

**Education Resources**  
**Curriculum and Quality Improvement Service**  
**School Improvement Plan and Standards and Quality 2024/25**

***Braehead Primary***

**Strategic Improvement Priorities over 3 year cycle**

**Timescale: 2023-2026**

Strategic Priority	Year 1	Year 2	Year 3
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 38 pupils over 2 classes. 11% of our pupils are in SIMD 1 or 2 or 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. The village hall has been earmarked for closure due to council cuts but the community are in the process of taking it over. There is very 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, ambition, respect and confidence, 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.

There have been some changes in staffing this year, one teacher is on a two year secondment as a principal teacher, her post was filled by a newly qualified teacher (NQT) who has had a very successful year and been an asset to our school community.

Six P1 pupils started with us last August, this was a healthy intake for the school role, and six Primary 7 pupils transitioned to Lanark Grammar. Six pupils joined midway through the session giving a projected role for session 2024/2025 of 38 children. We will continue to have a small P1-3 group of 15 pupils to focus support and a larger P4-7 group of 23.

We have a very supportive Parent Council who play an integral role in school life. They support the school financially through fund raising and securing grants. All school activities are well supported by our family and community.

We are part of the Lanark Learning Community and continue to share good practice with colleagues across the learning community. This year we continued 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 strengthened the working relationship with our partner school, Carmichael primary.

## Strategic Priority 1 for 2024/2025 - Increase attainment in writing

Progress and Impact	Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda
<p><b>Attainment Data</b></p> <p>Attainment in writing is generally good, assessment information indicates that we currently sit above the Scottish and South Lanarkshire achievement levels, however, our attainment figures can vary widely due to the small numbers in each cohort. Since introducing the programme across both schools at Easter, staff have noticed a marked increase in engagement and pupil pride in the pieces of writing that they are producing.</p> <p><b>Staff CLPL</b></p> <p>Our literacy co-ordinator researched writing Revolution and Stephen Graham resources and distributed to staff. Literacy co-ordinator also attended 5 on-line sessions with Stephen Graham and observed him modelling teaching of writing in Hunter Primary. Staff all attended at least one of the on-line sessions. Following the on-line sessions our literacy co-ordinator delivered a Cat session to ensure staff had all appropriate resources and to address and questions or gaps.</p> <p>Staff also discovered the work going on at North Bewick Achieves who have developed a range of resources to support the teaching of PM writing and are adapting for our context</p> <p>Literacy co-ordinator invited to be in writing focus group but decided to focus on developments in own schools and link in with Development Officers.</p> <p><b>Structured Approach to PM Writing Programme.</b></p> <p>Staff have enjoyed the Stephen Graham CPD sessions and agreed a structured approach to introducing the different styles of writing over the next two years. Moderation dates have been agreed for this session and Rigside and Leadhills primaries have been invited to join us. Teachers have noticed a huge improvement in engagement with writing since using the PM writing approach. Using AIFL approaches children are clearly enjoying writing activities and are proud of the progress that they can see they have made.</p> <p>We have not yet shared PM writing with parents, staff feel they want to cover more of the styles of writing before sharing with families, this will be carried on to next year's SQIP.</p>	<p><i>Use cohort and individual tracking for groups or pupils who are not on track.</i></p> <p><i>Moderation sessions planned to focus on writing</i></p> <p><i>On-going liaison with Glengowan Primary.</i></p> <p><i>Investigate formal link with North Berwick Achieves.</i></p> <p><i>Lit co-ord to link with writing focus group through development officer.</i></p> <p><i>Staff to roll out planned writing programme</i></p> <p><i>Liaise with Rigside and Leadhills Primaries</i></p> <p><i>Share new writing programme with parents</i></p>

<p><b>Audit of Reading Resources</b></p> <p>Having liaised with Glengowan Pr, our literacy co-ordinator led the organisation of an audit across both schools for al p1-3 home reading books. This will underpin our future spelling and phonics programme ensuring that home readers match and consolidate phonics and spelling being taught. The audit has been completed, staff have identified gaps and are getting books ordered. These will be shared across the two schools to maximise resources.</p> <p>NELI</p> <p>Staff attended the NELI training sessions and did screener with pupils. None of our current pupils were flagged up as requiring NELI. It is difficult to implement NELI as intended because of staffing limitations. If future pupils would benefit from NELI we will adapt the programme.</p>	<p><i>New reading books purchased and shared across two schools for Early level.</i></p> <p><i>Obtain funding to supplement first level reading programme.</i></p>
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## Strategic Priority 2 for 2024/2025 - Improve/embed approaches to nurture and trauma informed practice

Progress and Impact	Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda
<p><b>Glasgow Motivational and Wellbeing Profile (GMWP)</b></p> <p>The Glasgow Motivational and Wellbeing Profile was carried out with all pupils in three times across the session.. Pupils who are showing concerns have follow up discussions with SLT. These discussions have become important because they allow an open and more meaningful conversation around issues for the young person, sometimes issues are resolved, sometimes the dialogue in itself is enough to ensure the young person feels listened to. Analysis of data suggested links between low scores and questionnaires being completed very quickly and also the impact of mood. Assessments have occasionally been redone at a different time or with a different person and given very different results. Staff feel it is a very valuable tool but that data must be put in context, it has also made us aware of concerns in our quieter, higher achieving pupils who rarely complain, it gives them a structured opportunity to express their feelings.</p> <p><b>Achievement Tracker</b></p> <p>Achievement tracker has been introduced with a view to track engagement and achievement over time, most children attend school clubs and or clubs in their communities, the small number who don't have additional support needs and find the demands of school are enough at this time but parents will periodically try new activities.</p> <p><b>Emotional Check-ins</b></p> <p>Morning 'feelings' check-ins well established in older class, they will also use it throughout the day if necessary to alert their teacher to the fact that they need support, and know the teacher will respond as soon as she can. An adapted version is being introduced in the younger class.</p> <p><b>Relationship Policy</b></p> <p>Relationship policy was completed and shared with Parent council, rest and reflection sheets introduced and scripted phrases shared with staff. Relationships are generally good throughout the school but staff report having the reflection sheet acts as a good structure for restorative discussions which are now used consistently by staff.</p>	<p><i>Continue with GMWP but ensure that it is interpreted within a broader context and that staff are aware of factors that can influence results.</i></p> <p><i>Continue with tracker and use to monitor engagement and achievement at home and in school.</i></p> <p><i>Further develop check-ins with younger pupils and also use this as assessment data to ensure understanding of emotions linking to Emotion works and other HWB programmes.</i></p> <p><i>Relationship policy to be updated regularly</i></p>

<p><b>Rights Respecting Schools / Making Rights Real</b></p> <p>We had registered for our Bronze Rights Respecting Schools award but due to the re-launch of South Lanarkshire's 'Making Rights Real' programme, we have decided to transfer to Making Rights Real. A lot of the evidence gathered will be able to be transferred but our time lines are now slightly behind.</p> <p><b>Staff Training</b></p> <p>Staff have attended a range of training this session to support the wellbeing of our pupils, CAT and In-set sessions on The Attachment Informed and Trauma Sensitive accreditation, The Circle Framework, Understanding Distressed Behaviour, and Emotion Coaching. Staff report that they feel reassured by the approaches that we already use in our school and have more confidence in their actions since attending training courses, in particular ?????</p> <p><b>Attachment Informed &amp; Trauma Sensitive Accreditation</b></p> <p>We have made excellent progress with our attachment informed and trauma sensitive accreditation journey and have now overtaken three of the six pledges; Act to make a difference, Hear their voice, and See the whole person.</p> <p><b>Inclusion Week</b></p> <p>In response to parental feedback, as part of our diversity programme we planned an inclusion week focusing on disability and additional support needs. This involved activities to improve understanding and empathy and a range of visitors and some of our existing pupils throughout the week talking about things that they found difficult, but how they overcame them and how friends can help.</p> <p>There was a significant positive impact from Inclusion week, some of our pupils showed a depth of understanding and recognition of their own difficulties and identified positive role models in our visitors. Our visitors included an ex-pupil who has autism, a relative of a staff member who is in a motorised wheelchair, and one of our own pupils who has a hearing impairment. Staff and pupils recognised that they had a much greater insight into the world from the perspective of someone who finds social interaction challenging or issues for someone with impaired mobility in everyday situations. Our own pupil who has a hearing impairment and hearing aids was hugely proud of the role that they played and her self-esteem has improved significantly which has been reflected in her GMWP scores.</p> <p><b>Parental Showcase</b></p>	<p><i>Making Rights Real programme will go on to maintenance agenda next session.</i></p> <p><i>Continue with attachment informed and trauma sensitive accreditation programme - maintenance agenda next session</i></p> <p><i>Inclusion week will be re-visited as part of our diversity programme and will be referred to as appropriate within our school community.</i></p>
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<p>Pupils delivered a showcase for parents to attend and take part in some of the very challenging activities they had worked on in class to share their learning with their parents and carers and to increase awareness and understanding of diversity in our communities. The event was very positively evaluated by parents on our comment wall.</p> <p><b>P7 Wellbeing Group and Affirmation Cards</b></p> <p>Our P7 pupils were included in a joint wellbeing group with our P7 girls in Carmichael, the group was run by a parent who has delivered yoga sessions in school but wanted to focus on resilience at the transition to secondary. The p7 group in Carmichael was only girls, so it had a girl focus. Girls from both schools enjoyed the opportunity to work together and produced a set of confidence cards which the parent has had published via a community council grant. These cards have been shared with educational psychology and Lanark Grammar and will be shared with other schools.</p>	<p><i>Introduce a similar group with a focus for our boys next year.</i></p>
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### Strategic Priority 3 for 2024/2025 - Improve digital literacy across our school community

Progress and Impact	Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda
<p><b>Staff Audit</b></p> <p>Staff completed a Google form created by ICT co-ordinators, to indicate their experience and confidence using key digital resources. This information was collated and a list of video links, online tutorials, staff learning centre resources and information was compiled for staff to prioritise their own digital CLPL needs. Some of the topics covered were, Excel, Google classroom, AI and Thinglinks.</p> <p><b>Staff Training</b></p> <p>Our ICT co-ordinators delivered direct training on use of different drives, new online planning format, and AI to compliment the list of training resources provided. Staff also attended on-line training on adobe express and had a digital in-set day</p>	

<p>where they had time to learn and explore resources that were a priority for them. Staff also had training on Read&amp;Write from our specialist support team and support staff attended Read&amp;Write training at Lanark Grammar.</p> <p><b>Staff Confidence</b></p> <p>All staff, including support staff, report increased confidence in accessing and using a range of digital resources to support high quality learning and teaching. There has already been an increase in the use of digital technology in classrooms and a subsequent increase in the digital skills of our young people.</p> <p><b>ICT Teaching Programme</b></p> <p>ICT co-ordinators led a CAT session focusing on the South Lanarkshire ICT planners and staff had an opportunity to discuss and explore. Some staff have started using them and have found them very useful. Next year we have agreed that we will implement the planners fully. Audit of ICT resources has not yet been undertaken and will be carried forward into 25-26 SQIP.</p> <p><b>Support for Parents</b></p> <p>We started the session by making the move to Google Classroom for homework, staff prepared an online training video for parents and were on hand for drop-in sessions to help with specific queries or problems. Most children are accessing Google classroom at home, we took steps to ensure there were no equity reasons for families who are not engaging with Google classroom and have ensured there are alternatives available.</p> <p>Staff developed a range of Padlets focusing on Literacy, Numeracy, HWB and Digital literacy. These are available on the school website and are available to all. There has been limited engagement with these resources which was evidenced in the google form evaluation.</p> <p><b>Impact on pupils</b></p> <p>Pupils have also shown an increase in confidence in their ICT skills, particularly in relation to coding. We ran an after-school coding club and pupils and parents have requested that it is run again soon. Pupils will choose to use scratch/coding resources and more recently enjoy using adobe express for their own projects. Pupils filmed and edited their own transition video for our new pupils starting in August and have enjoyed using ICT for learning tasks such as developing their own websites and animations.</p>	<p><i>Embed training and follow up with an evaluation to ensure it is being used consistently.</i></p> <p><i>All staff to use ICT planners next year</i></p> <p><i>Updated audit of ICT equipment</i></p> <p><i>Develop parental showcase/ curriculum session next session.</i></p>
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<p><b>Joint Schools Digital Day</b></p> <p>In March ICT co-ordinators organised a digital day bringing together pupils from Braehead and Carmichael to explore a range of interactive digital activities such as coding, AI, and Indy. The digital day was evaluated very highly by most pupils.</p> <p><b>Internet safety</b></p> <p>There has been a strong emphasis on internet safety throughout all digital activities. Pupils participated in internet safety week and our digital ambassadors linked with other small schools to share posters, videos and animations about the importance of internet safety. Through discussions with pupils during assemblies and lessons it is clear that they have a sound knowledge of the importance of internet safety. We also have an excellent example in a video one of our pupils featured in playing a VR game where at the end he refused to give his email so that someone could send him additional coins. His Mum was so proud she sent us the link! Community police attended the school to underline the importance of internet safety and was very impressed by the knowledge of our p4-7 group.</p> <p>We had a range of resources available for parents to look at and discuss during parents night and our PT/ICT co-ordinator had some very valuable discussions with parents about internet safety in the home, offering advice and assistance where appropriate.</p> <p><b>Digital Schools Award</b></p> <p>Digital Schools award achieved!</p>	<p><i>On-going focus on internet safety</i></p> <p><i>Investigate possibility of <b>D</b>igital Wellbeing award.and/or European digital award.</i></p>
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## Strategic Priority 4 for 2024/2025 - Implement the Circle Framework for Inclusion across school

<b><u>Progress and Impact</u></b>	<b>Next Steps</b>
<p>Through effective collaboration and a shared commitment to inclusion, Lanark Learning Community has successfully implemented the joint approach to supporting learners' social, emotional, and behavioural needs, by engaging with the Circle Framework. Staff have enhanced their understanding of what makes an inclusive classroom and have had the opportunity to share good practice with colleagues across the LLC, helping to identify clear, practical next steps to adapt their environments.</p>	<p>Moderation is central to building shared understanding, improving professional judgement, and raising attainment through collective responsibility. We have therefore decided to enhance professional collaboration across the Learning Community by prioritising moderation activities across stages, levels,</p>

Across the Learning Community, staff have used The Circle Audit Tool to reflect on their practice, identifying meaningful adaptations where necessary, and implementing any changes designed to positively impact learner wellbeing, motivation, and engagement.	establishments, and sectors. These will focus on shared priorities—Numeracy, Science, Digital Technologies, and Writing—while supporting consistency in Learning, Teaching, and Assessment. Particular attention will be given to learners who are ‘close’ to achieving expected levels, ensuring equity strategies are effectively targeted.
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