



Braehead Primary School
and
Early Years Centre
Standards and Quality Report June 2019



Introduction

Purpose

The purpose of this report is to provide an answer to the question, How good was our school in 2018-2019? This report provides you with a summary of the improvements, achievements and quality of education Braehead Primary School and Early Years Centre was engaged with throughout the year and how the children benefit from learning here. The report also sets out our next steps and priorities for improvement in the forthcoming academic year, 2019-2020.



Vision

Our vision is to establish Braehead Primary and Early Years Centre as a key learning hub within the local community. Through working within the community and with all of our community partners we will develop positive, productive and creative relationships. These will provide opportunities for our children to embrace experiences which promote effective learning within an ever evolving educational curriculum and help us find the right motivations to allow our children to confidently engage in their own learning, achieve meaningful success and shape the world around them. We believe that our main assets are our,

Community Involvement
Passionate Children
Engaged Parent Council
Staff Team, Parents/Carers and Children Committed to Change

Values

Our values are:
Commitment, Ambition, Resilience, Equity

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."

~ Margaret Mead ~



Aims

The school recognises the key importance of the partnership between parents, pupils and teachers in achieving its aims, which are:

- ✓ To promote effective and meaningful partnerships through
 - Regular newsletters, reports and having an open door policy
 - Creating and updating the school Blog and Twitter feeds on a regular basis
 - Involving parents, carers and members of the community on educational visits
 - Involving the Parent Council and Pupil Council in decision making processes and supporting them in fund raising commitments
 - Inviting the wider community to shows and events
 - Ensuring the school engages in effective relationships with other professional bodies, stakeholders and agencies

- ✓ To foster a positive ethos within the school by
 - Providing a high standard of care
 - Maintaining good quality relationships and team working amongst staff and pupils
 - Encouraging children to take responsibility for their own learning developments personally, socially and academically

- ✓ To provide an appropriate curriculum which meets the needs of all pupils by
 - Differentiating the tasks and experiences to meet individual needs
 - Ensuring teaching/learning methods are stimulating and motivating
 - Developing the Four Capacities throughout the pupils' learning experiences

- ✓ To continue to improve standards and raise achievement through
 - Fostering in the individual child the right attitude to learning
 - Raising standards of attainment in numeracy and literacy
 - Tracking and monitoring pupil attainment, particularly in order to close educational gaps
 - Developing a systematic approach to school self-evaluation and quality improvement in the early years centre and primary classes
 - Celebrating success at all times

School and Early Years Centre Context

Braehead Primary School and Early Years Centre is a non-denominational school situated within the Lochside area in the town of Ayr, and lies 2 miles north of Ayr Town Centre. The current roll of the school is 172 children. We also have 40 children attending our morning 2-5 Early Years Centre session with a further 28 children attending the afternoon session. Our Free Meal Entitlement is 65% and our average attendance percentage is 90.25%. The school operates a free daily Breakfast Club and for school lunches an authority on-line payment system as well as a 'cash at the till' system. Pupils choose their lunches daily from an extensive menu with school meals supplied directly from the school's own kitchen and served in our Dining Hall.

In 2010 the school welcomed children and parents from Whitletts Primary into the roll due to amalgamation of the school into the catchment area of Braehead Primary. In November 2013 the school celebrated the completion of the modernisation of the building and its external areas. The school is now a colourful and bright learning environment, well equipped to support our young people to become successful learners, effective contributors, confident individuals and responsible citizens ready to flourish in life, learning and work, now and in the future. The majority of our children live in close proximity to the school and we work hard to foster strong positive links with our parents/carers and local community.

The internal of the school includes a separate dining and gym hall areas, well resourced and spacious early years playrooms and modern and well equipped classrooms across the two levels of the school. In addition the school has an ICT suite/library, pupil support base, art/discovery class, medical room, nurture room, GP room, GIRFEC meeting room, Active Schools/teacher base office, general office, staff room, Depute Head and Head Teacher offices. Outdoors we make use of our Multi Use Games Area (MUGA) and extensive playground areas. The playground areas consist of both grass and tarred playing surfaces with a separate Early Years Centre play area and a school garden. A staff car park for 45 cars is situated at the rear of the school.

The current class structure is – Early Years, P1/2, P2, P3, P3/4, P4, P5, P5/6, P6/7 and P7.

In June 2019 our staff team comprised of the following:

- 1 Head Teacher (1.0 FTE) – Took up post end of January 2019
- 1 Depute Head (1.0 FTE) – Took up post March 2019
- 1 Principal Teacher (1.0 FTE and fully class committed)
- 4 Class Teachers (1.0 FTE Permanent)
- 4 Class Teachers (1.0 FTE Temporary – 1 Peripatetic to SAC/1 NCCT Cover)
- 1 Cluster Pupil Support Teacher (0.6 FTE)
- 1 Early Years Teacher (0.5 FTE Temporary)
- 10 Early Years Practitioners (5 Full-Time Permanent, 1 Part-Time Permanent, 2 Full-Time Permanent to SAC Graduate and Modern Apprenticeship Posts, 1 Full-Time Temporary PEF Funded)
- 2 School Clerical Assistants
- 6 School Assistants (2 Full-Time Permanent, 2 Part-Time Permanent, 1 Full-Time Temporary Attainment Challenge Secondment, 1 Part-Time Temporary PEF Funded)
- 5 Janitorial Support (1 Janitor and 4 Cleaning Staff – (1 Crossing Patrol))
- 5 Catering Staff

The school also has an allocation of time of just over 0.2 for

- YMI Brass instruction
- YMI Singing instruction

Local community partners such as Barnados and Community Learning and Development assist in school on a weekly basis, and we regularly welcome parental/community volunteers in to support our endeavours, as well as support student placements from partner secondary schools, colleges and universities. Our staff team pull together to form an effective team who work tirelessly for the children. Visitors to the school have recently remarked upon the warm welcome they receive and the feeling of positivity in the school. This is a growing reputation we are extremely proud of.

We receive our Pupil Support Teacher 3 days per week (0.6 FTE) from the allocation for Belmont Cluster schools. Our associated primary schools are Alloway, Doonfoot, Holmston, Kincaidston, Tarbolton and Southcraig Campus Schools. Belmont Academy is our associated secondary school although we also link closely to Ayr Academy to support Primary 7 transition, and Newton and Dalmilling Primary schools as part of the Scottish Attainment Challenge agenda.

Our school is one of 8 within the Cluster. Senior Staff from all Cluster Schools meet on a monthly basis to plan and progress joint developments and improvements. We work together to develop common approaches to learning and teaching and to enhance transition experiences from the primary to the secondary setting. Together, we increase opportunities for multi-agency approaches to delivering a variety of services and activities for our young people and their families. We collectively promote an Active, Healthy Lifestyle – this work is supported by the services of our School Nurse, Active Schools Co-ordinator, Educational Psychologist, South Ayrshire Teams (Home Link, Learning and Inclusion), Community Learning and Development, Social Services and Family Support Workers, Voluntary Organisations, Speech & Language Therapist, English as an Additional Language Teacher, Hearing Impairment Teacher and Belmont Campus Police.

HMIe and the Care Inspectorate inspected Braehead Primary School and Early Years Centre in November 2018 with the published report released in February 2019. The report is now available to view in school and also via the Education Scotland website at;

<https://education.gov.scot/inspection-reports/south-ayrshire/8230722>

Our Parent Council, supported by Community Learning and Development, re-established in April 2019 and are working extremely hard to support the school as we all work together in creating a culture of support, trust and progress. Parents and friends of the school are welcome to visit at any time as we all strive together to place the children at the heart of Braehead Primary and Early Years Centre, and to place Braehead Primary and Early Years Centre at the heart of the community.

What key outcomes have we achieved?

School Priority 1: Leadership of Change (from previous leadership team).	
NIF Priority: All	Links to HGIOS 4 / HGIOELC: 1.1,1.2,1.3,1.4,1.5
<p>Progress and Impact</p> <ul style="list-style-type: none"> ➤ The vision, values and assets are driving the improvements and leadership across the school and community with the majority of children, parents/carers and community able to talk about the school, its vision, values and assets. ➤ The profile and ambitions of the school have been embedded deeper in the community with effective partnerships and shared goals identified and taken forward. ➤ Leadership roles with all staff have been nurtured with most staff confident in undertaking leadership roles to support improvement and change. ➤ Relationships with parents/carers and members of the community are developing in order to increase understanding of their role and involvement in taking forward change and improvement within the school. ➤ Staff regularly and confidently participate in peer observations and share good practice at school, cluster and authority level. ➤ Tracking and monitoring within the early years is becoming more rigorous in order to monitor progress with most children achieving their Development Milestones within Literacy, Numeracy and Health and Well Being. <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Further opportunities for peer observations and opportunities to share tracking, monitoring and moderation of learning to be identified and provided across the school and early years. • Staff team and pupil leadership roles across the school at all levels will be identified within specific areas and developed further. • All children require to understand themselves more as learners through the development of target setting and digital profiling. • Further development of the tracking and monitoring of wider achievements, both within school and within the wider community. • Continue to build on the early work with the parent council on leading improvements and progress within the school and early years. • Stabilise the staff team including development of clear roles and capacity of permanent SLT, Teaching, School Assistant and Early Years teams. 	

School Priority 2: Curriculum Pathways (from previous leadership team).**NIF Priority: Improvement in attainment, Closing the attainment gap, Improvement in employability skills.****Links to HGIOS 4 / HGIOELC:2.2,2.3,2.4,2.7,3.2****Progress and Impact**

- Review of aspects of the curriculum has been undertaken to reflect CfE, SAC Frameworks and Building the Ambition to best meet the needs of learners with children experiencing more coherent, progressive pathways.
- Progressive bundling outcomes have been developed with learning pathways showing evidence of more relevance and coherence in supporting continuity of progress and effective transition conversations.
- Staff confidence is improving in using benchmarks to continue to focus on progressive skills in learning and teaching.
- Curriculum frameworks are embedded further to support skill progression, pace and consistency and to support children's attainment.

Most pupils in Primary 1 expected to achieve Curriculum for Excellence levels in Reading in line with expectations for their age, did so with the majority achieving Curriculum for Excellence levels in Listening and Talking and Writing in line with expectations.

The majority of pupils in Primary 4 expected to achieve Curriculum for Excellence levels in Reading in line with expectations for their age, did so with just less than half achieving Curriculum for Excellence levels in Listening and Talking and Writing in line with expectations.

Just less than half of pupils in Primary 7 expected to achieve Curriculum for Excellence levels in Reading, Listening and Talking, and Writing in line with expectations for their age, did so.

Most pupils in Primary 1 expected to achieve Curriculum for Excellence levels in Numeracy and Mathematics in line with expectations for their age, did so.

The majority of pupils in Primary 4 expected to achieve Curriculum for Excellence levels in Numeracy and Mathematics in line with the expectations for their age, did so.

Less than half of pupils in Primary 7 expected to achieve Curriculum for Excellence levels in Numeracy and Mathematics in line with expectations for their age, did so.

Most children in Early Years Centre achieved their Developmental Milestones in Health and Well-Being. The majority achieved their Developmental Milestones in Literacy and less than half in Numeracy.

Next Steps

- Develop quality progression pathways and further develop the good opportunities to enrich the curriculum through initiatives such as Developing the Young Workforce and STEM.
- Continue to build breadth, challenge and application across the curriculum taking account of any gaps in learning and curriculum/resources being offered to support this.
- Continue to build teacher knowledge and skills around moderation and review the assessment processes built into this planning for moderation.
- Review development and understanding of IDL approaches and the links to progressive skills development.
- Continue to provide opportunities and support children and parents/carers to be actively involved in their learning.
- Continue to develop outdoor learning opportunities to support curriculum pathways.

School Priority 3: Learning, Teaching and Assessment (from previous leadership team).

NIF Priority: All

Links to HGIOS 4 / HGIOELC: 1.2,1.3,1.5,2.2,2.3,2.4,2.5,2.6,2.7,3.1,3.2,3.3

Progress and Impact

- Learners are experiencing more consistent and higher quality teaching which is supporting progress through a more coherent and structured programme of skills.
- Assessment information is better used to plan learning and teaching and identify next steps.
- Children are more involved in leading learning and able to talking about their achievements, targets and aspirations.
- Commitment to satellite, cluster, and authority school working is ensuring good practice is being identified and implemented.
- Greater understanding of the moderation process including making holistic judgements about progress within a level (4 stages of progress within a level) is leading to higher quality learning and teaching.
- CfE teacher judgements are more robust and accurate, and better supporting children's learning and next steps.
- Parents have a greater understanding of the progress children are making and how to support and enhance their children's learning.

Next Steps

- Teachers will deliver learning in an increasing range of ways, approaches and settings to best meet the needs of children.
- Teachers will be able to identify good practice in learning and teaching, adapt it to their context and use this for professional learning.
- Further work needs to be done around AIFL and supporting improvements in pedagogy and higher order thinking through MTV and CLPL.
- Further increase awareness of attainment gaps in children's learning and support improvement with a commitment to improving pace, challenge and an increase in children's involvement in target setting.
- Assessment approaches and quality of feedback to be developed further to meet children's differentiated needs and ensure children understand, and are active participants, in creating their next steps in learning.
- Look at opportunities to increase more frequent independent learning and play to allow teachers to engage at a deeper level with individuals and groups.
- Embed understanding, process and feedback on the 4 stages within a level in school for accessible presentation, and regular provision, of information to pupils and parents/carers throughout the academic year.

School Priority 4: Raising Attainment and Achievement (from previous leadership team).

NIF Priority: All

Links to HGIOS 4 / HGIOELC: All

Progress and Impact

- Within the Early Years Centre, the system to record children's developmental milestones and their progress in literacy and numeracy has been revised. Along with tracking children's attendance, this has helped to identify areas, which may require early intervention strategies to be put in place. For example, Three Read, home visits for poor attenders, development of Rhyme Time, and story and literacy and numeracy games each session. Children's progress is recorded in individual profiles on electronic tablets and shared with parents/carers.
- At the primary stages, more robust approaches to assessment have been introduced to staff, and arrangements for tracking and moderation are now in place. Senior staff have provided support to class teachers to develop their understanding of assessment. Staff have opportunities to work with nearby schools to engage in moderation activities to improve literacy and numeracy. This is resulting in more accurate teacher judgements, and staff are beginning to feel more confident with the assessment process.
- Work has been undertaken to improve the way assessment data is gathered, tracked, and analysed to monitor attainment and achievement of all children in key areas of literacy, numeracy, health and wellbeing.
- Staff met termly with the acting senior leadership team to analyse attainment data and were supported to develop their own skills in analysing data resulting in increased confidence in using this data to identify effectively children in their class who would benefit from a range of available support measures.
- Support staff are involved in a range of support initiatives to help address gaps in children's learning, as identified through teacher judgement and assessment information. Interventions and updates are discussed regularly and then tailored more appropriately to improve children's learning in literacy, numeracy and health and wellbeing. As a result, attainment across the school is improving.
- Pupil Equity Funding has been used to increase the number of staff available to support learners. As a result, staff have been able to provide targeted support for a significant number of children in literacy and numeracy and health and wellbeing, as identified through the tracking process. There are also programmes in place to promote positive relationships and wellbeing. As a result of this work and improved approaches to learning and teaching, there is now in place a calmer more productive climate for learning.

Next Steps

- Continue to examine and commit to the range of measures which will improve attainment.
- Work to develop trauma informed staff and partnership approaches.
- Continue to extend parental partnership and family learning across the school.
- Continue to further embed and monitor interventions in literacy, numeracy and health and wellbeing for identified children and families, and maintain and progress levels of attainment for children who require more challenge as higher attaining children.
- Build on existing partnerships to continue to improve social, mental and educational wellbeing of children and families.
- Further develop play based learning and transition opportunities at Early Level of learning experience.

Evaluation Summary

Quality Indicator	School Self Evaluation
<p>1.3 Leadership of Change</p> <p>4 - Good (Whole School)</p> <p>4 - Good (Early Years Centre)</p>	<p style="text-align: center;">(Informed by Education Scotland Final Report February 2019)</p> <p>The acting senior leadership team brought much needed direction and improvement across the school community. The acting headteacher has worked effectively with staff to establish priorities for action and there is now a clearer shared understanding of what needs to be achieved. This provides helpful and supportive guidance for the continuous improvement of Braehead Primary School.</p> <p>Children are beginning to take a more active role in leading their own learning. They enjoy having opportunities to discuss with staff what they know and what they would like to learn. They are becoming more involved in helping with planning their own learning. Staff value the trust and confidence the acting senior leadership team have placed in them to take forward school improvement.</p> <p>A Parent Council was established in January 2018 until December 2018 and re-established in April 2019. It is beginning to work closely with the school staff team to support improvements, and organise social events such as school discos. There is scope for the Parent Council to take a more active role in self-evaluation processes to support the improvement agenda. This should include improving communication to parents and more helpful information on how children progress in their learning.</p> <p>Approaches to self-evaluation have improved across the early years centre and primary classes. All staff demonstrate a strong commitment to improving the work of the school and are actively involved in the improvement journey. The acting senior leadership team enabled staff to work more effectively as a team across the school. They now plan and evaluate their work together in a more focused way with the new leadership team empowering the staff team to identify and embrace key lead roles for improvement within the school.</p> <p>Staff have undertaken significant professional learning activities, resulting in improvements in learning, teaching and assessment. Children are becoming more involved in their learning and feel that they have a greater voice in the school. Staff have worked with colleagues from other schools to increase their own understanding of standards and expectations for their learners.</p> <p>Approaches to monitoring and tracking children's progress are now more robust and are leading to improvements in children's learning. Self-evaluation activity should now focus on the impact on children's learning.</p> <p>The acting headteacher provided clear and focussed leadership and there is evidence of positive improvement across the school which the new leadership team and whole school would aim to continue.</p>

2.3 Learning, Teaching and Assessment

3 – Satisfactory
(Whole School)

4 – Good
(Early Years Centre)

(Informed by Education Scotland Final Report February 2019)

The pace of change in the curriculum has been well managed by the acting senior leadership team. They have made positive progress in developing a shared understanding of what the school wants to achieve through its curriculum. All staff have worked together to produce a shared curriculum rationale which takes account of national advice and local circumstances. Consultation with stakeholders about the school's vision, values, and assets took place within 2018.

Teachers are planning more interesting lessons. There are clearer learning pathways which allow children to build on their prior learning. A skills progression has been created across the curriculum, and children are better aware of the importance of developing skills as well as knowledge and understanding. This is beginning to help them understand the skills they are learning and how they can be applied in learning, life and work.

Within the primary school, there is evidence of development of HGIOS?4 as a tool for self-evaluation. Staff knowledge, skill and confidence in the self-evaluation process is increasing. Quality assurance and a more robust monitoring calendar are in place. This takes account of all self-evaluation activities including tracking and monitoring activities, parent consultations and joint sessions with other schools in the cluster.

There are opportunities for staff to engage in a range of professional learning activities to meet their own needs and/or support school improvement. Staff are becoming clearer about national standards and are supported to help children make progress. Staff have worked well with the senior leadership team and have shown a commitment to improve the school. They have undertaken willingly a wide range of learning opportunities both in school and out of school.

Learners experience a range of teaching approaches. There is scope to use more creative approaches which allow children to apply their learning in a range of contexts across the curriculum. This includes developing approaches to play-based learning in the early years of primary.

The school have identified the need to increase access to digital technology for all children to develop their skills for life, learning and work. This includes the constructing of digital profiles to allow children to discuss confidently their learning journeys. Currently children experience digital learning through PCs and interactive white boards with teachers providing a range of digital resources to support learning, for example, video clips and a point-based rewards system.

The school is building the foundations to develop more consistent high-quality learning experiences across all classes.

3.1 Ensuring wellbeing, equity and inclusion

3 – Satisfactory
(Whole School)

4 - Good
(Early Years Centre)

(Informed by Education Scotland Final Report February 2019)

Children have responded well to opportunities to participate and lead on whole school initiatives such as Rights Respecting Schools (RRS), pupil council, Dyslexia Friendly Schools (DFS), and Outdoor Learning. They are enthusiastic about what they hope to achieve

Staff should now increase pace further through tasks and activities which are more appropriately challenging and which give children more responsibility for their learning. This will support further development of independent learning skills.

The school environment promotes a positive ethos for learning and children enjoy their learning more. Across the school, most children are actively engaged in their learning. They have regular opportunities to discuss and share ideas and demonstrate a good level of cooperation when working with others. Teachers have higher expectations of what children are capable of achieving.

Children's behaviour and their attitudes towards their learning have improved. They are more respectful to each other, to adults and visitors to the school. Opportunities for learning have improved as a result of a focus on improving behaviour across the school. The '1,2,3 Magic' approach is helping children earn rewards for positive behaviour and understand the impact of disruptive behaviour. Children are very positive about this approach and say that it has resulted in better behaviour.

Continued action is being taken to support further the well-being and safety of children. This includes, where relevant and appropriate, closer, more collaborative inter-agency working, and the creation of effective action plans to meet children's safety and needs. All relevant documentation is kept in an updated, clear and organised way.

Children are being encouraged to use the language of the wellbeing indicators to help them identify their next step to improve their wellbeing. This would support children in being able to track their progress in this area.

Open and respectful approaches are being developed throughout the school to support equality and wellbeing and to enable children to be confident of their abilities. Children are being encouraged to be aware of, and sensitive to, the different needs and challenges faced by their peers. Most children are indicating that they feel supported if they feel anxious and know they have an adult they can talk to and that they trust if need be.

Staff are collating data around meeting the needs of learners and measuring the impact of interventions. The use of the PEF has been carefully planned to deliver clear improvements for targeted children. Relationships with parents/carers are being developed in order to create a real partnership between school and home within each child's education. All staff are aware of their roles and responsibilities relating to the statutory requirements.

3.2 Raising attainment and achievement

3 – Satisfactory (Whole School)

4 - Good (Early Years Centre)

(Informed by Education Scotland Final Report February 2019)

Within the Early Years Centre, the system to record children’s progress in literacy and numeracy has been revised. Children’s progress is recorded in individual profiles on electronic tablets and shared with parents. Practitioners are continuing to develop further how to monitor and evaluate children’s progress in literacy, numeracy and health and wellbeing. The next steps in learning will be shared with children in order for them to improve their ability to talk about their learning, in particular the key skills they are developing. Parents will be key partners in this process so they are aware where their children are in their learning and how they can better support them.

Significant work has been undertaken across the primary stages to improve the way assessment data is gathered, tracked, and analysed. The acting senior leadership team led the development of an appropriate system to track and monitor the attainment and achievement of all children. Children’s progress in the key areas of literacy, numeracy, health and wellbeing has been tracked and monitored regularly. Support staff play a valuable role in working with children to improve their learning.

There is an improving picture in respect of children’s attainment. In literacy, numeracy and health and wellbeing children are making progress from their prior levels of attainment. HM Inspectors agreed with the school that there is scope to develop this further.

Within areas of literacy and numeracy children’s attainment is good, and improving. Children have the potential to be achieving more and this is something for the school to improve on this year. Children who require additional support are making progress towards their targets in literacy and numeracy but again more focussed and dedicated support will improve this further.

The new leadership team are scrutinising past standardised assessment information and in class assessments to determine a picture of progress over time in literacy and numeracy. Children in P1, P4 and P7 have undertaken the Scottish National Standardised Assessments (SNSA) with some positive results emerging. The senior leadership team will discuss with teachers the analysis of SNSA, along with their professional judgements, to put in place interventions with view to improving children’s attainment. Teachers are building their confidence in the use of National Benchmarks and as a result, their professional judgement is becoming more accurate.

The majority of children are making appropriate progress in reading, writing, listening and talking, and numeracy. The school has identified a need to audit, revise and re-design the approaches and resources being used to take forward literacy and numeracy attainment. This audit started in April 2019 with supporting developments now underway for the new academic session 2019-2020.

Curriculum for Excellence levels and standardised assessment data presents a picture of children’s attainment over the last few years and shows that in literacy and numeracy, the majority of children are making

	<p>good progress. Children could be achieving more, could cope with more challenge and an increased pace of learning and this will be addressed over the coming year. We are committed to regular staff team tracking meetings on attainment which will support us in identifying the support or challenge needs of individuals.</p> <p>Children have opportunities for a range of wider achievements across the school. Examples of this include the range of after school clubs such as football, golf, chess, netball and multi-sports. A number of children take on leadership roles such as the pupil council and leading lunchtime activities and supervision. At weekly assemblies, children's achievements are celebrated. Class teachers track participation and identify children who are at risk of missing out. Children are involved in a wide range of inter-school tournaments and local authority initiatives such as Active School sports, Rotary Burns Supper, Art Competitions, Belleisle Rangers outdoor learning and Award of Ambition. We will continue to develop further how we record and track children's achievements, ensuring that children are aware of the skills that they are gaining from wider achievement experiences.</p> <p>There is a good sense of equity across this school. The staff team are aware of the challenges children and families face and take steps to support them. We will continue to develop our strong relationships with children and their families to ensure that all that can be done is done to ensure equity for all. There are clear interventions in place to close the attainment gap and these interventions will continue to be monitored closely to ensure they are appropriate and effective.</p>
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Almost all Over 90%	Most 75% – 90%	The majority 50% - 74%	Less than half 15% - 49%	Few Up to 15%
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What are the key priorities for improvement in 2019/20?

In line with guidance from the National Improvement Framework, the key priorities for Braehead Primary School and Early Years Centre for session 2019/20 are:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

In pursuit of this we will continue to review our School Improvement Plan and ensure these priorities are at the forefront of classroom practice. As a team, informed by our own self-evaluation processes and from advice provided through our recent HMIe inspection report (which will inform and drive our maintenance agenda), we have identified four main priority areas for 2019/2020. Below is a summary of the outcomes:

Within Literacy –

- Improved breadth, pace and challenge of learning at Early, First and Second Level will be provided through revision and adaptation of the current practices within reading, writing, listening and talking across the school.
- Procedures in school for planning, tracking/monitoring, moderation and assessment within Literacy will be developed further to include more pupil choice and voice in leading learning. This will continue to strive to provide equity and equality for all learners.
- Current additional support resources will be revised, adapted and introduced where appropriate to ensure that the needs of all learners are met and improved within Literacy and that the attainment gap is being addressed (Focus on Pupil Equity Funding, pupil support teaching and effective support resources).

Within Numeracy –

- Improved breadth, pace and challenge of learning at Early, First and Second Level will be provided through revision and adaptation of the current practices across the school, considering approaches to Number, Information Handling, Shape and Problem Solving.
- Procedures in school for planning, tracking/monitoring, moderation and assessment within Numeracy will be developed further to include more pupil choice and voice in leading learning. This will continue to strive to provide equity and equality for all learners.
- Current additional support resources will be revised, adapted and introduced where appropriate to ensure that the needs of all learners are met and improved within Numeracy and that the attainment gap is being addressed (Focus on Pupil Equity Funding, pupil support teaching and effective support resources).

Within Health and Well Being –

- Improved breadth, progression, personalisation and choice of learning at Early, First and Second Level will be provided through revision and adaptation of the current practices across the school, particularly in relation to improving physical health, mental health and resilience.
- Support strategies (e.g. Place2Be, ACEs, Mindfulness, Growth Mindset, Making Thinking Visible, LIAM) to be considered and developed more fully to offer early supportive interventions to ensure equitable approaches are being provided to meet wellbeing, inclusion and equality for all children.
- Digital technology through e-profiles will be developed further to increase engagement of children and parents/carers within their own learning experiences.

Within Early Years Centre –

- Home link resources and usage of local environment (green spaces) will be developed further to improve learners' experiences across all curriculum areas.
- New Early Years Team and systems established and working effectively to provide commitment to 2 year old provision, 1140 hours capacity and high quality Early Years/Primary 1 transitions.
- Digital technology through e-profiles and Home Learning Bags across the curriculum developed further to increase engagement of children and parents/carers within their own learning experiences.

As a school, in addition to the identified priorities, we will continue to commit to the following maintenance agenda for 2019-2020;

LEARNING AND TEACHING

1. Development of SAC curricular frameworks and benchmarks to enhance planning, assessment, learning and teaching.
2. Development and usage of digital technology including GLOW and E-Profiling within the Early Years Centre.
3. Support and challenge for pupils using ASN/Pupil Support strategies and resources.
4. Continued implementation of Children and Young People's Act, GIRFEC, Wellbeing Indicators and TAC commitments.

CFE/RAISING ATTAINMENT

1. Maths development using Big Maths, Number Talks, Problem Solving and a minimum of 6 hours of general maths weekly.
2. Literacy development using Write to the Top and Literacy Comprehension programmes.
3. Continued implementation and monitoring of the Reading Wise, Catch Up Literacy/Numeracy programme.
4. Continued provision of 2 hours quality PE.
5. Continued awareness raising of Internet Safety.
6. Development of RRSA accreditation towards Level 1.
7. Development of DFS accreditation

ASSESSMENT AND ACHIEVEMENT

1. Monitoring, evaluation and tracking of pupil levels through GL/SEEMIS/SNSA and class assessment
2. Weekly assemblies to highlight wider achievement
3. Differentiated planning and assessment throughout the school, including the Early Years Centre
4. Further development and implementation of meaningful Pupil Profile and learning journey reporting

SELF-EVALUATION

1. Programme of support via PRD and PDR processes for all staff
2. Regular staff meetings and class observations to monitor, track and evaluate school improvement progress
3. Continued engagement in professional, pupil impact and parental dialogue

CLUSTER

1. Assessment and Moderation in Numeracy, Literacy and across the curriculum to ensure consistency across school/cluster/authority
2. Joint planning and development of initiatives which support educational and personal development for all pupils
3. Commitment to programmes of transition, nurture and collective participation to support pupil well being

What is the capacity for improvement?

Our Self Evaluation processes and recent HMIe and Care Inspectorate report provide us with areas for improvement within the school and early years centre, with data and evidence gathered during this highlighting, informing and confirming our development needs. We recognise that we have these development needs and the staff team are committed to taking these forward with pupils, parents/carers and other stakeholders/partners working together, with this commitment informing our intentions throughout the following year and beyond.

The inspection team noted that *“the school would now benefit from the appointment of a permanent senior leadership team and a more settled period in staffing. This will create further stability across the school community and support continuous improvement”*. At Braehead Primary School and Early Years Centre, we now have the permanent senior leadership team in place and will move closer this year to having a more settled staff team. We will use this stability as a key strength within our capacity to make further improvements.

As we move forward into 2019-2020 with a predicted rise in school roll (183 pupils), a full-time Early Years provision (14 2 year olds and 40 3-5 year olds) and key leadership roles identified within the staff team, pupils, parents/cares and partner agencies we will utilise fully the opportunities this brings. This includes a collective drive for school improvement with collegiate working, stronger community connections and the sharing and development of new knowledge, insight and practices from a new and developing team enhancing the learning experiences of our children.

All of the staff team continue to have a desire to improve outcomes for children further and embedding the vision, values, and aims over the forthcoming year will support us in continuing to have a clear focus and shared purpose. The staff team have a strong knowledge of children and their individual needs and observations of Learning and Teaching, commitment to professional dialogue through regular team meetings and meetings with pupils and parents/carers will result in continued improvements for our children across the curricular areas.

Our improvement plan focuses on specific priorities which can be measured and attained. We have high expectations for all in the school to achieve their full potential.

We appreciate greatly the support we receive from parents/carers and the wider community in helping us deliver our vision. This supports us in creating a positive learning environment where our pupils feel special, valued, and included both within the school and within the community in which the children live, play and grow up in.

Thank you for your continued support.

Bobby McPherson

Bobby McPherson
Head Teacher