



Braehead Primary School
Standards and Quality Report 21/22

Context of the school:

Our School

Braehead Primary School is a small school in a rural area of Clydesdale in South Lanarkshire. The roll is 32 pupils over 2 classes which, due to an additional teacher this session allows 3 classes every morning. In the local area there is a mixture of privately-owned housing, social housing and farms as well as a village hall which, 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 provide a positive and engaging learning environment which challenges and supports learners. Our school values are kindness, resilience, and ambition, we aim to promote these throughout our school community and the curriculum. 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, we believe our motto, Small School, Big Ambition, does just that.

Staffing in Braehead has been reasonably settled this session despite one long term teaching absence, allowing continuity of learning to take place across all stages. Our NQT from last session continued working with us providing additionality and again ensuring continuity for learners. This additionality facilitated a three way split in the mornings to provide additional teaching support for all pupils. The end of this session has been more unsettled due to the retirement of our very experienced Team Leader, and the equally experienced and respected Head Teacher leaving to take on another post. The Team Leader post has been filled by an existing member of staff who has previous Team Leader experience and benefited from an extended transition period during the last few weeks of term. The Head Teacher post is currently being filled on an acting basis and is expected to be filled permanently early in the new session.

Three P1 pupils started with us last August, this was a healthy intake for the school role. Our six Primary 7 pupils transitioned to Lanark Grammar and Carluke High. Two pupils left throughout the year and one pupil has joined us giving a projected role for session 2022/2023 of 30 children. We will continue to have a small P1-3 group of 12 pupils to focus support and a larger P4-7 group of 18.

We have a very active and engaged Parent Council who play an integral role in school life. Due to COVID-19 restrictions they have been unable to be as involved in the life of the school as we would like but we continue to provide regular updates and communication through our closed social media group.

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 continued to share good practice with colleagues across the Lanark Learning Community having regular opportunities to discuss our experiences and successes through the recovery

process. Most of this professional dialogue was remote but during the last term we were able to meet in person again while adhering to strict hygiene measures. This ensured all children, regardless of the schools attended were offered a similar, equitable approach. We work very well with local nurseries and secondary schools to ensure that smooth transitions are planned for.

Key Successes/Challenges and Achievements Session 2021/22

All staff and pupils continued to be rigorous in implementing covid restrictions and mitigations to ensure the health and safety of all staff and children in the school building. Most children and staff members have been affected by COVID-19 this session, with the period between Christmas and Easter being particularly difficult to manage, throughout this challenging period, all teaching and support staff worked closely and flexibly to ensure consistency for all learners.

Continuity of learning was a priority for all, although the school remained open for all pupils this year, the levels of absence for pupils and staff presented a significant challenge. Teacher additionality to support recovery allowed a three way split, creating smaller class sizes and more targeted support for all learners. The assessment pathway provided a strong foundation alongside on-going formative assessment and teacher professional judgement, from which teaching and support staff could track groups and individuals, ensuring interventions were timeous, effective and appropriate.

All school staff continued to support the wellbeing of all pupils, the small pupil and staff numbers means that this happens from the minute they arrive at breakfast club with our catering/janitorial/support staff who know all the children very well. Potential issues are picked up quickly and shared sensitively with relevant staff. Older pupils also take on a mentoring role for younger pupils modelled on the nurturing relationships they experience around the school, adults support senior pupils in taking on this important role.

Homework has improved after tailing off towards the end of session 2020-2021, a survey was carried out by parents and carers in relation to homework. This drew mixed responses from parents, this will be further discussed through the parent council this session.

During the last term we were able to welcome parents and carers back into our school building, starting the process of reconnecting with our community. Highlights included, a workshop and performance from Fishy Music, our end of term/ leavers assembly, and a very successful fund raising Bingo night organised by our parent council. Parents and carers were also able to join us for our sports day at the Willie Waddell Sports Centre in Forth.

Our young people took the opportunity to enthusiastically represent Braehead Primary in a number of contexts, demonstrating confidence, resilience, and teamwork. Almost all of our P5-7s took part in at least one of the following events; South Lanarkshire Dance Festival, Clydesdale Athletics Championships, Clydesdale basketball tournament. Almost all P6s and P7s attended a block of swimming lessons at Lanark swimming pool, and attended the residential trip at Lockerbie Manor. Lockerbie Manor was a particular highlight for pupils after Lockdown, Pupils had the opportunity to meet and support pupils from our

partner school to overcome challenges and were very proud of their accomplishments. For some pupils it was the first time away from home and challenged them in terms of their independence and resilience.

Pupils participated in Forth and District Development Trust's art competition and worked together to organise a very successful Platinum Jubilee Street Party in the school grounds.

Review of progress for session Aug 2021- June 2022

School priority 1: Continuity of Learning	
<u>NIF Priority (select from drop down menus)</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> School leadership	<u>HGIOS?4 QIs (select from drop down menus)</u> 3.2 Raising attainment and achievement 1.2 Leadership of learning 1.3 1.3 Leadership of change
Strategy What did we set out to do? <ul style="list-style-type: none"> Review and update our curriculum rationale to reflect our priorities after lockdown. Ensure continuity of learning across our school community, by analysing relevant assessment data and developing robust programmes of work and interventions to target any gaps caused by lockdown or poverty related issues. All staff to use outdoor learning and Interdisciplinary learning to enhance learning in our unique rural context. All teaching staff to review literacy programme following an audit of current provision, with a particular focus on writing at P5-7 Ensuring Assessment is for Learning principles underpin all planned programmes of work and interventions. HT and teaching staff to complete termly pupil progress meetings to ascertain levels of attainment, required intervention and next steps for learners. Progress and Impact What difference did we see? What did we achieve? The Head Teacher, staff, and pupils reviewed and updated the school's curriculum rationale, focusing on Literacy and Numeracy. Literacy and Numeracy programmes were audited and new position statements sit within the updated Curriculum Rationale. Staff analysed attainment data and developed robust programmes of work and interventions for any gaps identified. Most pupils had engaged with home learning regularly, but a minority of pupils with additional support needs did not make expected progress, these pupils were identified and targeted for additional support using additional staffing to aid recovery. 66% of pupils are on staged intervention, including a small number who require additional challenge. Partner agencies were utilised where appropriate, eg Psychological Services, Speech & Language Therapy, counselling service, Occupational Therapy.	

Targeted groups met targets for reading and spelling, there was progress in writing and numeracy but targets were not fully met. 86.4% of P2-7 pupils are on track for reading with 9.1% of P2-7 pupils working 6 months or more ahead of their chronological age in reading. 71% of pupils are on-track for writing, however, since lockdown we have noticed a dip in spelling, only 55% of our P2-7 pupils are working at expected levels and this will be a focus for next session.

All staff have increased their use of outdoor learning opportunities, using the school playground and Braehead Moss on a regular basis. We have also established links with the Royal Highland Education Trust (RHET) and the local young Farmers Association participating in a Pumpkin growing challenge.

All pupils engage in fortnightly whole school outdoor learning sessions, pupils are engaged and motivated in activities and are comfortable within the outdoor context, with most indicating that they look forward to these activities. Within the outdoor sessions there is a strong focus on teamwork and leadership skills.

As part of our Recovery plan, we identified that the literacy planners were not being used regularly. There were some gaps and inconsistency in teaching. Staff worked collaboratively with Braehead to create new reading, writing and grammar planners with a focus on reading across the curriculum so that our young people were fully engaged in literacy. This reduced the planning workload for teaching staff and gave our young people the opportunity to experience the skills they were being taught within a variety of texts and genres. This has also resulted in an increase in attainment, particularly in writing.

All staff consistently use AifL strategies in class, supported by the PT who supports staff through professional dialogue and resources. AifL strategies are used as part of our assessment pathway to challenge and reinforce standardised testing and teacher professional judgements. Classroom observations that were carried out were positive, with staff using a range of teaching strategies and differentiation to ensure that pupils were engaged and appropriately challenged.

Staff and the Head Teacher conducted regular Pupil Progress Meetings to ensure expected progress was being made and if there were issues these were picked up quickly. This year a section for health and wellbeing was included to monitor the wellbeing of pupils following lockdown and the return to school. A small number of pupils accessed 'Give us a Break' and counselling sessions in response to issues raised at Pupil Progress Meetings. These sessions had a positive impact for most pupils, some may require additional support.

Collaborative sessions with Carmichael primary recommenced during the last term focusing on self evaluation and preparing for Reading Schools accreditation, further dates in the calendar for session 2022-2023 involving Braehead Primary and the wider Lanark Learning Community.

Next Step(s) to inform SIP for 2022/2023:

- Introduce the Glasgow Motivational Scale next session with all pupils.
- Continue to implement appropriate AifL strategies, HT to ensure consistency through quality management activities and calendar.
- Re-establish calendar of collaborative and aligned CAT activities with Learning Community Partners

- Follow up LA audit of technology with a view to getting second C-touch to support AifL strategies in class.
- Seek Reading School accreditation
- Continue to extend outdoor learning across the school, working in partnership with Learning through Landscapes.
- Formalise an engaging progressive plan for outdoor learning across all areas of the curriculum but with a particular focus on Learning for Sustainability and Science.
- Develop our play pedagogy incorporating outdoor learning to maximise school space and resources.
- Formalise and communicate homework policy for this year, to be reviewed Jun 2023.

School priority 2: Promote the positive health and wellbeing of children and young people, parents/carers and staff.

NIF Priority (select from drop down menus)
Improvement in children and young people's health and wellbeing

NIF Driver

Assessment of children's progress

Teacher professionalism

HGIOS?4 QIs (select from drop down menus)

3.2 Raising attainment and achievement

2.3 Learning, teaching and assessment

2.2 Curriculum

Strategy

What did we set out to do?

- Continue to prioritise a whole school health and wellbeing focus during the transition back to school.
- Foster positive relationships between pupils and staff following periods of isolation.
- Introduce Emotion Works as a whole school approach to emotional literacy
- Identify pupil needs based on wellbeing assessment data, professional judgements and personal relationships, continue to track progress throughout the year through regular Pupil Progress Meetings
- Develop universal and targeted strategies to meet identified pupil needs, working alongside families and partner agencies as appropriate.
- Ensure staged intervention records and protocols are current and shared with all relevant staff.

Progress and Impact

What difference did we see? What did we achieve?

All pupils were happy to be back in school, some pupils with additional support needs found re-establishing friendships challenging, particularly in the playground. Pupils were supported in this by support and teaching staff as well as the pupils themselves. The very small size of the school means that it can feel like a 'big family', as such a lot of older pupils naturally support younger pupils and take on mentoring role rather than staying within fixed year groups. Pupils are supported in this by all members of staff as appropriate.

Staff know their pupils very well and were well placed to pick up on any pupil anxiety or changes in character, this duty of care is shared by all members of staff in the school including janitorial and catering, who quickly pick up on pupil concerns in a range of contexts.

The Head Teacher adapted the Pupil Progress meeting records to include wellbeing concerns. These were completed every 2 months with teaching staff to track pupil wellbeing the small size of the school means that concerns can be picked up and acted upon very quickly. Where appropriate requests for assistance would be made to partner agencies. This session the school has worked with Educational Psychology, SMPS, Specialist Support Team, Counselling service, Speech and Language Therapy, Occupational Therapy, and the Neurodevelopmental Pathway Team.

Pupils have regular opportunities for exercise through outdoor P.E sessions, the daily mile, Outdoor Learning, after school clubs and participation in local sporting and cultural events to increase their fitness and confidence levels in a range of contexts.

Staff received training in Emotion Works at the start of the session and embedded the principles and vocabulary into their classroom practice quickly. Most pupils have a sound understanding of the cogs framework and what it means for them. Staff feel comfortable with the principles of the cogs and it has created a shared vocabulary and structure which is evident throughout the school. Staff used a range of resources and approaches to explore emotions in everyday life without focusing on the pupils themselves, this allows for greater dialogue and understanding of emotional literacy when it is not focused on the pupils themselves.

Next Step(s) to inform SIP for 2022/2023:

- Continue to track pupil wellbeing through Pupil Progress Meetings.
- Introduce the Glasgow Motivational and Wellbeing Profile with all pupils
- Further develop Emotion works across our school and share with parents through a workshop activity (gen wellbeing – OL, Emotion works, GMWP)

School priority 3: Planning for Equity

NIF Priority (select from drop down menus)
Closing the attainment gap between the most and least disadvantaged children
NIF Driver
Assessment of children's progress
Parental engagement

HGIOS?4 QIs (select from drop down menus)
3.2 Raising attainment and achievement
2.3 Learning, teaching and assessment
2.2 Curriculum

Strategy

What did we set out to do?

- To work in partnership with parents to make decisions on how to support closing the poverty related attainment gap.
- Consult with all stakeholders regarding the allocation of participatory budget.
- Tracking and monitoring of key measures; wellbeing, attainment, attendance, engagement and participation and their impact on attainment.
- Review of our Cost of the School Day position statement to ensure it supports families post lockdown.

Progress and Impact

What difference did we see? What did we achieve?

Parents were consulted about the allocation of our Participatory budget which was 5% of our total PEF budget (£1756) giving a PB budget of £87. The consultation was online but a paper copy was also available, it offered 8 options based on the Cost of the School Day toolkit. Parents voted for support with school trips and admission costs. Due to Covid, there were few opportunities for outings until the last term, the PB budget went towards the hire of a bus to take all school pupils to our sports Day at the Willie Waddell centre in Forth.

It was agreed with the school community that the balance of PEF funding would also be targeted towards transport costs for outings which are considerable. Funding was secured for transport to Lockerbie through the Leavenseat Trust.

There are no pupils currently in Braehead in SIMD 1 or 2 and a small number are entitled to free school meals (approx. 10%). Almost all pupils have attendance over 90%, with 53% of pupils having over 96% attendance. However, a small number of pupils are regularly late.

Engagement is generally good and well supported due to the small class sizes and attentive staff. 90% of pupils have participated in school clubs or represented the school at sporting or cultural events.

The school offer a breakfast club every morning from 8.15am with a grab and go option for pupils who arrive on school transport. A range of clubs were available for all pupils some of these were during lunchtimes, but many had to be at the end of the school day. This has implications for pupils who come to school on transport, the majority of pupils who did not attend a club were prevented from doing so due to transport issues.

Staff ensured they started the academic year with up to date attainment data for pupils in their class and identified where targeted support was required. Teacher additionality was used to facilitate a three way split across the two classes, reducing class numbers and increasing the amount of support staff were able to offer individual pupils. This was also supplemented with support assistant hours for targeted pupils. New pupils were assessed and where appropriate had a Boxhall profile completed to ensure a holistic approach. Pupil progress meetings ensured that pupil attainment and wellbeing were tracked regularly by teaching staff and SMT.

Identified pupils met targets in spelling, reading and wellbeing, targets for numeracy and writing were partially met with all pupils making progress. All identified pupils had 90% attendance, most were over (93%). Engagement with literacy in general improved through the use of personalised resources using the pupils' interests, encouraging pupils to see the relevance of engaging with literature in more motivating and current formats.

The Head Teacher and all staff used their knowledge and strong relationships with families to have sensitive discussions when appropriate to ensure pupils are not experiencing any barriers to learning due to financial difficulties. The school has also limited the number of events which ask parents for money or a financial contribution and are proactive in pursuing other sources of funding such as Micro grants, Tesco vouchers, and Leavenseat Trust.

Next Step(s) to inform SIP for 2022/2023:

- Continue to monitor attendance and late coming.
- Continue to focus on targeted pupils, tracking attainment, achievement and wellbeing closely.
- Continue to foster a reading culture through Reading School accreditation.
- Revisit participatory budget process with school community for next session to minimise the cost of the school day.
- HT to provide regular reminders about Money Matters and other guidance as is received from SLC HQ.
- Ensure lunchtime clubs are available for pupils on transport.

- Re-establish school clothing swap shop for uniform, dressing up costumes and Christmas Jumpers.
- Continue to liaise with parents confidentially to ensure pupil needs are addressed in terms of CoSD in light of cost of living crisis.

National priority: How we are ensuring Excellence and Equity?

Strategy

Brief commentary on context and identified barriers to learning which affect progress and attainment, key interventions undertaken

Braehead Primary is a small, rural, school with a role of 32 pupils split over 2 classes. Around 10% of our pupils are entitled to free school meals. Pupils benefit from the small numbers and experienced, caring, staff, it is an extremely nurturing environment with many senior pupils naturally taking on mentoring roles with younger pupils. 67% of our pupils are on staged intervention with a small number of pupils requiring additional challenge. Attainment and attendance are generally high unless there is a specific issue and school work in partnership with parents to support all learners.

While the rural setting provides many advantages there are also specific challenges. Pupils and families are living in relative isolation with limited public transport, local shops, or access to social and leisure activities. We have an active parent council who work hard to put on events for the community but these still require families to travel by car with the associated costs.

A significant proportion of school funds have to be prioritised for travel outwith our community to access basic experiences, e.g access to a library or a theatre, to ensure equity of opportunity for our learners.

Relationships within our school community are mostly excellent, however, it is recognised by staff, parents and pupils themselves, that they benefit from opportunities to interact with a wider range of peers in different contexts, especially as our pupils prepare for the transition to Secondary school.

Progress and Impact

What difference did we see? What did we achieve?

- Careful tracking of progress in attainment and wellbeing for all pupils recorded through Pupil Progress meetings.
- Teacher additionality used to create a three way split across the two classes, allowing more support for pupils in smaller classes.
- Targeted interventions for pupils at risk of poverty related attainment gap.
- Equity targets met for spelling, reading and wellbeing.
- Participatory Budget and PEF budget used to support pupils access residential trip to Lockerbie, swimming and Panto.
- Pursued additional funding sources with our Parent Council, such as community council micro grants, Tesco grants and Leavenseat to allow pupils to access Clydesdale and South Lanarkshire inter-school events, Sky Academy and transition events.
- Brought exciting experiences to the school, e.g Fischy Music.

- Accessed Lanark Learning Community and South Lanarkshire wide events supporting pupils to develop skills, confidence, and a wider social network, e.g Dance festival, Clydesdale and South Lanarkshire Athletics championships,

Next Step(s) to inform SIP for 2022/2023:

- Continue to track progress in attainment and wellbeing for all pupils, with a specific focus on targeted groups
- Re-visit Participatory Budget process for this year's PEF budget.
- Continue to pursue alternative funding to ensure all pupils have equitable opportunities for learning beyond our rural school community.
- Investigate Minibus training to facilitate access to Community Minibus further reducing costs
- Explore 'outreach 'opportunities for groups to come to Braehead Primary
- Attend Clydesdale and South Lanarkshire School events and liaise with local schools about developing links further, particularly with a view to P7 transition.