

Bell's Brae Primary School

This is a summary of our
Improvement Plan for 2019-20
&
Standards and Quality Report
June 2019



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



What were our targets last session

Target 1 2018–19

To improve **attainment** in **literacy** and **numeracy**

Target 2 2018–19

To provide high quality **Family Learning** opportunities

PEF plans 2018–19

Further improve **punctuality** for 95% of children, with the highest level of lateness, by Summer 2019.

Enhance the **Health and Wellbeing** of the pupils identified as being "experience poor" through a range of **nurturing** experiences by June 2019.



Good progress has been made in all areas:

Target 1

- Teaching staff have received training in Metacognition and Growth Mindset. Learners are being encouraged to adopt a 'can do' attitude.
- P1 staff continue to implement an Emergent Literacy approach in Primary 1. Other teaching staff have received training in elements of Emergent Literacy and have begun to implement some strategies in their classrooms.
- The Northern Alliance Numeracy Pathway is being used to ensure progression and Numeracy is delivered through a range of different approaches.
- Some staff have received training on Outdoor Learning and some new resources have been purchased to encourage more outdoor learning across different curricular areas.
- Teaching staff attending a cluster event to moderate Feedback and Next Steps. Staff have a good understanding of what constitutes high quality feedback and a shared standard across Bell's Brae School has been drawn up.

Target 2

- Staff have had the opportunity to become familiar with National advice around Family Learning
- Teaching staff have carried out an audit of Family Learning and identified improvements to Family Learning
- Home Learning choice boards have been developed and distributed to families
- A draft Parental Engagement and Parental Involvement Strategy has been produced following consultation with parents, staff and pupils
- A number of classes have promoted Family Learning through homework tasks.

PEF

- A Study Club continues to run two afternoons a week.
- A free daily Breakfast Club up and running.
- A daily Lunchtime Club is available.
- The Living Room is used each day to provide opportunities for identified learners to enhance a range of social skills.
- Identified pupils struggling with aspects of numeracy have received targeted support in small groups.
- Punctuality is monitored and procedures to reduce this are implemented.
- A polycrubb has been erected in the school grounds.
- Identified learners are offered support to get to school on time.

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

Where are we going now?

Target 1 2019–20

To continue to improve **attainment** in **literacy** and **numeracy**

Most or almost all are achieving the desired Curriculum for Excellence Level

Target 2 2019–20

To provide **high quality learning** experiences in **technologies**

All learners are provided with age appropriate activities that equip them with the **skills** to use **technologies safely** and **appropriately** in learning, life and work.

Session 19–20



How will we do it?

We will:

- Utilise the Northern Alliance tracking document to track the progress of learners
- Provide training and roll out SEAL (Stages of Early Arithmetic Learning) and Emergent Literacy.
- Explore approaches to effective learning and teaching in numeracy and literacy.
- Implement and evaluate strategies that facilitate this throughout the whole school environment.
- Develop a shared understanding of what good learning and teaching looks like.
- Encourage more Family Learning in literacy and numeracy.

We will:

- Develop a pathway in technologies which incorporates the National benchmarks and ensures progression through early, first and second levels.
- Identify training and resources implications around the new pathways.
- Identify staff with relevant skills and knowledge to provide staff development in ICT upskilling.
- Audit current hardware and software and source new resources, equipment and funding.
- Engage in professional enquiry to identify good practice through using technology to improve learning and teaching. Implement strategies that are appropriate to our setting.



Where are we going now?

Target 3 2019–20

To expand **high quality** provision in our **ELCC setting**

Learners will benefit from an EY curriculum that is underpinned by a strong shared understanding of the critical role of **play** in how young children learn.

The EY **environment** provides challenge for all learners and encourages **curiosity, creativity** and **independence**.

Plans for Pupil Equity Funding

Lateness figures have improved as recorded in our 'Gap' spreadsheet. Increased attendance at **Breakfast Club**. This indicates that the interventions should continue as they are effective.

35% of our 'identified pupils' continue to have limited opportunities to **participate** in a range of **experiences out with school**



How will we do it?

We will:

- Explore early learning theories and different approaches in Early Years to define what informs our own pedagogy and use this to update our curriculum rationale in relation to the new environment.
- Work closely as a team and with learners, parents and partners to further embed the setting's vision, values and aims to better reflect the new expanded service.
- Reorganise the learning environment, both indoors and outdoors, so that it is 'free flow' and inspires learning every day.

We will:

- Continue to provide opportunities for identified children to access real life experiences on a weekly basis, e.g. visiting beaches, using public transport, etc. Ensuring literacy and numeracy learning through this curriculum.
- Provide a Lunchtime club daily.
- Provide a Study club twice a week.
- Provide a daily Breakfast Club
- Continue to provide a nurture classroom.
- Support identified learners get to school on time.



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:

- *Further improve attainment in literacy for all learners.*
- *Further improve attainment in numeracy for all learners.*
- *Continue to provide targeted interventions for those children at risk of underachieving in order to close the attainment gap.*
- *Enhance the life skills of identified learners by providing a range of experiences in and out with school.*
- *Improve the digital literacy skills of our learners and staff*
- *Provide learners with high quality age appropriate activities which equip them with the skills to use technology safely and appropriately in learning, life and work.*
- *Provide an Early Years environment that challenges learners and encourages curiosity, independence and creativity through their play.*
- *Support the roll out of the expansion of Early Learning and Childcare entitlement by providing our youngest learners with 1140 hours in a newly refurbished environment which allows free flow play and easy access to outdoor learning.*

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.

Always striving to reach our vision:

"Bell's Brae is a community where everyone achieves and gains happy memories."