



Education Resources
Curriculum and Quality Improvement Service
School Improvement Plan and Standards and Quality 2023/24

Braehead Primary School



Strategic Improvement Priorities over 3 year cycle

Timescale: 2023-2026

Strategic Priority	Year 1 2023-2024	Year 2 2024-2025	Year 3 2025-2026
1.	Revising our school vision, values and aims with our school community and partners.	Increase attainment in writing.	Audit and extension of numeracy and mathematics programmes with a focus on application of mathematical skills.
2.	Extending the opportunities for pupil participation through the use of HGIOURS and participating in the Young Leaders of Learning programme.	Improve/embed approaches to nurture and trauma informed practice.	Supporting parental engagement and family learning through a variety of approaches including in-person sessions and use of ICT.
3.	Development of play pedagogy in our infant class linking to South Lanarkshire's Skills Framework.	Improve digital literacy across our school community.	Revision of school approach to modern languages.
4.		Implement the Circle Framework for Inclusion across school.	

Context of 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 and 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 practise 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.

Strategic Priority 1 – Review school vision, values, and aims.

<p>Braehead primary vision, values, and aims have not been updated since 2017. Recently there has been significant changes in staffing with a new Headteacher in post and a long-established teacher leaving to take on a promoted post. There has also been a change in Parent Council and following Covid 19, four academic years of parents and carers have had a compromised experience of the school community, with limited face to face contact with school. Covid has also made us all, as a society, question our values and priorities. It is important that we take time to revisit our existing vision, values, and aims and have our whole school community invested in our future vision and curriculum rationale.</p>	
Progress and Impact	Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda
<p>School values</p> <p><i>A consultation was undertaken with all school stakeholders starting with the pupils discussing and compiling a list of values which they thought were important for our school. The process of identifying and defining values was valuable in it's own right and provoked engaging discussion around what was most important to our pupils. This initial list was streamlined to a list of 20 values that our school community voted on. Pupils, staff, families and partner agencies were asked to select the 5 values that they felt were most important. The adults found this a difficult exercise because all the values were important and reflected our own priorities and experiences. Most children appreciated and respected that everyone is different, and everyone is entitled to their own opinion. The top five values as voted for by our community were; Respect, Kindness, Ambition, Resilience, and Confidence. These values are displayed around the school and are being incorporated into classroom discussions and assemblies.</i></p> <p>Curriculum Rationale</p> <p><i>The headteacher and principal teacher participated in West Partnership Primary Curriculum programme. This enabled us to share practice and link with senior leadership teams across Scotland to focus on the design and rationale of our school curriculum. Education Scotland's Curriculum tools were used to frame consultation questions for our pupils, staff, families and stake holders. We wanted to know 'what was unique about our school context', 'what do you want for your child?', and 'what is important about the curriculum'. Responses were gathered through assembly activities, post-it note boards at school events such as curriculum workshops and parents' night, CPD activities, and a google form to capture the widest range of responses. These responses informed the content of our curriculum rationale.</i></p> <p><i>Staff considered formats used by other schools to present the up-dated curriculum rationale, we decided to develop a Thinglink with embedded information which is more user friendly and will be available on the school website, alongside a paper version which will also be available for anyone who wishes to access it, being mindful of some of the connectivity</i></p>	<p><i>Next session we will formally include recognition of these values into our school rewards systems at a class and whole school level.</i></p> <p><i>Staff and pupils to make explicit links between our school values and the South Lanarkshire Skills Framework.</i></p> <p><i>Curriculum rationale will be shared in a variety of formats – paper version, QR code, Thinglink.</i></p> <p><i>Curriculum rationale to be revised June 2026 or earlier if appropriate.</i></p>

issues in our community. A draft version is about to be shared with our pupils and families, once adaptations are made it will be available on the website. Staff and families feel clearer about the purpose of our curriculum and the relevance of aspects of the curriculum to our context, we have a shared understanding of what drives our curriculum in Braehead Primary to ensure the best outcomes for our pupils.

School Motto

Pupils and staff felt very attached to our Motto: Small school: Big ambition, and it was decided we did not want to change it because it does reflect our values and ethos at Braehead Primary.

Partnership Working with Carmichael Primary

Partnership working with Carmichael has increased significantly. This was aided by a member of staff from Braehead Primary taking on a PT role in Carmichael on a two-year fixed term basis to cover a career break, this created a natural 'bridge' between the two schools. Staff agreed to joint in-set and CAT sessions through the working time agreement which allowed meaningful liaison around school improvement and quality assurance issues across the school year. Staff have noted the benefit of support from peers across both schools with particular skills or interests in terms of planning and delivering high quality teaching experiences. Staff have taken on leadership roles which span both schools. Staff have benefitted from working jointly on aspects of curriculum development and moderation rather than working in isolation as we do not have stage partners. Staff are comfortable and confident using the joint schools calendar which allows staff to plan and collaborate more naturally when they can see what is happening across both schools

Staff participated in the Learning Community CAT sessions, working with schools across the extended learning community, this was so successful that we have informally started working as a quad with the other shared headship schools in our learning community, Kirkfieldbank and New Lanark. This relationship has been further strengthened by working together on the Young Leaders of Learning project, and aspects of our Reading Schools project, such as the online book club. There has also been a marked improvement in cross curricular projects, for example, all staff incorporating elements of the Rights Respecting Schools Programme, ensuring it is embedded and not left to one member of staff to deliver and co-ordinate.

Joint School Visits

We have now hosted 3 joint school visits, each with a different curricular focus, we have covered literacy, STEM, and Maths and numeracy. Each joint day was planned collaboratively with pupils from both schools who also led many of the sessions when the two schools were together. The pupils evaluated the visits very highly and they featured in discussions about highlights of our school year. In addition to key learning on each joint day, pupils involved in the planning and delivery demonstrated important collaborative, organisational, and leadership skills. It has been crucially important for two small schools with approximately 35 pupils in their whole school to build a broader range of friends and peers who they will transition to High School with. Both schools recognised the difficulties pupils had meeting new people and working in new

Continue joint moderation sessions, with a focus on HWB and writing.

Introduce peer visits across the two schools.

Discuss possibility of PT meetings for Carmichael, Braehead, Kirkfieldbank and New Lanark as a professional network.

Continue with termly joint visits supplemented by online links, such as online book club, joint pupils planning and evaluation sessions, and online Young Leader of Learning meetings.

If online meetings are successful, look for opportunities to include other schools,

<p><i>contexts, this is a work in progress and some of the older pupils have found this more challenging, but the younger pupils think it is completely natural and look forward to either visiting or hosting their partner school. Some of the older pupils have made connections across the schools and clubs which they have identified as important, particularly after the residential trip to Lockerbie Manor.</i></p>	<p><i>particularly Kirkfieldbank, New Lanark and Carmichael who are out YLL partners.</i></p>
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Strategic Priority 2 – Introduction of Play Pedagogy and South Lanarkshire Skills Framework

<p>Attainment in literacy and numeracy is good but we have not yet moved towards a more play-based pedagogy due to concerns about the impact on attainment of learners in a multi-composite class.</p> <p>Staff have consulted with the South Lanarkshire Play Development Officer and feel confident moving to a play-based approach linked to the South Lanarkshire skills framework. Our partner School Carmichael are going to be in the next cohort of schools working on Play Pedagogy so this is an excellent opportunity to collaborate on the development of this approach across our partner schools.</p>	
<p>Progress and Impact</p>	<p>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</p>
<p><i>Play audits</i></p> <p><i>Play audits were carried out in June and November, the first audit was carried out in consultation with the Play Pedagogy development officer. Staff re-organised the classroom space to create clear zones for different types of play, which replaced individual pupil desks and chairs. There was extensive discussion around organisation and access to resources to maximise space and minimise distractions for learners.</i></p> <p><i>Additional Resources</i></p> <p><i>Additional play resources were purchased to complement existing resources to support play, and teachers were creative in recycling and repurposing items. Staff also considered use of other areas of the school to create more space for pupils, such as the corridor and the playground, however this was dependent on staffing to supervise.</i></p> <p><i>Staff Evaluations</i></p> <p><i>Staff were impressed by the vocabulary the pupils used when they focused on pupil led play, they also felt that it initially allowed them to focus on and rotate groups when they were working with four different stages in the multi-composite setting, especially when the teacher did not have access to a support assistant. Staff could also see how a play-based approach linked into the skills framework. However, staff were concerned about the impact on the P3s and 4s who were</i></p>	

used to a more structured approach to learning and were now finding the constant unstructured activity in the classroom distracting. Assessment data in November showed a dip in expected attainment, particularly spelling. Staff also found that there was a significant negative impact on pupils with additional support needs who required a high level of structure and/or were highly driven by their own agenda. As a result, staff decided to try using a hybrid approach, using a more structured approach in the morning with increased opportunities for play throughout the day. Staff used areas of the school and support assistants when they had one creatively to maximise learning opportunities for pupils.

Play Pedagogy Training

The principal teacher participated in the South Lanarkshire play pedagogy training which she found beneficial when re-organising the class and thinking out structuring play experiences, however, it was focused on straight classes, and adaptations to a multi-composite setting seemed to be an afterthought. In the final presentation she fed back the limitations she had experienced and the adaptations she had implemented to develop a hybrid model to suit the needs of our learners. Our principal teacher delivered a joint CAT session for both Carmichael and Braehead primaries which was evaluated very positively by staff.

The Principal teacher also worked in a learning Community practitioner enquiry group, focusing on Play Pedagogy, she became part of a sub-group of teachers in multi-composite classes who worked together to create a more hybrid model that suited their learning environments. They delivered a presentation on the challenges and solutions to the whole learning community.

Pupil evaluations

Pupils enjoyed the increased play experiences, and it was noted that when we initially started using a pupil led play approach in June, pupils who had spent at least a year in a more structured environment made good use of the resources and opportunities and were generally calmer within the learning environment. However, once we introduced a new cohort of P1 pupils the dynamic changed significantly, and it was more difficult to focus groups of pupils on tasks. The new pupils needed input on how to use resources safely, how to tidy up resources, and to generally be aware and respectful of other children in the learning area because they had never done it before. Some pupils were asking for 'work', and the older pupils were at times displaying signs of frustration and stress.

Pupils now have jobs that they need to do first and then they follow up with play, staff work hard to reinforce that play is 'working and learning' and take time to reinforce links to curricular concepts and creativity.

Flipp Programme

Staff attended training and introduced the FLIPP programme into the classroom. They were very impressed by the structure and range of resources available. Resources were differentiated to accommodate the needs of a multi-composite

We have produced a draft information booklet for parents on the importance of play and how they can support learning through play this will be distributed at the beginning of session 2024-2025.

Staff will evaluate impact of hybrid model of working January 2025.

<p><i>class. Staff found within a multi-composite setting it would be better to use a rolling programme and they did not complete all books because the older pupils were needing to move on at pace. Elements of the programme, such as Foundations of writing have been used consistently throughout the year.</i></p> <p>South Lanarkshire Skills Framework</p> <p><i>The South Lanarkshire Skills Framework has been discussed with pupils through assemblies. It is being introduced to classes informally through linking to learning intentions and success criteria, and through more formal pupil tracking sheets for next session. These will complement work on Pupil Voice and give pupils an individualised focus for discussion around their existing skills and areas they want to develop.</i></p>	<p><i>Staff will continue with FLIPP but using resources on a rolling programme to avoid repetition.</i></p> <p><i>South Lanarkshire resources launched in May '24 will be prepared and distributed to classes for August 2024.</i></p>
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Strategic Priority 3 - Extend and develop opportunities for pupil voice across the school

<p>Due to the small size of our school and a whole school nurturing approach pupils naturally have a greater degree of participation in most school matters. Pupils have also taken on roles within pupil voice groups re-established since covid. It has also been noted that some pupils' interpersonal skills appear to have decreased since Covid. We believe that the time is right to take a more strategic approach to pupil participation across the school; to improve the quality of pupil participation in school improvement, raise attainment through greater pupil engagement with their learning, and support relationships through understanding of rights and responsibilities.</p>	
<p>Progress and Impact</p>	<p>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</p>
<p><i>Evidence of Pupil Participation Activities</i></p> <p><i>Leadership roles</i></p> <p><i>We started the year by appointing a range of leadership roles to our pupils, including, House Captains, Junior Road Safety Officers (JRSO), Eco Warriors, and Reading Schools ambassadors. Pupils were supported by staff to lead each of these groups, drawing attention to the skills they were utilising in different aspects of the role. All our pupil leaders commented on an increase in confidence, and pride in overcoming fears such as speaking to whole school assemblies, attending events in unfamiliar locations or meeting with pupils from other schools. Our pupil leaders contributed to meaningful learning experiences across our school, the impact of their efforts was evidenced in an extensive list of pupil highlights.</i></p>	<p><i>Continue to ensure all senior pupils have a leadership role within school and track over time for whole school.</i></p> <p><i>Maintain awards and accreditation</i></p>

Pupil Led Masterclasses (Creative Choices)

This session we continued with our P7 creative choices sessions, where senior pupils plan, organise and deliver a masterclass of their choosing. Pupils have delivered sessions on drama, baking, and multi-sports.

Playground developments

Working with local business, Arty Bits, pupils participated in an Art and recycling club linked to their school houses. Through the club they explored our local environment and what the community meant to them. Their artwork was then collated and put onto house shields which will be displayed inside and outside the school. Pupils also created a range of additional features for our playground using a variety of recycled and repurposed materials to improve our playground for everyone. We had an official launch for our community on the 5th June, we received extremely positive feedback, and have been approached by Scottish Water to work in partnership because a Scottish Water van featured in one of the shields!

Joint School planning

As part of our joint learning days with Carmichael four pupils from each school would come together in person or online with staff to plan and deliver our themed days, this year we focused on literacy, STEM, numeracy and Maths. Pupils displayed creativity, leadership and communication skills, as well as building a broader social network which will ultimately ease their transition to high school.

Young Leaders of Learning (YLL)

An important role for some of our pupils this year was taking on the responsibility of representing our school as a young leader of learning. All senior pupils had the opportunity to apply using the YLL application form, our first group of YLLs were from P5&6. It was agreed with Council co-ordinator for the YLL programme that we would work as a team of five small schools rather than just being partnered up with one other school. The schools in our team are; Carmichael, New Lanark, Kirkfieldbank, and Rigside. It was agreed that we would get training for all our pupils in Rigside Primary rather than travelling to Hamilton, we chose to focus on relationships for our school visits. Pupils have been discussing the profile questions on relationships with their peers and this information will be used to compare against our team schools. Unfortunately, there was a delay getting the programme started so we have planned our visits for term 1 in the new school session.

Staff training

During this session staff undertook online training in pupil voice with Education Scotland, we also discussed the implications and opportunities of implementing wee HGIOURS throughout the school. Use of HGIOURS has been put on hold because we want to introduce it as part of the YLL programme. One of our partner teachers from Carmichael also

Continue with masterclasses

Continue with joint school visits planned and delivered jointly by pupils.

Commence YLL visits to schools in our team, develop action plan and use to inform school improvement planning

<p><i>delivered a CAT session on the Rights Respecting Schools award to all staff, raising the importance of pupil rights in accordance with the UNCRC, which is now law in Scotland.</i></p>	
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