

# Bell's Brae Primary School

This is a summary of our  
Improvement Plan & Standards  
and Quality Report  
June 2017



*Our improvement plan sets out how we as a school hope to improve and develop the experiences and learning of pupils in Bell's Brae Primary School.*



## What were our targets last session

### Target 1 2016–17

To review and update current coverage of Experiences and Outcomes (Es and Os) across **interdisciplinary learning**, ensuring that all planning reflects significant aspects of learning and the progression framework.

To have in place a system for **tracking** the progress of all learners.

### Target 2 2016–17

To develop a school **Literacy** policy which will raise attainment in literacy.

To develop a coherent approach to literacy planning across the school.

To identify children at risk of **underachieving** and put in place measures to bridge the attainment gap.

### Target 3 2016–17

To embed **French** into the everyday curriculum throughout the school

### Target 4 2016–17

To update our **Personal and Social Education (PSE)** programme to ensure it takes account of modern life, including the safe use of mobile technologies

To develop a policy which includes the safe use of **mobile technologies**, using Scottish Government guidance.

We are pleased with the progress we have made in these areas and will continue to embed these during next session.

# What progress have we made?

1. Good progress has been made in this area.

- Teaching staff worked collaboratively to look at the interdisciplinary studies (IDLs) at their stage and the bundles of Es and Os
  - A review of IDLs was carried out and amendments made to ensure coverage and progression
  - A procedure for tracking was established. Regular tracking meetings focus on data held and allow staff to better meet the needs of learners.
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2. Very good progress has been made in this area.

- A literacy working group was established. Teaching staff audited literacy and sub groups used this audit to identify good practice and suggest improvements
  - Staff received training in VCOP (Vocabulary, Connectives, Openings and Punctuation) and have begun to implement in classes. Learners in some classes are able to identify the benefits of this approach
  - There is greater engagement and enthusiasm in reading. Classes in P4-7 are participating in the First Minister's Reading Challenge.
  - Children at risk of underachieving have been identified and detailed plans are in place for targeted interventions.
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3. Very good progress continues to be made in this area.

- All learners have had a second year of learning a foreign language.
  - Learners continue to show real enthusiasm and motivation and have enjoyed learning French.
  - There is evidence of their new language in classrooms, on displays, at assemblies and through the corridors.
  - Pupils in P5—P7 have had a block of Mandarin. A lunchtime class for P5 pupils has been available.
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4. Very good progress has been made in this area.

- All staff have engaged with the national Relationships, Sexual Health and Parenthood document
  - A working group have reviewed current practice and produced a policy and programme which incorporates safe use of mobile technologies and national advice.
  - The materials have been shared with and agreed by staff.
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## Where are we going now?

### Target 1 2017–18

To improve attainment in **literacy**

The majority of learners are **achieving** their desired Curriculum for Excellence (CfE) level

Opportunities for **family learning** in literacy are provided which will improve educational outcomes for all children

### Target 2 2017–18

To improve attainment in **numeracy**

The majority of learners are **achieving** their desired CfE level

Opportunities for **family learning** in numeracy are provided which will improve educational outcomes for all children



## How will we do it?

We will:

- Implement new Literacy Policy
- Become familiar with new literacy benchmarks to plan assessments
- Consider our approach to assessment— holistic, Scottish National Standardised Assessment and assessment evidence
- Extend and embed First Minister's Reading Challenge
- Participate in the Read, Write and Count programme
- Participate in an Emergent Literacy Project

We will:

- Establish a working group to: audit current practice, explore resources, identify and share good practice, review and update policy
- Become familiar with new numeracy benchmarks to plan assessments
- Consider our approach to assessment— holistic, Scottish National Standardised Assessment and assessment evidence
- Participate in the Read, Write and Count programme
- Access high quality numeracy staff development

## Where are we going now?

### Target 3 2017–18

Improve opportunities and provision for all pupils that impact on their **physical, social and emotional health**

All learners have an increased awareness of **SHANARRI** (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included) and are developing the skills and language to discuss their own wellbeing

Staff are equipped to **support learners**

### This Session

### Plans for Pupil Equity Funding

Improve **punctuality** for 95% of children, with the highest level of lateness, by Easter 2018.

100% of identified pupils with **English as a Second Language** (EAL) will improve their baseline vocabulary and be able to utilise this in all areas of Literacy by June 2018.

Enhance the **Health and Wellbeing** of the pupils identified as being "experience poor" through a range of **nurturing** experiences by June 2018.

## How will we do it?

We will:

- Review existing Outdoor Learning programme
- Establish a working group identify areas to develop within school grounds
- Review current arrangements in place a breaktimes and lunchtimes and identify improvements
- Develop and implement a SHANARRI programme through the school to ensure progression in learning.

We will:

- Introduce a breakfast club for 2 mornings a week
- Raise parental awareness of the importance of punctuality and provide support for those experiencing difficulties
- Provide further opportunities for pupils with EAL to talk in a small group with a dedicated adult
- Source a suite of resources to support learning and teaching for pupils with EAL
- Provide opportunity for identified children to access real life experiences in the community
- Provide a lunchtime and after school club
- Encourage active engagement with relevant families in order to share learning and experiences.

### **What Difference will this make?**

*We expect to see a number of benefits from working in these ways but it may take a little time to notice them.*

#### ***It is hoped that the priorities will:***

- *Continue to improve attainment in literacy for all learners.*
- *Improve attainment in numeracy for all learners.*
- *Provide targeted interventions for those children at risk of underachieving in order to close the attainment gap.*
- *Enhance our outdoor programme of learning and school grounds so that quality learning takes place in and out of school*
- *Improve the punctuality of all learners*
- *Increase staff confidence and competence in supporting pupils with English as a Second Language*
- *Increase learners awareness of SHANARRI (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included) so they have the skills and knowledge to discuss their wellbeing*

*A full version of the School Improvement Plan/Standards and Quality Report is available from the school office or on the school website : <https://blogs.glowscotland.org.uk/sh/bellsbraeprimary/>*

*Any feedback regarding this summary would be welcome.*