



Braehead Primary School
and
Early Years Centre
Standards and Quality Report June 2020



Introduction

Purpose

The purpose of this report is to provide an answer to the question, How good was our school in 2019-2020? 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, 2020-2021.



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,

Passionate Children
Whole School and Early Years Centre Staff Team
Parents/Carers and Children Committed to Change
Community Involvement and Partnerships

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/carers, 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 to support effective and meaningful communication
 - Creating and updating the school Blog, Twitter and Seesaw 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 positive and effective relationships with other professional bodies, stakeholders and agencies
- ✓ To foster a positive ethos within the school by
 - Providing a high standard of care, understanding and kindness
 - Maintaining good quality relationships amongst the staff team, parents 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. 95% of our children and families live within Scottish Index of Multiple Deprivation Deciles 1 and 2. The current roll of the school is 173 children. We also have 40 children attending full-time in our 2-5 year old, 1140 hours Early Years Centre. Children from Early Years to Primary 4 receive free school meals. Our whole school Free School Entitlement therefore is 85%, with our Free Meal Registered figure standing at 47%. Our average attendance percentage pre COVID-19 and up to March 1st 2020 was 90.90%. The school had no exclusions during 2019-2020. The school operates a free daily Breakfast Club. For school lunches an authority on-line payment system is used as well as a 'cash at the till' system. Pupils choose their lunches daily 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 Whitlets 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, well equipped classrooms across the two levels of the school. In addition, the school has an ICT suite, pupil support base, art/discovery/library 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. South Ayrshire Council's Learning and Inclusion Team also have two offices based within the school. Outdoors we make use of our two Multi Use Games Areas (MUGAs) 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. Three new, and popular, age-related activity play frame areas were added to the school playground in session 2019-2020. A staff car park for 45 cars is situated at the rear of the school.

The class structure for 2019-2020 was – Early Years, 2 x P1/2, P3, P4, 2 x P5, P6, P7 and a nurture based P5/6 class.

In June 2020 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)
- 5 Class Teachers (1.0 FTE Permanent)
- 1 Early Years Teacher (0.4 FTE Permanent)
- 4 Class Teachers (1.0 FTE Temporary – 1 Peripatetic to SAC/1 NCCT Cover/ 1 NQT/1 Nurture)
- 1 Early Years Teacher (0.5 FTE Temporary)
- 2 Cluster Pupil Support Teachers (1.0 FTE and 0.4 FTE Permanent to SAC)
- 1 Senior Early Years Practitioner (1 Full-Time Permanent)
- 10 Early Years Practitioners (7 Full-Time Permanent, 1 Part-Time Permanent, 1 Full-Time Permanent to SAC Modern Apprenticeship Post, 1 Full-Time Temporary PEF Funded)
- 2 School Clerical Assistants
- 9 School Assistants (3 Full-Time Permanent, 2 Part-Time Permanent, 3 Part-Time Temporary PEF Funded, 1 Part-Time Learning and Inclusion Team Funded)
- 6 Janitorial Support (1 Full-Time Janitor, 4 Part-Time Cleaning Staff, 1 Part-Timer Crossing Patrol)
- 5 Catering Staff (4 School Lunches, 1 Breakfast Club)

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 Barnardo's, Employability Skills 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 remarked upon the warm welcome received and the feeling of positivity in the school. This is a growing reputation we are extremely proud of.

We receive our Pupil Support Teacher input 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 with 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.

During the COVID-19 pandemic and school lockdown from Friday 20th March 2020, these relationships were invaluable in supporting our children, families and community. During the first week learning packs were initially sent out to every child with the majority of learning from home support and communication subsequently supported through Seesaw and Twitter feeds for the remainder of the lockdown period. Online resources such as EPIC, Education City, Sumdog and Joe Wicks were promoted to support children with wider learning opportunities. The majority of our partner agencies such as Barnardo's, Social Work Services, Community Learning and Development, Employability Skills, Little Art School, Active Schools and Speech and Language provided additionality to this effort when required and through maintaining regular contact with the school. This included providing updates on work being undertaken with vulnerable children and families through contact with the Senior Management Team via telephone and on-line conference meetings. The school kept a close eye on numbers engaging on-line, and regularly contacted parents by phone, and with hard copy resources on request, if on-line facilities were not a viable option. Seesaw engagement was between 55-75% at different stages throughout the lockdown period with 16 Seesaw classes set up across the school and EYC. The teaching and early years staff teams all engaged fully in keeping the learning from home and communication going through Seesaw, telephone contact, and in some situations, though home visits. The Senior Management and school admin team kept in daily contact with families through Seesaw, school e-mail, telephone and home visits, with the Senior Management Team in school daily to support. The Seesaw facility and partnership communication continued to be provided throughout the summer break period, overseen by the Senior Management Team, daily.

During the period from 1st June - 26th June the school supported small groups of identified children to return to education within the school premises. The Primary 1 class teacher worked collegiately with the Early Years Team to provide a supportive 2 hour Early Years - Primary 1 transition session for each child and family. The Primary 7 class teacher worked collegiately with Senior Management from both Belmont and Ayr Academy to provide a similar transition experience for children moving from Primary 7 - S1. Class teachers, the Pupil Support Teacher and Senior Management worked collegiately to bring in, individually, around 25 vulnerable children for crucial Visual Stress and Dyslexia assessment prior to the new session beginning for 2020-2021. Meetings were undertaken in school with parents of the most vulnerable children to put in place arrangements for the new session.

The Senior Management Team were involved daily through March to June in South Ayrshire Council's school lunch distribution efforts, with Braehead becoming a hub for distribution for Newton Primary and local children and young people who attend other schools but have a postcode in Ayr North. Including our own children, Braehead was producing around 500 food boxes a week for distribution with a team of drivers recruited from partner agencies within the community to support distribution. The local community football team, Whitletts Vics, in liaison with Community Learning and Development also assisted with the provision of 50 ready meals once a week for distribution. From July

to August the Depute Head and Head Teacher continued to support the weekly food distribution for Braehead Primary from Prestwick Academy, and remained available for daily contact via Seesaw and school e-mail from parents/carers and children.

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 continues to work 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.

Attainment Expectations for 2019-2020

The COVID-19 lockdown in March 2020 has prevented the school and early years from carrying out the final assessment processes which would have informed key statistics for publication within our Standards and Quality Report for 2019-2020. As a school, we were feeling confident about the progress our children had made during the year and think this would have been reflected in positive data demonstrating the advances our children had made within Literacy, Numeracy and Health and Well Being. As these figures are unavailable the statements below highlight our professional judgement for progress made between September 2019-March 2020.

Almost all children in the Early Years Centre achieved their Developmental Milestones in Health and Well-Being with an 8% increase from the previous year. The majority of children in the Early Years Centre achieved their Developmental Milestones in Literacy (4% increase from previous year) and Numeracy (43% increase from previous year).

Most pupils in Primary 1 were expected to achieve Curriculum for Excellence levels in Health and Well Being. Most pupils in Primary 1 were expected to achieve Curriculum for Excellence levels in Reading, Writing, Listening and Talking and Numeracy in line with expectations for their age.

Most pupils in Primary 4 were expected to achieve Curriculum for Excellence levels in Health and Well Being. The majority of pupils in Primary 4 were expected to achieve Curriculum for Excellence levels in in Reading, Writing, Listening and Talking and Numeracy in line with expectations for their age.

The majority of pupils in Primary 7 were expected to achieve Curriculum for Excellence levels in Health and Well Being. The majority of pupils in Primary 7 were expected to achieve Curriculum for Excellence levels in in Reading, Writing, Listening and Talking and Numeracy in line with expectations for their age.

What key outcomes have we achieved?

School Priority 1: Literacy and English

NIF Priority:

1. Improvement in attainment, particularly in Literacy
2. Closing the attainment gap between the most and least and disadvantaged children

Links to HGIOS 4/HGIOELC:

2.2 Curriculum, 2.3 Learning teaching and assessment, 2.4 Personalised support, 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising attainment and achievement

Progress and Impact

- SAC Framework and Benchmark model has been embedded into all classroom planning and assessment to improve and provide effective differentiation, and support teacher and pupil assessment judgement about next steps in learning.
- Active Literacy resources have been introduced and used as a consistent learning and teaching programme within all stages across the school.
- Increased opportunities have been provided for learners to engage in reading and writing activities consistently and independently across the whole curriculum.
- Good practice has been identified and shared within areas of the school and beyond, particularly through collaborative P6/7 approach to writing, P1/2 collegiate approach to writing and play based learning professional dialogue and training.
- Teaching team trained and using new SEEMIS progress and achievement reporting model to analyse and provide data, and inform next steps in learning and/or pupil support needs.
- Range of regular school-based assessment in place to benchmark and measure all children's progress in Literacy and English.
- Opportunities for children to be actively involved in setting learning intentions and success criteria is increasing with learning intentions and success criteria evident in most classes.
- Systems in place to monitor and address the level of progress being made by targeted groups (Care Experienced Children, children living in SIMD 1-2 and/or in receipt of Free School Meals (FME), children with additional support needs (ASN)), and to provide relevant, effective and supportive interventions.
- Dyslexia and Visual Stress screening programme established to identify and inform earlier intervention support.
- Pupil Equity Funding used to provide daily/weekly pupil support within each classroom through additional school assistant provision, one to each classroom.

Next Steps

- Increase opportunities for children to be actively involved in setting learning intentions, success criteria and targets for improvement.
- Develop quality feedback processes which allow children to have an accurate understanding of their progress, next steps and which enable children to give effective feedback to peers for improvement.
- Identify further resources and approaches which provide more consistency within school across the breadth of the curricular area.
- Build confidence in using new SEEMIS progress and achievement reporting model to analyse and provide accurate and meaningful data.
- Provide regular and more meaningful moderation activities to further improve confidence and standards across the school.
- Exam and develop creative ways to establish family learning opportunities through building strong community, partnership and inter-agency approaches.

School Priority 2: Numeracy and Maths

NIF Priority:

1. Improvement in attainment, particularly in Numeracy
2. Closing the attainment gap between the most and least and disadvantaged children

Links to HGIOS 4/HGIOELC:

2.2 Curriculum, 2.3 Learning teaching and assessment, 2.4 Personalised support, 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising attainment and achievement

Progress and Impact

- SAC Framework and Benchmark model has been embedded into all classroom planning and assessment to improve and provide effective differentiation, and support teacher and pupil assessment judgement about next steps in learning.
- Tee Jay resources have been introduced and used as a consistent learning and teaching programme within all stages across the school.
- Good practice has been identified and shared throughout the school. Team teaching of Number Talks provided and professional development on Mental Maths and Rapid Maths delivered through team meetings.
- Numeracy Lead successfully completed SCELL Teacher Leadership programme and used learning to introduce, monitor and evaluate numeracy developments in school.
- Teaching team trained and using new SEEMIS progress and achievement reporting model to analyse and provide data, and inform next steps in learning and/or pupil support needs.
- Range of regular school-based assessment in place to benchmark and measure all children's progress in Numeracy and Mathematics.
- Opportunities for children to be actively involved in setting learning intentions and success criteria is increasing with learning intentions and success criteria evident in most classes.
- Systems in place to monitor and address the level of progress being made by targeted groups (Care Experienced Children, children living in SIMD 1-2 or in receipt of Free School Meals (FME), children with additional support needs (ASN)), and to provide relevant, effective and supportive interventions.
- Rapid Maths screening programme established to identify and inform earlier intervention support.
- Pupil Equity Funding used to provide a specific Numeracy Lead teacher role to assist in closing the attainment gap. Each class accesses this input weekly for an hour.

Next Steps

- Utilise school assistant role more effectively to identify and support appropriate interventions in class and to help children make positive progress.
- Good practice to be identified and shared within areas of the school and beyond, with particular focus for the Numeracy Lead on 'Beyond Number'.
- Examine SAC Pathways, teacher peer assessment/moderation of pupil work and marking scheme to increase effectiveness of assessment processes and increase standards across the school.
- Introduce systems to allow children to set termly learning targets
- Increase opportunities for children to be actively involved in setting learning intentions, success criteria and targets for improvement.
- Develop quality feedback processes which allow children to have an accurate understanding of their progress, next steps and which enable children to give effective feedback to peers for improvement.

- Identify further resources and approaches which provide more consistency within school across the breadth of the curricular area.
- Build confidence in using new SEEMIS progress and achievement reporting model to analyse and provide accurate and meaningful data.
- Exam and develop creative ways to establish family learning opportunities and parent workshops through building strong community, partnership and inter-agency approaches.

School Priority 3: Health and Well Being

NIF Priority:

1. Improvement in attainment, particularly in literacy and numeracy, 2. Closing the attainment gap between the most and least disadvantaged children, 3. Improvement in children and young people's health and wellbeing

Links to HGIOS 4/HGIOELC:

2.1 Safeguarding and child protection, 2.4 Personalised support, 2.5 Family learning, 3.1 Wellbeing, equality and inclusion, 3.2 Raising attainment and achievement

Progress and Impact

- A wide range of pupil groups established in school and after school to encourage and support pupil engagement, involvement and participation.
- Wide range of social, emotional and physical health focussed events organised and timetabled into the school calendar to support pupil health and wellbeing.
- Pupil Council used PEF funding to provide new, substantial, and popular, fitness and activity trim trails for 3 sections of the school playground which are heavily used during school and after school hours.
- Community partnerships have been firmly established leading to provision of positive individual and group programmes to support school context such as Friends for Life, Sports Leaders and Coaching, Active Schools, Little School of Art, Barnardo's, Martin's Field, SAC Swimming, Community Allotments, Community Safety.
- Transition programmes between Early Years/Primary 1, and Primary 7/Secondary are established and being fully supported by all stakeholders, improving personalisation, choice and confidence.
- Support strategies and training (MAPA, ACEs, Mindfulness, Growth Mindset, Making Thinking Visible, STINT) in place offering supportive interventions and ensuring equitable approaches are being provided to meet wellbeing, inclusion and equality for all children.
- Digital technology approaches have been embedded more fully to increase engagement of children and parents/carers within learning experiences, with Seesaw and Twitter being used to support learning from home and parental communication through COVID-19 lockdown.
- Wider achievement class overview developed to identify pupils who have limited opportunities available to them. These pupils were then targeted for activities and clubs in school and within the community.
- I-Pads and Spheros programmes introduced throughout the school to increase engagement of pupils in digital technology.
- Collegiate training and support provided to establish Seesaw throughout the school and early years to support pupils and parents in recording and developing their own learning experiences. Primary 1 pupils were able to demonstrate Seesaw throughout school stages.
- Pupil Equity Funding used to provide Active Schools with access to wider transport support to allow children to attend events and to provide access to wider opportunities for a specific Nurture/Alternative Curriculum class for identified children with significant support needs.

Next Steps

- Exam and develop creative ways to establish family learning opportunities and parent workshops through building strong community, partnership and inter-agency approaches.
- Provide professional training and experiences, particularly for new staff, in relevant areas of professional understanding and pedagogy such as LIAM, MAPA, ACEs, ASN, Resilience.
- Embed the language of SHANARRI more fully into the language and ethos of the school.
- Continue to use SHANARRI wheels as a teacher assessment tool for pupil perception of current HWB and examine alternatives or supplementary systems.
- Increase opportunities for children to be actively involved in setting learning intentions, success criteria and learning targets using digital technology resources for recording and reporting progress through personal profiles.

School Priority 4: Early Years Centre

NIF Priority:

1. Improvement in attainment, particularly in literacy and numeracy, 2. Closing the attainment gap between the most and least disadvantaged children,
3. Improvement in children and young people's health and wellbeing

Links to HGIOS 4/HGIOELC:

- 1.3 Leadership of Change, 2.1 Safeguarding and child protection, 2.4 Personalised support, 2.5 Family learning, 3.1 Wellbeing, equality and inclusion, 3.2 Raising attainment and achievement

Progress and Impact

- New Early Years Team and systems established and working effectively to provide commitment for 2 year old provision.
- 1140 hours capacity and high quality Early Years/Primary 1 transitions in place.
- Home link resources and usage of local environment (school, woodland and beach) developed further to improve learners' experiences across all curriculum areas.
- Early Years Team working with parents/carers and the local community to provide greater access to the local environment and wider learning experiences for all children such as links to the local Care Home and University programmes.
- A wide range of appropriate CLPL opportunities for Early Years Team offered in-house and further afield to improve practice and provision.
- Weekly team meetings and professional development time established to support team engagement with the emerging planning, tracking and profiling developments to ensure all children's needs are being considered, monitored and met.
- Key leaderships skills and roles were identified for each of the Early Years Team with opportunities provided for these to be utilised within the early years provision.
- Increasing opportunities developed for children to be actively involved in setting learning intentions and success criteria using resources for recording and reporting progress such as through floorbooks, personal profiles and digital technology.
- Seesaw introduced and established to increase engagement of pupils and parents in recording and developing their own learning experiences and to support learning from home during COVID-19 lockdown.

Next Steps

- Focus on developing Home Learning Bags provision across the whole curriculum in order to further increase engagement of children and parents/carers within their own learning experiences.
- Continue to visit other establishments to research quality 2 year old provision and early years/primary transitions and share good practice.
- Home Learning Bags across the curriculum being to be developed to increase engagement of children and parents/carers within their own learning experiences.
- Early Years Team to develop individual leadership role and focus, and build collegiate support, evaluation of progress and action points into regular team meetings.

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>Developing a shared vision, values and aims relevant to the school and its community</p> <p>The aims, visions and values are promoted throughout the work of the school and within weekly school and termly community assemblies. The school this year has focussed successfully on achieving the Rights Respecting Schools Bronze Award. The children and the school have a positive profile within the local community, working with the local care home, community centre and local businesses, for example.</p> <p>Strategic planning for continuous improvement</p> <p>Knowing our children and families very well through reviewing our attendance rates (weekly in school and monthly within the early years centre), evaluating and discussing standardised assessment, class assessment and teacher professional judgement meetings, has enabled us to identify individual children for further, focussed support. This has also allowed us to develop resources, programmes of support and initiatives which are aimed directly at where the greatest need is. We are becoming more aware of our school story over the previous years and where this is telling us we need to support and improve attainment progress, specifically for those children facing significant poverty related challenges.</p> <p>Implementing Improvements & Change</p> <p>The Senior Management Team have shown commitment to support and develop leadership capabilities and capacity of the staff team, pupils and parents/carers. The majority of the school and early years teams have taken forward lead roles to implement improvement across the curriculum and to provide social and educational opportunities to effect positive change. Most teaching staff have taken lead responsibility in developing pedagogy and practice across the school such as in Active Literacy, Number Talks, Making Thinking Visible, Seesaw, Play Based Learning, Early Years development and afterschool groups. School assistants lead in supporting individual pupils, intervention programmes and first aid responsibilities. Children lead assemblies, house groups, through buddying roles and through committee membership such as Pupil Council, JRSO, Eco-Committee and Rights Respecting Schools. Parents/carers take lead responsibility for organising events through the Parent Council and in providing expertise in school such as inputs during Health Week.</p>

2.3 Learning, Teaching and Assessment

3 – Satisfactory (Whole School)

4 – Good (Early Years Centre)

Learning & Engagement

The majority of pupils are aware of the purpose of their learning within classes, with varied opportunities to lead, discuss and showcase learning in class, in school and in the wider community provided. Children’s views are being increasingly sought through pupil impact dialogue, assemblies, educational reviews, Pupil Council, class dialogue and digital technology developments. We aim to build further on this next year, creating more bespoke learning and support for identified children.

Quality of Teaching

Staff team are increasingly reflective of their practice, and have engaged fully with the in-house training opportunities provided via Education Scotland Attainment Officer and the local authority Quality Improvement Team to examine Learning and Teaching, Equity and Excellence and Making Thinking Visible in more depth. All staff have high expectations of their pupils. We are increasingly using digital technology to enhance and complement teaching and learning, and share this with our stakeholders through our Blog, Twitter and Seesaw platforms. We have re-designed our management and teaching structure for next year to allow for greater focus and opportunities to support development of more consistent and high quality learning and teaching throughout our school.

Effective Use of Assessment

A range of assessment tools, including Scottish Standardised National Assessments (SNSA) in Primary 1, Primary 4 and Primary 7, comparative classroom assessments within literacy, numeracy and health and well-being across the school and some pupil target setting in class are used to assess pupil progress. These all contribute to assist in teacher’s professional dialogue and judgement in assessing and reporting pupil progress within A Curriculum for Excellence Levels (ACELs). These assessments are increasingly analysed and discussed between the Senior Management Team and Class Teachers to ensure appropriate support and challenge is provided for each child, and linked to any possible Staged Intervention support required. Within the Early Years Centre, the same process is followed using Developmental Milestones as the guiding and principle assessment information.

Planning, Tracking & Monitoring

All school staff took an active part in school and early years developments to de-clutter and improve planning, implement change in tracking and reporting systems, and in improving the processes in line with local and national guidance in relation to the South Ayrshire Frameworks and Benchmarks. Regular checks were made across the teaching team that medium and long-term planning processes were reflective of the agreed changes. A Quality Improvement Calendar is being established to support clearer timescales for evaluation of progress next year and a focus will be made on ensuring Learning Intentions and Success Criteria are consistently visible in all classes and able to support children in leading their own learning and target setting.

3.1 Ensuring wellbeing, equity and inclusion

4 – Good
(Whole School)

4 - Good
(Early Years Centre)

Wellbeing

Pupil wellbeing is at the forefront of all that we do and the responsibility of all within the school and early years centre. We provide a nurturing environment in which children are respected and listened to. SHANARRI wellbeing webs are monitored closely by each class teacher and we work closely with our parents, pupils and partner agencies to offer specific individual and support groups where required. Our rights respecting journey has seen an increase in pupil’s awareness of their rights and responsibilities and enabled them to become more responsible citizens. All members of staff are involved in promoting wellbeing within the school. We have placed a school assistant in every class to support the class teacher and in providing relevant and effective wellbeing support to children through classroom interventions. We have re-visited our Staged Intervention process with all class teachers receiving input on how to organise and use the new system.

Fulfilment of statutory duties

All staff are registered with the appropriate bodies and aware of the requirements for continued registration with them. i.e. SSSC and GTCS, and have a shared understanding of child protection, wellbeing and children’s rights. Care Plans are in place for every child in the early years centre and are reviewed regularly. Additional Support Needs paperwork is current and reviewed regularly with appropriate information being shared and recorded through AYRshare and Pastoral Notes. The early years staff team are aware of, and fulfil, their statutory duties by ensuring that we offer 1140 hours to every child in our Early Years Centre. All children in the school receive 2 hours of PE per week. All staff participated in child protection awareness at the start of the session and most have undergone data protection training. SSSC registration and First Aid training for School Assistants has been identified as a requirement for improvement for next year.

Inclusion & Equality

We have worked hard to provide an inclusive environment for all our learners and families. This session, the remit of our school assistants has been predominantly focussed on pupil support. Individual support plans are used to address barriers to learning and ensure children have the opportunity to reach their potential. Plans are created and reviewed in collaboration with pupils and parents, and where appropriate external agencies, to collaboratively improve outcomes for children. An alternative curriculum/nurture class for identified P5-P7 pupils has been introduced this year, with agreement from parents, and with support from partners. There is a strong emphasis on outdoor learning and skills development within this programme. A range of other programmes, strategies and resources are used to promote equity in learning. The school works with multiple agencies, when appropriate, to ensure and promote inclusion and equality for all learners.

3.2 Raising attainment and achievement

3 – Satisfactory (Whole School)

4 - Good (Early Years Centre)

Attainment in literacy & numeracy

We use reliable evidence, including teacher’s professional judgement, to track attainment and achievement. Attainment levels in numeracy and literacy are inconsistent across the school at the moment. COVID-19 had a significant impact on the production of our end of year assessment data. Our perception is that we were making positive progress, and our expectations were that our Primary 1 results would have been good with the remainder of the school showing signs of improvement from the year beginning. There is scope for further development of writing across the school. A triangulation of data is being established to examine levels of attainment in literacy and numeracy deeper and to track improvements therein. Based on the range of data available, the majority of pupils are attaining or exceeding expected levels in literacy and numeracy. Those children who are not reaching expected levels have been identified and appropriate interventions have been put in place to support them and improve progress in the appropriate curricular area. Evaluation of the impact of each intervention is constantly reviewed and used to inform next steps.

Attainment over time

A wide range of data is used to track attainment of all curricular areas over time. Following the implementation of Rapid Maths as a supportive intervention this session, initial data identified that there had been significant improvement in ability for most of these children. Summative and formative assessment data are used to track progress and identify gaps in knowledge, understanding or skills. Any barriers to learning are therefore quickly identified and acted upon. Over this session, all children have made progress from prior levels. We have made progress in bringing data together to show children’s learning journey over the past few years and will use this to ensure that a consistent level and pace of progress is being made by pupils.

Overall quality of learner’s achievements

Achievements and successes, both from within and out with school are celebrated at our weekly assemblies. Children are given the opportunity to experience a wide range of different activities and learning opportunities which improve skills for future learning and the world of work. Achievements and successes are increasingly tracked and shared on our Blog and through our Twitter feed. This will develop next year to include pupil profiles through Seesaw.

Equity for all learners

Almost all children in the school reside within Decile 1 or 2 within the Scottish Index of Multiple Deprivation. Using local and national data, the school is able to identify barriers to learning quickly and in partnership, if appropriate, develop appropriate strategies and interventions to provide equity for learners. Around 55% of our pupils receive interventions or support in respect of literacy, numeracy and health and wellbeing throughout the school and early years. The impact of this being most pupils access their learning through universal provision within the school and identified children receive support appropriate to their individual learning needs. Pupil Equity Funding has been mainly used to provide School Assistant support in each classroom and a Numeracy Lead Teacher provided to take forward Numeracy attainment across the school.

	We have, over the past year, developed stronger links with the community allowing opportunities for children to develop their skills in a variety of areas and become more valuable and responsible members of their community. We are establishing an open and honest ethos throughout the school and through developing a deeper knowledge and understanding of the pupils, barriers to learning and adverse childhood events we are able to identify and address issues of equity to create a fairer and more equal school environment.
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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 2020/21?

In line with guidance from the National Improvement Framework, the key priorities for Braehead Primary School and Early Years Centre for session 2020/21 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. This will include the support of children and families in recovery from any impact of the COVID-19 pandemic.
- 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 and driven by our HMIe inspection report recommendations and through development of our self-evaluation processes, we have identified four main priority areas for 2020/2021. Below is a summary of the outcomes:

Within Literacy –

- Further improve breadth, pace and challenge of learning at Early, First and Second Level through provision of consistent learning and teaching practices within reading and writing across the school in order to raise attainment.
- Greater opportunities for pupil voice, target setting and choice in leading learning to be built into learning and teaching structures within Literacy. This will continue to strive to provide equity and equality for all learners.
- More effective triangulation procedures for planning, tracking, moderation and assessment created to ensure that the needs of all learners are met and improved within Literacy and that the attainment gap is being addressed. Focus to include Pupil Equity Funding use, pupil support roles and the consistency and added value impact of resource support.

Within Numeracy –

- Further improve breadth, pace and challenge of learning at Early, First and Second Level through provision of consistent learning and teaching practices across the school, particularly approaches to Number, Problem Solving and Beyond Number development in order to raise attainment.
- Greater opportunities for pupil voice, target setting and choice in leading learning to be built into learning and teaching structures within Numeracy. This will continue to strive to provide equity and equality for all learners.
- More effective triangulation procedures for planning, tracking, moderation and assessment created to ensure that the needs of all learners are met and improved within Numeracy and that

the attainment gap is being addressed. Focus to include Pupil Equity Funding use, pupil support roles and the consistency and added value impact of resource support.

Within Health and Well Being –

- Improve additional support, targeted interventions and family learning opportunities available across the school to increase positive physical health, mental health, resilience and community involvement.
- Support strategies (e.g. Place2Be, ACEs, Mindfulness, Growth Mindset, Making Thinking Visible, LIAM, Seasons for Growth) to be considered and developed further to offer supportive interventions to ensure equitable approaches are being provided to meet wellbeing, inclusion and equality for all children, and to support potential COVID-19 recovery.
- Digital technology through GLOW, Teams, Seesaw, Blog, Twitter and E-Profiling will be developed further to increase engagement of children and parents/carers within their own learning experiences and in learning from home.

Within Early Years Centre –

- To improve educational opportunities for children within the Early Years Centre through development of the use of the local environment and which ensure that wellbeing entitlements, equality and inclusion for all are being met.
- To further develop and improve literacy and numeracy resources, staff knowledge and learning provision in order to raise attainment within Developmental Milestones.
- To further develop digital technology and e-profiles as an effective learning and teaching approach for engaging children and parents in learning.

As a school, in addition to the identified priorities, we will continue to commit to the following maintenance agenda for 2020-2021;

LEARNING AND TEACHING

1. Continue to develop SAC curricular frameworks and benchmarks to enhance planning, assessment, learning and teaching
2. Continue to provide support and challenge for pupils using ASN/Pupil Support strategies and resources
3. Continued implementation of Children and Young People's Act, GIRFEC, Wellbeing Indicators and Team Around the Child commitments

CFE/RAISING ATTAINMENT

1. Continue to develop Numeracy and Maths using identified programmes, PEF funded teaching and a minimum of 6 hours maths weekly
2. Continue to develop Literacy and English using identified programmes to support Reading, Writing and Listening and Talking
3. Continue to implement and monitor Reading Wise, Rapid Maths and Catch Up Literacy/Numeracy as effective pupil support programmes
4. Continued provision of 2 hours quality PE
5. Continued provision of Personal Safety and Personal Growth opportunities for all children through Active Schools and school programmes
6. Continued development of Rights Respecting Schools Award accreditation towards Silver Level
7. Continued development of Dyslexia Friendly School accreditation

ASSESSMENT AND ACHIEVEMENT

1. Monitoring, evaluation and tracking of pupil levels through ACEL, SNSA and continuous, comparative classroom assessment
2. Weekly assemblies to highlight wider achievement and school values
3. Differentiated planning and assessment throughout the school, including the Early Years Centre
4. Continue to develop and implement meaningful Pupil Profile and learning journey reporting through Seesaw system

SELF-EVALUATION

1. Continue to offer programme of support via PRD and PDR processes for all staff team
2. Continue to provide regular staff team meetings and class observations to monitor, track and evaluate school improvement progress
3. Continue to engage in professional, pupil impact and parental dialogue

CLUSTER

1. Continue to assess and moderate collegiately across the curriculum to ensure consistency across school/cluster/authority
2. Continue to plan and develop initiatives collegiately which support educational and personal development for all pupils
3. Continue to commit to programmes of transition, nurture and collective participation to support pupil well being and personal growth

What is the capacity for improvement?

Our Self Evaluation processes, HMIe and Care Inspectorate reports from February 2019 provide us with significant areas for improvement within the school and early years centre, with data and evidence gathered during this continuing to inform and confirm our development agenda. 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. This ongoing commitment informs 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 are moving much closer to having a more settled staff team. We believe this has had a positive impact on the school and assisted greatly in helping us form a strong, stable and trusting relationship between our school, our children, our families and our wider community. We will use this stability as a key strength within our capacity to now make further improvements towards our attainment ambitions, mindful that we may have some reduced capacity for improvement due to a clear need to focus, first and foremost, on the potential recovery needs of our children post COVID-19 pandemic.

As we move forward into 2020-2021 with a predicted school roll of 170 pupils, an established full-time Early Years provision (4 x 2 year olds and 32 x 3-5 year olds) and key leadership roles identified within the staff team, pupils, parents/cares and partner agencies we will continue to 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 committed team, enhancing the learning experiences of our children.

The staff team have a strong knowledge of children and their individual needs. Observations of Learning and Teaching, commitment to professional dialogue through regular team meetings and continuous, meaningful dialogue with pupils and parents/carers will result in continued improvements for our children across the curricular areas. All of the staff team continue to have a desire to improve outcomes

for children further and a dedicated focus on providing consistent and creative approaches to Learning and Teaching across the school and early years over the forthcoming year will support us in continuing to have a clear focus and shared purpose on improving attainment.

Our improvement plan focuses on specific priorities which can be measured and attained. We continue, at all times, to 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