



Braehead Primary School  
and  
Early Years Centre  
Standards and Quality Report June 2021

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## Introduction

### Purpose

The purpose of this report is to provide an answer to the question, How good was our school in 2020-2021? 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, 2021-2022.



### 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**

(Values to be re-visited during session 2021-2022 with all stakeholders)

*“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 and support educational recovery from the potential impact of the COVID-19 pandemic
  - 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. 63% of our children and families live within Scottish Index of Multiple Deprivation Deciles 1 and 2, with 96% living within Deciles 1,2,3 and 4. The current roll of the school is 175 children. We also have 53 children attending full-time in our 2-5 year old, 1140 hours Early Years Centre. All children from Early Years to Primary 4 receive free school meals. Our whole school Free School Entitlement therefore is 84%, with our Free Meal Registered figure standing at 63%. The wider South Ayrshire Council figure is 22%. Our average attendance percentage during COVID-19 and up to June 18th 2021 was 89.2%. The school had no exclusions during 2020-2021. 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.

Historically, 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 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 and a new bike stand facility was installed at the front of the school in 2020-2021.

The class structure for 2020-2021 was – Early Years, P1, 2 x P2/3, P4, P5, 2 x P6, P7 and a nurture based P6/7 class.

In June 2021 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 partially class committed)
- 5 Class Teachers (1.0 FTE Permanent)
- 1 Early Years Teacher (0.5 FTE Permanent)
- 5 Class Teachers (1.0 FTE Temporary – 1 NCCT Cover (PEF)/1 COVID Recovery/1 Maternity Cover/1 NQT/1 Nurture)
- 1 Early Years Teacher (0.5 FTE Temporary)
- 1 Cluster Pupil Support Teacher (1.0 FTE Permanent to SAC)
- 1 Senior Early Years Practitioner (1 Full-Time Permanent)
- 10 Early Years Practitioners (7 Full-Time Permanent, 3 Part-Time Permanent)
- 2 School Clerical Assistants
- 9 School Assistants (4 Full-Time Permanent, 1 Part-Time Permanent, 2 Full-Time Temporary PEF Funded, 2 Part-Time Temporary PEF Funded)
- 6 Janitorial Support (1 Full-Time Janitor, 4 Part-Time Cleaning Staff, 1 Part-Time 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 20<sup>th</sup> March 2020, these relationships were invaluable in supporting our children, families and community. During the very first few weeks learning packs were sent out to every child to support learning. From August 2020 the majority of learning from home and communication provision was supported through a ‘blended learning’ approach of ‘School Hub’ for children of key workers and children identified as being vulnerable learners, on-line learning through our Seesaw and Twitter platforms, and school attendance as restrictions eased. Online resources such as EPIC, Education City, Sumdog and TT Rockstars were promoted to support children with wider learning opportunities in Literacy and Numeracy. 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 45-80% 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, through 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.

During Term 4 April-June 2021 the school supported early year and secondary transitions where possible within increasing restrictions due to a new COVID wave and strain, The Early Years Team and Primary 1 class teacher worked collegiately to provide a supportive Early Years - Primary 1 transition session for each child and family through personal connections and on-line support. 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. This involved class visits and on-line support sessions. Our Primary 7 pupils attended Dolphin House, the Domain Youth Centre and the Arc Youth Centre as part of their transition programme through Term 4. Team Around the Child meetings were undertaken in school with parents throughout May 2021 to support the most vulnerable children and put in place arrangements for the new session.

The local community football team, Whitlets Vics, in liaison with Community Learning and Development continued to support the provision of ready meals once a week for distribution to families. Further financial, economic and social support was offered through our partnerships with Community Engagement Teams, Little School of Art, South Ayrshire Council, Belmont Family First Initiative and Employability Skills Team. Ayr United provided Health and Well Being activities after

school for our Primary 4-7 pupils from March 2021 and Active Schools provided a programme of summer transition events for Primary 7 pupils through July 2021.

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 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 was re-established in April 2019, and until the initial lockdown in March 2020 worked extremely hard to support the school in creating a culture of support, trust and progress. During this intense period of restrictions both our Pupil Council and Parent Council struggled to sustain an active presence within the school community. Supported by Community Learning and Development, the aim is to re-establish both of these fully in September 2021. As restrictions ease, parents and friends of the school will be warmly 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 2020-2021**

The COVID-19 lockdown in March 2020 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. Undoubtedly through the 2020-2021 academic year COVID restrictions continued to have a significant impact of our assessment and attainment processes as children moved between on-line learning and teaching, and actual classroom attendance. As a school community we managed to complete the assessment processes we were aiming for by the year end, June 2021, and some of the key statistics are noted below. As a school, we are confident about the fundamental academic progress our children have made during the year, as there are signs of improvement within the current data, and believe we will see this reflected further in positive data results as session 2021-2022 progresses. Ultimately, COVID and actual attendance at school, has had an impact on our current data, however, we are confident of using this data to guide our work through 2021-2022 to support educational recovery where required. This will demonstrate the advances our children have made within Literacy, Numeracy and Health and Well Being.

***Almost all children in the Early Years Centre achieved their Developmental Milestones in Health and Well-Being with a 1% increase from the previous year. Most children in the Early Years Centre achieved their Developmental Milestones in Literacy (10% increase from previous year) and Numeracy (20% increase from previous year).***

***The majority of pupils in Primary 1 achieved Curriculum for Excellence levels in Health and Well Being. Less than half of pupils in Primary 1 were considered to have fully achieved Curriculum for Excellence levels in Reading, Writing, Listening and Talking and the majority of pupils fully achieved in Numeracy in line with expectations for their age.***

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

***Most pupils in Primary 7 achieved Curriculum for Excellence levels in Health and Well Being. The majority of pupils in Primary 7 fully achieved Curriculum for Excellence levels in Reading, Writing, Listening and Talking and less than half fully achieved in 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

**The 2<sup>nd</sup> Lockdown period had a significant impact on our ability as a school to fully measure the true progress made within attainment in Literacy across all stages of the school. Below we have highlighted areas where we made progress in building systems and processes into the learning and teaching practices to then show progress and impact beyond COVID and by June 2022.**

#### Progress and Impact

- SAC Framework and Benchmark model is 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.
- Senior Management and peer support is provided to new team members to provide consistency in approaches across the school.
- Active Literacy is used as a consistent learning and teaching programme within all stages across the school with Word Aware embedded within the early years.
- ‘The Write Stuff’ and ‘Talk for Writing’ programmes have been explored in preparation for introduction across the school in 2021-2022. Key lead roles and relationships have been identified and established at a local and national level to drive forward improvement in writing.
- Increased opportunities have been provided for learners to engage in reading and writing activities consistently and independently across the whole curriculum, with a clear timetable of assessment created to support this.
- Good practice has been identified and shared within areas of the school and beyond, particularly through collaborative P6/7 approach to writing beginning to include P4/5, P1/2/3 collegiate approach to writing and play based learning professional dialogue and training between early years and Primary 1.
- Teaching team connecting SEEMIS progress and achievement reporting model, SNSA data and classroom assessment models to analyse and provide data, and inform next steps in learning and/or pupil support needs.
- Timetable of regular school-based assessment agreed and in place to benchmark and measure all children’s progress in Literacy and English, supported by Principal Teacher and Pupil Support Teacher role.
- Opportunities for children to be actively involved in setting learning intentions and success criteria through digital technology is embedded within early years and lower primary practice, and increasing within remainder of stages.
- Learning intentions and success criteria evident in the majority of 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 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 visibility in school of children actively involved in setting learning intentions, success criteria and targets for improvement.
- Increase the opportunities for 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.
- Embed the writing resources and approaches which provide more consistency within school across all stages to improve attainment in this area.
- Further develop the triangulation of planning, assessment and reporting data to analyse and provide accurate and meaningful information to inform attainment needs and progress.
- Provide regular, protected time and moderation activities to further improve confidence and standards across the school.
- All school assistants trained and able to use effectively appropriate interventions in class to help children make positive progress.
- Use PEF, Attainment Challenge and COVID Recovery funding to provide additional, resources, training and supportive roles in classrooms to enhance educational recovery.
- Develop a consistent home learning spelling approach across all stages.
- Exam and develop creative ways to establish family learning opportunities through building strong community, partnership and inter-agency approaches at a local and national level.

### 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

**The 2<sup>nd</sup> Lockdown period also had a significant impact on our ability as a school to fully measure the true progress made within attainment in Numeracy across all stages of the school. Below we have highlighted areas where we made progress in building systems and processes into the learning and teaching practices to then show progress and impact beyond COVID and by June 2022.**

#### Progress and Impact

- SAC Framework and Benchmark model is 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.
- Senior Management and peer support is provided to new team members to provide consistency in approaches across the school.
- Numeracy Lead role established within school and delivering consistent learning and teaching programme within all stages across the school to improve Beyond Number with Number Talks embedded in early years through the Early Years teacher post.
- Good practice has been identified and shared within areas of the school, particularly closer peer collaboration developed through the Numeracy Lead role and play based learning professional dialogue and training between early years and Primary 1.
- Teaching team connecting SEEMIS progress and achievement reporting model, SNSA data and classroom assessment models to analyse and provide data, and inform next steps in learning and/or pupil support needs.
- Timetable of regular school-based assessment agreed and in place to benchmark and measure all children's progress in Numeracy and Maths, supported by Principal Teacher and Numeracy Lead roles.



- Opportunities for children to be actively involved in setting learning intentions and success criteria through digital technology is embedded within early years and lower primary practice, and increasing within remainder of stages.
- Learning intentions and success criteria evident in the majority of 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.
- TT Rockstars digital resource introduced and used to support home learning and improved confidence in number.
- Pupil Equity Funding used to provide daily/weekly pupil support within each classroom through additional school assistant provision, one to each classroom.
- Rapid Maths screening and assessment programme embedded to identify and inform earlier intervention support.

#### Next Steps

- All school assistants trained and able to use effectively appropriate interventions in class to help children make positive progress.
- Numeracy Lead to continue to take forward ‘Beyond Number’ and ‘Problem Solving’ programme in collaboration with colleagues.
- Working involvement within cluster developments around algebraic reasoning.
- Increase visibility in school of children actively involved in setting learning intentions, success criteria and targets for improvement.
- Increase the opportunities for 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.
- Further develop the triangulation of planning, assessment and reporting data to analyse and provide accurate and meaningful information to inform attainment needs and progress.
- Provide regular, protected time and moderation activities to further improve confidence and standards across the school.
- Use PEF, Attainment Challenge and COVID Recovery funding to provide additional, resources, training and supportive roles in classrooms to enhance educational recovery.
- Exam and develop creative ways to establish family learning opportunities through building strong community, partnership and inter-agency approaches at a local and national level.
- Develop a consistent home learning timetables approach across all stages.

### 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

**The 2<sup>nd</sup> Lockdown period again had a significant impact on our ability as a school to fully measure the true progress made within Health and Well Being attainment across all stages of the school. Below we have highlighted areas where we made progress in building systems and processes into the learning and teaching practices to then show progress and impact beyond COVID and by June 2022.**

### **Progress and Impact**

- School Hub established to support pupil engagement, involvement and participation for children of key workers and vulnerable learners through COVID lockdown periods.
- Range of social, emotional and physical health focussed activities organised and timetabled into the school calendar to support pupil health and wellbeing throughout the year when restrictions allowed. Delivered in school and through home link approaches. (P4-P7 Ayr United Afterschool Health Programme, Barnardo's Pupil and Family Support, Women's Aid, Housing Support, Speech and Language Therapist, Community Learning and Development STEM and Transition programme, P7 Dolphin House)
- PEF and partnership funding used to provide wider access to digital learning in school and at home.
- Pupil Council funded 'play boxes' for each stage to support COVID bubbles and to enhance playground experiences.
- Audit of gym equipment undertaken and resources improved.
- School and community partnerships established and maintained to provide positive individual and group support within the school and community context. (Sports Leaders and Coaching, Active Schools, Little School of Art, Barnardo's, Martin's Field, Community Allotments, Community Safety, Adult Literacy, Employability Skills, Community Engagement, PEEPS).
- Transition programmes between Early Years/Primary 1, and Primary 7/Secondary continued, fully supported by all stakeholders, improving personalisation, choice and confidence.
- Support interventions, strategies and training developed further (MAPA, 5 Minute Boxes, Catch Up Literacy/Numeracy, Play Based Learning) offering supportive interventions and ensuring equitable approaches are being provided to meet wellbeing, inclusion and equality for all children.
- Digital technology approaches embedded more fully to increase engagement of children and parents/carers within learning experiences, with Seesaw, Groupcall and Twitter being used to support learning from home and parental communication through COVID-19 lockdown. TEAMS being developed further to support staff team professional learning and skills development.
- I-Pads, Laptops and Spheros programmes more widely in use throughout the school to increase engagement of pupils in digital technology. Further digital technology provision planned to increase access for pupils.
- Collegiate training and support provided to further develop Seesaw throughout the school and early years to support pupils and parents in recording and developing their own learning experiences. Depute Head and Senior Early Years Practitioner delivered authority wide training on Seesaw to early years teams.
- Pupil Equity Funding used to provide specific Nurture/Alternative Curriculum class for identified children with significant support needs and to aid transitions to secondary.

### **Next Steps**

- Renew and re-establish creative ways to support 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 MAPA, ACEs, ASN, SLT.
- Embed the language of SHANARRI more fully into the language and ethos of the school through protected time with assemblies.
- 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.
- Increase access to digital resources throughout the school and early years centre.

## 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

**The 2<sup>nd</sup> Lockdown period had a significant impact on our ability within the Early Years Centre to fully measure the true progress made within attainment across the Early Years Centre, particularly in supporting transitions to Primary 1. Below we have highlighted areas where we made progress in building systems and processes into the learning and teaching practices to then show progress and impact beyond COVID and by June 2022.**

### Progress and Impact

- Early Years Team and systems continued to work effectively to provide commitment for 2 year old provision. Continuously reviewed and improved throughout the year.
- 1140 hours capacity and high quality Early Years/Primary 1 transitions in place.
- Digital home learning support and home link resources provided throughout the year to further improve learners' experiences across all curriculum areas.
- A wide range of appropriate CLPL opportunities for Early Years Team offered in-house and further afield to improve practice and provision.
- Depute Head and Senior Early Years Practitioner delivered authority wide training on Seesaw to early years teams.
- Weekly team meetings and professional development time firmly 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 firmly 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

- Post-COVID, return to the intention to 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.
- Increase opportunities to visit other establishments to research quality 2 year old provision and early years/primary transitions, and share good practice.
- Early Years Team to re-establish and develop individual leadership role and focus, and build collegiate support, evaluation of progress and action points into regular team meetings.
- Re-establish and enrich early years learning experiences, routines and systems as easing of COVID restrictions allows.

## 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><b>Developing a shared vision, values and aims relevant to the school and its community</b></p> <p>The aims, visions and values continue to be promoted throughout the work of the school. Due to COVID restrictions, rather than through weekly school and termly community assemblies this year, this has been promoted more through our relationships with pupils, parents/carers and the community at the school gate, through regular digital communications, and through our continued commitment to stay attached to our community. The children and the school have continued to have a positive profile within the local community, working with the local community centre, businesses, and partner agencies to remain visible as an integral and supportive presence within the community.</p> <p><b>Strategic planning for continuous improvement</b></p> <p>The school has continued to improve strategic planning for improvement and worked closely with South Ayrshire Council, Education Scotland and the CYPIC programme to take forward improvement initiatives and plans. We continue to know 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. This has continued to enable us to identify and support individual children for further, focussed support, particularly in relation to educational recovery needs. This allows us to develop resources, programmes of support and initiatives which are aimed directly at where the greatest need is. We are very aware of our school story over the previous years, the impact COVID has had on our school within the last 18 months 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><b>Implementing Improvements &amp; Change</b></p> <p>The Senior Management Team have continued to show commitment to support and develop leadership capabilities and capacity of the staff team, pupils and parents/carers throughout the past year. 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 The Write Stuff, Talk for Writing, Number Talks, Seesaw, Play Based Learning, Early Years development and operating the school Hub. The Principal Teacher role has allowed the school to improve pupil support systems and provided a more collegiate response within the school to assessment. The Depute Head role has continued to drive forward improvement within the early years. School assistants lead in supporting individual pupils, intervention programmes and first aid responsibilities. Opportunities for children to lead assemblies, house groups, buddying roles and committees such as Pupil Council, JRSO, Eco-Committee and Rights Respecting Schools has been problematic this year due to restriction of movement within the school. This has been a similar issue for the Parent Council. There will be a big push in 2021-2022 to re-</p>

	establish these effective functions of the school.
<p>2.3 Learning, Teaching and Assessment</p> <p>3 – Satisfactory (Whole School)</p> <p>4 – Good (Early Years Centre)</p>	<p><b>Learning &amp; Engagement</b></p> <p>The majority of pupils remain 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 where possible. This has been limited by the stop/start nature of the last 12 months due to COVID and the restrictions inherent within this. Children’s views continued to be sought this year through pupil impact dialogue, educational reviews, pupil surveys, class dialogue and digital technology developments. We aim to build further on this next year, continuing to create more bespoke learning and support for identified children.</p> <p><b>Quality of Teaching</b></p> <p>Staff team continue to be 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 Play Based Learning in more depth. This will continue into 2021-2022, particularly in relation to taking forward writing improvement within the school as a focussed priority. All staff have high expectations of their pupils and have increased their understanding of the connections between the different school assessment processes, supported by the Principal Teacher role. 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 continued to re-design and structure our management, teaching, early years and school assistant teams 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.</p> <p><b>Effective Use of Assessment</b></p> <p>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 continue to be 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 (ACEs). 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.</p> <p><b>Planning, Tracking &amp; Monitoring</b></p> <p>All school staff continue to take 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. Where this was feasible under the COVID restrictions over the last year, checks were made across the teaching team that medium and long-term planning processes were reflective of the agreed changes. A Quality Improvement Calendar has been established to</p>

	<p>support clearer timescales for assessment and evaluation and will support progress next year. A focus will remain on ensuring Learning Intentions and Success Criteria are consistently visible in all classes and digital technology will be utilised to support children in leading their own learning and target setting.</p>
<p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>4 – Good (Whole School)</p> <p>4 - Good (Early Years Centre)</p>	<p><b>Wellbeing</b></p> <p>Pupil wellbeing continues to be at the forefront of all that we do as the principle responsibility of all within the school and early years centre. We have continued to provide a nurturing environment in which children are supported, respected and listened to. This has been essential in supporting children and families through the ever evolving changes brought on by the impact of COVID restrictions. 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, and pupils' involvement in lead school roles has been limited this year and will be picked back up again fully in session 2021-2022. All members of staff are involved in promoting wellbeing within the school and committed fully to this, particularly in implementing the COVID guidelines to protect pupil health and safety. A school assistant continues to be placed in every class to support the class teacher and in providing relevant and effective wellbeing support to children through classroom interventions. We have continued to support our teachers with the Staged Intervention process and were able to use this to provide Team Around the Child Meetings for our most vulnerable children in preparation for the 2021-2022 academic year.</p> <p><b>Fulfilment of statutory duties</b></p> <p>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.</p> <p><b>Inclusion &amp; Equality</b></p> <p>We have continued to work hard to provide an inclusive environment for all our learners and families throughout the COVID pandemic. This session, the remit of our school assistants has remained 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 P6-P7 pupils continued this year, with agreement from parents and with support from partners. There remained a strong emphasis on literacy and numeracy, outdoor learning, STEM, transitions and social</p>

	<p>skills development within this programme. A range of other programmes, strategies and resources were used to promote equity in learning, particularly in supporting the school HUB during lockdown periods, speech and language support and emotional and mental health well-being support. The school continued to work with multiple agencies to provide this, and where possible and appropriate under the guidelines, accommodated provision within the school environment or through direct home linking.</p>
<p>3.2 Raising attainment and achievement</p> <p>3 – Satisfactory (Whole School)</p> <p>4 - Good (Early Years Centre)</p>	<p><b>Attainment in literacy &amp; numeracy</b></p> <p>We are using reliable evidence, including teacher’s professional judgement, to track attainment and achievement and are now creating an improved picture of each learner’s educational attainment journey over their school career. Attainment levels in numeracy and literacy remain inconsistent across the school at the moment with COVID-19 having a significant impact on our end of year assessment data. Unlike the previous year, we managed to complete our assessment processes this year. Although the data is inconsistent across the stages, in comparison to historical data for cohorts of children, we are seeing evidence of improvement. This analysis allowed us to examine the areas of potential educational impact of COVID and to plan for educational recovery through session 2021-2022. Our perception is that we are making positive progress. Our expectations are, that with a fuller year ahead of us and key priorities set within literacy and numeracy, we will see significant improvement across all stages of the school. There is an identified need and scope for further development of writing across the school. The triangulation of data to examine levels of attainment in literacy and numeracy deeper and to track improvement is improving across the school. Based on the range of data available, almost all children in early years are attaining expected developmental milestone levels, the majority of pupils in Primary 1 are attaining or exceeding expected levels in literacy and numeracy, and most pupils within Primary 4 and Primary 7 are attaining or exceeding expected levels. 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.</p> <p><b>Attainment over time</b></p> <p>A wide range of data continues to be used to track attainment of all curricular areas over time. Following the implementation of Rapid Maths as a supportive intervention last session, initial data identified that there had been significant improvement in ability for most of these children and this has continued. 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, most 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. The new role and collaboration between the Principal Teacher, Pupil Support role and Numeracy Lead role has been a positive development within this area, particularly in supporting assessment processes.</p>

	<p><b>Overall quality of learner’s achievements</b>  Achievements and successes, both from within and out with school have been celebrated mainly through our Seesaw digital platform as weekly assemblies were not possible. As COVID restrictions were eased, particularly within the Term 4 period, children were given greater opportunities to experience a range of different activities and learning opportunities to improve well-being and to provide skills for future learning and the world of work. Achievements and successes were tracked and shared on our Blog, Seesaw and Twitter feed. This will continue to be developed further next year with pupil profiles embedded through Seesaw throughout all stages.</p> <p><b>Equity for all learners</b>  Most 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 50% of our pupils across the early years and school stages receive interventions or support in respect of literacy, numeracy and health and wellbeing at some point throughout the school and early years academic year. 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, continued to develop, and in some cases rely, on our strong links with the community and partner agencies to support children and families. We continue to commit to 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.</p>
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<b>Almost all Over 90%</b>	<b>Most 75% – 90%</b>	<b>The majority 50% - 74%</b>	<b>Less than half 15% - 49%</b>	<b>Few Up to 15%</b>
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**What are the key priorities for improvement in 2021/22?**

In line with guidance from the National Improvement Framework, the key priorities for Braehead Primary School and Early Years Centre for session 2021/22 are:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap through raising attainment for all of our pupils.
- Improvement in children and young people’s health and wellbeing. This will include the support of children and families in social and educational 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 2021/2022. Below is a summary of the outcomes for school and early years improvement:

Within Literacy –

- Targeted individuals and groups of children will achieve appropriate levels of attainment in literacy through relevant and focussed early intervention strategies.
- Learners in our Early Years Centre and Primary 1 stage experience an embedded play-based curriculum.
- 10% improvement in writing attainment for all learners through implementation of a clear writing strategy and programme.
- A 10-15% increase of learners achieving appropriate levels of literacy through consistent learning experiences and improved breadth, pace and challenge across all stages.
- Through the use of digital platforms, learners have opportunities to set targets and lead learning in literacy.
- The literacy attainment of our most vulnerable learners increases to appropriate levels through moderation of assessment and effective planning and tracking of pupil progress.

Within Numeracy –

- Targeted individuals and groups of children will achieve appropriate levels of attainment in numeracy through relevant and focussed early intervention strategies.
- Learners in our Early Years Centre and Primary 1 stage experience an embedded play-based curriculum.
- Improved Problem Solving and Beyond Number numeracy attainment for all learners through implementation of a clear numeracy strategy and programme.
- A 10-15% increase of learners achieving overall levels of numeracy through consistent learning experiences and improved breadth, pace and challenge across all stages.
- Through the use of digital platforms, learners have opportunities to set targets and lead learning in numeracy.
- The numeracy attainment of our most vulnerable learners increases to appropriate levels through moderation of assessment and effective planning and tracking of pupil progress.

Within Health and Well Being –

- Increased opportunities for learners to engage in positive physical health, mental health and resilience building activities within the school and early years centre.
- Increased opportunities for learners to access positive community interventions to ensure equitable approaches are being provided to meet wellbeing, inclusion and equality for all children and families.
- Through the use of digital platforms, learners and families have increased opportunities to engage in school and community learning experiences.

Within Belmont Schools Cluster –

- An increase in algebraic reasoning across primary and secondary sectors through embedding a consistent approach.
- Increased practitioner skills, confidence and collaboration in order to embed ‘teaching for understanding’ approaches to better support pupils in developing a deeper, conceptual understanding of mathematics.
- Increased teacher skills and confidence in employing CPA and visible learning approaches.
- A ‘blueprint’ of practice for wider distribution developed and established through empowerment of associated practitioners.

As a school, in addition to the identified priorities, we will continue to commit to the following maintenance agenda for 2021-2022;

## **LEARNING AND TEACHING**

1. Continue to develop SAC curricular frameworks and benchmarks to enhance planning, assessment, learning and teaching.
2. Continue to provide digital technology systems as communication platforms including GLOW, Teams, Seesaw, Blog, Twitter and E-Profiling.
3. Continue to provide 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. Continue to provide a highly effective Early Years Team and facility.
2. Continue to develop effective Numeracy and Maths programmes, PEF funded teaching and a minimum of 6 hours maths weekly.
3. Continue to develop effective Literacy and English programmes to support Reading, Writing and Listening and Talking.
4. Continue to implement and monitor Reading Wise, Rapid Maths and Catch Up Literacy/Numeracy as effective pupil support programmes.
5. Continue to provide 2 hours quality PE weekly.
6. Continued provision of Personal Safety and Personal Growth opportunities for all children through Active Schools and school programmes.
7. Continued development of Rights Respecting Schools Award accreditation towards Silver Level.
8. 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 provided us with significant areas for improvement within the school and early years centre, with data and evidence gathered since this date continuing to inform and confirm our development agenda. We recognise that we have these ongoing development needs and the staff team are committed to taking these forward with pupils, parents/carers and other stakeholders/partners working together. This commitment informs our intentions throughout the following year and beyond as we address our school improvement targets, particularly in relation to educational recovery and the potential impact of COVID on attainment over the last 18 month period.

In 2019, 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 with clearly defined remits and have a far 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, especially through the challenging times of the past year. We will continue to 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 social and educational recovery needs of our children post COVID-19 pandemic.

As we move forward into 2021-2022 with a predicted school roll of 178 pupils, an established full-time Early Years provision (10 x 2 year olds and 44 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. There will be a strong commitment to renew, re-establish and enrich the relationships the school has with its wider community as we move forward post COVID. 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 and will continue to work hard to maintain this. Collegiate observations around 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 have spent time over the previous year preparing and putting in place clear mechanisms for success, particularly in relation to creating consistent numeracy and literacy programmes, and in supporting the social and emotional well-being of our children and families. As the 2021-2022 school year evolves we believe we will begin to see positive progress across the school and early years centre in these areas.

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