

**Braehead Primary School**

**Standards and Quality Report 2022/23**

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| **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. Our role has remained relatively healthy, with 5 pupils leaving and 6 starting in Primary one. There are no pupils living in SIMD 1 or 2 and 6% of pupils are entitled to free school meals.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 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 very settled this session, the Head Teacher post was filled permanently in October 2022, allowing greater long term planning for the school community.Five P1 pupils started with us last August, this was a healthy intake for the school role. Our five Primary 7 pupils transitioned to Lanark Grammar. Two pupils joined midway through the session and one pupil is transitioning to a new school in August, giving a projected role for session 2023/2024 of 32 children. We will continue to have a small P1-3 group of 14 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. They support the school financially through fund raising and securing grants. The initial high attendance at school events post-covid has continued and all school activities are well supported.We are part of the Lanark Learning Community and continue to share good practice with colleagues across the learning community. This year we re-established our Learning Community aligned CAT sessions focusing on practitioner enquiry. The aligned CAT sessions were welcomed by all staff and evaluated very positively, many newly qualified teachers since 2020 had not had these opportunities before. We worked closely with Lanark Grammar as their full P7-S1 transition programme resumed. Braehead has also started to strengthen the working relationship with our partner school, Carmichael primary. |

**Review of progress for session Aug 2022- June 2023**

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| **School priority 1**:  |
| NIF Priority (select from drop down menus)Improvement in attainment, particularly in literacy and numeracy.NIF Driver School and ELC improvementSchool Improvement | HGIOS?4 QIs (select from drop down menus)2.3 Learning, teaching and assessment3.2 Raising attainment and achievement* 1. 1.2 Leadership of learning
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| **Strategy****What did we set out to do?****Raise attainment in Literacy by;*** **Increasing attainment for reading by at least 5%**
* **Creating a positive reading culture and achieving a bronze reading schools award,**
* **A focus on spelling linking it to attainment in reading and writing,**
* **Investigating play pedagogy within our infant classroom.**

 **Progress and Impact**  **What difference did we see? What did we achieve?**  **Attainment** 84% of pupils are on track or above for reading compared to 77% on track in session 2021-2022, showing an increase of 7% of pupils across the whole school on track for reading. Of the pupils not on track 60% have diagnosed additional support needs, and 40% have made more than one year's progress according to standardised test data and are within 6 months of their chronological age. 62.5% of pupils are working at least 3 months or more in advance of their chronological age according to standardised test data.**Reading schools accreditation**  We planned to apply for Bronze level accreditation for Reading Schools. In addition to the work done in school to achieve accreditation our Reading Schools Lead has also undertaken a practitioner enquiry with colleagues from other schools in the Learning Community through our aligned CAT sessions throughout the year.   Pupils have had access to an extended range of literature, including novels, non-fiction, and journal subscriptions, and have been encouraged to bring in their own reading materials that they enjoy. Pupils had opportunities to share their own favourite books in assembly. There has been a 100% increase in pupils with a library membership, but this still only takes us to 50% of pupils with an active membership. The focus has been on digital services since the cost to get to the library is prohibitive and there is no longer a mobile library service.  We organised a visit to the school from the library service, and will revisit this on an annual basis if library staffing allows. As part of the Reading Schools action plan a calendar of events was planned including world book day and a live author visit from Alan Windram with our partner School, Carmichael Primary. This was followed by a day of literacy activities jointly planned by both staff teams. Pupils evaluated the activities very highly, but many were worried about meeting new pupils, particularly the older pupils. Through discussions with staff and parents it was agreed that it was important for pupils to have a broader range of pupils to mix with and that moving forwards we would get both schools together once a term.   We have created an interactive outdoor literacy area with the help of a local business. Through an art and recycling club pupils created artworks based on their favourite books to decorate our outdoor area, pupils and staff voted to name it the Busy Bee Bookbarn. A community Book Share area has also been incorporated which was launched at the official community opening. Pupils are very proud of this area, we are ensuring pupils have ownership of it by maintaining it, organising the community book and jigsaw swap, and having responsibility for future developments. Pupils recorded how the space made them feel and these emotions are also captured in the artwork. Having taken advice from our literacy development officer and the Scottish Book Trust we have decided to delay our application and apply for Gold accreditation at the start of next session! **Spelling**  Although spelling is still a concern it is does not appear to be impacting on overall attainment in literacy. Spelling progress is discussed at Pupil Progress meetings and the multi-composite nature of classes means that teachers have flexibility with groupings for spelling. We have sought advice from our Educational Psychologist and are planning on introducing more sensory and active approaches to spelling, where possible using technology to engage learners.   Pupil progress is shared through parents' nights, open sessions, and where there are specific concerns the introduction of the Literacy Consultation Tool. **Play Based Learning**  Braehead have not yet been included in a South Lanarkshire Play Pedagogy cohort, however, Carmichael Primary have and will be sharing information from the training and working collaboratively over the coming session. Staff attended online training, but we have not been able to carry out any visits to other schools due to staffing issues in Braehead and the schools we wanted to visit. Support staff completed play training during the May inset day.   Staff were proactive in contacting the South Lanarkshire Play Development Officer. After this visit out Principal teacher and infant class teacher made significant adaptations to the classroom to create a play-based environment, they adapted planners and have been impressed by how positively the pupils have taken to it, noting increased levels of engagement. Staff have also made clear links to the skills framework which is already being reflected in the vocabulary pupils are using in their play and discussions about their learning.  Staff in Braehead have also been collaborating with staff in our partner school Carmichael to share their practice, planning, and experiences. Both schools will work closely to develop our play pedagogy, we have accessed resources on the Play Hub and are in the process of developing our play-based learning policy for session 2023-2024.   |
| **Next Step(s) to inform SIP for 2023/2024:** * Develop play-based learning in P1-3 class with links to SL Skills Framework
* Collaborate on Play Based Learning approaches with Carmichael, Kirkfieldbank and New Lanark Primaries.
* Create Play Based Learning policy
* Continue to develop a reading culture in school and in the community to achieve gold Reading Schools accreditation.
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| **School priority 2**: ­  |
| NIF Priority (select from drop down menus)Placing the human rights and needs of every child and young person at the centre of educationNIF Driver Curriculum and assessmentParental engagement  | HGIOS?4 QIs (select from drop down menus)2.2 Curriculum2.7 Partnerships3.2 Raising attainment and achievement |
| **Strategy****What did we set out to do?*** **Establish a whole School vision for Learning for Sustainability (LfS)**
* **Increase in attainment in literacy, numeracy and science**
* **Increased pupil awareness and understanding of Learning for Sustainabilty (LfS)**

**Progress and Impact****What difference did we see? What did we achieve?** A member of staff took on responsibility for STEM linking into the South Lanarkshire STEM lead network. They worked with Glasgow Science Centre on an outreach programme focusing on the human body culminating in a workshop session for the whole school in Braehead Primary. They also developed links with the Royal HIghland Education Trust (RHET) STEM lead also participated in practitioner enquiry project through Learning Community aligned CAT sessions with colleagues from other schools in the Learning Community.Stories through STEM were used with the senior class and teachers have had training on the new STEM planners and are planning to use them next year alongside the new technology planners.Our STEM lead also organised a 'Great STEM Share', culminating in a showcase for parents to join us to try some challenges with pupils and observe the work that has been carried out. All of the pupils in Braehead have been involved in our Eco Schools plan and activities. We have four eco ambassadors, 2 in the infant class and 2 in the senior class. We participated in a whole school environmental project, 'The Acorn Award', organised and sponsored by the Leavenseat trust. Pupils developed an action plan around increasing biodiversity by bringing bees back to Breahead. All pupils contributed to promenade performances for the judges and then again for parents and carers.All school pupils participated in social enterprise projects, planning a pop up cafe and preloved shop for next session. As a school community we planned and organised a school Eco fair, focusing on sustainability with an emphasis on reusing, recycling and upcycling. Pupils were encouraged to plant seeds and play fun homemade games.Pupils attended the first South Lanarkshire Conference of Schools focusing on climate action and tfed back to the rest of the school at assembly, sharing the positive differences we can all make.This session we have established partnerships with the Royal Highland Education Trust (RHET) participating in local projects, attending training events online and at Ingliston. The local Young Farmer group have also helped us with projects and volunteering in our school grounds. We have attended online training and have applied for funding to develop our outdoor space through Learning Through Landscapes. **Sustainability & COTSD**We made a conscious decision to link COTSD measures to sustainability rather than poverty to increase uptake of preloved uniform and other items. This was supported through a clear focus on recycled / upcycled costumes at Halloween and World Book day to reduce waste and items going to landfill. There has been an increase in families using our preloved uniform and clothesPupils voted to form a partnership with Clydesdale foodbank, we have held three collections over the school year and raised money through our Jingle Bell walk at Christmas. The pupils then used the money they raised to do an online shop with ASDA for items needed at the foodbank. |
| **Next Step(s) to inform SIP for 2023/2024:** * Consult with stakeholders as part of our revision of our vision, values and aims.
* Complete whole School and Community Approach to Learning for Sustainability audit.
* Carmichael position statement on Learning for sustainability
* Review & update curriculum rationale to reflect focus on Learning for Sustainability
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| **School priority 3**:  |
| NIF Priority (select from drop down menus)Improvement in children and young people’s health and wellbeingNIF Driver Curriculum and assessmentParental engagement | HGIOS?4 QIs (select from drop down menus)2.2 Curriculum2.7 Partnerships3.3 Increasing creativity and employability |
| **Strategy****What did we set out to do?*** **Increase educational and social opportunities for pupils**
* **Increase family engagement**
* **Raise school's profile within the wider community**
* **Reintroduce leadership roles for senior pupils**
* **Monitor levels of pupil engagement and wellbeing**
* **Increased links with high Schools to aid transition**
* **Increase range of partner agencies working with the school**

**Progress and Impact****What difference did we see? What did we achieve?** **Increase educational and social opportunities for pupils.**  There has been a significant increase in our interactions with, and profile within, our immediate and more extended community. Pupils identified more than 30 different agencies or individuals that have had involvement with our school this year. Pupils participated in Netball, football, rugby, athletics, cross country, and dance events organised by South Lanarkshire Active sports. Pupils also participated in multi-sports and rugby tuition through active schools as part of their P.E programme. Staff ran lunchtime website and gardening clubs, and an after-school dance club. Our Participatory budget was spent on an after-school art and recycling club run by a local business - Arty Bits.   Pupils had brass music instruction weekly and we now have 6 brass musicians across Carmichael and Braehead receiving joint lessons using a hybrid model of in-person teaching and on-line teaching. Pupils also participated in the Fundamentals of Music programme, and the Instruments of the Orchestra programme, also delivered by the instrumental music service.   Pupils participated in Glasgow Science Centre's outreach programme focusing on 'our bodies', all pupils had the opportunity to engage with interactive activities when the GSC roadshow and staff came to the school. Pupils undertook a species mapping exercise of our woods and the Moss with Forest and Land Scotland, competed in potato and pumpkin growing with Royal Highland Education Trust (RHET), and were supported by the local young farmers association to develop our grounds. Pupils worked with the social enterprise group to plan a pop-up cafe and enjoyed four drumming workshops with Music Broth. **Increase Family engagement**  We have hosted a number of events throughout the year, such as, our Leavenseat environmental project presentation, Community Cafe, Jingle Bell Walk, Scots performance, Busy Bee Bookbarn opening, and a Great STEM share, alongside Christmas performances, sports days, leavers events and transition visits for P1 pupils. These events have generally been very well attended, all pupils have had parents and carers attend school events at some point throughout the school year. Feedback from parents gathered at events has been very positive and has been shared with the pupils to ensure they know how proud people are of their achievements. Many parents and carers commented on the opportunity to have 'tea and chat' after events, strengthening a sense of community and opportunities to meet and talk to other parents as well as pupils and staff in a relaxed atmosphere.    We made the transition from using a private Facebook group to using the school App, this was partially funded by the Parent Council. Our Principal Teacher supported parents and carers to get set up on the app quickly during our parents' evening. There was a difficult spell between November and January when there were significant glitches with the app, but we worked hard to continue to communicate and be transparent with parents who stuck with it! All parents can access the school app, however, as an authority we have now moved to the Parent Portal, it is anticipated that we will move to using the app function within the Parent Portal next session so will not need to pay for the school app. We will supplement this by reinstating our twitter feed and producing a monthly SWAY with pupils, alongside our weekly newsletters to parents.   **Raise school's profile within the wider community**  We have been fortunate to re-establish an important link with the Braehead Lunch Club. The Lunch Club is a weekly club for pensioners in the community, it is very well attended and many members have long standing links with our school and community. The Lunch Club attended our Community Cafe, in addition to financial support for MacMillan Cancer, they were generous and patient with pupils and enjoyed interacting with them throughout the afternoon. We visited the Lunch Club and performed our Scottish Poems and Dances as part of their Burns celebrations. We would be very keen to develop this link, especially in relation to reading and inter-generational learning, as well as learning about the history of our school and Village.   We used our participatory budget to pay for a local business (Arty BIts) to deliver after school clubs focusing on art and recycling. In planning the club teachers and Arty Bits decided to focus on a literacy theme, giving our old outdoor shelter a makeover to create an interactive outdoor space with a literacy theme. Incorporating elements of our Reading Schools accreditation we decided to include a community book-swap in old filing cabinets donated from the community. We had a very successful Busy Bee Bookbarn opening which was attended by parents, community members, and education officers. The event was celebrated in the South Lanarkshire SWAY and in the local paper.   This year the Parent Council supported our aim to be more sustainable by running a Summer Eco Fair which was well supported by the wider local community as well as parents and carers. An example of this was a couple who have moved to the village and have no connections with the school but brought along plants to sell at the Eco Fair - in return they are going to take some cuttings of our plants and help with gardening club!   **Reintroduce Pupil Leadership Roles.**  Pupils have taken on House Captain responsibilities, they have also continued their Creative Choices sessions, this year we have had science, drama, baking, sports, art and yoga. Our Junior Road Safety Officers attended the JRSO event at Chatelherault and have subsequently ran competitions to raise awareness of road safety. This year we have also introduced reading ambassadors as part of our reading schools accreditation application and Eco ambassadors as part of our application to achieve our first Green Flag.   **Monitor levels of pupil engagement and wellbeing**  As a small school, staff tend to know pupils and families very well, this session we introduced the Glasgow Motivational and Wellbeing Profile which was completed three times across the school year. This produced some surprising results and was a really useful measure of pupils perceptions regardless of attainment data or teacher judgement. We plan to liaise with another Head Teacher who has extensive experience of using the GMWP in a range of contexts to discuss next steps in how we use it in school.    All pupils have accessed at least one club during lunchtime or after school, and all senior pupils have had the opportunity to take part in events outwith school. Some of our senior pupils experience a high level of social anxiety in new situations so we have worked with parents and carers to find a balance between challenge and confidence, especially for those about to transition to High School.   I**ncreased links with high Schools to aid transition**  This year all P7 pupils are transitioning to Lanark Grammar, who have their full transition programme up and running starting with after school active schools sessions at Lanark Grammar from November. Pupils requiring enhanced transition were discussed at the JAT and had access to enhanced transition visits. Staff from Lanark Grammar also visited pupils in school. This year we also started to bring pupils from Braehead and our partner school, Carmichael Primary together. This has allowed pupils to start to build relationships with other P7s in preparation for going to High School, we intend bringing the schools together once a term in future to give pupils opportunities to build these links over time.   I**ncrease range of partner agencies working with the school**  This session we have worked in partnership with Educational Psychology, Speech and Language Therapy, Counselling service (the Exchange), social work, Specialist support team and SMPS to ensure the needs of all our pupils are being met.    To ensure pupil wellbeing we work closely with Active schools on a range of projects - external events, after school clubs, and transition programmes. We have accessed community police, water safety, hockey, drumming, STEM programmes, and music instruction to ensure pupils have access to a wealth of opportunities.   From the voluntary sector and local community, we have strong links with Forth & District Community Trust, Carnwath Show, Forestry and Land Scotland, Royal Highland Education Trust (RHET), The Young Farmers, Leavenseat, Music Broth and Social Enterprise.  Children and Youth Worker for 2CY Trust has become an established member of our Chaplaincy  team in the absence of a minister. Calum contributes to our assembly programme, our celebrations at key celebrations and supporting our pupils with transition. Our pupils voted to support Clydesdale foodbank and have collected for the foodbank on several occasions.   |
| **Next Step(s) to inform SIP for 2023/2024:** * Termly visits between Carmichael and Braehead Primaries.
* Explore opportunities to link with other schools remotely.
* Streamline agencies working with the school based on pupil feedback.
* Consult with parents and partner agencies to update vision, values & aims, and curriculum rationale.
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| **National priority: How we are ensuring Excellence and Equity?** |
| **Strategy**We currently do not have any pupils in SIMD 1 or 2. The majority of our pupils reside in deciles 4 and 7. We have 6% of pupils on free school meals. Although we have a poverty related attainment gap this is due to additional support needs rather than a direct link to poverty. Significant levels of support are in place and pupils are making good progress but are not currently on track. We have a high percentage of pupils on staged intervention, (51%), many of these pupils have been diagnosed or are awaiting assessment from the Neurodevelopmental team.   Living in a very rural environment with no access to public transport or basic services, such as a library, church, or village shop, access to services and experiences is a major equity issue for many of our pupils. The impact of the cost of living crisis disproportionately impacts on our families, particularly in relation to fuel poverty. Families need a car and need to travel for the most basic requirements increasing the demand for petrol and diesel and associated costs. Homes are not able to access mains gas so are more likely to use oil, electricity, or solid fuel, all of which have soared in cost.    Although attainment figures are generally good pupils a significant barrier to learning is access to educational and social experiences and pupil confidence beyond their small, nurturing learning environment.   **Progress and Impact****What difference did we see? What did we achieve?** **Targeted pupils** Our targeted pupils have all made significant improvements this year as a result of specific interventions and opportunities for challenge. Pupils requiring support have had significant input on a daily basis in school and are making progress, although they are not yet on target for their chronological age. Where appropriate partner agencies have been involved as part of South Lanarkshire’s staged intervention process. Pupils already on track are exceeding their chronological age by 12 months or more for literacy and numeracy. **Staff training and interventions**  We invested in catch up numeracy training, the member of staff who undertook training is now delivering the programme to 5 young people and progress will be tracked each term. Ongoing interventions include 5 minute box, IDL, Reading support groups and target maths group. Our two members of support staff and Principal Teacher have daily input with targeted pupils. We currently have 51% of our pupils on some level of staged intervention Pupils who are not on track have significant barriers to learning that are not linked to poverty.  **Cost of the school day measures** COTSD measures have included minimising costs to families for school events. Where there has been a cost, e,g, Panto and end of term trip, this has been subsidised by the Parent Council and grants.We have had some success with our preloved uniform, fancy dress costumes, and Christmas Jumper stock. This has been promoted through whole School sustainability challenges such as recycled Halloween costumes and recycled World Book Day costumes. Preloved uniform is always available at school events and the uptake has increased.  We have ensured access to sanitary products such as period pants for a number of our pupils which would be a significant cost. We were gifted CO-OP vouchers at Christmas, these were passed on to pupils based on staff knowledge of family circumstances.   This year we have been keen to engage pupils with a range of experiences, including music. Working with South Lanarkshire Instrumental Service we have been able to access instruments for free for pupils who would not have been able to accept the offer of regular music instruction otherwise.  **Additional Funding**   Our Pupil Equity fund is the minimum amount so we do what we can to supplement our core and PEF budget through grants. This year we had a grant from the Forth & District Community Trust which was spent on play equipment to support our transition to play based learning.   We had support from Leavenseat which was used to purchase books about sustainability, seeds and gardening equipment for our environmental project in increase biodiversity by bring bees back to Braehead! We were also fortunate to have compost donated from a local business and packing crates donated by a family which we recycled to use as planters.   The Scottish Book Trust provided a grant to allow us to organise a live author visit to our school which we shared with our partner school, Carmichael Primary.   We have just been accepted as a project for Tesco's Bags for good with the blue tokens at the checkout. We could be awarded a maximum of £1500 or a minimum of £500 which is earmarked for transport to allow our P4&5 pupils to go swimming next session. We have also applied to Landscapes for Learning for a grant for outdoor Learning equipment.   Our recent Parent Council Eco Fair raised over £700, some of this money will be used to subsidise our school trip to the Royal Highland Show, and our Leavers party.  **Equity of access**  There are many advantages to working in a small rural context, however, one of the biggest challenges is ensuring pupils have equity of access and opportunity. Braehead has no public transport, no shop, no church or library.   Where possible we have invited agencies to come to us to ensure our pupils are getting the same educational opportunities as their peers in more urban areas, the cost of transport is prohibitive -approx £150 for a minibus to Lanark, our nearest town. This year the library came to our school, Calum Keys 2CY outreach worker has taken on the role of our chaplaincy team and has developed fantastic relationships with the pupils over the year. As mentioned, we have expanded our music tuition and now share lessons with Carmichael Primary. All pupils enjoyed our live author visit, the Glasgow Science Centre roadshow, working with Forestry and Land Scotland, and having the Lego Challenge kits on loan. We also conducted a social enterprise project with Social Enterprise Academy and enjoyed the wellbeing effects of drumming workshops.  Where it is not practical to have people coming to us we have maximised our resources through grants, fundraising, teachers using their cars and the Head Teacher is now qualified to drive the Universal Connections Community Bus. This year pupils have participated in Netball, football, rugby, athletics, cross country, and dance events organised by South Lanarkshire Active sports.   We know our pupils find interacting with others in new environments challenging, they lack confidence and do not participate fully, or overcompensate and take over, making relationships difficult. We witnessed this when we had shared visits with Carmichael Primary, and when our pupils make the transition to High School. Based on observations, pupil evaluation, and discussions with staff and parents we have agreed to continue a termly joint activity between the two partner schools to allow pupils time to build relationships over a period of time, increasing the number of pupils they are comfortable working with and will know more pupils when transitioning to High School. This will be monitored through on-going GWMP data, pupil evaluations, discussions with staff and parents.   |
| **Next Step(s) to inform SIP/PEF Plan for 2023/2024:** * Development of Nurture in Nature guidelines.
* Finalise Cost of the School Day policy.
* Continue to monitor pupils who have made progress but are not yet on track.
* Ensure appropriate staged intervention is in place to meet the needs of pupils with additional support needs.
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