



BREDILAND PRIMARY SCHOOL

STANDARDS AND QUALITY REPORT

June 2020

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2020-2021. I hope that you find it helpful and informative.

Mrs MC Temple

Head Teacher

Our School

Brediland Primary School is situated in the Foxbar area of Paisley and serves a diverse population.

The main school building is of traditional design, constructed in 1958; we celebrated a half century during session 2008/2009 and then sixty years in session 2018/2019.

The school team has created an attractive environment for learning, which is both nurturing and promotes aspiration. Our 9 mainstream classes are located in the main school building. Children have access to a range of areas for learning and teaching, including an assembly hall, ICT Suite, multi-purpose classroom, a music room, a new Library & STEM centre, a multi-purpose dining hall and of course their own classroom. There are several large, painted playground areas, equipped with toys and games and a large grassy area for team games. We opened the new STEM and Literacy centre, named The Inspiration Station, to celebrate our 60th Anniversary. We have an Alternative Curricular Education (ACE) Base, which comprises of two classrooms, one social room, one playroom and one den, and currently provides support for children from mainstream schools across Renfrewshire Council. The support includes full-time and part-time places.

Staffing in mainstream has comprised of the Head Teacher, one Depute Head Teacher, one Principal Teacher, classroom teachers, two Classroom Assistants (CA) and two Additional Support Needs Assistants (ASNA). This year, the teaching ratio was supplemented by the Scottish Government's Pupil Equity Fund with two part-time teachers to support additional support for learning. A Principal Teacher, two class teachers, a key worker and two ASNAs make up the team in the ACE Base. In the office, two clerical staff are led by a Senior Clerical Officer. A janitor and cleaning and catering staff complete our workforce.

Brediland's highly committed staff bring to the school a range of expertise and experience for the benefit of all our pupils. The mainstream school roll is currently 231 pupils; a further approximately 22 pupils are supported by the ACE Base. The school enjoys a positive standing in the local community and currently around 35% of the pupil roll attend as a result of parental placing requests. The free meal entitlement of the school is 23% and the percentage of pupils in receipt of footwear and clothing grant is considerably higher, at 29%.

We are proud that all pupils in Brediland enjoy a broad and balanced curriculum, based on local and national guidelines, with sector leading practice in STEM, and which incorporates important aspects of Enterprise Education, Citizenship and multicultural education, including anti-racism and anti-sectarianism. A range of extra-curricular activities is provided by the school.

Brediland is one of the Primary schools associated with Gleniffer High School, with which we work closely and have strong links. Most of our children start their early education in Foxlea Nursery, but we have links with many more early years establishments. We have strong links with our local library and we make good use of the museum and sports facilities in Paisley.

We have very good relationships with our parents and carers and the wider school community. We are very fortunate to have an active and supportive Parent, Teacher and Friends Association (PTFA).

Our Vision is that every child will enjoy coming to

Brediland Primary

and have the support and challenge to maximise their personal potential, to continue to develop as Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

HONESTY

Aims:

- be honest with yourself
- be honest with others
- always tell the truth
- do the right thing, even if no-one is watching

RESPECT

Aims:

- respect yourself
- show respect to others
- respect property
- respect the environment
- be polite
- use good manners

DETERMINATION

Aims:

- always try to do your best
- try to be confident
- believe in yourself
- use the power of 'yet'

FREEDOM

Aims:

- to be myself
- to learn and play
- to make choices
- to be safe
- to have my own opinion
- to take part
- to show my emotions

KINDNESS

Aims:

- treat other people the way you want to be treated
- be kind towards others
- show others that we care
- try not to leave others out

Highlights and Successes

August 2019

- We started our new Reporting Programme of Events – the feedback has been really positive!
- New features of Class Dojo were tried with two classes this term – P4 and P6/7 – this went well and will be extended to other classes.

September 2019

- Primary 7 organised and ran a MacMillan Coffee Morning - they raised an incredible £838.87 for MacMillan Cancer Support! Thank you to everyone in our school community who donated cakes and came along to the event. Very well done to Primary 7 who did an outstanding job of hosting.
- Maths Week Scotland – Each year, every class participates in a wide range of numeracy activities throughout all areas of the curriculum to celebrate Maths Week Scotland. Maths Week Scotland is a celebration of the importance of maths in our everyday lives. We strive to inspire pupils about the exciting and relevant maths in the world around us. We also participate in the Maths Week Scotland Sumdog contest. Sumdog is an adaptive online education game based learning program aimed to help students practice, refine and master their numeracy skills.
- The first Open Morning was a huge success! Teachers and children showed a snapshot of what their day looked like. The children loved showing parents and carers where they spend their day and some of the work that they have produced this session.
- House Captain Elections - the candidates who wished to be considered for the role of House Captain made their presentations to Mrs Robertson and Mr Rigmand. Behaviour and attitude were also taken into consideration. All applicants did very well and all the work submitted and delivered was of a very high standard: the House Captains for 2019–2020 were: Amelia McDonald, Lucy Boyle, Amy Morton and Thomas Barrett. The Vice Captains were: Rhys Tait, Leia McVey, Eva Watkins, Zak Young, Sophie McNab, Charlotte Kane, Ilana McMahon and Abbey Brown.
- Renfrewshire Road Race – 20 very fit pupils from P6 and P7 entered the Renfrewshire Active Schools Road Race Championships at the On-X - every child who attended gave it their all and made Brediland proud! Well done to everyone who took part!

October 2019

- We hosted our first drop-in afternoon/evening, which replaced the traditional Parents' Night. Parents and carers were able to look at their child's work and talk to the class teacher about any questions or concerns they had regarding their child. There was very positive feedback following this event 😊
- Hallowe'en Disco - the PTFA held their annual Halloween Disco - the children loved this creepy event! 🎃 Earlier in the day, the children were involved in a variety of fun and

educational Hallowe'en activities, while wearing their Hallowe'en costumes – a spooky time was enjoyed by all 🎃

November 2019

- **Enterprise Fortnight** – This year's Enterprise Event will began on Monday 18th November and will run for two weeks. All the children were involved in an Enterprise Topic in their classes and produced items to be sold at the Christmas Fayre.
- We were honoured to receive a visit from Lieutenant G Gibb, 97 years, who served in the Royal Navy from 1941 to 1946. Lieutenant Gibb met our Primary 5, 6 and 7 pupils, who were captivated by descriptions of his personal experiences as a Fleet Air Arm pilot during WW2. This precious educational experience is one that no child or adult in attendance that day will ever forget.
- Mr Rigmand went to Portugal to represent the children and staff of Brediland, Renfrewshire and Scotland, at the prestigious Science on Stage event. Mr Rigmand brought back some super STEM ideas and made some new STEM friendships for Brediland!
- We held a very respectful minute of silence on Monday 11th November at 11am for Remembrance Day and then Lewis Hamilton and Lauren Grubb went with Mrs Temple to a special Remembrance Service at the Scottish War Blinded charity in Paisley. We received this kind invitation following the visit to Brediland by Lieutenant George Gibb.
- We launched our new Interim Report for the first time! This is a new report, which informs parents and carers of their child's progress half way through the school year. The feedback from the interim reports was very positive, with parents and carers telling us they found it very useful to receive detailed information about progress so early in the school session.
- Once again, everyone brought in very generous donations for the PTFA Christmas Fayre – in return for these, we enjoyed a Disco Day, a Pyjama Day and a Christmas Jumper Day! Everyone had great fun dressing up and down!
- We held our much anticipated annual St. Andrew's Day Ceilidh – the children had been practising social dance during PE lessons in the run up to this, so the standard of Scottish dancing was very high! The children and staff danced and clapped and ate to celebrate on that day!

December 2019

- Our P7 STEM Leaders began sharing a weekly STEM Challenge at home with their family – families began to post completed challenges on Twitter, which has been really entertaining!
- Sammy the STEM Mascot began his visits to the homes of our children in Primary 1, 2 and 3. Each pupil had the opportunity to look after STEM Sammy for one week before he had to fly back to school. Sammy took a STEM pack with him, which was full of ideas to be tried out during his visits! We loved seeing photographs and hearing about experiments with Sammy from people's homes!
- STEM education boxes arrived from Dyson and from Thermo Fisher. They were used in classes across the school to further develop STEM – we felt very fortunate to have these important links with local industries, which are still going from strength to strength! The Dyson box introduced students to the design process and nurtures the analysis and problem-solving skills that engineers use every day.

- We also were honoured to be invited to present at the Scottish Schools Education Research Centre (SSERC) Annual Conference – this is a conference that showcases innovative STEM practice across Scotland and we are delighted that we were able to share ours!
- Primary 6/7 and 6 thoroughly enjoyed a visit to a Weaver’s Workshop in The Secret Collection on Paisley High Street, where they learned about the skills and work of weavers - they were able to have a go themselves, which they loved!
- The Fire Service and Police came into visit Primary 1 and 1/2; both agencies helped the children with their People Who Help Us topic 😊
- Primary 7 hosted visitors from sixth year at Gleniffer High, to assist them with their Leaders Awards – this support was very much appreciated – it is amazing to see how some of our ex pupils have grown up over the years!
- Our Christmas celebrations in 2019 included a pantomime visit from Jack and his beanstalk, a delicious Christmas lunch and some very spirited Christmas parties!
- The School Christmas Show, The Magical Christmas Jigsaw, was as usual a resounding success and once again, the comments from families made us super proud of our talented children!
- To finish the year, the children and staff came together to enjoy a very peaceful Advent Service, during which we sang Christmas carols and heard the nativity story once again – it was a beautiful service.

January 2020

- A **German** exchange student, started with us in January, working with the children in Primary 5, 6 and 7 every Monday until Easter.
- The **SSPCA** visited on Wednesday 8th January. Primary 1 - 3 children participated in the Happy Hamster programme and Primary 4 – 7 children participated in the Animaltronics workshop. The pupils learned about the importance of treating animals with kindness and compassion, whilst expanding their knowledge of the various types of animals that we have living in Scotland. There was an element of coding in the upper school workshop, linking with our STEM initiatives – it was a fantastic event enjoyed by all!
- NYCOS (National Youth Choir of Scotland), began visiting Brediland to work with our Primary 2, 3 and 4 cohorts. The children began building and developing skills and knowledge based on the Kodaly, Go for Bronze Music Programme.
- The transition from Primary to Secondary school is a very important time for all of our Primary 7 pupils. An experienced transition teacher worked with our Primary 7 pupils on a weekly basis in Brediland and will then continue to work with the children during term 1 at Gleniffer, thereby improving the quality of what is already a highly effective transition programme.
- We took part in the Teddy Bear Hospital initiative. The Teddy Bear hospital is a public health project for medical, dental and nursing students targeting 3 -7 year old children. The main aim is to alleviate the fears and anxieties that children may have about doctors and hospitals. The project aims to familiarise children in a friendly and fun atmosphere with the consultation atmosphere at a hospital, GP’s surgery or paediatric clinic. Children brought their “sick” teddy bear or doll and acted as the parent, bearing responsibility for the sick toy. Children in Primary 1 – 3 enjoyed this unusual experience!
- The Brediland Bistro opened again - this was an extremely successful event run for a second year following requests from both children and parents – well done to all!

- As is traditional in Brediland, we celebrated Robert Burns on Friday 24th January. Each class performed a Burns' related piece at a whole school assembly. These celebrations are always great fun and enjoyed by all! The dinner hall also had a special menu on the day, and as usual the children came to school wearing something tartan – another resounding success!

February 2020

- On Tuesday 4th February, we hosted the STEM (Science, Technology, Engineering and Maths) ambassador/practitioner networking event. The event was a fantastic success as teachers from Renfrewshire and Inverclyde Councils made links with local businesses. This will create more opportunities to develop young people's understanding of skills for learning, life and work in Brediland and beyond.
- World Thinking Day; the theme this year was Diversity. In Brediland, any child who is part of an organisation such as Tweenies, Rainbows, Brownies, Cubs, Beavers, Scouts, and Guides etc. wore their organisation's uniform to school on Friday 21st February – it was inspiring to see them all in uniform!
- All Primary 6 children will be visited Whitelee Wind Farm to further develop their knowledge in the STEM subjects (Science, Technologies, Engineering and Mathematics) – the children really enjoyed this educational trip!
- RARA Day (Raising Attainment Raising Achievement Day) was on 27th February. The children showed their achievements and attainment from the session so far – this was a time for us to share and celebrate success in the classes with all children!

March 2020

- We celebrated World Book Day and once again the Brediland theme was Bedtime Stories. On the day, the children brought in their favourite bedtime story, dressed in pyjamas or as their favourite character – such fun!
- Unfortunately, the country went into lockdown and all schools were closed. In the following few weeks, we set up and began our model of virtual learning. We made sure that all our families had access to a laptop or tablet to join in online learning with their class and teacher. We opted for Google classrooms as our platform, and teachers and children communicated every school day.

April 2020 – following lockdown:

- We continued to refine our learning and teaching via Google classrooms.
- As a school, we communicated daily with families through Twitter, texts, emails phone calls and our school website.
- We designed and delivered in excess of 1000 home learning packs.
- The Easter holidays looked very different for everyone!

May 2020

- During Focus on Health Week, we took a break from Literacy and Numeracy and focussed on our social, emotional and physical health and wellbeing – this was for children, parents and staff alike. We enjoyed many positive posts on Twitter!

- This is the week, that Primary 7 young ladies and gentlemen would have been enjoying their Primary 7 Activities Week, so instead, the class teachers organised a 'Virtual Activities Week', which was great fun!
- Virtual classes continued as did phone calls to all of our families!

June 2020

- Lots of achievements continued to be shared on Twitter. We especially loved all of the science experiments and STEM activities during The Great Science Share. You continue to make us proud!!
- The Great Science Share: all of our pupils participated in the Great Science Share with over 86,000 pupils across the globe! Experts and specialists in various STEM careers were immensely impressed with children's questions and skills in scientific enquiry. Our Twitter feed shows some excellent experiments set up by our budding scientists!
- We held our annual P7 assembly. For the first time in Brediland's history, this was delivered virtually and we were joined by many of our families on the day. It was very moving to celebrate the achievements of our P7 children and present the annual awards. The children will be able to keep this assembly to look back on in future.
- Our Primary 7 cohort has also had the chance to visit Gleniffer High School in their new House groups. We were also able to welcome them back for a short time to finish off the term and say a fond farewell! These may not have been our usual end of year arrangements but we were so pleased that we had some opportunities to celebrate the achievements of our P7s.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

The Head Teacher drives the overall collective vision of the school community and ensures that everyone is empowered to contribute and all opinions are considered. The Head Teacher leads a well-planned menu of self-evaluation throughout the year, to make sure we gather as much feedback as possible to improve our service.

Our system of self-evaluation is systematic and robust. It is embedded in the school calendar and effective in informing future development priorities. All staff have a clear understanding of our collective strengths and areas for development. The SIP states clearly the collective aim of ensuring time for embedding improvements to avoid tokenistic gestures. The Quality Calendar documents the opportunities and frequency of planned and agreed evaluations. A three year cycle of continuous and well-planned evaluation and evidence gathered from the school community is carefully planned to manage the pace of self-evaluation and change in response.

The members of the leadership team have remits suited to their strengths and skills to ensure their expertise is utilised to best effect, however, in Brediland, there is leadership at all levels. All staff lead aspects of school life and/or curriculum, including STEM, spelling, outdoor learning and SEAL. Staff have volunteered to take on the roles of Digital Champion, Maths Champion and Literacy Champion.

All children are involved in leadership activities too, including Citizenship Groups, buddies to younger children, House and Vice Captains, Pupil Council and STEM Leaders. Children have real opportunities to have their say and to make decisions.

Teacher Professionalism

We are proud of the professionalism of our entire team. There is a growing sense of empowerment whereby staff are encouraged and enabled to use their skills, creativity and experience to provide the best standards possible to challenge and support our children to maximise their personal potential.

Teachers evaluate their practice and methodology and seek opportunities for training to develop and supplement their existing knowledge and practice. They also undertake training in new initiatives and pedagogy. Teachers willingly share practice and support their peers.

Support staff evaluate their practice and seek opportunities to develop and supplement their existing knowledge and practice. Support staff undertake training to refresh their knowledge and skills to ensure they continue to provide a high standard of support and personal care for our pupils.

Recently, during lockdown, every staff member has undertaken additional reading and training, by making use of the wealth of resources offered by professional educational bodies. We look forward to utilising this in the coming weeks and months.

Parental Engagement

We are very fortunate to have an active and supportive Parent, Teacher and Friends Association (PTFA). The chair and the head teacher are in regular contact and at least one member of the Senior Leadership Team attends the monthly meetings. This forum is also used to introduce new ideas for discussion and as a representation of the wider body of parents and carers.

The PTFA provides financial support to the school and has funded many additional resources over the years, including sound and light system, listening and talking equipment, ICT equipment and generous funds to support the children at stages of significant transition, i.e. Primary 1 and Primary 7. The PTFA runs a menu of very enjoyable events for children throughout the school session. The school is enhanced by the close partnership with the PTFA and as a staff team, we are very grateful for the teamwork and support.

During Session 18-19, a small working party including parent representation, worked with the head teacher to review the ways we had been reporting to parents. This resulted in a new menu of opportunities and styles of reporting. Parents welcomed the new menu of events and enjoyed this first session of activities, which included more opportunities to see their child working and an extra formal report sent home mid session. The evaluations show that the new format also provided more flexibility and choice for parents and carers, which was welcomed.

We began a curriculum review, which will continue in August 2020. There is a parental group who will work with staff and children to review and design our curriculum for the future.

School Improvement

We planned school improvement for the session 19-20 and this can be seen in the School Improvement plan. Much of the planning has been achieved, however, the abrupt onslaught of the lockdown in March 2020 prevented the fulfilment of all the priorities.

We achieved the following priorities:

- Continued to improve teaching of Literacy and Numeracy to reduce the poverty related attainment gap and raise attainment for all.
- Continued to aspire for and support children to reach high levels of attainment.
- Use PEF to increase staff to support all pupils.
- All staff trained in and use SEAL (Stages of Early Arithmetical Learning) approaches.
- Re-started Citizenship groups – every child from P.3-7 chose to be a member of a group.
- Organised a Careers Event (cancelled due to C19)
- Introduced Emotion Works to develop our mental Health and Wellbeing programmes.
- Introduced a tracking system for Health and Wellbeing based on the Wellbeing Indicators, with termly pupil questionnaires.
- Shared the new Brediland Anti-bullying Policy.
- Began the review of our curriculum.
- Began the work on recording and celebrating learners' achievements in and out of school.
- Developed parental partnership through further use of DOJO.

To plan for continuous improvement, we use all available data and listen to pupil voice. This year we began embarking on a review of the curriculum to ensure it is challenging and enjoyable,

broad, progressive, has depth, personalisation and choice, is coherent and relevant. We will continue to focus on this in the coming session.

Assessment of Children's Progress

Teachers' judgement is a major factor in the assessment of children's progress and underpins all other assessment.

We use a range of ways to assess the pupils learning, understanding and development of skills. Children's progress is assessed formally and informally. We use observation, discussion and group work to assess children's knowledge and understanding and we record this using reports, films and photographs.

PLPs were replaced by a weekly diary to ensure that parents have a clear understanding of the new learning for the week with success criteria; it is intended that the parent will use this to support their child to maximise their homeworking time. Self-assessment for children is embedded within the diary; this is used as the basis for the child's learning conversations with their parent and teacher.

We use class tests in most curricular areas and also online assessments in Literacy and Numeracy. Individual children's attainment of Curriculum for Excellence levels, (Early in Primary 1, First from Primary 2 to 4 and Second Level for Primary 5, 6 and 7) is carefully tracked and from this data, support or challenge is designed and implemented.

We regularly use reading analysis to track the progress and skills of reading development. Interactive daily mental maths is a purposeful and efficient way of understanding how children use their knowledge to calculate answers and solve problems.

The children keep a My Excellent Work Folder, containing pieces that they consider to be their best work. The children choose pieces from across the curriculum, to showcase their latest and best achievement.

An individual writing jotter is started in Primary 1 and used each term right up to Primary 7 to illustrate and record each child's development through their primary school years.

Teachers with pupils, design broad general assessments to see how well pupils can apply their learning and their skills in interesting and engaging ways.

Once per year in May, Scottish National Standardised Assessments are given to Primary 1, 4 and 7, to compare their attainment with all other schools in Scotland.

Performance Information

We use a variety of data and information to understand our social, economic and cultural contexts.

We are proud of the high rates of attainment in Brediland. We continually aspire with and for our children and support them to achieve their personal potential. Brediland continues to meet and exceed many areas of national and local attainment, however this session was shorter than usual so we are unable to report accurately on attainment at June 2020.

Our attainment figures show the percentage of pupils who had reached expected levels or above in March 2020, after only two thirds of the school session:

	Talking & Listening	Reading	Writing	Numeracy and Mathematics
P.1	96%	96%	89%	96%
P.4	70%	73%	70%	70%
P.7	78%	78%	63%	78%

Attendance remains high at an average of 94% across all stages. Where attendance dips, measures are implemented to address the particular issues.

Online pupil engagement during lockdown

Average weekly online engagement: 59%

Total Non-Engagement Online: 21% (pupils that did not access Google Classroom at all)

All pupils received extensive home learning packs providing activities from across the curriculum on the final day of school prior to lockdown. Some families expressed that they preferred using the home learning packs and in turn did not access the online platform.

Families that expressed an interest in further home learning packs were provided with them in April/May.

Families that did not have access to WiFi or a device were provided with a dongle and/or Google Chromebook for the months of May and June.

KEY STRENGTHS OF THE SCHOOL

strong leadership from SLT

clear collective vision

creative thinking

distributed leadership among all

empowerment of staff

teamwork and peer support of committed staff

staff knowledge of the children as individuals

commitment by all staff to continuous individual professional
development

knowledge of current educational thinking and direction of travel

aspirational children and aspiration for all pupils

wider achievement of pupils

high attainment results

partnership with families and community

hard working, supportive PTFA

high quality curricular opportunities

STEM provision and achievements

partnerships with industry through STEM

OUR NEXT STEPS – PRIORITIES FOR 2020-21

We believe that we have made good progress during session 2019-20 and we will use the improvement priorities listed below to build on this progress moving forward.

- Ensure all our pupils return safely to normal learning arrangements as soon as possible.
- Track health and wellbeing, particularly to support individuals following the lockdown.
- Further development of Emotion Works to develop our mental health and wellbeing programmes.
- Review our Curriculum.
- Develop outdoor learning for all pupils.
- Staff will undertake training to mitigate the negative effects of ACES.
- RNRA rationale to be introduced and awareness raised.
- Staff will be trained in supporting children with ASD and ADHD.
- Use the Pupil Equity Fund to appoint additional teaching staff to support pupils.
- Continue to refine learning and teaching pedagogy, particularly in Literacy and Numeracy.
- Continue to refine the effective use of ICT to support learning and teaching.
- Improve our practice and resources in supporting children with Dyslexic difficulties.
- Continue the development of STEM practice.
- Re-start the PELiCAN business.
- Re-start Citizenship groups – every child from P.3-7 will be a member of a group.
- Implement the World of Work resource and hold a Careers Event.
- Embed SHANARRI through our work in the Rights of the Child.
- Learners' achievements in and out of school will be recorded and celebrated – those without achievements will be supported to access opportunities.
- Children will be supported to gain accreditation for their achievements within and out with school.
- Introduce the Portfolio function of Dojo.

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

HAVE YOUR SAY! [\[Edit as appropriate or remove\]](#)

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.