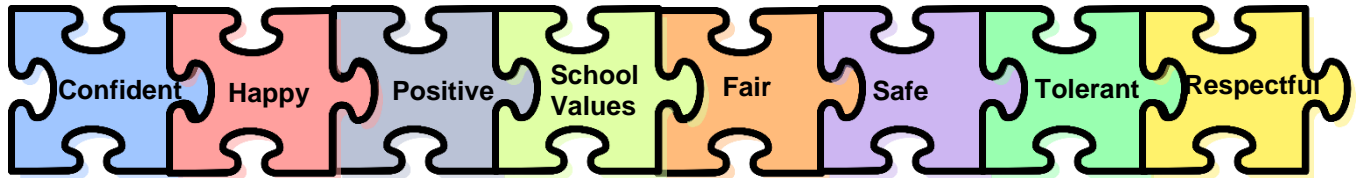


## Standards and Quality Report 2017-18



**School Name: Braehead Primary**

### **Braehead Primary School Vision**

**In Braehead Primary we encourage a happy, safe, caring environment where everyone is motivated and challenged to meet their full potential for lifelong learning.**

**Braehead Primary School  
Small School, Big Ambition**

## Context of the school:

Braehead Primary School is a small school in a very rural area of Clydesdale in South Lanarkshire. The current roll is 47 pupils over 2 classes with provision for 3 classes most mornings. In the local area there is a mixture of privately-owned housing, social housing and farms as well as a village hall. There is limited public transport available for the village of Braehead. The new school building was opened in 2009 and provides a bright, modern environment in which our children can learn and thrive.

Our vision for Braehead Primary is to encourage a happy, safe, caring environment where everyone is motivated and challenged to meet their full potential for lifelong learning. Our school values are confident, fair, happy, positive, respectful, safe and tolerant and we aim to promote these throughout our school community and the curriculum. This year, in consultation with all stakeholders we chose a motto for Braehead, we wanted this to be representative of the whole school community and reflect our aspirations for all the children in the school. Our new motto is Small School, Big Ambition.

Staffing in Braehead has undergone significant changes this session. A new Head Teacher was appointed in August and we welcomed a newly qualified teacher in the staff who taught, for the most part, Primary 1-4. During the session an Acting Principal Teacher was put in place to cover a maternity leave. Moving forward to August staffing will become more permanent with almost all staff being permanent to the school.

As well as the three P1 pupils who started with us last August we have welcomed an additional three new pupils during the session taking our roll at the end of this session to 47 children.

We have a very active and engaged Parent Council who play an integral role in school life. All of our parents support the school in many ways including fundraising and attendance at school events. As well as the Parent Council we have 2 sub-committees; School Improvement Team and the Playground Improvement Team. Both groups have been instrumental in some important changes throughout the session and play an active role in whole school improvement.

We are part of the Lanark Learning Community and have developed strong links with local schools, mostly with Carmichael Primary which shares our Head Teacher. We actively participate in moderation activities within Lanark Learning Community and share good practice with colleagues based on our Learning Community Improvement Plan. We work very well with local nurseries and secondary schools to ensure that smooth transitions are planned for.

## Review of SIP progress session 2017-2018

Priority 1: Raise attainment in Literacy with a focus on spelling and reading.

### National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

### National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QI: 2.3 Learning, teaching and assessment, 3.2 Raising attainment and achievement

### Progress and Impact:

Attainment in literacy has risen in all 3 areas for most children. Where attainment across the cohort has fallen there is a justification for this e.g. EAL, new pupils enrolled. In such cases appropriate interventions are in place to support these pupils and these interventions are having a positive impact on individual progress.

Interventions such as 5 Minute Box and Catch Up Literacy show very positive results with all pupils having made progress and the majority having made significant progress in reading and comprehension.

Clear pathways for spelling and reading are now in place to guide staff on appropriate next steps to support and challenge as necessary.

Some staff have attended Active Literacy training and this has been rolled out to all teaching staff. The school's newly established literacy coordinator continues to work on adapting this to make it suitable for our setting.

A Breakfast Readers' Club has been set up to promote reading for pleasure and to raise awareness on the importance of reading and ways in which to develop comprehension of texts. All children surveyed reported that they enjoyed the club and 75% of those surveyed stated that they enjoyed reading for pleasure as a direct result of the club. Less than half those parents surveyed felt their child read more as a result of the club as many stated they had established routines for reading in place. The majority of parents surveyed felt the information session in October was worthwhile and most claimed the reading rings issued were useful in helping develop comprehension.

A successful Scottish Book Trust bid allowed all pupils in P5-7 to engage with parents in a creative writing project, The Generation Gap. This was very successful in sharing stories across the generations and considering what makes a good story before the creation of short stories which the children are having published in order to celebrate and share with the residents of Braehead Lunch Club. This activity has increased levels of engagement between parents and pupils and encouraged greater involvement with the Braehead community.

All staff report increased confidence in using the literacy benchmarks for assessment purposes. These have been used widely this session by all teaching staff and across the learning community in our moderation work. There have been many opportunities to moderate within Braehead, with Carmichael and across the learning community regarding writing which results in more robust professional judgements by staff.

All teachers are confident in making accurate professional judgements. Our NQT will continue to gain further confidence in this area as her experience develops.

All staff regularly discuss pupil attainment at Pupil Progress Meetings and regular collegiate discussions ensure early intervention where required. Stage 1 intervention has been adapted to capture what is being adapted to support and challenge learners and opportunities to discuss this with the ASN co-ordinator are in place throughout the session as part of the quality improvement calendar.

The Head Teacher and School Support Assistant regularly review the progress of those children receiving additional support following both formative and summative assessment. This is modified as required throughout the session to ensure maximum impact for all children requiring additional support and challenge.

### **Next Steps:**

We now wish to further develop what we have started in Active Literacy, applying the principles of this in our multi-composite setting to ensure appropriate support and challenge for all children. We want to include pedagogy around Talk for Writing within our Active Literacy framework to enhance learning and teaching of writing across the school.

Our focus will continue to be sharp around raising attainment across all aspects of literacy and to ensure our targeted groups are identified through data and other sources.

We will continue to develop sharing good practice across both Braehead and Carmichael and the wider learning community. Our moderation and sharing of good practice will include working closely with Chapelton Primary School, our comparative school as identified through the benchmarking tool.

Priority 2: Develop new approaches to promoting emotional health with a focus on growth mindset.

**National Improvement Framework Key Priorities**

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

**National Improvement Framework Key Drivers**

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

**HGIOS 4 QI:3.1 Ensuring wellbeing, equality and inclusion**

**Progress and Impact:**

Most staff have an increased awareness of Adverse Childhood Experiences and how we can support children affected by these experiences in school. All staff have been involved in training from our link psychologist on attachment disorder and possible strategies to support children with attachment disorder.

All staff have been up-skilled in mindset theory and have used this theory to help pupils develop a growth mindset across the session. Most pupils are now using growth mindset language when discussing their learning with peers and staff and show an increased willingness to keep trying and accept feedback to improve.

Most parents attended the parental workshop held in March by Teach Mindset Ltd and were very positive about the content and delivery of this and how this can help them at home.

All staff consistently use language of growth mindset with pupils and this has been reinforced in assembly focus to further encourage a growth mindset amongst pupils.

Almost all pupils identified early this session as requiring support with mental, social and emotional wellbeing have developed their resilience, found strategies to help them with anxiety and have identified themselves as more confident and able to manage feelings, emotional and overall improved wellbeing.

Display in school is used as a reminder of growth/fixed mindset language which almost all staff report has been useful for helping pupils accept feedback and instead of feeling this is a negative they look to it as a learning experience helping them become more willing to accept that feedback and in turn improve.

**Next Steps:**

While growth mindset does not feature on next session's improvement plan the school will continue to focus on this monthly, in line with the wellbeing indicators at whole school, through assemblies, and class level. There will be a monthly focus, known as our monthly mantra and this will be worked on throughout the month, building on pupils skills and improving attainment.

## Priority 3: Develop skills for learning, life and work

### National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

### National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

## HGIOS 4 QI: 2.2 The Curriculum, 2.3 Learning, teaching and assessment, 3.3 Creativity and employability

### Progress and Impact:

All staff report an increased understanding of skills for learning, life and work and how the curriculum fits with this. Making skills explicit has become the focus for us across all stages and has been enhanced by the use of class displays in all classes across the school with skills language appropriate for early, first and second levels.

Almost all children surveyed felt the skills for learning and work displays helped them understand what the different skills are about and claimed they found them helpful in identifying their own skillset and also in helping them set targets for themselves. All pupils surveyed enjoyed World of Work, especially the visits from parents. Almost all felt the visits helped them consider the job they may wish to do in the future.

Most children are developing confidence in identifying skills in relation to their learning, they can match the display cards to their learning intentions and success criteria and understanding if these skills are for learning, life or work.

New homework diaries have allowed some children to share more with their parents on their learning for that day and whether this has developed skills for learning, life or work.

### Next Steps:

Increase formal business partners building towards a Careers Convention next session.

Continue to make skills explicit throughout learning and teaching in all curricular areas.

Provide further scope for involving parents in learning through master classes, pupil leadership teams etc.

## Priority 4: Self-evaluation at all levels

### National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

### National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

## HGIOS 4 QI: 1.1 Self evaluation for self-improvement, 2.3 Learning, teaching and assessment

### Progress and Impact:

The majority of children are familiar with a variety of AifL strategies. Almost all children in P5-7 can use learning intentions, success criteria, peer and self-assessment as well as feedback successfully to help them improve. Further experience of this is required in stages P1-4 although there has been good progress made this session. Children require greater experience in applying feedback to help set individual and group targets. Our VSE in November highlighted that pupils welcomed feedback from staff and saw this as part of their learner journey. Furthermore it stated that children can talk confidently in focus groups and knew their strengths while being able to identify aspects of their learning which required further improvement. All staff regularly reflect on their teaching, learning and assessment together as a staff and with staff from Carmichael Primary for moderation purposes.

Further opportunities for peer visits within and across the establishments would be beneficial to further share good practice. All staff are very familiar with HGIOS 4 and SLC toolkit for self-evaluation. A SES paper has been prepared by all staff in preparation for our inspection earlier this session which has informed future improvements.

Some parents responded to the SWOT analysis. Results gave a starting point for our newly established School Improvement Team in November and a focus for discussion under school improvement at Parent Council Meetings.

The school opted to participate in VSE earlier this session. The area of focus was Q.I. 2.3 Theme 1 – learning and engagement. Areas for continued improvement were highlighted and worked on throughout the remainder of the session.

A team of HMIE visited the school in January 2018 for a full inspection of Braehead. Our strengths and areas for development were highlighted and further advice on improvement was highlighted in the summarised inspection findings. The school were very happy with the outcomes and evaluative grades of four Goods.

### **Next Steps:**

Participate in the Improving Pedagogy Tapestry Programme to further embed AifL throughout the school. Fully implement the self-evaluation for self-improvement calendar for session 2018-2019. Continue to self-evaluate with all stakeholders to build an accurate, current picture of the school.

Involve pupils in more formal self-evaluation through the introduction of a School Improvement Team for pupils looking at How good is OUR school?

Continue to build on the action plan identified as a result of our HMIE inspection in January.



## The National Context for Education

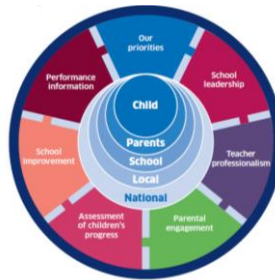
The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government's vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Lanarkshire Council is fully committed to delivering these ambitious aims.

The key priorities of the National Improvement Framework are:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

Key drivers of improvement have also been identified, these are:

- School leadership.
- Teacher professionalism.
- Parental engagement.
- Assessment of children's progress.
- School improvement.
- Performance information.



South Lanarkshire Council's overall vision is to "improve the quality of life of everyone in South Lanarkshire Council."

Education Resources' key purpose is to:

"Raise achievement and attainment, inspire learners, transform learning and work in partnership to strengthen our communities"

The priorities relating to this are:

- Deliver high-quality early learning and childcare to give our children the best educational start
- Raise standards in literacy, numeracy and close the poverty-related attainment gap.
- Improve health and wellbeing to enable children and families to flourish.
- Support children and young people to develop their skills for learning, life and work.
- Ensure inclusion and equality are at the heart of what we do.

Our school is committed to taking these priorities forward and developing each driver through our annual School Improvement Plan (SIP.)

### Assessment of children's progress throughout the Broad General Education (to end of S3)

As one of the drivers, our school, alongside all schools in Scotland, has been required to report on Curriculum for Excellence levels for literacy and numeracy achieved by all children at the end of stages P1,

P4, P7 and S3. This data is submitted to South Lanarkshire Council in June each year and collected subsequently by the Scottish Government. This data is based on teacher judgement, informed by a wide range of assessment evidence including standardised testing where appropriate. As from session 2016/17 all schools in Scotland will be required to participate in the new Scotland National Standardised Assessment (SNSA) project. This will further help inform teacher judgement of levels.

The following table shows benchmarks for children achieving Curriculum for Excellence Levels.

<b>Level</b>	<b>Stage covering 3 years approx.</b>
<b>Early</b>	The pre-school years and P1, or later for some.
<b>First</b>	To the end of P4, but earlier or later for some.
<b>Second</b>	To the end of P7, but earlier or later for some.
<b>Third and Fourth</b>	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
<b>Senior phase</b>	S4 to S6, and college or other means of study.

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and abilities. Many children not attaining National Levels will have an Additional Support Plan (ASP) and may be making good progress but against different milestones e.g. individual targets. Learning progress is not about how fast children move through the levels but about 'how much' and 'how well' children learn, having depth and breadth of experiences at each level.

Assessment of these levels is based on a wide variety of evidence and ways of measuring progress such as assessment of projects, general class work, observations and peer assessment. Where possible, children and young people are encouraged to be directly involved in the assessment process.

Schools and teachers work with others to set shared standards for assessing progress. These standards are based on National "benchmarks" for each area of the curriculum. This process is called moderation and it ensures that schools have similar expectations.

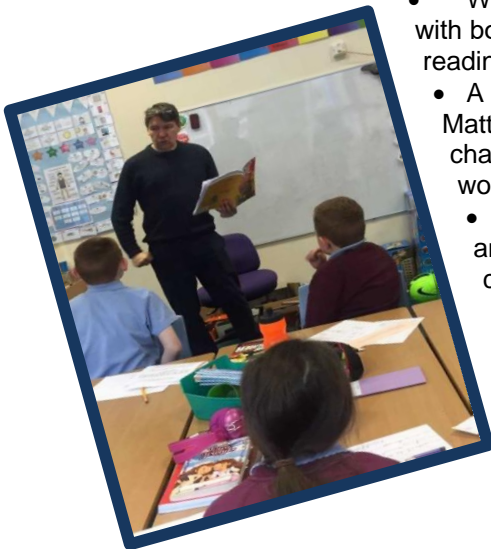
## Achieving Excellence: Overall Progress towards National Improvement Framework Priorities Session 2017-18

### Literacy:

Progress	satisfactory	good	very good	excellent
		✓		

### Strengths

- Across the school most children are making good progress in reading, writing, listening and talking with increased attainment for most aspects of literacy.
- A recent HMIE inspection (January 2018) stated that in all classes children speak confidently with their peers and adults and listen well for instructions and information and are developing in their ability to offer opinions and views.
- In the middle and upper stages of the school children are developing their skills in talking to an audience and taking on leadership roles.
- Across all stages children enjoy reading and can talk confidently about what they are reading and the kind of books they enjoy. This session there has been an increased focus on reading for pleasure which has developed a greater love for reading for the majority of children.
- Across the school children write for a variety of purposes across the curriculum. Children are able to transfer their taught writing to daily writing across the curriculum.
- Our Breakfast Readers' Club for P1-4 was well attended and those surveyed indicated that almost all children and parents enjoyed the experiences of reading together. Some claimed the club had led to increased reading sessions at home.
- Parent information sessions around reading were well attended with the majority of those parents surveyed stating they were worthwhile and informative.
- Working in partnership with parents in literacy has been increased this session with both the Breakfast Readers' Club for P1-4 and the Generation Gap project on reading and creative writing for P5-7.
- A successful bid to Scottish Book trust allowed the P5-7 to secure funding for Matthew Fitt to visit the school to discuss what makes a good story, plot, character – this led to pupil/parent reading and writing workshops and children's work being published into a book of short stories.
  - All staff have been trained in Active Literacy strategies and the ideas and strategies this promotes are being adapted to fit our multi-composite context.
  - Catch Up Literacy and 5 minute box have been very successful interventions. Almost all children on Catch Up Literacy have made progress in excess of 2 years this session.
  - A new spelling programme for pupils in P4-7 has been set up with increased attainment this session.



### Next steps

- Further develop discussion skills to help children build on and extend the ideas of others.
- Provide further scope for all children to develop their skills in listening and talking through involvement in pupil committees.
- Continue to develop active literacy strategies with a view to further raising attainment for all.
- Look at pedagogy in writing and implement approaches to raise attainment in this area – in particular at early and first levels.
- Continue to monitor attainment across all areas of literacy.

## Numeracy:

Progress	satisfactory	good	very good	excellent
		✓		

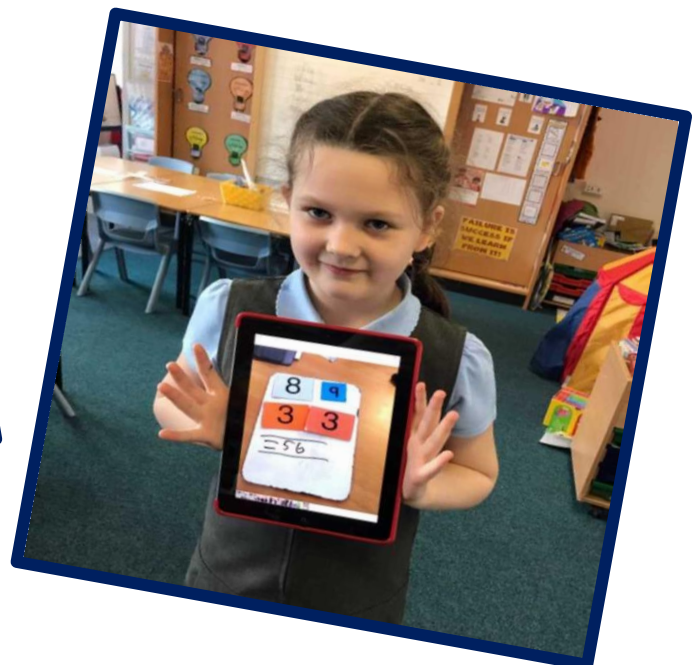
### Strengths

- As stated in our HMIe Inspection report, overall children's attainment in mathematics and numeracy is good.
- Our data and other evidence tells us that attainment has risen at almost all stages over the previous 3 years, the most significant rise has been in the P2 and P4 cohorts where attainment has risen from 80% to 100% and 75 % to 85.7% respectively.
- The 5 Minute Numeracy Box has been successfully implemented this session as an intervention for targeted pupils to improve numeracy skills. This has been successful with almost all children making significant progress since the start of this session.
- Our multi-composite setting has allowed pupils to work across different cohorts depending on the level of challenge and support required. This is reviewed regularly and adaptations are made as required.



### Next steps

- Undertake Catch Up Numeracy training for School Support Assistants to target the small group of pupils not at the expected level of attainment in numeracy.
- Continue to use PEF to increase school support assistant hours to target those pupils not reaching expected levels of attainment in numeracy.





## Health and Wellbeing

Progress	satisfactory	good	very good	excellent
		✓		

### Strengths

- Our recent HMIe inspection stated that relationships across the school were very positive and respectful. All staff show a high degree of care to all children and demonstrate a good understanding of children's wellbeing needs.
- Almost all children responded to HMIe questionnaires saying they felt safe when they were at school and felt they had someone to talk to in school if they were worried or upset.
- A programme of study has been developed for pupils at early, first and second levels to compliment the monthly focus on the wellbeing indicators.
- Growth mindset has been a focus this session and pupils are beginning to use language of growth mindset and the principles around this in their daily life at school.
- Almost all parents attended the Growth Mindset parent information session in March and the feedback suggested they found it both informative and enlightening in terms of finding ways to promote emotional resilience and a 'can do' attitude at home.

### Next steps

- Use the monthly focus to showcase learning at assembly on each of the wellbeing indicators.
- Track and monitor attainment and achievement of HWB to ensure early identification of need.
- Continue to develop growth mindset through a monthly focus known as our Monthly Mantra.



## Employability Skills/Positive Destinations

Progress	satisfactory	good	very good	excellent
		✓		

### Strengths

- All staff have an increased understanding of how skills for learning, life and work can be further linked to learning and teaching.
- New resources to complement learning intentions and success criteria directly link with skills for learning, life and work.
- The majority of pupils have an increased confidence in identifying the skills they are learning and how they refer to learning, life and work.
- Some pupils are able to identify the skills they feel most confident in and are able to relate this to occupations and pathways for future learning.
- Many parents and local businesses spoke to pupils during world of work week which further enhanced pupils' knowledge and understanding of the variety of jobs available in their local community and the skills required to carry out such vocations.



### Next steps

- Further leadership opportunities will be provided under the new structure for our school committees next session as all children will be involved.
- Continue to maximise opportunities for skills discussions to make skills explicit to pupils.
- Increase business partners for the school.
- Work in partnership with parents to roll out masterclasses with pupils.





## Overall quality of our learners' achievements Highlights of session 2017-18

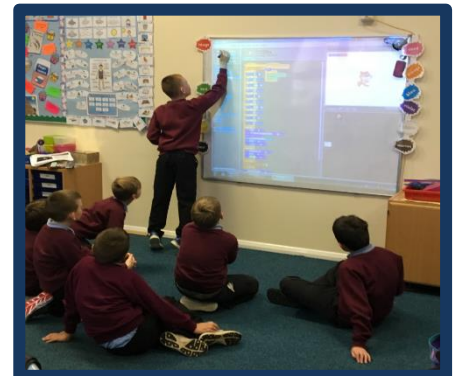
Session 2017-2018 has been a very busy session indeed with many highlights. We welcomed 3 children into our Primary 1 in August taking our role to 44 pupils. This later rose with the addition of 3 new pupils to 47 children.



### Pupil Leadership

Pupil leadership is widely encouraged at Braehead Primary. The session started with the election of House Captains and Vice Captains for our 4 houses; Tinto, The Cobbler, Ben Nevis and Goatfell. The children do a grand job in planning school events and helping their teams gain more points by encouraging them to display our school values.

Creative choices provides an opportunity for pupils in P7 to lead learning with the younger children in the school. Over the course of the session the children have each led 4 different activities ranging from cooking, sports, drama, art, crafts to name a few. These master classes planned, delivered and reviewed by the senior children, enables pupils to showcase their skills and talents while developing leadership skills.



### Levensat

Every year our P5-7 children participate in the Acorn Award competition run by Levensat. This is STEM based competition which the children have to come up with an innovative design and present their ideas and creations to Levensat. We were delighted to win this year along with Auchengray Primary School.

### Lanark Learning Community Competitions



Braehead entered a team of pupils into Lanark Grammar School's Spelling Bee only narrowly missing a place in the final. Later in the year we entered the Rotary Quiz which the majority of schools in Lanark Learning Community participate in. This event took place in April in Robert Owen Memorial Primary School. Once again the team did a grand job!



### **Outdoor Learning**

Our local area provides the perfect stimulus for Outdoor Learning. Our P5-7 class use the woodlands in Braehead Moss to develop pupil skills in working collaboratively, assessing risk, creating and building as well as to enhance learning in teaching across the curricular areas. It has been wonderful seeing the children's skills and confidence increase in this context. While working on skills towards achievement of John Muir Awards the children have been using the outdoor environment to enhance learning from the class and apply this to new and unfamiliar contexts. We look forward to accessing this more often next session and introducing this learning environment to the P1-4 children as we will be able to access the moss from the playground.



### **After School Clubs**

Due to the rural location of Braehead we have tried to provide a wide range of after school clubs. This session we have successfully held Judo, P1-4 Fitness, Rugby, Football and Netball after school clubs. These clubs are well attended and run by our active parent council who work hard to seek funding for such activities.

### **Whole School Celebrations**

Braehead Primary pupils love all things music so we were keen to take part in Rookie Rockstars in November. The team from Rookie Rockstars arrived at the beginning of the week and over the course of 4 afternoons taught the children some original songs with messages around citizenship, bullying, never giving up and more. Alongside these songs the fun challenges kept the children entertained and the showcase to parents was a fabulous event. All the children dressed up in their rock clothes and gave a concert that was quite different to anything ever done at Braehead. Parents and friends were invited to participate in challenges which was highly entertaining for everyone there.

Our whole school nativity performance of 'It's Chriiistmas!' ended off the term in style. Pupils acted out a chart show style retelling of the Christmas Story. The songs were catchy with traditional pop Christmas tunes being used with adapted lyrics and it was great to see a full house of family and friends to support the children.

Our Burns' Supper in early February allowed our pupils to showcase what they had been learning in school – there were songs, dance, poetry, an unforgettable 'Address to a Haggis' and live bagpipes provided by a pupil from Lanark Grammar School made the afternoon quite spectacular. The children had written to local businesses Border Biscuits and Tunnocks who provided some biscuits to help with catering. It was a wonderful atmosphere and another great event for the community. Everyone enjoyed a helping of haggis, tatties and neeps before heading home. Parents were keen to express how much they had enjoyed the event and we look forward to building on this success next session.

Our summer celebration entitled 'Braehead Does Broadway' involved the whole school performing songs which depicted the uniqueness of Braehead Primary. Along with the pupil awards ceremony and farewell to our Primary 7 children this was an afternoon filled with special memories.



## Parental Engagement

To promote reading for pleasure, in a bid to raise attainment in literacy with a focus on reading, we started our Breakfast Readers' Club back in October which ran monthly until Spring Break. Thanks to the support of our PEF we were able to purchase a range of new reading material to encourage some of our reluctant readers. Parents were invited to join P1-3 children and a comfortable area was set up in the school for pupils and parents to eat together and enjoy stories. This was well attended and proved very positive with pupils and parents alike.

I liked eating breakfast with mummy. I liked reading with mummy on the cushions. I liked it when mummy read the stories to me.

Jodie P1

I liked my mummy reading to me.

Isla P2

It was nice because I got to spend time with my mum.

Kye P3



Guidance and resources were provided at the club for parents on the importance and benefits of reading for pleasure and a visit from Albany Book Club director, Mary Hughes provided further information on the progression of reading from early picture books and beyond. This was also a real live opportunity for parents to see the reading rings in use with children.

Growth Mindset featured on our school improvement plan under the national priority to improve children's health and wellbeing. As well as the work going on in school to help build resilience in children we consistently set high expectations, provide quality feedback and help learners identify their next steps in learning. Staff, pupils and parents have been working with John Paul Fitzpatrick of Teachmindset Ltd looking at the psychology behind growth mindset, how the brain makes connections and indeed learns from mistakes and in general exploring ways in which we can all improve simply by changing the language and in turn, our mindsets and self-belief. Our information session was enjoyed by those parents who attended and the work undertaken by staff continues to impact on the children daily.

I'd like to pass on and share my compliments to the 'mindfulness' session on Wednesday to the school. I could totally relate to the entire experience of young people and how we are managing them. Also the 'effort' and young people giving up too easily as they feel making mistakes is a major issue is seen today even in my work environment.

So I would just like to pass on my thank you and admiration for the school for alerting us parents to all of this – it was very well received and delivered.

Well done Braehead for being 'pioneering'

Braehead Parent

## Community Sporting Events



For the first time we took a group of keen dancers to the Clydesdale Dance Festival where they performed their growth mindset piece entitled 'Failure.' It was both creative and innovative and greatly enjoyed by everyone who took part.

The spring and summer terms have provided lots of opportunities for the children to participate in sporting events within Clydesdale. Despite snow foiling plans for the small schools' cross country event the children were happy to be involved in this in May, slightly later than originally planned. We were delighted to take home 14 medals from the event. As well as an individual bronze and individual gold the P6 girls'

boys' teams won an overall silver, the P7 girls' and boys' teams an overall bronze medal making this our most successful cross country to date. The children worked really hard in training for this event and their hard work certainly paid off despite the typical cross country weather!

We took a team of P5-7 children to the cross country championships in Hamilton which was very much an event which showed how supportive, confident and positive our children are. Our values were well and truly in action as the children cheered one another on, ran the races with their friends from the side lines and chanted our motto 'Small School, Big Ambition!' to encourage one another.



The football tournament held at Lanark Racecourse was a 7-a-side event for pupils in P4-7. The sun shone as did the children of Braehead. They worked hard as a team to draw or win all their matches. We look forward to next session when we will have our new sports kits to wear to these events.

The following week our P2/3 participated in a fun skills festival at John Cummings Stadium in Carluke where they learned some new football skills and took part in some fun 5-a-side games.



The annual triathlon proved to be another fun-filled event. Held in Carluke, it featured a swim, cycle and run for all pupils in P5-7. While enjoyable to participate in these events have been worthwhile in allowing our children to get to know other pupils in Lanark Learning Community and to build links, particularly with the pupils from Carmichael Primary School in preparation for going to Lanark Grammar School.

Our Health week in May couldn't have been better in terms of the weather! The week itself was based on a Commonwealth Games theme with everyone in the school belonging to a 'country' of the Commonwealth. The children participated in a variety of sporting events, a whole school sports day held at Forth Sports Centre and enjoyed a visit from a parent who was a Commonwealth medallist for youth boxing.





## **Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community and the impact of these.**

This session has been filled with many events and strategies to promote engagement across the whole school community. Some of the highlights of this session include:

### **Daily Mile**

As a key driver of the National Improvement Framework, improving the health and wellbeing of the pupils at Carmichael remained high on our priorities. The Daily Mile was introduced in August to all children from P1-7 and all staff. Every afternoon the children take part in 15 minutes of activity around the school grounds to allow the children to participate in increased activity and exercise, help with focus and attention to tasks on return to class and in general improve wellbeing. Parents stated they were pleased to see this introduced to the school and staff and children enjoy the sessions.

### **Reading**

As a key area for improvement in our school improvement plan we looked for new, innovative ways to increase parental engagement while promoting reading for pleasure in the school. Pupils from P1-4 took part in a monthly reading club along with parents and siblings. This proved very popular with parents and pupils with almost all parents who attended stating how much they enjoyed the sessions and the benefits their children had gained from attending. Increased reading for pleasure was evident for some children and information sessions for parents provided insight into how to develop comprehension at home, progression from picture books to novels and gave ideas on how to support reluctant readers at home. DEAR time for P4-7 became a daily occurrence with similar results; most children report great enjoyment of this time and those who were reluctant have access to new resources to encourage greater participation and engagement with reading and reading based activities. In March we took part in World Book Day which was a great way to close a term which had been literacy rich.

The children were keen to dress up as their favourite characters and share stories and book based activities



together. A successful funding application to Scottish Book Trust allowed P5-7 to enjoy a visit from author Matthew Fitt who led a workshop on creating stories while also giving a sneak preview of his latest book. Parents across all stages were invited to participate in 'The Generation Gap' reading to writing project which has explored what makes a good story, creating specific genre and

finally creating their own short story to be published and shared with the residents of Braehead Lunch Club. Together these



events have created a buzz about reading around the school which we will continue to foster and develop in the sessions to come.

### **Hallowe'en Disco**

Pupil leadership is important at Braehead and we wanted to allow our House Captains the opportunity to plan and organise as many events across the school as possible. The first major event they were responsible for was our Hallowe'en Disco. From the party planning to the budgeting and purchasing of good they were in full control. The afternoon was a wonderful success which led to the children being responsible for our Christmas Party and Toy Sale.



### **Snap Shot Jotters**

Snap Shot Jotters were introduced throughout the school this session as a means of providing feedback on pupil learning and to show progression throughout the school year. These were well received and provided a platform for pupils to showcase their work and talk to their parents about their learning. Comments from parents reported:

It is always good to see examples of my son's work. He has shown enjoyment in reading and can summarise stories well.

Good to see examples of my daughter's work and the topics they have been covering. Impressed by how neat her work is!

### **Scots' Concert**

The Scots' Concert this year was a full house! We welcomed many families along to our Burns' Supper event where we enjoyed live bagpipes, poetry, song, dance and an infamous recitation of 'To a Haggis' before enjoying a taster of haggis, tatties and neeps. There was a great atmosphere and a real community feel to the event. This will certainly become a regular event on our school calendar.

### **Feedback**

As we look to continually improve our feedback and communication with parents we decided to start a Twitter feed. This is a closed group of parents and staff which is used to share photographs and information about learning in the school. This has proved popular with some parents and allows us an additional platform to provide information about learning for parents to discuss with their children and further enhance should they wish. Feedback from the HMIE inspection questionnaire indicated there was a need to provide parents with regular, relevant information about their child's learning. In response to this we created an information leaflet on ways in which the school currently provides feedback on pupil learning. We have increased opportunities for feedback this session with a positive response from parents.

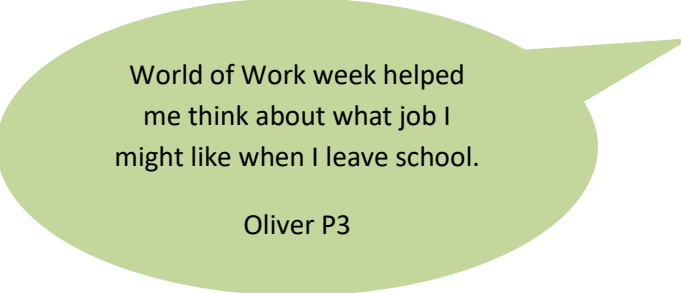
### **Parent Council**

Our parent council are extremely committed to supporting the school to enhance the experiences for all children. This session was no exception. We have been working this year mainly on enhancing the school playground. We started with a short term plan which would have an immediate impact on the children. A small group of parents worked with the children to establish what kind of improvements they would like to see in their playground and worked towards achieving the suggestions. New football goals, a basketball hoop, table top area as well as painting and general tidying of the garden have all been achieved in the short term plan with an Awards for All bid submitted to help work towards the long term improvements. Our goal is to reach £14,000 through fundraising and grants. A success family and friends quiz night, smarties

fundraiser and bag pack together secured almost £1000 – a fabulous effort which really does make a huge difference to pupil participation and engagement during play.

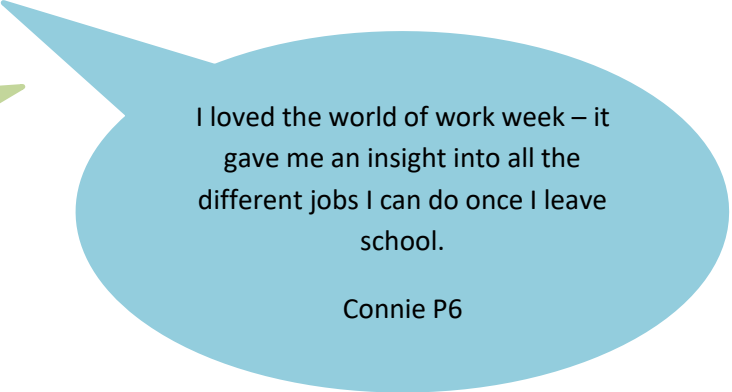
### **World of Work Week**

Developing skills for learning, life and work featured on our improvement plan this session and as we look to ensuring positive destinations for our children we aim to provide them with the best possible start while equipping them with the skills they need to pursue their aspirations. We welcomed visitors to the school from a variety of vocations; police, firefighters, nursing staff, online businesses, Levensat, engineering, banking, farming, butchery and politicians to name a few. The children's feedback on this week was very positive, it was clearly inspiring and hopefully motivated some children by opening up their minds to the wealth of opportunities available to them.



World of Work week helped me think about what job I might like when I leave school.

Oliver P3



I loved the world of work week – it gave me an insight into all the different jobs I can do once I leave school.

Connie P6

### **Small School, Big Ambition!**

Finding a motto which was right for Braehead Primary involved all stakeholders. We wanted something that would capture our vision and values in a way that was memorable for the children and meaningful to the whole school community. Staff, parents and pupils were all asked to select from the wide variety of options the children gave. The clear winner was 'Small School, Big Ambition. We hope this mantra will be the beginning of a lasting legacy for children of Braehead Primary School; it has already proved a popular chant when cheering on our peers in the Clydesdale sporting events!

Quality Indicator	How are we doing?	How do we know?	School Self-Evaluation
<p>1.1 Self-Evaluation for Self-Improvement</p>	<p><b>Theme 1: COLLABORATIVE APPROACHES TO SELF-EVALUATION</b></p> <ul style="list-style-type: none"> <li>• Self-evaluation is an integral part of the school's improvement calendar.</li> <li>• Opportunities for staff, pupils and parents to participate in self-evaluation for continuous school improvement are planned throughout the session.</li> <li>• An initial SWOT analysis of the school identified areas of strength and areas for improvement. These have been part of our ongoing work this session.</li> </ul> <p><b>Theme 2: ANALYSIS AND EVALUATION OF INTELLIGENCE AND DATA</b></p> <ul style="list-style-type: none"> <li>• Within the school and wider learning community all staff regularly engage in moderation activity where agreed standards and expectations have been reached.</li> <li>• Attainment data, formative assessment and staff professional judgements inform interventions undertaken to ensure greatest impact on all learners.</li> <li>• Pupil progress meetings provided opportunities for staff to discuss attainment, interventions, target pupils and ensure attainment and achievement of all remains a priority.</li> <li>• An electronic tracking and monitoring system has been established this session which provides valid, current information</li> </ul>	<p><b>Theme 1: COLLABORATIVE APPROACHES TO SELF-EVALUATION</b></p> <ul style="list-style-type: none"> <li>• A newly devised school improvement calendar ensures continuous self-evaluation to ensure the highest quality learning and teaching.</li> <li>• Staff regularly engage with HGIOS 4 to ensure our self-evaluation is current.</li> <li>• A School Improvement Team has been established for parents and pupils which provides a platform to discuss improvements required particularly those arising from the HMle questionnaires.</li> </ul> <p><b>Theme 2: ANALYSIS AND EVALUATION OF INTELLIGENCE AND DATA</b></p> <ul style="list-style-type: none"> <li>• Within the school and across the wider learning community there is a strong ethos of sharing practice and peer support.</li> <li>• Pupil progress meetings provide the platform for discussions around attainment, support and challenge. All staff are committed to ensuring this has the interests of the pupils at heart.</li> <li>• All staff are now writing evaluative statements for literacy and numeracy at the end of each planning block; these outline progress made, by how many, how much and a clear direction for moving forward.</li> </ul>	<p>Good</p>

	<p>on attainment in literacy and numeracy of all learners.</p> <p><b>Theme 3: ENSURING IMPACT ON LEARNERS' SUCCESSES AND ACHIEVEMENTS</b></p> <ul style="list-style-type: none"> <li>• Our quality improvement calendar outlines a rigorous approach to self-evaluation at all levels. This is adhered to and continually informs future practice.</li> </ul>	<p><b>Theme 3: ENSURING IMPACT ON LEARNERS' SUCCESSES AND ACHIEVEMENTS</b></p> <ul style="list-style-type: none"> <li>• A range of assessment techniques are used to measure children's progress across the curriculum.</li> <li>• Children are beginning to engage in reviewing their learning, further work on this is required.</li> </ul>	
<p>1.3 Leadership of Change</p>	<p><b>Theme 1 – DEVELOPING A SHARED VISION, VALUES AND AIMS RELEVANT TO THE SCHOOL AND ITS COMMUNITY</b></p> <ul style="list-style-type: none"> <li>• A vision statement and values were established last session in consultation with all stakeholders.</li> <li>• All staff and most children are aware of the values and reference is made to them regularly in the life of the school and visible on school displays and correspondence. Further work on living these values is ongoing.</li> <li>• Weekly assemblies allow us to focus on bringing the values of the school to life. This has been made more visual through the 4 contexts for learning display.</li> <li>• Our parent council is very active and supportive. A subgroup has been formed from the parent council and now meet with the HT as a School Improvement Team termly.</li> <li>• All staff are committed to achieving the highest possible standards based on their clear understanding of the social, economic and cultural context of our children and families in</li> </ul>	<p><b>Theme 1– DEVELOPING A SHARED VISION, VALUES AND AIMS RELEVANT TO THE SCHOOL AND ITS COMMUNITY</b></p> <ul style="list-style-type: none"> <li>• Most pupils are aware of the school values and what these mean for them as Braehead pupils. Almost all pupils behave in a positive, respectful way.</li> <li>• Parents report the school has a happy, safe, welcoming environment. Pupils reported at a recent VSE that the best thing about Braehead Primary was how supportive and caring people were to one another.</li> <li>• All teachers regularly reflect against the standards in an ongoing manner, and strive at all times to meet the needs of all learners.</li> <li>• Planned pupil progress meetings with staff have allowed for early identification of any concerns.</li> <li>• Appropriate interventions are implemented to ensure the best possible outcomes for our learners.</li> <li>• Staff members take an active role in leading improvement across curricular areas. Pupils</li> </ul>	<p>Good</p>



	<p>the school community. This has also helped shape our curriculum rationale.</p> <p><b>Theme 2 – STRATEGIC PLANNING FOR CONTINUOUS IMPROVEMENT</b></p> <ul style="list-style-type: none"> <li>• School Improvement priorities are shared with the parent council and parent forum annually. A School Improvement Team has been established this session to evaluate practice and set future priorities.</li> <li>• Regular updates on school improvement appear in the weekly newsletter.</li> <li>• The pace of change is managed to ensure time</li> </ul>	<p>lead master classes in the form of Creative Choices and are actively involved in pupil committees across the school e.g. Pupil Council, ECO and JRSO, Making Rights Real. This has led to an increased understanding of leadership roles within the school and what makes a good leader. This has also developed pupils' confidence.</p> <ul style="list-style-type: none"> <li>• A SWOT analysis identified a number of opportunities and areas for improvement. A School Improvement Team involving parents and staff has been established to look at those areas which will directly impact on attainment and achievement.</li> <li>• Staff actively participate in teacher leadership modules which increases their knowledge and understanding of leadership styles and leading change in a primary school.</li> <li>• Our curriculum rationale is beginning to reflect our school community, however further work is required on this.</li> </ul> <p><b>Theme 2 – STRATEGIC PLANNING FOR CONTINUOUS IMPROVEMENT</b></p> <ul style="list-style-type: none"> <li>• Regular engagement with self-evaluation informs future change. This guarantees staff have a shared understanding and ownership of the priorities needed to take the school forward and build the school improvement plan.</li> <li>• Staff report greater confidence in writing effective evaluations. This has allowed them to identify next steps for learners and be more reflective in their practice.</li> </ul>	
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	<p>to embed and evaluate impact.</p> <ul style="list-style-type: none"> <li>• The school calendar allows time for self-evaluation with all stakeholders.</li> <li>• All teaching staff have taken part in CLPL to support writing evaluative statements to aid the planning and identification of next steps for learners.</li> <li>• All teaching staff engage with HGIOS 4 regularly to facilitate self-evaluation and identify areas for improvement.</li> </ul> <p><b>Theme 3 IMPLEMENTING IMPROVEMENT AND CHANGE</b></p> <ul style="list-style-type: none"> <li>• All teaching staff work collaboratively on self-evaluation, reflecting on the SIP priorities and progress within these.</li> <li>• All staff are committed to professional development which impacts directly on learning and teaching.</li> <li>• All staff frequently engage in professional discussions around learning and teaching and are keen to lead and support their colleagues in areas where they feel they have strengths.</li> <li>• All staff have leadership roles across all areas of the curriculum as well as the wider life and ethos of the school.</li> </ul>	<p><b>Theme 3 IMPLEMENTING IMPROVEMENT AND CHANGE</b></p> <ul style="list-style-type: none"> <li>• All staff have a sound awareness of the National Improvement Framework and how this links with our SIP.</li> <li>• The priorities within our SIP are based on self-evaluation and data.</li> <li>• Forward planning is currently under review, in line with tackling bureaucracy. This has led to an increased focus on skills development and assessment.</li> <li>• All staff engage in professional dialogue, professional learning and share knowledge, experience and resources. PRDs reflect personal and school targets and are linked to GTCS Standards to ensure maximum impact on learners.</li> </ul>	
<p><b>2.3</b> Learning, teaching and assessment</p>	<p><b>Theme 1 LEARNING AND ENGAGEMENT</b></p> <p>Almost all children actively participate in their learning and show high levels of engagement.</p> <ul style="list-style-type: none"> <li>• The majority of children demonstrate a level of resilience when faced with challenge or constructive feedback.</li> <li>• All staff plan differentiated learning experiences which are</li> </ul>	<p><b>Theme 1 LEARNING AND ENGAGEMENT</b></p> <ul style="list-style-type: none"> <li>• Classroom observations and participation in professional dialogue evidence good quality learning and teaching with appropriate pace, challenge and differentiation for almost all learners. This was further commented upon at our recent VSE (November 2017).</li> <li>• Pupils are at the early stages of using language</li> </ul>	<p>Good</p>

	<p>appropriate for almost all children.</p> <ul style="list-style-type: none"> <li>• Through staff evaluation we recognise there are some opportunities for personalisation and choice across the curriculum.</li> <li>• P7 pupils choose, plan and lead a block of sessions around a 'Creative Choice' for the whole school to select and participate in.</li> <li>• Formative assessment is used by all staff to inform pupils of next steps in learning and to promote independence.</li> <li>• Almost all children are making good progress over time and are confident and responsible citizens.</li> </ul> <p><b>Theme 2 QUALITY OF TEACHING</b></p> <ul style="list-style-type: none"> <li>• Learning intentions and success criteria are always shared either orally or in writing with the children to help them understand what success looks like and how they too can be successful.</li> <li>• Feedback is provided in line with the success criteria to help learners</li> </ul>	<p>to encourage and develop a growth mindset which in turn is helping build resilience in most pupils.</p> <ul style="list-style-type: none"> <li>• Almost all children receive appropriately challenging and enjoyable learning experiences, and these are increasing opportunities for learners to exercise their own choice within some curricular areas.</li> <li>• Planning to meet the needs and abilities of all learners is evident through classroom observations, forward planning and daily planning.</li> <li>• Parental feedback within our SWOT analysis reported the advantages of a multi-composite setting for pupils and opportunities for differentiation. Parents commented:        "Differentiated levels on offer particularly in Maths and Literacy"        "Multi-composite classes can encourage and stretch learners."</li> <li>• Plenary sessions, feedback both orally and in jotters help children identify next steps and promote independent learning.</li> <li>• Tracking and monitoring of literacy and numeracy shows consistent progress over time.</li> </ul> <p><b>Theme 2 QUALITY OF TEACHING</b></p> <ul style="list-style-type: none"> <li>• Learners are able to articulate what they need to do to improve. The impact of this can be seen in their ability to reflect on themselves as learners and in their resilience.</li> <li>• Classroom observations show effective use of digital technology to</li> </ul>	
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	<p>understand how they can improve. All staff use feedback to alert learners of next steps.</p> <ul style="list-style-type: none"> <li>• Questioning is used effectively to support and challenge most pupils. All staff are using questioning to enable higher order thinking skills.</li> <li>• The use of digital technology to support learning is an area of strength at all stages.</li> </ul> <p><b>Theme 3 EFFECTIVE USE OF ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>• Moderation activities between Braehead and Carmichael Primary and within Lanark Learning Community have allowed staff to fully engage in professional dialogue around standards and expectations in writing and holistic assessments of literacy.</li> <li>• Almost all staff are confident in using assessment information/data to support learners' next steps in learning and ensure appropriate learning needs are being met.</li> <li>• Learners are keen to discuss their learning and can do so at a high level.</li> <li>• A pathway for assessment has been created for Braehead based on a clear rationale, identifying what and when will be assessed to allow for continuous progression and on early identification of needs.</li> </ul> <p><b>Theme 4 PLANNING, TRACKING &amp; MONITORING</b></p> <ul style="list-style-type: none"> <li>• Pupil progress meetings are held with all teaching staff at regular points in</li> </ul>	<p>enhance and motivate learners throughout the school.</p> <ul style="list-style-type: none"> <li>• Pupils from P4-7 are skilled in working collaboratively to complete tasks.</li> <li>• Through classroom observations, jotter monitoring and learner conversations, pupils are clear on their areas of strength and areas they are working to improve on.</li> </ul> <p><b>Theme 3 EFFECTIVE USE OF ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>• Moderation activities across both schools and within the Lanark Learning Community are building staff confidence in progression within and achievement of a level. This leads to clearer next steps for learners and is resulting in more accurate teacher judgements.</li> <li>• Peer and self-assessment is evident across the school. This is helping learners become more aware of areas of strength/areas to work on.</li> <li>• Opportunities for assessment are planned at identified points throughout the session and data is gathered for analysis to ensure learning and teaching is matched to learners' needs.</li> </ul> <p><b>Theme 4 PLANNING, TRACKING &amp; MONITORING</b></p> <ul style="list-style-type: none"> <li>• Using the SLC tracking system, informed by other data including SIMD, FME</li> </ul>	
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	<p>the session to help review and evaluate progress of all learners.</p> <ul style="list-style-type: none"> <li>• As a result of monitoring and evaluating learners' progress we have clearer information on attainment within literacy and numeracy.</li> <li>• A tracking system is in place which informs us of personal data, attainment, participation, engagement in learning and wider achievements.</li> <li>• Support is in place for pupils and is based on the professional judgement of staff and intelligence from formative and summative assessment.</li> </ul>	<p>and ASN information, staff identify the most vulnerable pupils in their class and provide appropriate support and strategies to increase attainment and achievement.</p> <ul style="list-style-type: none"> <li>• Tracking and monitoring allows us to track attainment of individual pupils over time and intervene as early as possible where required and secure improved outcomes for all learners.</li> </ul>	
<p><b>3.1</b> Ensuring wellbeing, equity and inclusion</p>	<p><b>Theme 1 WELLBEING</b></p> <ul style="list-style-type: none"> <li>• Almost all pupils in the school demonstrate positive behavior and are happy in school.</li> <li>• Learners are developing knowledge and vocabulary associated with children's rights and how these relate to the wellbeing indicators.</li> <li>• Parental feedback states the school is a strong part of the community. The school are actively looking for ways to become more involved with local groups.</li> <li>• Planning for individual needs is recognised and adhered to in Braehead. Plans are shared with pupils and their views as well as their parents' views are sought at regular intervals.</li> <li>• Our HWB curriculum consists of a rolling programme to deliver appropriate learning and teaching in discreet subject areas of health eg. SHRE, Road Safety, Healthy Eating etc.</li> <li>• Wellbeing indicators are looked at through a monthly focus with opportunities identified</li> </ul>	<p><b>Theme 1 WELLBEING</b></p> <ul style="list-style-type: none"> <li>• Parents and pupils report that pupils feel safe in school and pupil/staff relationships are positive.</li> <li>• Growth mindset is encouraged and pupils are becoming more confident and resilient. Feedback on pupil learning also reminds children of the principles of growth mindset.</li> <li>• The majority of pupils demonstrate an understanding of the wellbeing indicators and can use these to evaluate their own wellbeing.</li> <li>• Staff are responsive to any allegations of bullying and will always support positive outcomes.</li> <li>• External agencies are used to support wellbeing and individual families identified within staged intervention.</li> </ul>	<p>Good</p>

	<p>for exploration at early, first and second level.</p> <ul style="list-style-type: none"> <li>• Our local environment is used to support outdoor learning which develops skills for learning, life and work and wellbeing.</li> <li>• The school has a very welcoming, nurturing ethos where all staff are committed to ensuring the wellbeing of all learners.</li> </ul> <p><b>Theme 2 FULFILMENT OF STATUTORY DUTIES</b></p> <ul style="list-style-type: none"> <li>• Staff are aware of key documents. statutory duties, code of conduct, GTCS standards, Child Protection and are committed to the principles of GIRFEC.</li> <li>• Provision for staff to undertake professional learning around statutory requirements is incorporated within the working time agreement.</li> <li>• All staff are committed to best practice which maximises the impact wellbeing can have on attainment and achievement.</li> </ul> <p><b>Theme 3 INCLUSION AND EQUALITY</b></p> <ul style="list-style-type: none"> <li>• Most pupils are supportive and inclusive of their peers. This is evident in the care and compassion they show one another.</li> <li>• Staff are confident in identifying barriers to learning and regularly reflect on strategies to support these.</li> <li>• All teaching staff are aware of data around</li> </ul>	<p><b>Theme 2 FULFILMENT OF STATUTORY DUTIES</b></p> <ul style="list-style-type: none"> <li>• Annual child protection update at the start of each session for all staff provides staff with confidence to act on any concerns.</li> <li>• Pupil Progress meetings are held termly to allow for early identification of pupil needs in line with GIRFEC.</li> <li>• Supports are in place to meet pupil needs: effective planning, ASPs, time with Specialist Support Teacher, interventions, School Support Assistant timetables.</li> <li>• Very clear school procedures and where possible multi-agency support, have ensured care and welfare concerns are addressed as a priority. These are dealt with sensitively and confidentially.</li> </ul> <p><b>Theme 3 INCLUSION AND EQUALITY</b></p> <ul style="list-style-type: none"> <li>• Staff are able to identify most vulnerable learners and discuss how they are adapting learning and teaching to meet needs, ensuring progress for all.</li> <li>• The curriculum offers all learners opportunities to recognise and value diversity and challenge discrimination.</li> </ul>	
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	<p>ASN, SIMD and FME and we use this information, along with our knowledge of each individual learner and their families to ensure inclusion and equity which impacts positively on all.</p> <ul style="list-style-type: none"> <li>• Support for learning is actively reviewed following pupil progress meetings and discussions with school support assistants.</li> <li>• All staff have been trained on ASD Lens and had experience on planning to meet learners' needs.</li> <li>• Diversity is celebrated at Braehead through our 'I am Unique' area of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiation to meet the needs of all learners within a multi-composite class was praised during a recent VSE.</li> <li>• Regular review and evaluation of additional support plans confirm progress and identify next steps to support our most vulnerable pupils.</li> </ul>	
<p>3.2 Raising attainment and achievement</p>	<p><b>Theme 1 ATTAINMENT IN LITERACY AND NUMERACY</b></p> <ul style="list-style-type: none"> <li>• Our CfE levels show attainment in reading, writing and listening and talking is good with most learners achieving at the expected levels and some exceeding this.</li> <li>• Individual pupil progress in spelling has increased over time for 81% of learners.</li> <li>• Interventions to support literacy have had a very positive impact for most pupils involved.</li> <li>• There is a clear focus on raising attainment in literacy within the school improvement plan.</li> <li>• Our CfE levels show attainment in numeracy is good with most learners achieving at an appropriate level and some exceeding this.</li> <li>• Attendance levels for almost all children are very good.</li> </ul> <p><b>Theme 2 ATTAINMENT OVER TIME</b></p> <ul style="list-style-type: none"> <li>• Attainment in literacy and numeracy has demonstrated added value for most learners however due to the small numbers this is not</li> </ul>	<p><b>Theme 1 ATTAINMENT IN LITERACY AND NUMERACY</b></p> <ul style="list-style-type: none"> <li>• Tracking, which reflects assessments and professional judgements, is showing progress over time for most learners in literacy and numeracy.</li> <li>• Catch Up Literacy and 5 Minute Box for Literacy and Numeracy have led to an increase in attainment for most of the targeted group.</li> <li>• Approaches to literacy teaching have been reviewed to allow more active engagement in literacy.</li> <li>• Development of higher order thinking skills and reciprocal reading continues to impact positively on learner motivation, and independence.</li> </ul> <p><b>Theme 2 ATTAINMENT OVER TIME</b></p> <ul style="list-style-type: none"> <li>• Attainment is discussed and reviewed termly with the Head Teacher during Pupil Progress Meetings which results in dialogue and action planning around meeting the needs of all learners.</li> </ul>	<p>Good</p>

	<p>always reflected in overall attainment figures.</p> <ul style="list-style-type: none"> <li>• Staff are engaging with the benchmarks for literacy and numeracy to support planning and making professional judgements on learners' progress, next steps and achievement of a level.</li> <li>• A number of tracking approaches are used by class teachers to monitor progress in literacy and numeracy, these are used to help inform teacher professional judgements.</li> <li>• The school has used a variety of approaches to record tracking and monitoring and we are now using the SLC tracking and monitoring tool to ensure consistency across the local authority.</li> <li>• Assessment data is shared across stages and at transition time from primary/secondary to ensure continued progressive learning.</li> </ul> <p><b>Theme 3 OVERALL QUALITY OF LEARNERS' ACHIEVMENT</b></p> <ul style="list-style-type: none"> <li>• Most learners are confident and successful.</li> <li>• Our learners have opportunities to exercise responsibility and contribute to the life of the school through pupil committees, creative choices and the life of the school.</li> <li>• Achievements within and outwith school are recorded, recognised, and celebrated at our Wider Achievements Assembly and displayed on our achievement wall and folder.</li> </ul> <p><b>Theme 4 EQUITY FOR ALL LEARNERS</b></p> <ul style="list-style-type: none"> <li>• Braehead is a very inclusive, supportive environment.</li> <li>• Support for learners is allocated according to need in order to raise attainment for all.</li> <li>• The attainment gap is carefully analysed to ensure</li> </ul>	<ul style="list-style-type: none"> <li>• Where necessary, interventions are put in place to remove barriers to learning and support learner engagement, achievement and attainment. These interventions are reviewed regularly with the Class Teacher and School Support Assistant to evaluate appropriateness for each learner and to identify next steps.</li> <li>• Learning is matched to needs for almost all pupils which results in relevant learning experiences.</li> <li>• Our tracking tool allows us to look at groups of children within each stage, helps inform decisions on achievement of a level based on assessments and professional judgements and monitor progress over time for individuals and groups.</li> </ul> <p><b>Theme 3 OVERALL QUALITY OF LEARNERS' ACHIEVMENT</b></p> <ul style="list-style-type: none"> <li>• Throughout the school year learners contribute to the life of the school through Pupil Committees, House Captain duties, involvement in community events and Creative Choice Champions which allows them to develop the 4 capacities and their leadership skills.</li> </ul> <p><b>Theme 4 EQUITY FOR ALL LEARNERS</b></p> <ul style="list-style-type: none"> <li>• Pupils feel safe and valued in school, this is reported in their wellbeing self-evaluation, their SWOT analysis of the school and in</li> </ul>	
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	<p>support is allocated where required.</p> <ul style="list-style-type: none"><li>• Opportunities for pupils to develop their skills across the learning community are offered to pupils as appropriate.</li></ul>	<p>the pupil HMle questionnaires.</p> <ul style="list-style-type: none"><li>• Individual learning needs are being met for almost all pupils.</li></ul>	
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**Overall impact of establishment's actions to improve excellence and equity (PEF)**

**Amount allocated: £2,400.00**

How are we doing?	How do we know? (Evidence measures of success)	What are we going to do now?
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<p><b>Intervention Name</b></p> <p>Growth Mindset</p>	<p><b>Description</b></p> <p>Develop new approaches to promoting emotional health with a focus on growth mindset – this was a universal intervention however a targeted group were identified for whom this would be particularly appropriate.</p>
<p><b>Intended Outcomes</b></p> <p>Increased staff awareness of emotional health issues and ways in which pupils can be supported (ACE – NHS publication).</p> <p>All staff will be up-skilled in the theory of Mindset and understand how to translate this into teaching and learning opportunities for pupils particularly in the areas of literacy, numeracy and health and wellbeing.</p> <p>Increased levels of resilience and confidence in pupils and an understanding that their intelligence is not fixed and that it can be improved.</p> <p>There will be a consistency of approach to the language used by staff including teaching and learning strategies that can be used to encourage a growth mindset amongst pupils.</p> <p>Awareness raising for parents of a growth mindset culture within and out with our school and how it can positively impact on literacy, numeracy and health and wellbeing.</p>	<p><b>Measures</b></p> <p>Change was measured from the initial benchmark survey which was issued to pupils in P4-7 at the start of the session to determine the starting point in terms of growth and fixed mindset. This was then measured again at the end of the session and results compared to determine any changes.</p>
<p><b>Activity Summary</b></p> <p>Planning meeting with John Paul Fitzpatrick from TeachMindset.</p> <p>1 / 2 day In-service day workshops for all teaching and support staff.</p>	<p><b>Impact Summary</b></p> <p>Some staff have an increased awareness of Adverse Childhood Experiences and how we can support these children in school.</p>

<p>Carry out baseline survey for pupils, staff and parents on growth mindset.</p> <p>Staff members enrol on CLPL online training from TeachMindset and complete module.</p> <p>Identify ways in which a growth mindset approach can be used to raise attainment in literacy and numeracy.</p> <p>Enlist pupil Growth Mindset Champions for the school.</p> <p>Plan and carry out pupil session with John Paul Fitzgerald for parental engagement workshop.</p> <p>Run and evaluate parental engagement workshop on growth mindset.</p> <p>Carry out survey to analyse and measure impact of growth mindset on pupils at end of first year of project.</p>	<p>All staff have been up-skilled in mindset theory and have used this theory to help pupils develop a growth mindset across the session.</p> <p>Almost all pupils are now using growth mindset language when discussing their learning with peers and staff and show an increased willingness to keep trying and accept feedback to improve.</p> <p>Almost all parents attended the parental workshop held in March by Teach Mindset Ltd. Many were very positive about the content and delivery of this. In an attempt to inform parents on the work the school has been doing and the intentions of the school moving forward with growth mindset, an information leaflet was provided. It is hoped that this will further encourage parents to consider and implement some of the strategies suggested.</p> <p>All staff consistently use language of growth mindset with pupils and this has been reinforced in assembly focus to further encourage a growth mindset amongst pupils.</p>
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**Evaluation**

There has certainly been an impact on almost all pupils as they talk about their learning and capacity for learning. Pupils are more willing to have a go and less likely to give up following feedback or failure. Growth mindset awards are distributed to pupils at weekly assemblies with a positive effect on all.

Staff consistently use language of growth mindset and are embedding this across all areas of the curriculum. Almost all parents attended the parent information session from Teach Mindset Ltd and were very positive and motivated by the direction the school were working towards.

This intervention will be continued as we move towards a monthly focus for Growth Mindset. This will relate to the work we are doing around the ethos and life of the school as well as our health and wellbeing programme. We will not be working with Teach Mindset next session as we feel the work we do in school will be more bespoke, more appropriate and hence provide added value for our target children.

<p><b>Intervention Name</b></p> <p>Catch Up Literacy, 5 Minute Box Literacy and associated resources to support literacy</p>	<p><b>Description</b></p> <p>This was an intervention to help raise attainment in literacy.</p> <p>There was a targeted group identified from attainment data and teacher professional judgements.</p>
<p><b>Intended Outcomes</b></p> <p>Those children identified in the target group will have increased attainment in reading and comprehension. Data will show increased reading and spelling ages.</p> <p>Data will be interrogated to determine how long pupils will remain on the intervention and where appropriate the children being targeted will modify throughout the session.</p>	<p><b>Measures</b></p> <p>Change has been measured from the initial attainment data and then regular assessments of reading and comprehension throughout the session.</p>
<p><b>Activity Summary</b></p> <p>School Support Assistant and Head Teacher both trained in Catch Up Literacy intervention.</p> <p>Reading books purchased to accompany Catch Up Literacy Intervention matched to Catch Up Levels.</p> <p>New hi-lo reading materials for dyslexic/struggling readers were purchased to engage and motivate pupils targeted in P6 and P7 who have low ability in reading.</p>	<p><b>Impact Summary</b></p> <p>In almost all stages there is an improving trend in reading, writing and listening and talking.</p> <p>At P4 and P7 there has been a significant rise in attainment. Curriculum for Excellence judgements in reading and listening and talking have risen significantly at both stages.</p> <p>The increased attainment in reading has been largely due to the Catch Up Literacy Intervention and increased participation and engagement in reading. Analysis of data and teacher professional judgements at the beginning of this session allowed us to identify a target group of children and regular assessment shows a significant rise in reading and comprehension ages for almost all pupils involved.</p> <p>New resources were purchased for those children who required further support in reading. These phonics based readers have proved popular, particularly with the boys who were somewhat disengaged with reading. These too have had an impact on pupil attainment particularly in P7 where attainment has risen from 57.1% to 71.4%.</p>
<p><b>Evaluation</b></p> <p>This intervention was very successful with almost all children making significant progress. The intended outcomes were achieved in that almost all pupils in P7 who were not at their expected levels of attainment in reading now are including those in the target group.</p> <p>This intervention will be continued with a new cohort of children following close analysis of this session's attainment data and teacher professional judgements regarding achievement of and within a level.</p>	

<p><b>Intervention Name</b></p> <p><i>5 Minute Number Box and associated resources to support numeracy</i></p>	<p><b>Description</b></p> <p>This was an intervention to help raise attainment in numeracy.</p> <p>There was a targeted group identified from attainment data and teacher professional judgements.</p>
<p><b>Intended Outcomes</b></p> <p>Those children identified in the target group will have increased attainment in numeracy.</p> <p>Data will show increased numbers of pupils reaching their expected levels of attainment.</p> <p>Data will be interrogated to determine how long pupils will remain on the intervention and where appropriate the children being targeted will modify throughout the session.</p>	<p><b>Measures</b></p> <p>Prior to undertaking this intervention attainment in numeracy on the whole across the school was good. Figures show last session at P1, P4 and P7 100% in attainment in numeracy was 100% however there were children in other year groups who required reinforcement and intervention to help raise their attainment.</p> <p>Change has been measure through formative and summative assessment of targeted pupils.</p>
<p><b>Activity Summary</b></p> <p>School Support Assistant trained in use of 5 Minute Number Box.</p> <p>Target group identified.</p> <p>Pupil Progress Meetings regularly review those children targeted and interventions are modified as appropriate.</p>	<p><b>Impact Summary</b></p> <p>There has been a rise in attainment in P7 this session. New pupils in school have had an impact on attainment figures at a few stages.</p> <p>All children have made progress individually and over time it is hoped that they make reach the expected levels.</p>
<p><b>Evaluation</b></p> <p>This intervention has been successful but not quite as successful as the Catch Up intervention. While individual pupil progress has increased the gap has not been closed in one school session. Further work to close this gap will be required in session 2018/2019.</p> <p>We will continue with this intervention but will look to extending this by adding Catch Up Numeracy also.</p>	

<p><b>Intervention Name</b></p> <p>School Support Assistant</p>	<p><b>Description</b></p> <p>Additional school support assistant hours were purchased later in the session to work with individuals and small groups to raise attainment in literacy, numeracy and improve pupil health and wellbeing. This was a universal intervention and applied where required while continually under review.</p>
<p><b>Intended Outcomes</b></p> <p>Increased attainment in literacy</p> <p>Increased attainment in numeracy</p>	<p><b>Measures</b></p> <p>Data and professional judgements.</p>
<p><b>Activity Summary</b></p> <p>The additional support assistant hours have allowed us to target individuals and small groups to reinforce learning, to revise concepts and to support children who are experiencing difficulties with numeracy and literacy.</p>	<p><b>Impact Summary</b></p> <p>Much of the additional support assistant time has been in early intervention. Pupils at P1-3 have benefitted from 1:1 and small group support to help raise their attainment in literacy and numeracy. While not all yet at the expected levels there has been individual progress made for all children.</p>
<p><b>Evaluation</b></p> <p>This has been very successful and of all interventions this would be the one which we, in consultation with stakeholders believes will have the greatest future impact.</p> <p>We will now use our most recent assessment data, teacher professional judgements and all other intelligence to ensure we target those children who most require support.</p>	

## Overall evaluation of establishment's capacity for continuous improvement

This year has seen many positive changes in Braehead Primary School. The appointment of a more permanent staff has made things more stable and allowed us to plan strategically for future improvements. All staff are fully aware of the current national drivers and are using data and other evidence to apply these drivers in a local context to achieve the best possible results for the children of Braehead. Having just undergone a full inspection by HMIE we feel well placed to take forward those recommendations made and continue to build on improving the school.

Attainment results have improved this session. Those interventions in place will continue next session to ensure continued improvement for those children targeted. The school now has in place a rigorous monitoring schedule which enables and facilitates early intervention and a continual review process for those children requiring further support or challenge.

The year ahead will continue to build on partnership working between staff, pupils and parents both in terms of self-evaluation and in whole school improvement. We plan to increase pupil leadership and will look to enlist parents to take forward a variety of committees to allow all children in the school to be fully involved.

Signed: 

Date: June 2018