



Braehead Primary School  
and  
Early Years Centre  
Standards and Quality Report June 2022

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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 2021-2022? 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, 2022-2023.



### 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**

(Post Covid our Values will now be re-visited during session 2022-2023 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
  - 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 at all times
  
- ✓ 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, motivating and progressive
  - 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 on attainment
  - 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. 93% of our children and families live within Scottish Index of Multiple Deprivation Deciles 1 and 2, with 98% living within Deciles 1,2,3 and 4. The current roll of the school is 174 children. We also have 54 children attending full-time in our 2-5 year old, 1140 hours Early Years Centre. All children from Early Years to Primary 5 receive free school meals. Our whole school Free School Entitlement therefore is around 84%, with our actual Free Meal Registered figure standing at 61%, compared to 22% for all of South Ayrshire. Our average attendance percentage during continuing high COVID-19 absence rates in session 2021-2022 and up to June 10th 2022 was 89% which is the same figure as last year. The school had no exclusions during 2021-2022. 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, Principal Teacher/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, and well used, bike stand facility was installed at the front of the school in 2020-2021. By August 2022 the Early Years Centre will have a new outdoor play area extension added to encourage and support outdoor learning and free play for our under 5s.

The class structure for 2021-2022 was – Early Years, P1, P2, P3, P3/4, P5, P6, 2xP7 and a P2 Pupil Support Class. For 2022-2023 it will consist of Early Years, 2xP1, P2, P3, P4, P4/5, P6, P7 and a P3 Pupil Support Class.

In June 2022 our staff team comprised of the following;

- 1 Head Teacher (1.0 FTE)
- 1 Depute Head (1.0 FTE)
- 1 Principal Teacher (1.0 FTE and partially class committed)
- 8 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 Closing the Gap/1 Maternity Cover/1 NQT/1 Nurture)
- 1 Cluster Pupil Support Teacher (1.0 FTE Permanent to SAC)
- 1 Senior Early Years Practitioner (1 Full-Time Permanent)
- 12 Early Years Practitioners (6 Full-Time Permanent, 2 Part-Time Permanent, 2 Full-Time Temporary, 2 Part-Time Temporary)
- 2 School Clerical Assistants
- 10 School Assistants (4 Full-Time Permanent, 1 Part-Time Permanent, 3 Full-Time Temporary PEF Funded, 2 Full-Time Temporary Covid Recovery 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 Speech and Language, 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 continuing reputation we are extremely proud of and will work hard to maintain.

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), Belmont Family First, 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.

Throughout the COVID-19 pandemic and as we move out of the restrictions period, these relationships have been invaluable in supporting our children, families and community. Our continued use of our on-line Seesaw and Twitter platforms have been invaluable in keeping communication with parent and carers active and in celebrating the successes of our children. All classes in school and within the early years centre use the Seesaw platform daily to set and share learning targets and activities with home. We have also continued to use online resources such as EPIC, Education City, Sundry and TT Rockstars to positive effect to promote and support children's wider learning opportunities within Literacy and Numeracy. The majority of our partner agencies such as Barnardo's, Social Work Services, Community Learning and Development, School Nurse Service, 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. They have continued this year to provide updates on work being undertaken with vulnerable children and families through contact with the Senior Management Team via telephone, on-line conference meetings, and thankfully, also in school and in person.

During Term 4 April-June 2022, and as restrictions eased, the school supported early years and secondary transitions to a higher degree than we were able to the previous year. The Early Years Team and Primary 1 class teachers worked collegiately to provide supportive Early Years - Primary 1 transition sessions for each child and family through personal connections, an information handbook and through provision of classroom visits. The Primary 7 class teachers and Senior Management Team worked collegiately with Senior Management from Belmont, Ayr Academy and Marr College to provide a similar transition experience for children moving from Primary 7 - S1. This involved class visits, on-line support sessions, enhanced transition events and bump-up days. Our Primary 7 pupils attended Dolphin House as part of their transition programme in March 2022 and also undertook the Junior Coaching programme through our Active Schools Assistant. Team Around the Child meetings were undertaken in school with parents throughout the year to support the most vulnerable children and to put in place arrangements for this session and for the next one.

Further financial, economic and social support was offered through our partnerships with Thriving Communities, Community Engagement Teams, Little School of Art, South Ayrshire Council, Belmont Family First Initiative and Employability Skills Team. Whitlets Vics, Ayr Rugby, Ayr United and our Active Schools Assistant provided Health and Well Being activities during and after school for our Primary 1-7 pupils throughout the year, with these organisations again providing a range of summer programme activities throughout July and August 2022.

HMIe and the Care Inspectorate inspected Braehead Primary School and Early Years Centre in November 2021 with the published report released in January 2022. The report is available to view in school and also via the Education Scotland website at;

<https://education.gov.scot/education-scotland/inspection-reports>

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 again in September 2022. As restrictions ease, parents and friends of the school will be warmly welcomed 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 2021-2022**

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. Through the 2020-2021 academic year COVID restrictions continued to have a significant impact on our assessment and attainment processes as children moved between on-line learning and teaching, and actual classroom attendance. 2021-2022 has been a far more productive year and although COVID has continued to have an impact on our plans for educational recovery, as a school community we have managed to have a more positive academic year. We have been able to complete our assessment processes by the year end, June 2022 this year, 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 more consistent improvement across the school within the current data, and believe we will see this reflected further in positive data results as session 2022-2023 allows us to continue on our journey of progress. Ultimately, COVID and actual attendance at school, has continued to have an impact on our current data, however, we are confident of using this data to guide our work through 2022-2023 to support educational recovery where required. This will demonstrate the advances our children have made within Literacy, Numeracy and Health and Well Being.

***77% of children in the Early Years Centre achieved all of their Developmental Milestones in Literacy in session 2021-2022 with 91% reaching 8 or more. In Numeracy 77% of children achieved all of their Developmental Milestones with 100% reaching 8 or more. In Health and Well Being 95% of children achieved all of their Developmental Milestones with 100% reaching 8 or more.***

***The majority of pupils (65%) in Primary 1 achieved Curriculum for Excellence levels in Health and Well Being (8% higher than the previous year). 61% of children in Primary 1 were considered to have fully achieved Curriculum for Excellence levels in Reading (18% higher than the previous year), 52% in Writing (19% higher than the previous year), 61% in Listening and Talking (18% higher than the previous year) and 57% in Numeracy in line with expectations for their age (the same figure as the previous year).***

***All pupils (100%) in Primary 4 achieved Curriculum for Excellence levels in Health and Well Being (13% higher from Primary 3). 64% of children in Primary 4 were considered to have fully achieved Curriculum for Excellence levels in Reading (4% higher than the previous year), 43% in Writing (10% higher than the previous year), 64% in Listening and Talking (17% higher than the previous year) and 50% in Numeracy in line with expectations for their age (3% higher than the previous year).***

*Most pupils in Primary 7 (82%) achieved Curriculum for Excellence levels in Health and Well Being (the same figure as the previous year). 50% of children in Primary 7 were considered to have fully achieved Curriculum for Excellence levels in Reading (3% higher than the previous year), 38% in Writing (12% higher than the previous year), 71% in Listening and Talking (the same figure as the previous year) and 65% in Numeracy in line with expectations for their age (33% higher than the previous year). Significantly the Primary 7 cohort had improved their attainment levels in Reading, Numeracy and Listening and Talking from their Primary 4 levels, with Writing remaining around the same % level.*

### 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

**COVID continued to have 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, mainly due to the continued high absence rates amongst the staff team, children and families. Much of our progress continued from the 2020-2021 year as we aimed to re-establish our routines and processes. Below we have highlighted areas where we made progress in building systems and processes back 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 fully re-established and 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.
- School Assistants trained and supporting effective Literacy interventions throughout the school.
- ‘The Write Stuff’ and ‘Talk for Writing’ programmes are now embedded throughout the school. Key lead roles and relationships are 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 further shared within areas of the school and beyond, particularly through collaborative P5/6/7 approach to writing at the upper school stages and replicated through collegiate approaches at the P1/2/3/4 stages.
- Play based learning, transitions, and early level training, professional dialogue and approaches re-established between early years and Primary 1.
- Teaching team using effectively SEEMIS progress and achievement reporting model, SNSA data, GL Assessment data and classroom assessment models to analyse and provide accurate professional judgement to 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.
- Children more actively involved in setting learning intentions and success criteria through digital technology and embedded throughout all stages of the school and early years.
- 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.
- Targeted literacy interventions are in place, delivered via class teacher and school assistant support and monitored regularly through the Principal Teacher, Pupil Support Teacher roles.
- 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**

- Continue to increase visibility in school of children actively involved in setting learning intentions, success criteria and targets for improvement.
- Continue to increase the opportunities for quality feedback 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 new and supportive literacy approaches into the curriculum to develop more consistency across all stages and to improve overall attainment in Literacy (Reading School Pilot, Giglets, Class Novels and Read, Write, Inc within Primary 1, PATHs within Early Years).
- Increase the opportunities for quality feedback processes between the teaching team and the Pupil Support team to improve focus and effectiveness of targeted interventions through further development of the triangulation of monitoring, planning 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, particularly in relation to writing criteria against the national benchmarks.
- Audit the consistency and effectiveness of spelling programme being offered as home learning.
- All school assistants and early years practitioners trained and able to use effectively appropriate interventions in class to help children make positive progress.
- Continue to use PEF and Attainment Challenge funding to provide additional, resources, training and supportive roles in classrooms to enhance educational recovery.
- Develop Play Based Learning literacy curriculum outdoors for Early Years and Primary 1 and re-establish consistent transition programme which operates throughout the year.
- Exam creative ways to establish and develop strong 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

**COVID continued to have 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, mainly due to the continued high absence rates amongst the staff team, children and families. Much of our progress continued from the 2020-2021 year as we aimed to re-establish our routines and processes. Below we have highlighted areas where we made progress in building systems and processes back 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 fully re-established and 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 continued to deliver consistent learning and teaching programme within all stages across the school to improve Beyond Number. Numeracy attainment increasing throughout the school.
- School Assistants trained and supporting effective Numeracy interventions throughout the school, again supporting more positive numeracy attainment within the school.
- Good practice such as TT Rockstars has been identified and shared across the school, developing mental maths skills, confidence and abilities. Greater pupil engagement and motivation evident within school and through closer links to home learning.
- Number Talks and Boost Groups established within Early Years and supporting progress within Developmental Milestones.
- Teaching team using effectively SEEMIS progress and achievement reporting model, SNSA data, GL Assessment data and classroom assessment models to analyse and provide accurate professional judgement to 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, Pupil Support Teacher and Numeracy Lead roles.
- Children more actively involved in setting learning intentions and success criteria through digital technology and embedded throughout all stages of the school and early years.
- 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.
- Targeted numeracy interventions are in place, delivered via class teacher and school assistant support and monitored regularly through the Principal Teacher, Pupil Support Teacher roles.
- Pupil Equity Funding used to provide daily/weekly pupil support within each classroom through additional school assistant provision, one to each classroom.

### **Next Steps**

- All school assistants, early years practitioners and teachers trained and able to use effectively appropriate interventions in class to help children make positive progress, with a particular focus on implementing regular, timetabled programme of Rapid Maths support.
- Numeracy Lead to continue to take forward 'Beyond Number' focus and embed 'Problem Solving' programme in collaboration with colleagues.
- Head Start comparative assessment to be re-established and Rapid Maths as a supportive, targeted intervention programme.
- Continued working involvement within cluster developments around algebraic reasoning.
- Continue to increase visibility in school of children actively involved in setting learning intentions, success criteria and targets for improvement.
- Continue to increase the opportunities for quality feedback 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.
- Increase the opportunities for quality feedback processes between the teaching team and the Pupil Support team to improve focus and effectiveness of targeted interventions through further development of the triangulation of monitoring, planning 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, particularly in relation to evaluating learning and teaching, planning and assessment criteria against the national benchmarks.
- Audit current numeracy resources and approaches being provided, and examine consistency and effectiveness of numeracy programme being offered as home learning.
- Continue to use PEF and Attainment Challenge funding to provide additional, resources, training and supportive roles in classrooms to enhance educational recovery.
- Develop Play Based Learning numeracy curriculum outdoors for Early Years and Primary 1 and re-establish consistent transition programme which operates throughout the year.
- Exam creative ways to establish and develop strong family learning opportunities through building strong community, partnership and inter-agency approaches at a local and national level.

### 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

**COVID continued to have a significant impact on our ability as a school to fully measure the true progress made within attainment in Health and Well Being across all stages of the school, mainly due to the continued high absence rates amongst the staff team, children and families. Much of our progress continued from the 2020-2021 year as we aimed to re-establish our routines and processes. Below we have highlighted areas where we made progress in building systems and processes back into the learning and teaching practices to then show progress and impact beyond COVID and by June 2022.**

#### Progress and Impact

- Range of social, emotional and physical health focussed activities organised and timetabled into the school calendar to support pupil and parent health and wellbeing were re-established, particularly within Term 4. Delivered in school and through home link approaches. (P1-P7 Ayr United Afterschool Health Programme, Whitlets Vics School Football Team, Barnardo's Pupil and Family Support, Women's Aid, Housing Support, Speech and Language Therapist, School Nurse Service, Community Learning and Development Family Films, Childsmile and Fluoride Varnishing, Secondary Transition programme, P7 Dolphin House).
- Classroom learning and teaching practices and approaches were adapted to support COVID recovery and the support needs of all children. Significant emphasis placed on using restorative practice.
- Pupil Attitude to School and Self (PASS) assessment introduced throughout the school and considered to give a more detailed indication of pupil well-being and support needs. Data provided utilised to improve targeted pupil support.
- PEF and partnership funding used to provide wider access to digital learning in school and at home. School successfully gained the Digital Schools Award and was involved in an innovative educational project with the Belleisle Park App initiative.
- New Active Schools Assistant in post by Term 3 and re-established a range of lunch time and after school opportunities. Increase in pupil engagement and motivation evident as a positive impact.
- School and community partnerships re-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).
- Support interventions, strategies and training developed further and implemented throughout the school and early years (PATHs in Early Years, MAPA, 5 Minute Boxes, Catch Up Literacy/Numeracy, Play Based Learning, Talkboost) offering supportive interventions and ensuring equitable approaches are being provided to meet wellbeing, inclusion and equality for all children.
- Digital technology approaches embedded fully to increase engagement of children and parents/carers within learning experiences, with Seesaw and Groupcall being used effectively to support learning from home and parental communication. Staff team using TEAMS effectively to support staff team professional learning and skills development.

- Audit of staff team mental health undertaken through SAMH with workshops provided for staff team and Primary 7 pupils around positive mental health and well-being.
- Gym equipment regularly monitored for relevance and effective use with resources upgraded and improved to meet need.
- Transition programmes between Early Years/Primary 1, and Primary 7/Secondary, re-established and fully supported by all stakeholders, improving personalisation, choice and confidence.

#### **Next Steps**

- Exam creative ways to establish and develop strong family learning opportunities through building strong community, partnership and inter-agency approaches at a local and national level. Active Schools Assistant role to identify and support wider access to health and well-being opportunities for children and families.
- Provide professional training and experiences, particularly for new staff, in relevant areas of professional understanding and pedagogy such as Child Protection and Safeguarding, De-escalation, Trauma Aware practice, Signs of Safety, Speech and Language, Additional Support Needs, Restorative Practice and Approaches.
- Embed the language of SHANARRI fully into the language and ethos of the school through protected time with assemblies.
- Continue to use SHANARRI wheels and PASS assessment as a teacher assessment tool for pupil perception of current HWB and examine alternatives or supplementary systems. Develop supportive and timetabled interventions to create individual and group support.
- Audit current HWB approaches and commitments being used to evaluate effectiveness and relevance (such as Making Thinking Visible, Growth Mindset, Mindfulness).
- Provide regular, protected collegiate time for professional dialogue around health and well-being support of all children.
- Focus on developing the new outdoor free play area within the Early Years Centre. Re-establish and further develop opportunities for outdoor learning and teaching for the wider school, particularly in relation to building community involvement, engagement and collaborative relationships.

#### **School Priority 4: Cluster Maths**

##### **NIF Priority:**

1. Improvement in attainment, particularly in literacy and numeracy, 2. Closing the attainment gap between the most and least 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

**COVID restrictions and movement of staff continued to have a significant impact on our ability as a school to fully progress this initiative with much of the progress being delayed until Term 3 and 4 of the 2021-2022 academic year. Below is highlighted where progress in developing the processes was made and in preparation for further development beyond COVID and into academic session 2022-2023.**

#### **Progress and Impact**

- Some increase was made in raising awareness and confidence in engaging with algebraic reasoning across the primary, particularly through the involvement of the Numeracy Lead role in several training day experiences.
- Practitioner skill and confidence raised within the Numeracy Lead role with a greater

understanding developed of the approaches required to better support pupils in developing a deeper, conceptual understanding of mathematics.

- Some increase in teacher skills and confidence in employing CPA and visible learning approaches, although limited to the Numeracy Lead role due to timescales and restrictions delaying the initial learning inputs.
- Positive impact on numeracy attainment levels across the school stages as a result of increased knowledge base of the Numeracy Lead teacher.

#### Next Steps

- Further develop and embed algebraic reasoning across the primary and secondary sectors through provision of a consistent approach and commitment to fuller collaborative working.
- Continue to increase practitioner skills, confidence and collegiate opportunities in order to embed ‘teaching for understanding’ approaches to better support pupils in developing a deeper, conceptual understanding of mathematics.
- Continue to increase teacher skills and confidence in employing CPA and visible learning approaches.
- Develop further a ‘blueprint’ of practice for wider distribution and establish through empowerment of associated practitioners.
- Provide regular, protected collegiate time for wider professional dialogue and training around these developments, supported specifically through the Numeracy Lead role and South Ayrshire Council Numeracy Lead involvement.

### 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>Children and staff are clear about the school’s vision and values. The values of commitment, ambition, resilience and equity are well understood by children. This creates a positive and inclusive ethos. Children give examples of how they demonstrate school values in everyday life on the school value tree. Children can talk about ways in which they learn new skills to demonstrate their ambition or overcome a problem to show their resilience. <b>(HMIe Report November 2021)</b></p> <p>The aims, visions and values continue to be promoted throughout the work of the school at all times. Weekly school assemblies were re-established in Term 3 and in Term 4 we were able to hold some parent and carer meetings and events. Much of this continued to be promoted 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>All staff are clear about the aims of the school and are invested in improving outcomes for children. Staff assume responsibility for their role in supporting children and they are empowered to lead change for improvement. All staff have opportunities to lead and develop areas within the school and know their opinions are valued. These opportunities</p>

build staff confidence well and enable them to lead on school improvement priorities. The school's digital champion successfully led developments in using online platforms and digital technologies during periods of remote learning. Work in these areas continues to be an integral part of learning and teaching approaches. Staff should continue to take forward identified areas of leadership for further planned improvements. **(HMIe Report November 2021)**

The school has continued to improve strategic planning for improvement and worked closely with South Ayrshire Council and Education Scotland to evaluate and take forward improvement initiatives and plans. We continue to review our attendance rates (weekly in school and monthly within the early years centre) and evaluate, discuss and improve our understanding of standardised assessment, class assessment and teacher professional judgement data to make positive change within school attainment. This has continued to enable us to identify and improve learning and teaching support for individual children, particularly in relation to educational recovery needs. We are very aware of the impact COVID has had on our school and will continue to examine where we need to support and improve attainment progress, specifically for those children facing significant poverty related challenges as we move beyond COVID.

#### **Implementing Improvements & Change**

The leadership team continue to provide much needed direction to the work of the school. All staff, parents and children respond well to their guidance. This support and guidance is highly valued by all stakeholders. The permanent headteacher and senior leadership team bring stability across the school and create conditions which support continuous school improvement well. The headteacher rightly places high priority on raising the attainment and achievement of all children. The senior leadership team support staff, children and families in Braehead Primary very well.

Staff have undertaken considerable professional learning which supports their good understanding of children's needs. Staff know children well and have a good understanding of the school's context. Teachers take ownership of their class culture to create a positive climate for learning. They work collaboratively with support staff to lead the learning and improve outcomes for children. Support staff are deployed very well, ensuring children receive the right support at the right time. The allocation of one support assistant to each class provides children with stability and ensures their needs are well addressed. Support assistants are trained to ably deliver small group and one to one interventions. They are valued members of the team who contribute positively to improving children's attainment.

Children are now more involved in decision making across the school. A pupil house system encourages children's sense of belonging and P7 children exercise their leadership skills as house captains and sport's captains. Pupil voice is now a feature of classroom observations as part of the quality assurance processes. Children's leadership groups, established prior to school closure, are now re-starting after a period where COVID-19 restrictions impacted on their progress. Children look forward to these opportunities to lead change. **(HMIe Report November 2021)**

	<p>Fuller opportunities for children to lead assemblies, house groups, buddying roles and committees such as Pupil Council, JRSO, Eco-Committee and Rights Respecting Schools have again been limited 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 2022-2023 to re-establish these effective functions of the school.</p>
<p>2.3 Learning, Teaching and Assessment</p> <p>4 – Good (Whole School)</p> <p>4 – Good (Early Years Centre)</p>	<p><b>Learning &amp; Engagement</b></p> <p>Children participate in a wide variety of activities. This supports them well to apply skills in new contexts. A new school library and accelerated reading approaches encourage reading for enjoyment and increases children’s motivation to read. Positive steps have been taken to deliver learning in P1 through playful pedagogy. Adaptations have been made to the environment to help provide a wide range of play experiences that are well supported. Good links are made with the ELC to support smooth transition in learning to P1. Children now have more opportunities to work in groups, pairs and independently on tasks and activities in class. Children report they find their learning enjoyable and most children are engaged in their learning. They are provided with opportunities to use digital devices during lessons which promotes their independent learning skills well. A few children require support to remain on task and are well-supported by classroom assistants. <b>(HMIe Report November 2021)</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, particularly from Term 3 onwards, as COVID restrictions eased. Children’s views continued to be sought through pupil impact dialogue, educational reviews, pupil surveys, class dialogue and digital technology developments. We will continue to build further on this next year.</p> <p><b>Quality of Teaching</b></p> <p>Staff now make use of progression pathways in all curricular areas. In doing this, children are now able to build on previous learning as they move through the school. The curriculum now provides children with experiences across a broad range of learning. The recent focus for staff has been to improve approaches to writing, numeracy and health and wellbeing. Plans are in place to improve children’s experiences further across all areas of learning. The curriculum now better meets the needs of learners and is more relevant to their local context. There is scope to review the topics for social subjects to make them more relevant and current. <b>(HMIe Report November 2021)</b></p> <p>Staff team continue to be increasingly reflective of their practice, and have engaged fully with the training and professional dialogue opportunities provided via Education Scotland, the local authority Quality Improvement Team, Numeracy and Literacy Leads and Early Years Play Based Learning Team. This will continue into 2022-2023, particularly in relation to taking forward literacy and numeracy improvement within the school as a focussed priority. 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 further development of high quality learning and teaching throughout our school.</p>



**Effective Use of Assessment**

Learning experiences are differentiated in most classes which increases pace and provides challenge for learners. This motivates children and impacts positively of their sense of achievement. Opportunities to explain their thinking with others deepens children's understanding and they talk confidently about their learning. The use of learning intentions and success criteria enables children to understand the purpose of their learning. Children use assessment is for learning strategies (AifL) to reflect on their learning, this supports them to better understand their next steps. Children are now more confident and can articulate ways in which their learning is improving. They now set targets in literacy, numeracy and health and wellbeing allowing them to take responsibility for their learning. Children enjoy sharing these targets with their parents using online platforms and parents feel more able to support their children with their learning as a result. (HMIe Report November 2021)

All staff continue to have high expectations of their pupils and stronger connections and understanding between the different school assessment processes have been established. A range of assessment tools, including Scottish Standardised National Assessments (SNSA) in Primary 1, Primary 4 and Primary 7, GL Literacy, Numeracy and PASS assessments across all stages and comparative classroom assessments within literacy, numeracy and health and well-being have been used to inform academic 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) and to providing interventions to improve attainment. Pupil attainment has improved this year across the school due to this approach. These assessments are continuously 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 continues to be followed using Developmental Milestones as the guiding and principle assessment information. Teachers will continue with plans to engage in peer observations and seek out good practice from other schools. This will help to develop consistent approaches to learning and teaching and assessment further.

**Planning, Tracking & Monitoring**

All staff are active in planning, implementing and evaluating change. The leadership team are effective in creating a culture of self-evaluation across the school which involves staff, children and parents. There is now a quality improvement calendar to gather information regularly to review the work of the school. They have a clear approach to monitoring and tracking children's attainment. From this, well planned interventions are identified to improve outcomes for learners. Support staff are fully involved in evaluating the effectiveness of interventions on outcomes for learners. All staff are empowered to be confident in identifying areas that are not leading to successful outcomes for children.

(HMIe Report November 2021)

	<p>All school staff continue to take an active part in school and early years developments to improve planning, implement change in tracking, monitoring and reporting systems, and in line with local and national Frameworks and Benchmarks. A Quality Improvement Calendar is firmly established to support clear timescales for assessment and evaluation and will continue to support progress next year. Protected collegiate time will be timetabled to provide opportunities for further professional dialogue and to enhance consistent approaches to planning, implementation and evaluation of high quality learning experiences. Quality assurance processes, classroom observation support and more robust collegiate dialogue opportunities will inform a shared understanding of high quality learning and teaching throughout the school.</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>Staff continue to implement the school’s positive behaviour policy. As a result, most children are now more settled in class and ready to learn. Staff now adopt a more nurturing approach to meet children’s needs and this supports their wellbeing appropriately. Children speak positively about the support they receive from staff and feel safe and happy in school. They reflect on their health and wellbeing using the Getting it Right for Every Child (GIRFEC) wellbeing indicators. Staff collate this information to identify wellbeing needs and provide prompt support in response. This enables most children to feel safe, healthy, active, nurtured, achieving, responsible, respected and included. All staff take actions to support children’s wellbeing and provide a nurturing environment to help them flourish and learn.</p> <p><b>(HMIe Report November 2021)</b></p> <p>Pupil wellbeing continues to be at the forefront of all that we do, at all times, 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. SHANARRI wellbeing webs and the new PASS assessments 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 continued to be limited this year and will be picked back up again fully in session 2022-2023. All members of staff are involved in promoting wellbeing within the school and committed fully to this. 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 2022-2023 academic year.</p> <p><b>Fulfilment of statutory duties</b></p> <p>Senior leaders reviewed pupil support processes to secure a stronger connection between action plans, interventions and support provided. They revised the staged intervention process and documentation to ensure it is updated, relevant and securely organised. Partnerships and collaborative inter-agency working is now established and actions recorded to improve outcomes for children and families.</p> <p><b>(HMIe Report November 2021)</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 children’s rights and well-being. Training is revisited throughout the year. 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 participate in child protection and safeguarding awareness at the start of the session and most have undergone data protection and Cyber Security training. SSSC registration, First Aid training and Additional Support Needs training are also provided where appropriate and will continue to be offered as a priority for next year.</p> <p><b>Inclusion &amp; Equality</b>  Children now have more opportunities to work in groups, pairs and independently on tasks and activities in class. Children report they find their learning enjoyable and most children are engaged in their learning. They are provided with opportunities to use digital devices during lessons which promotes their independent learning skills well. A few children require support to remain on task and are well-supported by classroom assistants. <b>(HMIe Report November 2021)</b></p> <p>We have continued to work hard to provide an inclusive environment for all our learners and families. The remit of our school assistants remains predominantly focussed on pupil support with individual support plans used to address barriers to learning and ensure children have the opportunity to reach their fullest potential. Plans continue to be created and reviewed in collaboration with pupils and parents, and where appropriate external agencies, to collaboratively improve outcomes for children. There remains a strong emphasis on literacy, numeracy and health and well-being, outdoor learning, transitions and social skills development across the school and early years centre. A range of other strategies and resources were used to promote equity in learning, particularly in relation to emotional and mental health well-being support as we emerge out of COVID. The school continues to work with multiple agencies to provide this, and where possible, accommodate support directly 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>5 – Very Good (Early Years Centre)</p>	<p><b>Attainment in literacy &amp; numeracy</b></p> <p>The school has established more streamlined approaches to identifying and recording children’s learning needs. Collegiate activity time has focussed on developing teacher’s skills in this area. This is leading to improved staff confidence in their professional judgements about CfE levels. Senior leaders have created a calendar of tracking and assessment processes ensuring that high importance is placed on measuring the impact of interventions. A whole school overview of attainment has been created which enables staff to understand the added value of children’s progress. This work is impacting positively on children’s levels of attainment in literacy, numeracy and health and wellbeing. There is evidence of children who are making very good progress from prior levels of attainment and the school is well-placed to raise attainment for all.</p> <p><b>(HMIe Report November 2021)</b></p>

We are continuing to use reliable evidence, including teacher's professional judgement, to track attainment and achievement and now have an improved picture of each learner's educational attainment journey over their school career. Attainment levels in numeracy and literacy are improving and are now more consistent across the whole school. We managed to complete our assessment processes this year and are now able to establish clearer targets for where we need to make improvements, including planning for educational recovery due to the potential educational impact of COVID from session 2021-2022. Our perception is that we are making positive progress. Our expectations are, that with a full year ahead of us and key priorities set within literacy and numeracy, we will see significant improvement across all stages of the school during 2022-2023. There is a commitment to further develop the writing focus across the whole school next year and we expect to see positive results from this commitment. Based on the range of data available children in early years and across the school are making gains within their expected levels in literacy and numeracy. Those children who are not reaching expected levels have been identified and appropriate interventions continue to be put in place to support them and improve progress in the appropriate curricular area.

#### **Attainment over time**

Staff now use an increased range of measures to assess progress in learning which is helping them to more effectively identify levels of attainment. Attainment data is now more robust across the school. Staff now need to build on the good work in the use of summative assessment to develop further their assessment approaches. Staff should continue to develop a fuller understanding of how the National Benchmarks can be used to assess children in their journey through the level. Prior to COVID-19 restrictions, staff had useful opportunities to moderate with colleagues across the local authority cluster schools. Senior leaders have rightly identified collegiate time for staff to continue this work on moderation activities. This will support staff in using their professional judgement to assess children's progress. **(HMIe Report November 2021)**

A wide range of data continues to be used to track attainment of all curricular areas over time. Following the implementation of more consistent writing programmes in session 2021-2022, initial data shows that improvement is being made across the school within writing which was an area identified as requiring significant improvement. Within Numeracy, attainment is showing greater progress as a result of the more sustained approach we have been able to provide through the Numeracy Lead role in school just prior to, and through, the COVID period. Rapid Maths will be re-established as a supportive intervention within session 2022-2023 with the data used to measure improvement in ability for those children identified as in need of most support. Summative and formative assessment data continues to be used to track progress and identify quickly gaps in knowledge, understanding or skills. Over this session the majority of children have made measurable progress from prior levels. We have made significant 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 continues to be made by pupils.

	<p><b>Overall quality of learner’s achievements</b>  Children’s achievements are recognised in a variety of ways. For example, display walls in classrooms celebrate children’s success in writing and model good examples for others. Children share their class learning with the school during assemblies and to parents using online platforms. They have good opportunities to participate in lunchtime and after school clubs. Success and achievement in these clubs and in-school competitions are celebrated with the school community using social media. <b>(HMIe Report November 2021)</b></p> <p>Achievements and successes, both from within and out with school have continued to be celebrated mainly through our Seesaw digital platform and, as Term 3 and 4 evolved, re-established weekly assemblies. 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 as we moved into Term 4. The employment of a new Active Schools Assistant allowed the creation of a variety of lunch time, after school and in class learning experiences. Pupils had greater scope to attend quality learning experiences such as Dolphin House, Outdoor Learning and educational excursions to enhance learning experiences and achievements.</p> <p><b>Equity for all learners</b>  The appointment a pupil support coordinator is leading to a more consistent approach to staged intervention across the school. Targeted interventions for individuals and small groups of children are delivered by support assistants who are conscientious about their role. Parents are now more active participants in the planned support to meet children with additional support needs. These interventions are impacting positively on children’s attainment, with many making significant progress from prior levels. <b>(HMIe Report November 2021)</b></p> <p>Most children in the school continue to reside within Decile 1 or 2 within the Scottish Index of Multiple Deprivation. Using local and national data, the school continues to identify barriers to learning quickly, and through partnership working, develop appropriate strategies and interventions to provide equity for learners. Around 30-50% of our pupils in each class 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 continue to access their learning through universal provision within the school and identified children receive targeted support appropriate to their individual learning needs. Pupil Equity Funding continues to be used to provide School Assistant support in each classroom and a Numeracy Lead Teacher to take forward the improving Numeracy attainment across the school. 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 will continue to identify and address issues of equity to create a fairer and more equal school environment.</p>
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<b>Almost all</b> <b>Over 90%</b>	<b>Most</b> <b>75% – 90%</b>	<b>The majority</b> <b>50% - 74%</b>	<b>Less than half</b> <b>15% - 49%</b>	<b>Few</b> <b>Up to 15%</b>
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## What are the key priorities for improvement in 2022/23?

In line with guidance from the National Improvement Framework, the key priorities for Braehead Primary School and Early Years Centre for session 2022/23 are:

- 1. Placing the human rights of every child and young person at the centre of education
- 2. Improvement in children and young people's health and wellbeing
- 3. Closing the attainment gap between the most and least disadvantaged children
- 4. Improvement in employability skills and sustained positive school leaver destinations for all young people
- 5. Improvement in attainment, particularly in literacy and numeracy

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 positive HMIe inspection report, the guidance contained within this and through development of our self-evaluation processes, we have identified four main priority areas for 2022/2023. 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. The literacy attainment of our most vulnerable learners increases to appropriate levels through improved moderation of assessment and improved co-ordination of planning and tracking for pupil progress.
- Learners in our Early Years Centre and Primary 1 stage will experience an embedded play-based curriculum.
- 10% improvement in writing attainment for all learners through full implementation of a clear writing strategy and programme. (Talk for Writing from Primary 1 - Primary 3 and The Write Stuff from Primary 4 - Primary 7).
- A 10% increase of learners achieving appropriate levels of literacy through provision of consistent learning and teaching experiences leading to improved breadth, pace and challenge across all stages.
- Embed digital platforms consistently across all stages to ensure learners have opportunities to set targets and lead learning in literacy.

### Within Numeracy –

- Targeted individuals and groups of children will achieve appropriate levels of attainment in numeracy through relevant and focussed early intervention strategies. The numeracy attainment of our most vulnerable learners increases to appropriate levels through improved moderation of assessment and improved co-ordination of planning and tracking for pupil progress.
- Learners in our Early Years Centre and Primary 1 stage will 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, and development of the Numeracy Lead role throughout all stages of the school.
- A 10% increase of learners achieving overall levels of numeracy through provision of consistent learning and teaching experiences leading to improved breadth, pace and challenge across all stages.
- Embed digital platforms consistently across all stages to ensure learners have opportunities to set targets and lead learning in numeracy.

#### Within Health and Well Being –

- Establishment of wider opportunities for learners to engage in positive physical health, mental health and resilience building activities, including provision which encourages improved pupil and parental engagement 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.
- Undertake a nurture audit to improve understanding and provision of nurture approaches within the school and early years centre in collaboration with South Ayrshire Nurture and Educational Psychology services.

#### 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 2022-2023;

### **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, GL, PASS 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 provide us with areas for improvement within the school and early years centre, with the ongoing data and evidence gathered continuing to inform and confirm our development agenda. Although Braehead Primary and Early Years Centre had a positive and successful HMIe visit in November 2021, we recognise that we still have ongoing development needs and the staff team remain committed to taking these forward with pupils, parents/carers and other stakeholders/partners working together. This continued commitment to improve the school environment and meet our attainment aspirations, informs our intentions throughout the following year and beyond as we address our school improvement targets, particularly in relation to continuing our educational recovery out of the COVID pandemic period.

We have a far more settled and permanent staff team throughout Braehead Primary and Early Years Centre which we believe has had a positive impact on the school and assisted greatly in helping us form a strong, stable and trusting relationship between our school, our children, our families and our wider community. We will continue to use this stability as a key strength within our capacity to make further improvements towards our attainment ambitions, particularly as we look forward to a full, uninterrupted academic session in 2022-2023.

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 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 of new knowledge, insight and practices from a committed team, enhancing the learning experiences of our children.

The staff team continue to have a strong knowledge of children and their individual needs and will 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.

The school team worked hard throughout 2021-2022 to put in place programmes of study which would enhance the learning experiences and attainment of all pupils over a longer period. We have spent time putting in place clear structures 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. 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 fullest potential and there is an excitement amongst the whole school team that as the 2022-2023 school year evolves we will see the positive results and impact of these efforts.

We always appreciate greatly the support we receive from parents/carers and the wider community in helping us deliver our vision and aspirations. 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. We are proud of the relationships we have with our pupils, parents/carers and local community and look forward to the achievements and successes 2022-2023 will bring to Braehead Primary School and Early Years Centre.

Thank you for your continued support.

*Bobby McPherson*

Bobby McPherson  
Head Teacher