



BREDILAND PRIMARY SCHOOL

STANDARDS AND QUALITY REPORT

June 2021

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2021-2022. 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 three 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 207 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 30% and the percentage of pupils in receipt of footwear and clothing grant is considerably higher, at 38%.

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 confidence, freedom and support to maximise their personal potential.

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

- We had a whole school focus on Literacy, Numeracy and Health and Wellbeing for the children settling back into school.
- We had a whole school focus on Emotion Works to aid the recovery process, encouraging the children to talk about their emotions during lockdown.
- Brediland takes the lead with 8 further education STEM projects across 6 schools in Renfrewshire, to share good practice within the local authority.
- We used the Poverty Equity Fund for extra staffing to support literacy and numeracy recovery across the school.

September

- We were awarded the STEM Nation award and achieved all 5 elements, becoming a hub school.
- STEM Sammy packs start to go home again to take STEM activities into the home.
- We continued to use Goggle Classroom for homework activities to further develop digital literacy.
- We made links with the Exchange Counselling Service to support our older pupils.

October

- We had a HalloWeeEngineer fancy dress day to celebrate Halloween with a STEM theme.
- We participated in the Young STEM Leader week.
- We launched our School App to improve communication with our families.
- Every class took part in Maths Week Scotland with lots of activities shared on Twitter.

November

- P7 led a respectful Remembrance service in the playground.
- We issued Interim reports to parents/carers following reporting phone calls.
- We introduced Parent Pay in order to become a cash free school.
- We received the Digital Schools Award for our endeavours in using technology effectively.

December

- Our virtual Christmas Show involved every class in the school and was led by our House Captains.
- Every class enjoyed a virtual pantomime.
- We formed Class Baubles for our Pantomime and party day, rocking around the playground.
- We had 2 entries highly commended in the National Emotion Works competition.

January

- We started weekly virtual assemblies which we shared via Google Classroom.
- Teachers hosted weekly Google Meets and used voice recordings to feedback to children on the work that they submitted.
- We delivered 25 Chromebooks to enable every family in the school to access online learning.
- We had 100% engagement in P1 and *% attendance across the whole school during online learning.

February

- Staff across the school took part in Limitless Learning maths training, .
- Teaching staff took part in Seasons for Growth recovery training to support children returning to school after the second lockdown.
- We participated in Children's Mental Health Week, raising awareness virtually and in school.

- Some classes got to investigate the Dyson Design Box.

March

- We adopted a whole school focus on Art and Design.
- The House Captains organised our annual Easter bonnet and egg decorating contests.
- We participated in Science Week and shared experiments via Twitter.
- Our teaching staff took part in Dive into Reading and Dive into Writing training.

April

- There was a focus on Animal Kingdom projects across the school.
- We purchased outdoor learning resources to further develop learning outside.
- We invested in more Chromebooks to ensure that there was enough for every child in our largest class.
- We bought new STEM resources to improve our STEM centre within the school.

May

- Eva Bradley (P6) won the National Future Engineering competition and was awarded with an iPad and £250 for school resources.
- Children in P1, P4 and P7 sat Scottish National Standardised Assessments (SNSAs) in literacy and numeracy.
- We hand delivered welcome packs to our new P1 children, introducing ourselves to their families.
- We invited our new intake for a visit to meet their class teacher and for a quick tour of the school.

June

- Pupils enjoyed our Focus on Health Week with class Sports Days.
- We participated in SmartSTEMs, learning about future careers.
- Mrs Temple worked with the P7 pupils individually and in small groups to design and create a superb piece of music for their final assembly, using Hannah Young's mesmerising vocals recorded outside.
- Our Primary 7 Awards Ceremony was filmed for the whole school community to enjoy.

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 quality feedback as possible to improve our service.

Session 20-21 proved more challenging due to Covid 19, however, we used technology to ensure the school community could contribute ideas and opinions.

All children had the opportunity to discuss their ideas of priorities for the coming session with their class teacher. Questionnaires were sent to all parents/carers, and the draft School Improvement Plan (SIP) was shared with the Chair of the PTFA by email. Renfrewshire Educational Psychology Service (REPS) discussed the introduction and development of Renfrewshire Nurturing Relationships Approach (RNRA) within the SIP.

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 modern foreign languages, digital learning, Primary 1 and 2 pedagogy, STEM, Nesy Spelling, and SEAL. Staff have volunteered to take on the roles of Digital Champion, Maths Champion and Literacy Champion.

This year, children were not able to enjoy all of the leadership activities that they normally do, such as Citizenship Groups, buddies to younger children, etc. due to Covid restrictions; however, House and Vice Captains, the Pupil Council and our STEM Leaders were still able to carry out their roles to their usual high standard. Children have real opportunities to have their say and to make decisions. The strength of distributed leadership in Brediland was recognised in two recent, major accreditations – the STEM Nation Award and Digital Schools Award.

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. This year staff trained in Limitless Learning training in maths and have used lots of the high ceiling low stakes maths problems to encourage a growth mindset. The children are much better at linking their learning and explaining the strategies they use now and when faced with a chilli challenge, there is improvement in mindset and children choosing to push themselves to achieve. Children are becoming very good at identifying their own strengths and development needs. Some staff undertook Seasons for Growth post Covid training and Place2Be training to support children returning from lockdown who sadly experienced change or loss. Teachers willingly share practice and support their peers. As an establishment which has an ACE Base for children with additional needs, we are fortunate to have opportunities for staff to share valuable practice in supporting children with ADHD, ASD and SEBD.

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.

Last session and more recently, during the latest lockdown, every staff member has undertaken additional reading and training, by making use of the wealth of resources offered by professional educational bodies. Upon return to school, staff were able to begin to practice elements from the theory learned for the benefit of the children.

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, however, this year this was not possible due to the pandemic. 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, especially during this last difficult session.

During Session 19-20, we began to trial our new menu of reporting, that was co-designed with parents and children, however, due to restrictions, some of the events were curtailed. We did however successfully report to parents by:

- regular phone calls with a focus on Health and Wellbeing
- providing a detailed, written interim report in November 2021
- contacting and talking with any parent/carer with concerns
- supporting parents/carers with digital technology by phone or home visit
- phone calls to provide detailed information on children's progress, following their return to school in April 21
- providing a detailed summative report in June 2021, showing progress in Literacy, Numeracy, and Health & Wellbeing along with wider achievement, organised within the 4 capacities

We began a curriculum review, which will continue in August 2021. We hope to re-convene a parental and community group, which will work with staff and children to continue to review and design our curriculum for the future.

School Improvement

We planned school improvement for session 20-21 and this can be seen in the School Improvement Plan. Much of the planning has been achieved, however, the second onslaught of the lockdown in January 21 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 to raise attainment for all.
- Continued to aspire for and support children to reach high levels of attainment.
- Used PEF to increase staff to support all pupils.
- All staff trained in and using SEAL (Stages of Early Arithmetical Learning) approaches.
- Continued to drive STEM education forward in school and community
- 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.
- Continued to develop high quality remote learning for all pupils.
- Continued to run a hub class during lockdown, and expended this to 2 classes to include our most vulnerable children.
- Continued to provide and deliver home learning packs and technology, as required.

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 all 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, this year, we introduced the Rapid test, to screen for children having dyslexic type difficulties.

Weekly diaries are used as a home/school link, 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; we also use the diagnostic tool within Sumdog and the Renfrewshire Pathways to gather as much information about each child's learning as possible.

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 achievements.

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.

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.

Teachers have tracking meetings with the head teacher to discuss the progress of individual children – this is to ensure that the need for support or challenge can be identified and organised quickly.

Performance Information

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: due to lockdown, there is a dip in attainment this session, but, we will aim to recover with extra staffing during the coming session.

	Listening & Talking			Reading			Writing			Numeracy		
	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
P1	97%	100%	90%	88%	92%	90%	91%	89%	76%	94%	97%	90%
P4	100%	93%	75%	76%	83%	78%	84%	89%	75%	86%	69%	69%
P7	100%	98%	81%	95%	95%	81%	83%	88%	81%	93%	93%	89%

KEY STRENGTHS OF THE SCHOOL

Teamwork

Partnership with families and community.

Aspirational, hard-working children.

Strong leadership and aspiration for all pupils.

Staff knowledge of the children as individuals.

Excellent support for children's learning from families and community during lockdown.

High quality remote learning, supporting families, delivering packs and IT in community.

Focus on mental and physical health and wellbeing of children, staff and community.

Staff upskilling to meet unexpected demands of remote learning skills and aspiration for high-quality provision.

STEM provision and accreditation, realised by excellent leadership, teamwork, pupils, school and community partnership.

Wider achievement of pupils.

Hard working, supportive PTFA.

High quality curricular opportunities and resources.

OUR NEXT STEPS – PRIORITIES FOR 2021-2022

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 Learning for Sustainability
- RNRA rationale to be introduced and awareness raised.
- 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 DYW approach.
- 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!

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.