Braehead Primary School and Early Years Centre

SCHOOL IMPROVEMENT PLAN: 2019-2020

At Braehead Primary School and Early Years Centre we believe that our main assets are our;

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

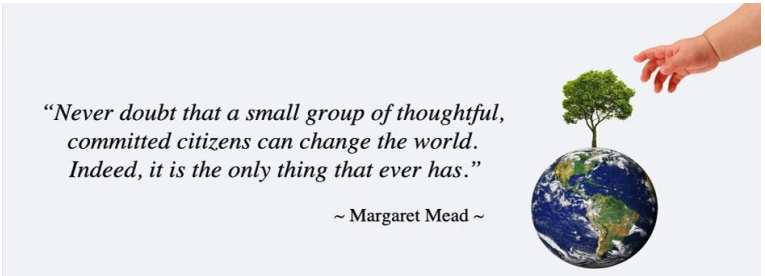
Vision

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.

Values

Our values are:

Commitment, Ambition, Resilience, Equity



Aims

At Braehead Primary School and Early Years Centre we aim to be a positive, inclusive and continuously improving learning organisation. We aspire to achieve this in many ways, including utilising the local and national plans, and frameworks below;

South Ayrshire Council Plan

1. Effective Leadership that promotes fairness
2. Reduce poverty and disadvantage
3. Health and care systems that meet people's needs
4. Make the most of the local economy
5. Increase the profile and reputation of South Ayrshire and the council
6. Enhanced environment through social, cultural and economic activities

Children's Services Plan

1. Ensure South Ayrshire's children get the best start in life, it is the best place to grow up, and all children and young people are successful learners, confident individuals, responsible citizens and effective contributors
2. Reduce the gap in outcomes between the most deprived and least deprived children and young people in South Ayrshire
3. Ensure children and young people who are looked after or are care leavers are cared for and supported to improve their life experiences and life chances
4. Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing
5. Ensure children and young people have a voice in influencing service delivery that affects their lives

Educational Services Plan and National Improvement Framework Priorities

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
4. Improvement in employability skills and sustained positive school leaver destinations for all young people. The proportion of young people and adults with relevant qualifications is increased

National Improvement Framework- Drivers

1. School Leadership
2. Teacher Professionalism
3. Parental Engagement
4. Assessment of Children's Progress
5. School Improvement
6. Performance Information

Summary Statement and Priorities

Using self evaluation within team meetings the school continuously reviewed the 2018-2019 School Improvement Plan (SIP) throughout the year. We have included our evaluation of this performance data review within our Standards and Quality 2019 Report which accompanies this document. In consultation we have identified the priorities for the forthcoming year as highlighted below within this SIP. The priorities and targets in this plan enable us to clearly set out the next steps on our journey, promoting a Curriculum for Excellence throughout and have been developed through the school audit process which has included:

- Consultations with staff and staff audits
- Parental Questionnaires
- Pupil Questionnaires and pupil impact/feedback activities
- Self-evaluation using HGIOS 4 and Care Inspectorate HGIOELC
- Tracking, monitoring and evaluation of learning and teaching

The priorities within the 2019-2020 School Improvement Plan were devised with staff throughout 2018-19; will be discussed with the Pupil and Parent Councils in September 2019, before being shared with parents, also in September 2019. The SIP is a working document and is regularly reviewed and adapted to ensure it is meeting the needs of the pupils of Braehead Primary School and Early Years Centre.

School Priorities and Educational Rationale

No	Priority name	Outcome
1	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 and writing 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.** • **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, consistent resource support).**
2	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, particularly considering approaches to Number, Mental Mathematics and Problem Solving development.** • **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.** • **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, consistent resource support).**
3	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, MAPA, 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 and SEESAW developed to increase engagement of children and parents/carers within their own learning experiences.**
4	Early Years Centre	• **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.** • **Home link resources and usage of local environment (school, woodland and beach) developed further to improve learners' experiences across all curriculum areas.** • **Digital technology through e-profiles and Home Learning Bags across the curriculum developed to increase engagement of children and parents/carers within their own learning experiences.**

PRIORITY 1: RAISING ATTAINMENT IN LITERACY **HGIOS 4/HGIOELC QI:** 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 **NIF:** 1. Improvement in attainment, particularly in literacy and numeracy, 2. Closing the attainment gap between the most and least disadvantaged children.				
What Outcomes Do We Want To Achieve?	**How Will We Achieve This? (Intervention Strategies)**	**Lead Person**	**Start and Finish Dates**	**How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)**
School Priorities: To improve breadth, pace and challenge of learning within Literacy at Early, First and Second Level.	➢ Through review and adaptation of reading and writing approaches across all classes and an increase in opportunities for learners to engage in reading and writing activities consistently and independently across the whole curriculum. ➢ Through development of quality feedback processes which allow children to have an accurate understanding of their progress and what they need to do to improve, and which enable children to give effective feedback and suggestions to peers for improvement. ➢ Through actively seeking out and sharing good practice within and beyond the school. ➢ Through utilising, monitoring and evaluating the Active Literacy resource as an effective learning and teaching approach within all stages across the school. ➢ Embed and develop SAC Framework and Benchmark model to improve and provide effective differentiation.	S Lynch (Literacy Lead) B McPherson (Head Teacher) All Teachers	August 2019 - June 2020	Impact will be measured through year beginning - year end comparative class, school, family, attainment challenge and national assessment processes (Write to the Top, Literacy Comprehension tasks, pupil jotter work and class/school presentations, Schonell Spelling/Reading, SNSA and CfE Levels). School self-evaluation tasks through school, cluster and authority wide assessment and moderation meetings, pupil/parent impact dialogue and Developmental Milestones within Early Years will also be used. *100% of children at P1 currently reaching age appropriate levels in Scottish National Standardised Literacy Assessments at Band 4 and above. (25% at Band 4, 33% at Band 5 and 42% at Band 6 and above).* *46% of children at P4 currently reaching age appropriate levels in Scottish National Standardised Reading Assessments (25% at Band 7, 15% at Band 8 and 6% at Band 9 and above).* ***54% are below (33% at Band 6, 12% at Band 5 and 9% at Band 4 or below).*** *36% of children at P4 currently reaching age appropriate levels in Scottish National Standardised Writing Assessments (21% at Band 7, 9% at Band 8 and 6% at Band 9 or above).* ***64% are below (31% at Band 6, 15% at Band 5 and 18% at Band 4 or below).***

				27% of children at P7 currently reaching age appropriate levels in Scottish National Standardised Reading Assessments (10% at Band 9, 17% at Band 10 and 0% at Band 11 and above). ***73% are below (38% at Band 8, 28% at Band 7 and 7% at Band 6 or below).*** *38% of children at P7 currently reaching age appropriate levels in Scottish National Standardised Writing Assessments (24% at Band 9, 7% at Band 10 and 7% at Band 11 or above).* ***62% are below (42% at Band 8, 10% at Band 5 and 10% at Band 4 or below).*** *68% of children in Early Years reaching all of their developmental milestones.*
To improve equity and equality for all learners through provision of effective planning, tracking, monitoring, assessment and moderation procedures.	➢ Through having a teaching team trained and confident in using new SEEMIS progress and achievement reporting model to analyse and provide data. ➢ Through using Education Scotland's Literacy and English benchmarks to support teacher and pupil assessment judgements and decisions about next steps in learning. ➢ Through reviewing and adapting a range of assessments to benchmark and measure appropriately all children's progress in Literacy and English. ➢ Through increasing opportunities for children to be actively involved in setting learning intentions and success criteria. ➢ Through providing additional in house CLPL for all staff in holistic approaches to planning and assessment. ➢ Through further engagement in school moderation activities to further improve confidence and standards.	S Lynch (Literacy Lead) B McPherson (Head Teacher)	August 2019 - June 2020	*CfE secure level attainment in Literacy and English* *<u>June 2019</u>* *P1 Reading 77%* *Listening and Talking 62%* *Writing 62%* *P4 Reading 51%* *Listening and Talking 49%* *Writing 46%* *P7 Reading 48%* *Listening and Talking 41%* *Writing 41%* *<u>Predicted Targets for June 2020</u>* *P1 Reading 80%* *Listening and Talking 70%* *Writing 70%* *P4 Reading 60%* *Listening and Talking 60%* *Writing 60%* *P7 Reading 60%* *Listening and Talking 50%* *Writing 50%*

To meet the needs of all learners in Literacy and close the attainment gap between the most and least disadvantaged children.	➢ Through using the most appropriate benchmarking process for each child to help identify and target next steps in learning, track pupil progress, monitor and evaluate the impact of focussed interventions. ➢ Through review and utilisation of current support resources to provide the most appropriate daily/weekly support for identified pupils, particularly via PEF and Scottish Attainment Challenge funding. ➢ Through monitoring and addressing the level of progress being made by targeted groups (Care Experienced Children, children living in SMID 1-2 or in receipt of Free School Meals (FME), children with additional support needs (ASN)). ➢ Through development of a thorough and comprehensive Dyslexia screening programme to inform earlier intervention support. ➢ Through seeking out and offering appropriate CLPL opportunities for teaching staff and school assistants. ➢ Through examination and development of creative ways to develop family learning opportunities, including building strong partnership and inter-agency approaches.	M Hamilton (Pupil Support and Dyslexia Lead) C Hamrouni (ASN and Staged Int Lead) B McPherson (Head Teacher)	August 2019 - June 2020	Impact will be measured through the above measures and will also include continuous pupil and parent voice feedback around development of confidence and perception of success and progress.

PRIORITY 2: RAISING ATTAINMENT IN NUMERACY **HGIOS 4/HGIOELC QI:** 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 **NIF:** 1. Improvement in attainment, particularly in literacy and numeracy, 2. Closing the attainment gap between the most and least disadvantaged children.				
What Outcomes Do We Want To Achieve?	**How Will We Achieve This? (Intervention Strategies)**	**Lead Person**	**Start and Finish Dates**	**How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)**
School Priorities: To improve breadth, pace and challenge of learning within Numeracy at Early, First and Second Level.	➢ Through review and adaptation of numeracy approaches across all classes and an increase in opportunities for learners to engage in all aspects of Numeracy consistently and independently across the whole curriculum. ➢ Through development of quality feedback processes which allow children to have an accurate understanding of their progress and what they need to do to improve, and which enable children to give effective feedback and suggestions to peers for improvement. ➢ Through actively seeking out and sharing good practice within and beyond the school. ➢ Through utilising, monitoring and evaluating Big Maths, Number Talks and TeeJay resources as effective learning and teaching approaches within all stages across the school. ➢ Embed and develop SAC Framework and Benchmark model to improve breadth, pace and challenge, and provide effective differentiation.	L Wilson (Numeracy Lead) B McPherson (Head Teacher) All Teachers	August 2019 - June 2020	Impact will be measured through year beginning - year end comparative class, school, family, attainment challenge and national assessment processes (Big Maths, Head Start, Tee-Jay, Maths No Problem, pupil jotter work, SNSA and CfE Levels). School self-evaluation tasks through school, cluster and authority wide assessment and moderation meetings, pupil/parent impact dialogue and Developmental Milestones within Early Years will also be used. *84% of children at P1 currently reaching age appropriate levels in Scottish National Standardised Numeracy Assessments at Band 4 and above. (17% at Band 4, 17% at Band 5 and 50% at Band 6 and above).* ***16% are below (16% at Band 3).*** *60% of children at P4 currently reaching age appropriate levels in Scottish National Standardised Numeracy Assessments (33% at Band 7, 21% at Band 8 and 6% at Band 9 and above).* ***40% are below (25% at Band 6, 9% at Band 5 and 6% at Band 4 or below).*** *35% of children at P7 currently reaching age appropriate levels in Scottish National Standardised Numeracy Assessments (21% at Band 9, 7% at Band 10 and 7% at Band 11 and above).* ***65% are below (25% at Band 8, 25% at Band 7 and 15% at Band 6 or below).*** *24% of children in Early Years reaching all of their developmental milestones.*

To improve equity and equality for all learners through provision of effective planning, tracking, monitoring, assessment and moderation procedures.	➢ Through having a teaching team trained and confident in using new SEEMIS progress and achievement reporting model to analyse and provide data. ➢ Through using Education Scotland's Numeracy and Mathematics benchmarks to support teacher and pupil assessment judgements and decisions about next steps in learning. ➢ Through reviewing and adapting a range of assessments to benchmark and measure appropriately all children's progress in Numeracy and Mathematics . ➢ Through increasing opportunities for children to be actively involved in setting learning intentions and success criteria. ➢ Through providing additional in house CLPL for all staff in holistic approaches to planning and assessment. ➢ Through further engagement in school, cluster and authority moderation activities to support improved confidence and standards.	L Wilson (Numeracy Lead) B McPherson (Head Teacher)	August 2019 - June 2020	*CfE secure level attainment in Numeracy and Mathematics* *June 2019* *P1 Numeracy 85%* *P4 Numeracy 54%* *P7 Numeracy 41%* *Predicted Targets for June 2020* *P1 Numeracy 85%* *P4 Numeracy 65%* *P7 Numeracy 50%*
To meet the needs of all learners in Numeracy and close the attainment gap between the most and least disadvantaged children.	➢ Through using the most appropriate benchmarking process for each child to help identify and target next steps in learning, track pupil progress, monitor and evaluate the impact of focussed interventions. ➢ Through review and utilisation of current support resources to provide the most appropriate daily/weekly support for identified pupils, particularly via PEF and Scottish Attainment Challenge funding. ➢ Through monitoring and addressing the level of progress being made by targeted groups (Care Experienced Children, children living in SMID 1-2 or in receipt of Free School Meals	M Hamilton (Pupil Support and Dyslexia Lead) C Hamrouni (ASN and Staged Int Lead) B McPherson (Head Teacher)	August 2019 - June 2020.	Impact will be measured through the above measures and will also include continuous pupil and parent voice feedback around development of confidence and perception of success and progress.

	(FME), children with additional support needs (ASN)). ➢ Through development of a thorough and comprehensive Dyslexia screening programme to inform earlier intervention support. ➢ Through seeking out and offering appropriate CLPL opportunities for teaching staff and school assistants. ➢ Through examination and development of creative ways to develop family learning opportunities, including building strong partnership and inter-agency approaches.			

PRIORITY 3: WELLBEING, EQUALITY AND INCLUSION FOR ALL **HGIOS4/HGIOELC QI:** 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 **NIF:** 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				
What Outcomes Do We Want To Achieve?	**How Will We Achieve This? (Intervention Strategies)**	**Lead Person**	**Start and Finish Dates**	**How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)**
School Priorities: To improve breadth, progression, choice and personalisation of learning within Health and Well Being at Early, First and Second Level.	➢ Through review, adaptation and provision of a wide range of health and wellbeing opportunities within and outside school in order to increase opportunities for learners to engage in all aspects of Health and Wellbeing consistently and independently. ➢ Through making use of current personal/wider achievement class overview to identify pupils who have limited opportunities available to them. These pupils will be targeted for activities and clubs in school and within the community. ➢ Through working in partnership with cluster schools, Active Schools and other bodies to increase provision and access to opportunities for all and specifically to target individuals and year groups for age appropriate health and wellbeing development. ➢ Through further development of quality feedback processes which allow children to have an accurate understanding of their progress and what they need to do to improve, and which enable children to give effective feedback to peers and suggest ways in which they can improve. ➢ Through actively seeking out and sharing good practice within and beyond the school.	Duncan Owens (Principal Teacher) L McFadzean and D Slider (Alternative Curriculum and Green Spaces Lead) B McPherson (Head Teacher)	August 2019 - June 2020	Impact will be measured through year beginning-year end comparative class, school and national assessment processes (SHANARRI Wheel, Annual Pupil/Parent Survey and impact on CfE Levels in Literacy and Numeracy). Examination of ongoing class and school assessment, both focussed and holistic will also be used. SAC PE Framework, benchmarks, Early Years Developmental Milestones, school self-evaluation tasks, pupil/parent impact dialogue and professional dialogue meetings will also be used. 100% of pupils to have access to or be engaged in at least one wider achievement activity either within school or within the community. *82% of children in Early Years reaching all of their developmental milestones.*

Improve mental health and resilience in all of our children and young people, providing supports where necessary.	➢ Implement identified support strategies for individual children and families in liaison with partner agencies both inside and outside of school. ➢ ACES training for whole staff team. ➢ Use of individual and group programmes to support school context such as Friends for Life, Ice Pack, Rapid Literacy and Numeracy resources. ➢ Full implementation of school policy in line with SAC Anti-Bullying Management Guidelines	B McPherson (Head Teacher) M Hamilton (Pupil Support Lead) All Teachers	August 2019 - June 2020	✓ SAC Ecological Assessment ✓ Emotional Literacy checklist ✓ SD questionnaire ✓ Boxall profiling ✓ Pupil evaluations ✓ Staff evaluations ✓ Logged Bullying Incidents ✓ 100% of children will improve in each of their SHANARRI indicators from year beginning to year end.
To improve children's confidence and increase the culture of thinking across the whole curriculum.	➢ Through review and adaptation of health and wellbeing approaches across all classes to provide the most effective learning and teaching approaches across the school. ➢ Through adopting a collegiate approach and commitment to embedding Making Thinking Visible, Growth Mindset and Mindfulness into the culture of the whole school, including Early Years. ➢ Through provision of team training opportunities on emerging strategies and pedagogy (Place2Be, ACEs, Catch Up, Boxall, Ecological Assessments) to ensure equitable approaches and early interventions are being provided to meet wellbeing, inclusion and equality for all. ➢ Through monitoring and addressing the level of progress being made by targeted groups (Looked After Children, children living in SMID 1-2 or in receipt of Free School Meals (FME), children with additional support needs.	Duncan Owens (Principal Teacher) B McPherson (Head Teacher) All Teachers	August 2019 - June 2020	Target is to achieve 5% aggregate increase in pupil perception of overall wellbeing via SHANARRI webs and annual Pupil/Parent Survey. 100% of pupils to have access to or be engaged in at least one wider achievement activity either within school or within the community.

To develop digital technology and e-profiles as an effective learning and teaching approach for engaging children and parents in learning.	➢ Through embedding digital technology resources into the whole school and early years stages, using I-Pad and E-profile and developments to increase engagement of pupils and parents in recording and developing their own learning experiences. ➢ Through using Education Scotland's ICT and Technology benchmarks to support teacher and pupil assessment judgements and decisions about next steps in learning. ➢ Through increasing opportunities for children to be actively involved in setting learning intentions and success criteria using digital technology resources for recording and reporting progress through personal profiles. ➢ Through CLPL training opportunities in-house and outside school for all staff in emerging developments such as the creation and development of the school Blog, Twitter, SEESAW and E-Profiling.	R Carlisle (Depute Head Teacher) All teachers	August 2019 - June 2020	100% of pupils within whole school and early years centre to have weekly access to I-Pad and digital technology to build personal E-Profile of learning experiences.

PRIORITY 4: IMPROVING EARLY YEARS CENTRE PROVISION **HGIOS4/HGIOELC QI:** 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 **NIF:** 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				
What Outcomes Do We Want To Achieve?	**How Will We Achieve This? (Intervention Strategies)**	**Lead Person**	**Start and Finish Dates**	**How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)**
Early Years Priorities: 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.	➢ Through reviewing and adapting Early Years practice and working with parents/carers and the local community to provide greater access to the local environment and wider learning experiences. ➢ Through 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. ➢ Through seeking out and offering appropriate CLPL opportunities for Early Years Team in-house and further afield to improve practice and provision. ➢ Through team engagement with the emerging planning, tracking and profiling developments to ensure all children's needs are being considered, monitored and met.	R Carlisle (Depute Head Teacher) N Love (Class Teacher) R Craig (Senior EYP)	August 2019 - June 2020	5% increase in attainment achieved in Health and Well Being Developmental Milestones targets for Pre-School children. 10% increase in attainment achieved in Literacy. 20% increase in attainment achieved in Numeracy. **Current % attainment figures are** **Health and Well-Being – 82.3%.** **Literacy – 67.6%.** **Numeracy – 23.5%**
To establish a new, highly effective Early Years Team and systems which provide high quality 2 year old provision, 1140 hours capacity Early Years/Primary 1 transitions.	➢ Through establishing an effective timetable for providing regular professional development and dialogue meetings. ➢ Through visiting other establishments to research quality 2 year old provision and early years/primary transitions.	R Carlisle (Depute Head Teacher) N Love (Class Teacher) R Craig (Senior EYP)	August 2019 August 2019 - June 2020	

	➢ Through identifying key leaderships skills and roles for each of the Early Years Team and providing opportunities for these to be utilised within the early years provision ➢ Through increasing opportunities 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.		August 2019 - June 2020 August 2019 - June 2020	Professional dialogue, leadership roles, reading and training will be evident within PDR/CLPL records, minutes of Early Years Team meetings and practice within Early Years Centre. Impact on children's experiences of learning will be highlighted through photographic evidence, profiling, mark making and pupil engagement within the Early Years Centre.
To further develop digital technology and e-profiles as an effective learning and teaching approach for engaging children and parents in learning.	➢ Through using current I-Pad and E-profile developments to increase engagement of pupils and parents in recording and developing their own learning experiences.	R Carlisle (Depute Head Teacher) N Love (Class Teacher) R Craig (Senior EYP)	August 2019 - June 2020	100% of pupils within Early Years Centre to have weekly access to I-Pad technology to build personal E-Profile of learning experiences. Developmental Milestones, school/Early Years self-evaluation tasks and pupil/parent impact surveys and dialogue will also be used.

PRIORITY 5: IMPROVED TRANSITIONS (CLUSTER PRIORITY) **HGIOS4/HGIOELC QI:** 1.1 Self-Evaluation for self improvement, 1.3 Leadership of Change, 1.5 Management of resources to promote equity, 2.2 Curriculum, 2.4 Personalised support, 2.6 Family learning, 3.1 Wellbeing, equality and inclusion, 3.2 Raising attainment and achievement, 3.3 Increasing creativity and employability. **NIF:** 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 4. Improvement in employability skills and sustained positive school leaver destinations for all young people				
What Outcomes Do We Want To Achieve?	**How Will We Achieve This? (Intervention Strategies)**	**Lead Person**	**Start and Finish Dates**	**How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)**
Cluster Priorities: To focus on the need for children and young people to be well supported as they move into school, through school and beyond school. To ensure children and young people are better supported to move into secondary and the transition is seen, and felt, as seamless. To provide clear understanding for parents and carers of the purpose and function of transition, both universal and targeted. To increase confidence around teacher professional judgement to ensure transitions are coherent and progressive.	➢ Align the work being carried out within the cluster around promoting positive mental health. ➢ Create parent and separate pupil guide to transition which is clear and user friendly, and which will be supportive throughout the transition journey. ➢ Provide opportunities for curriculum collaboration through provision of an enhanced universal and targeted transition programme. ➢ Engagement with the Social Subjects framework, focussing on the skills progression, aligning practice around improving literacy and numeracy. ➢ Collaborative working to build pedagogy and capacity within staff teams to use common language around relationship building, restorative practice, pivotal methodology. ➢ Develop common approaches to developing and using data to support learning and development. ➢ Undertake small test of change using Pupil Wellbeing Officer to improve attendance procedures.	All Cluster Head Teachers	August 2019 - June 2020	✓ Parental engagement currently indicates inconsistent and lack of understanding of the transition process (primary to secondary). ✓ Secondary have identified the need to improve pace and challenge within secondary to take better account of the work being carried out in primary. ✓ Across cluster collaboration to embed a culture of support and challenge around mental health and wellbeing. ✓ Improved SQA results in Social Subject areas will indicate strength of work carried out within the BGE. A collective ownership of cluster vision, values and aims will be seen throughout the cluster and will be reflected in all that we do. Pupils and staff will see themselves as an integral part of the Belmont Cluster. Four planned opportunities will be provided for staff to come together to develop a shared understanding of progress across levels and into the senior phase using curriculum frameworks. As a result of planned engagement and review with stakeholders there will be greater involvement in targeted curriculum

				areas to improve the experiences of young people. The curriculum rationale will provide opportunities to embed approaches to transition from Primary to Secondary to ensure more suitable pathways for all learners. Increased confidence in secondary staff in delivering differentiated lessons, improving learning experience and better meeting pupil needs. Evidence of increased pace and challenge. 100% of parents and pupils will understand the transition process and will report a sense of belonging to the cluster. All Primary 7 and S1 pupils will experience and therefore report that MTV techniques are providing a common language for developing thinking routines across the transition. Pupils are able to better articulate their learning. 100% of pupils will report that they feel supported and that they have a sense of belonging through provision of a common approach to promoting mental health which will provide a platform for managing the stress around transition. Clear, shared processes will be in place for the transfer of information about all children and young people's learning and achievements across the curriculum. All teachers within P7 and S1 will report increased confidence in meeting learners' needs. Transition arrangements will ensure children and young people's wellbeing, and raise attainment. Attendance pilot will show improvements in attendance of targeted pupils who in P6 had less than 80% attendance.

Maintenance Agenda 2019-2020

In addition to the identified priorities, Braehead Primary School and Early Years Centre will continue to commit to the following maintenance agenda;

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 Team Around the Child 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 Catch Up Literacy/Numeracy programme
4. Continued provision of 2 hours quality PE
5. Continued awareness raising of Internet Safety
6. Continued development of RRSA accreditation towards Level 1
7. Continued 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

Evaluation of School Priorities (From 2019-2020)	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this using HGIOS?4 six-point scale?
Priority 1 (Literacy)				

Evaluation of School Priorities (From 2019-2020)	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this using HGIOS?4 six-point scale?
Priority 2 (Numeracy)				

Evaluation of School Priorities (From 2019-2020)	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this using HGIOS?4 six-point scale?
Priority 3 (Health and Well Being)				

Evaluation of School Priorities (From 2019-2020)	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this using HGIOS?4 six-point scale?
Priority 4 (Early Years Centre)				

Evaluation of School Priorities (From 2019-2020)	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this using HGIOS?4 six-point scale?
Priority 5 (Cluster Priority – Transitions)				

Pupil Equity Fund budget for 2019-2020

Priority	Staffing costs	Resources/ other	Total
Priorities 1, 2 and 3	Class Teacher (Numeracy) (1.0 FTE – 35 hours)		£53 595
Priorities 1, 2 and 3	School Assistant - £8 859 (3.5 FTE – 96.25hours)		£58 845
Priorities 1, 2 and 3		Transport Costs for Active Schools and Wider Pupil Experiences	£ 5000
Priorities 1, 2 and 3		Focussed Literacy and Numeracy Resources	£6 760
			£124 200

Pupil Equity Funding reduced this year from £138 000 (£13 800)