

BM/GN updated the meeting with the latest email received from the council regarding land negotiations. Parent council have been told that,

*“The first offer was unsuccessful but a second approved offer is currently being considered and the indications are this is looking like it should be successful but there are some legal details still being worked out.*

*Staff were out on-site today [25/8/22] pegging out the proposed site for the landowner to visualise the impact it will have. Subject to agreement with the landowner, the bid would be conditional of planning permission and approval by Property Sub Committee.*

*As soon as we have a further update, we will communicate this.”*

BM noted in particular that this communication states any bid would still be conditional on planning permission and further approval, indicating that doubt would still remain over the nature of any new build/refurbishment even after land negotiations are completed.

KB noted that she had no further information and that this recent message is consistent with the latest update she had received from the council that was communicated at the last Parent Council meeting.

AD expressed his concern that parent council should be getting more involved in this process by seeking more information from the council about their proposals and working with the other stakeholders (e.g. community council/landowner) so that a successful outcome might be achieved. AD raised specific concerns whether the scope of current proposals included either provision of a new hall or at least land that could be used for this purpose in the future. AD noted that in his opinion deterioration in the condition of the existing village hall and doubt over the future of the church hall meant that provision of these shared spaces for the school/community are at risk.

GN/JA thought that PKC have been reticent to provide further information to Parent Council, but that this may be due to the ongoing negotiations. BM thought that Parent Council might be provided more information and become more involved in the process later on, once planning permission had been granted.

GN felt that it was important to maintain a distinct and influential parent voice in these matters and that engaging with other parties may not be to our advantage at this stage. GN/RN proposed that they would revert to the council to try and obtain more information before deciding on next steps.

### *Parent Inclusion*

So that more parents can engage with parent council, LF suggested that parent council meetings could, on occasion, be timed to coincide with the end of the school day. BM agreed with this sentiment and agreed to consider this, suggesting that at the very least more after school drop in sessions could take place, like those arranged towards the end of last year.

RB wanted to let staff know that she appreciated communications received through seesaw and that even though she might often post outside normal work hours herself, as may be the case for other busy parents, there was no expectation that staff should respond likewise. RB also noted the excitement that had been generated in the P4/5 class following the recent discovery of a box containing ancient Egyptian artefacts. Appreciation was expressed both for the enthusiasm shown by Mr Torrens that has helped to inspire the children and for the ongoing commitment of all the staff at the school.

## Appendix 1. Recent Covid Guidance

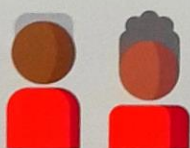
# WHAT TO DO IF YOUR FAMILY HAS SYMPTOMS OF COVID-19 OR OTHER RESPIRATORY ILLNESSES



If your child has **mild symptoms** such as a runny nose, sore throat, or slight cough, but they are otherwise well, **they can continue to attend** their early learning and childcare setting.



If your **child is unwell** and they have a high temperature, they **should stay at home** and avoid contact with other people, where they can. They can return to childcare, and resume normal activities when they no longer have a high temperature and they feel well enough to attend. There is no need for them to take a test.



Adults should also **stay at home** and avoid contact with other people if they have symptoms of a **respiratory infection** such as coronavirus and have a high temperature or do not feel well enough to go to work or carry out normal activities. Other people **no longer need to isolate** if someone else in their house is unwell, unless they develop symptoms themselves.

For more info, go to  
[parentclub.scot/isolation](https://parentclub.scot/isolation)



**Parent Club**

## **Appendix 2: PSA Job Advert**

### **Pupil Support Assistant / Primary School Support Assistant, Braco Primary School**

REF NO: PKC09320

PUBLISHED: 29/8/2022

CLOSES: 11/9/2022

LOCATION: Braco Primary School, Braco, Dunblane, FK15 9QD

SALARY: £12,803 - £13,681 per year

CONTRACT TYPE: Fixed Term

POSITION TYPE: Term Time Part Time

HOURS: 27.5 hours per week

#### **Job Description**

Pupil Support Assistant **£4,489 - £4,810** (9.5 Hours per week, Fixed Term until 30 June 2023)

Pupil Support Assistant **£5,671 - £6,076** (12 Hours per week, Fixed Term until 31 March 2023)

Primary School Support Assistant - **£2,643 - £2,795** (6 Hours per week, Fixed Term until 30 June 2023)

#### **Braco Primary School**

A new opportunity has arisen and we are looking for an enthusiastic, nurturing individual, who has a positive and solution focused attitude to join our Braco Primary School team, 27.5 hours per week, over five days.

21.5 hours per week you will be working as a Pupil Support Assistant and 6 hours per week you will be a Primary School Support Assistant, where your duties are to be a lunchtime supervisor. These positions will combined to form one role at 27.5 hours per week working during Term-time.

You will support our learners, individually and in small groups, to help meet a range of learning needs and work closely with staff. You will also support children at break and lunchtimes, working with children to encourage active play and supervising wellbeing.

#### **The Individual**

You will ideally have knowledge and experience of working with learners with a range of additional support needs and be interested in pursuing a career working in an educational environment.

You will be motivated and interested in child development and keen to support learners reach their full potential.

Knowledge of behaviour management strategies and how to foster positive relationships would be an advantage.

You will understand the need for confidentiality and be able to work sensitively to support learners and their families.



You will also be able to demonstrate an ability to work effectively within a team and on your own initiative.

You will have excellent communication skills and a positive approach to working with children.

If you would like any more information regarding this vacancy, please contact Kirsty Binnie, Head Teacher, on 01764 661420 or at [Braco@pkc.gov.uk](mailto:Braco@pkc.gov.uk)

When completing your application for this post, please ensure that you provide contact details (including e-mail addresses) for two referees. One should be your current or most recent employer.

Please APPLY ONLINE. Facilities are available at all public libraries in Perth and Kinross. If you have a disability and require reasonable adjustments, please call 01738 475555 to discuss.

As part of our safer recruitment measures, Perth & Kinross Council carries out rigorous checks on the right to work in the UK, qualifications, employment history, including references, and fitness to undertake the post.

A healthy work life balance is important to Perth & Kinross Council and we provide supportive management and flexible working arrangements to help you achieve a healthy work life balance. You will have access to training and support for continued professional development.

Some jobs may have been traditionally carried out predominately by one gender, but we would encourage you to apply if you meet the requirements, irrespective of your gender.

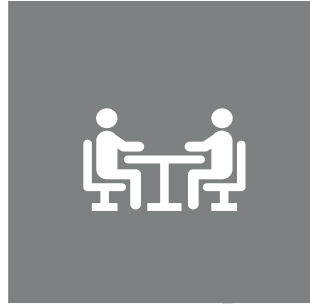
Perth & Kinross Council welcomes applications from former armed forces personnel/reservists. Many of the skills picked up during your military career could be transferred directly into a role with local government.

Find out more about working for Perth & Kinross Council and living in one of the most scenic areas of Scotland [here](#).




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## Quality Improvement Plan 2022-2023

3 Year Overview*		
Performance Information 2020-2023	Key Priorities 2020-2023	School Leadership 2020-2023
<ul style="list-style-type: none"> <li>-Staff to continue to develop an understanding of the National Improvement Framework, HGIOS4 and HGIOELC and the implications for practice</li> <li>-Continue to analyse and interpret data – national, local and school to identify trends and ways forward with a close focus on identified pupils as part of Closing the Gap</li> <li>-Continue to use Scottish National Standardised Assessments. Interrogate data collected from formative and summative assessments to enable a more robust data analysis</li> <li>- Use information gathered from Questionnaires and other forms of parental, staff and pupil feedback to identify improvement priorities for the school</li> </ul>	<p>In response to feedback from Parent and Learner questionnaires we will:</p> <p>Enhance Children's learning experiences through high quality Learning and Teaching through: Provision of high-quality feedback; Pupils to lead their own learning; Moderation across our LMG; Use of Progression Pathways; Development of Teacher guides to improve on clarity of expectations</p> <ul style="list-style-type: none"> <li>• Tightening of self, peer and SLT monitoring</li> </ul> <p>Build upon resilience in our school community through: Continuation and development of outdoor learning; Mindfulness training for pupils ; Universal supports of Bounce back and Emotion works integrated into our curriculum; Development as a Restorative school</p>	<ul style="list-style-type: none"> <li>-Leadership opportunities within school and authority for all staff</li> <li>-Close working relationships with our LMG on Moderation and aspects of our Quality Improvement Plans</li> <li>-SLT Development Days</li> <li>-Staff to engage in research for school developments through PRD process and CLPL</li> <li>-Staff responsibility for their skills groups</li> <li>-Continue whole school Community Engagement for School Transformation Project</li> <li>-Children will continue to lead their own Learning through Pupil Council, RRS, Scotland- Malawi Partnership, Planning and assessing own classroom learning</li> </ul>
School Improvement 2020-2023		Teacher Professionalism 2020-2023
<ul style="list-style-type: none"> <li>-Use and understand challenge questions in HGIOS4 and HGIOELC to evaluate practice</li> <li>-Closing the Gap – narrow the equity gap by identifying and tracking relevant pupils' progress using appropriate interventions</li> <li>-Raising attainment: staff to engage CLPL opportunities and professional development through PRD process</li> <li>-Use Progression Pathways and benchmarks to plan and assess learning</li> <li>-Further develop high quality assessments at planning the learning meetings</li> </ul>		<ul style="list-style-type: none"> <li>-Continue Moderation opportunities in school and across LMG</li> <li>-Staff to engage with relevant CLPL which has an impact on practice</li> <li>- Develop a shared understanding of the Benchmarks and learning pathways</li> <li>- Skills development to be a feature of classroom practice</li> <li>- Peer monitoring within own school and outwards to LMG schools</li> <li>- Self-Monitoring program to continue</li> <li>- LMG wide support of individuals into learning groups through PRD process</li> </ul>
Assessment of Children's progress 2020-2023	LMG Priority 2020-2023	Parental Engagement 2020-2023
<ul style="list-style-type: none"> <li>-Access a range of resources to assess pupil progress, e.g. Benchmarks, Standardised Assessments, WTTT assessment etc</li> <li>- Staff to gain confidence to analyse and interpret data, identify priorities for learning and target support and interventions for individual pupils</li> <li>- Record and track Pupil progress through Tracking module and own tracking table</li> <li>- Pupils, staff and parents will confidently engage with learning conversations, supported by digital learning journals, identifying progress, strengths and development needs</li> <li>- Use of self and peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Linked to key LMG Quality Improvement activities.</li> </ul>	<ul style="list-style-type: none"> <li>-Continue to sustain parental partnerships through focus groups and Parent Council activities</li> <li>- Parents invited to Get Togethers, School Events, Sharing the Learning events and fundraisers</li> <li>- Parental workshops along with pupils in the evenings</li> <li>- Digital Learning Journals</li> <li>- Parent Contact Evenings</li> <li>- Engagement in Parent Council Meetings</li> <li>- Reintroduction of Parent volunteers post Covid-19 restrictions</li> </ul>

\*Schools will be familiar with this template of the 3-year plan linked to the 6 key drivers of improvement within the NIF.

## Knowing our Gaps – Data and Analysis

<b>Key Local Data</b>	<p><b><i>Attainment and Achievement:</i></b></p> <ul style="list-style-type: none"> <li>• <i>CfE Levels or NQ data in literacy and numeracy by SIMD quintiles</i></li> <li>• <i>The gap between all children in each cohort and the most deprived, i.e., ACORN 5 literacy against overall literacy; Other gaps e.g., between boys and girls, ASN, EAL, Significant ethnic groups and LAC/care experienced learners</i></li> <li>• <i>Use of virtual comparator school, local and national statistics</i></li> <li>• <i>Achievement awards within the school and the community</i></li> <li>• <i>Attendance/Exclusions,</i></li> <li>• <i>HWB data e.g., engagement and perception scales, feedback from nurture intervention,</i></li> <li>• <i>Participation Rates</i></li> <li>• <i>Parental Engagement</i></li> <li>• <i>Leaver Destinations</i></li> </ul>
<b>Analysis of What This Reveals in Terms of the Attainment Gap</b>	<p><b><i>What does attainment data suggest? Look for:</i></b></p> <ul style="list-style-type: none"> <li>• <i>Achievement of a level data in key reporting year groups: P1 P4 P7, and for reading, writing, listening and talking and numeracy.</i></li> <li>• <i>Achievement of a level against comparator schools and the authority in key reporting year groups</i></li> <li>• <i>Achievement of a level in key year groups broken down by subject for demographic groups: all, boys, girls, ASN, EAL, SIMD 1, Acorn 4/5, LAC</i></li> <li>• <i>Intersect attainment data with pastoral data i.e., attendance, HWB to fully understand and clarify the cause of the gap</i></li> </ul>
<b>Identification of Target Populations and Actions</b>	<p><i>Through joint analysis of a wide range of data you should take specific action to support those groups or individuals who require targeted interventions. This is essential to achieve excellence and equity for all learners and close attainment gaps which may exist in your school.</i></p> <p><b><i>Which groups will you target and how?</i></b></p>
<b>Areas for Collaborative Action</b>	<p><i>Can you collaborate within your local management group and local authority to make the best use of the funding?</i></p> <p><i>Have you involved key stakeholders including learners, families, and partner agencies at the planning stage?</i></p> <p><i>What areas would be best served by a collaborative approach?</i></p>

## Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

### Improvement Outcome:

**Writing Attainment –There shall be improvements in the teaching and learning of writing.**

**So that, by June 2023, most pupils in P4 will achieve first level (increasing from 50% to 63%) and most pupils in P7 (increasing from 43% to 67%) through improvements in the teaching and learning of writing.**

<b>NIF Priority:</b> Improvement in attainment, particularly in literacy	<b>NIF Driver(s):</b> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information	<b>HGIOS4 QI(s):</b> 1.2 Leadership of Learning 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 3.2 Raising attainment and achievement
<b>School Lead: Kirsty Binnie and Craig Torrens</b>	<b>Completion Date: June 2023</b>	<b>Review Date: November 2022, February 2022 and June 2023</b>
<b>What impact will you measure?</b> <i>What's going to be different or better?</i>	<b>How will you measure it?</b> What and by when?	<b>Progress at Review Date</b>
<b>Universal Support</b>		
<ul style="list-style-type: none"> <li>-All children in the school will be undertaking weekly extended writing "Big Writes".</li> <li>- Braco Primary School's approach to teaching writing and raising writing standards shall focus on:</li> <li>- Accurate basic skills – spelling, punctuation, grammar, and handwriting.</li> <li>-Regular and meaningful assessment and feedback.</li> <li>-High expectations for all pupils with clear writing progression for each class eg, P1,2,3,4,5,6,7.</li> </ul>	<ul style="list-style-type: none"> <li>-By September 2023 all staff will be able to demonstrate a shared understanding of the purpose and process of the moderation cycle.</li> <li>-By September 2023 a clear calendar to moderate feedback in for writing will be established.</li> <li>-Between September 2022 and June 2023 regular moderation of writing sessions both in jotters will take place both in school and across the local management group.</li> <li>-There will be a focus on monitoring of learning and teaching of writing by SLT</li> <li>Between September and June, a Self-monitoring programme of writing will be re-established and implemented.</li> <li>-Learning intentions will reflect Es and Os and Success Criteria will be clear, relevant and measurable.</li> <li>-Staff will be upskilled in evaluating and monitoring learner' progress in writing – lesson observations, staff surveys and outcomes in writing jotters will evidence this.</li> </ul>	
<b>Targeted Support</b>		
Pupil Assistant Support across the school will facilitate the learning of identified pupils to target them to make accelerated and make rapid improvement with their writing	Individual feedback given to learners will be linked clearly to success criteria and next steps identified	

## Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

### Improvement Outcome:

**Behaviour – A positive whole school approach towards behaviour shall seek to ensuring that high quality learning and teaching can consistently take place, by June 2023.**

<b>NIF Priority:</b> -Placing the human rights and needs of every child and young person at the centre of education  -Improvement in children and young people’s health and wellbeing  -Closing the attainment gap between the most and least disadvantaged children and young people	<b>NIF Driver(s):</b> School leadership Teacher professionalism Parental engagement Assessment of children’s progress School improvement Performance information	<b>HGIOS4 QI(s):</b> 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement	
<b>School Lead: Kirsty Binnie and Craig Torrens</b>	<b>Completion Date: June 2023</b>	<b>Review Date: October 2022, March and May 2023</b>	
<b>What impact will you measure?</b> <i>What’s going to be different or better?</i>	<b>How will you measure it?</b> What and by when?		<b>Progress at Review Date</b>
<b>Universal Support</b>			
Pupils, staff, parents and carers shall be clear in the expectations of behaviour so that all pupils feel included, respected, safe and secure and the Braco school values of being honest, hardworking, equitable and respectful are embedded as part of everyday practice.	- Decrease in number of bullying alleged incidents (SEEMIS records) - Decrease in playground disputes – tracked month by month. -Improvement of condition of teaching and shared environments and resources -Comparison of Theme 1 and 3 from How Good Is OUR School questionnaire in May 2022 and May 2023 -Results from general learner questionnaire in May 2023 -Termly Well Being Web questionnaires shall show that pupils feel that our school is a happy, safe, welcoming, nurturing, calm and purposeful school environment. - Positive improvements to behaviour across the school shall be observed.		
<b>Targeted Support</b>			
Pupils provided with individual strategies to help them develop self-awareness and self-regulate emotional behaviours.	-Staff training in self-self-regulation strategies to cascade to pupils -The use of emotion works shall be embedded throughout the school as demonstrated in learning walks and lesson observations. -Nurturing, supportive and restorative conversations and approaches taking place throughout the school.		

## Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

### Improvement Outcome:

**Inclusion Attainment – All staff will ensure inclusion and progress in the attainment of targeted learners, by June 2023.**

**All staff will embed CIRCLE Resource into their practice**

#### NIF Priority:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people

#### NIF Driver(s):

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

#### HGIOS4 QI(s):

- 1.2 Leadership of Learning
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

**School Lead: Kirsty Binnie and Craig Torrens**

**Completion Date: June 2022**

**Review Date: November 2022, February 2022 and June 2023**

#### What impact will you measure?

*What's going to be different or better?*

#### How will you measure it?

What and by when?

**Progress at Review Date**

### Universal Support

All pupils, including those with identified additional support needs are making sustained academic and social progress. Supports and strategies, as outlined in CIRCLE, for all will be improved and implemented.

- Learning walks, lesson observations and pupil surveys will demonstrate that classrooms will be inclusive environments
- Collaboration with parents and partner agencies will be effective evidenced through multi-agency feedback and parent surveys. Parents will be given suggested supports and strategies and will feedback will be requested on impact
- Staff training and feedback shall show an increased understanding of CIRCLE across the school
- Evidence of collaboration with partner agencies e.g SALT will be recorded
- Parental Questionnaires

### Targeted Support

All pupils will be included in the life and work of the school through a varied diet of interventions and enrichment learning activities such as; RDA, Lego groups, social communication group, sensory diet,

- Between September 2022 and May 2023 there will be monitoring evidence of The CIRCLE inclusive Classroom Scale (CICS) by SLT
- Between September 2022 and May 2023 there will be monitoring evidence of The CIRCLE participation scale (CPS) by SLT