

Braidwood Primary

Standards and Quality Report 21/22



Context of the school:

Our Aim

‘Be the best you can be!’

Braidwood Primary School is a rural school in Clydesdale, and is part of the Carluke Learning Community. We have strong links with local schools both in the curriculum we deliver and in the many social and events. Our current role is 165 pupils. We have very active Parent Council who play a key role in school life. We enjoy learning and aim to provide pupils with a variety of fun, interesting and relevant learning experiences which prepare them for the future. Working with our families is important to us in Braidwood and we see positive relationships as the key to success for all.

Our Vision

To provide a happy, safe and fun environment where everyone is valued and shows respect for each other in our learning family. Pupils are proud of who they are and develop their own talents.

We remove barriers to the learning adventure, enabling us to have a ‘can do’ attitude and be the best we can be.

Our Values

Trust
Happiness
Friendship
Respect
Responsibility



Three words to describe our school...

‘Fun, safe and friendly,’ Mia P2

‘Trusting, positive and kind.’ Nina P4

‘Fun, good and safe.’ Jessica P1

‘Cool, nice and healthy.’ Caleb P1

Review of progress for session Aug 2021- June 2022

School priority 1: Through Emotion Works, we will learn to label emotions and identify associated body behaviours, triggers, and regulation strategies. These will help pupils in making choices which effect them and others.

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

HGIOS?4 QIs (select from drop down menus)
1.2 Leadership of learning
3.1 Ensuring wellbeing, equality and inclusion
1.3 2.4 Personalised support

All teaching and support staff have taken part in CPD sessions, led by Miss Mooney, in the Emotion Works philosophy and to learn some of the language of the Emotion Works cogs. Staff have been trained in, and have used practical activities and lessons together as a team. The practical activities resulted in us seeing first hand how the resources and lessons could impact on pupil skill development and emotional intelligence. Staff fed back positively on these sessions, and the use of Emotion Works after the sessions in the classrooms was evidence that the training had had positive impact. We have seen a consistent use of Emotion Works across the school. It has been taught discretely in all classes ensuring a consistent approach and shared language for pupils. It has also been used in IDL to link emotions to real life which indicates pupils ability to transfer their Emotion Works knowledge, and apply their learning in another area. For example, they used the cogs to map out the impact of climate change for COP26. The strategies have also been seen to impact positively with individuals who can become distressed. They are able to discuss their emotions and reactions to these through the cogs as visuals.

All staff and pupils can state the importance of positive relationships and good emotional intelligence, and how these skills shape our school, and the development of our young people. Emotion Works is well planned for across the school each term as part of teachers' planning and links are made to relevant contexts for learning, as a consequence pupils are now participating in a larger number of specific learning activities for Emotional Wellbeing, and are more effective at discussing their feelings, body sensations, triggers and regulation strategies. All pupils took part in a very successful Wellbeing Day and further activities over the school year in their own class. Almost all pupils can confidently label emotions and identify associated body behaviours, triggers, and regulation strategies.

A parental leaflet explaining the programme and each Emotion Works cog has been shared with parents, to work towards a shared vocabulary for emotions.

As a consequence of all of the hard work this year, we are in a position to apply for the Emotion Works Award early next session. We look forward to further developing this next year.



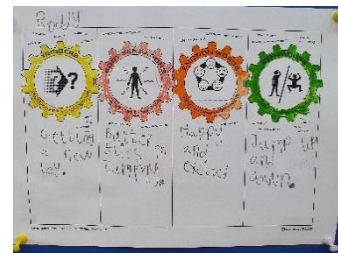
Staff and Pupil comments

'Emotion Works has helped me to know how people feel and what triggers people's emotions.' Nairn P6

'Emotion Works has helped me to develop my vocabulary about my emotions.' Ethan P7

'I feel that we have addressed the emotional needs of pupils at the right time after the last two years, and have gone about it in a way that is meaningful for the children in our care.' Class teacher, May 2022

'It's good to have a focused and progressive programme of study for an area of the curriculum which is really important for the children.' Class teacher, May 2022



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

- Build on the Emotion Works lessons already developed, and use Emotion Works across learning.
- Apply for the Emotion Works Award to recognise and celebrate the school's success in this area.

School priority 2: To raise attainment in numeracy with all pupils engaging in high quality teaching and learning experiences, thus narrowing the attainment gap (with a focus on mental maths strategies and understanding of number).

NIF Priority (select from drop down menus)

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Curriculum and assessment

School Improvement

HGIOS?4 QIs (select from drop down menus)

3.2 Raising attainment and achievement

2.3 Learning, teaching and assessment

2.2 Curriculum

All staff have been trained in Number Talks approaches and use it effectively in each classroom. Our mental maths curriculum is ensuring progression for all pupils through a level. Successful peer observations, with in our own staff team, resulted in a sharing of standards and understanding of quality of delivery of Number Talks. The comments from colleagues were really positive and they were impressed by pupils' ability to discuss a variety of methods and strategies they were using to solve a Number Talks problem. A yearly overview of strategies to be taught has been created and followed ensuring consistency of approach and coverage of the key skills being developed.

Attainment in numeracy and maths across the school has increased. All staff are delivering the same consistent numeracy approaches across the school. Continued targeted intervention through the 5min box, and C/P/A approaches has been very effective, resulting in almost all pupils in the cohort achieving the appropriate maths CfE level.

Professional dialogue and learning conversations have noted a positive impact on teacher confidence in delivering numeracy and maths, and also on pupils' interest and engagement in this area.

Number Talks approaches have been added to our P1 and P2 Home Learning Packs to help continue this approach beyond school.

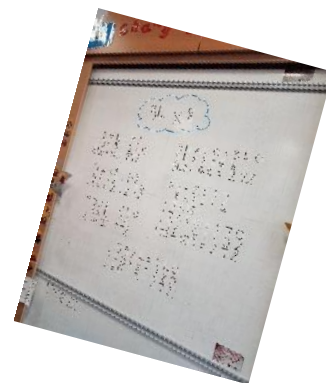
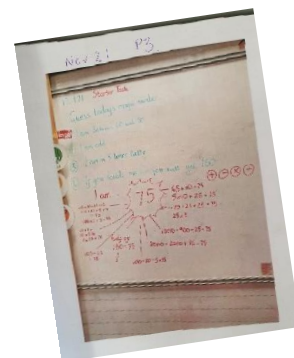
Staff and Pupil comments

'Number Talks helps me to understand numbers a lot better' Lexi P2

'Number Talks helps me to understand maths a lot eaasier' Erin P4

'Number Talks helps me to figure out different ways to do mental maths and help each other.' Lucy P3

'Number Talk was very effective as whle class were engaged and taking part. It was particularly useful to see the children with more than one solution offering advice to others who didn't have any solutions.' Class Teacher, Feb 2022



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

- Continue to use C/P/A approaches in maths, and use Number Talks as a mental maths strategy.
- Look at Numeracy Across Learning within the school.

National priority: How we are ensuring Excellence and Equity?

Braidwood is a high attaining school as can be seen in our tracking and monitoring data. The data and evidence we have for a 5 year period allows us to identify trends and patterns. It shows us that a significant number of pupils are achieving an appropriate level in literacy and numeracy. In our journey towards ensuring excellence for all our pupils, our attainment continues to be high.

Curriculum for Excellence results 2021-2022	Reading	Writing	Talking and Listening	Numeracy
Combined P1, P4 and P7 achievement of a level	89.1%	85%	94.6%	86.3%

Attendance is currently above 94.4% for SIMD 1 and 2/FME pupils, and 96.4%% for SIMD 3-10/No FME. These figures remain consistently high. We currently have 2 care experienced children.

We rigorously use this information to identify and target specific cohorts of pupils who are not on track in their learning. From analysis of our CfE and standardised assessment data, it can be seen there is distinct no pattern between poverty and attainment within Braidwood.

In terms of our attainment gap, children in receipt of FSM or living in SIMD 1 and 2 are performing as well as, or better than their peers. We know that it is other factors which are barriers to individual pupils' learning, particularly specific learning needs, ASN and specific individual factors. Our 'gap' for our school is narrowing. With such small numbers of SIMD 1 and 2/FME pupils in the school, we look at each pupil individually and track their progress closely.

2021/2022 Closing the Gap Progress and Impact

This session we used our Pupil Equity Fund to provide targeted support to pupils for literacy and numeracy, We also used it to reduce the cost of the school day for families. Our school community decided to use 5% of the budget for our Participatory Budget, this was spent on improving our playground.

Intervention 1

Following the success of an IDL literacy pilot last session, we chose to roll out IDL as a specific literacy strategy to support learning. We identified cohorts of pupils in P4-7 who received targeted support for spelling, some pupils continuing from last year, and also new pupils started the intervention. Pupils used this resource in school three times a week and also at home. Home engagement with the programme varied, and we saw a

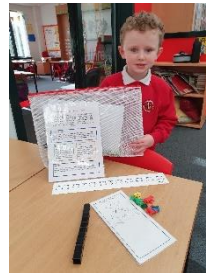
correlation between how often IDL was used at home, and how much impact it had on pupil progress. Most pupils in the targeted group made good progress in spelling age.

Intervention 2

Following the success of our concrete/pictorial/abstract approach to maths across the school, this approach was used with small groups or individual pupils to further develop their numeracy skills. We identified cohorts of pupils in P2-7 who received targeted support for numeracy, some pupils continuing from last year, and also new pupils started the intervention. Data from September 2021 and March 2022 shows almost all pupils progressed in learning and increased in maths age.

Family Learning Maths Packs

Packs were created for all P1 and P2 pupils to use at home and learn alongside their family, siblings and parents. They included concrete materials, pictorial materials and a prompt sheet with activity ideas. These have been very well received, with pupils and parents saying they like them, use them with and feel confident in the activities. We will provide next session following this success.



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these again

Participatory Budget – Improving our playground

Our pupil PB (participatory budget) group gathered views from across the school on our playground. They then selected resources to buy to enhance the school ground and make the playground more interesting and engaging for our pupils. These activities have been really well received and number of pupils stating they enjoy the playground, or really enjoy it, have increased by 23%.



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

- Continue targeted interventions for literacy and numeracy. Introduce IDL Numeracy.
- Further reduce the cost of the school day for parents by paying for excursions and providing family maths packs.