



**Braehead Primary School  
and  
Nursery Class  
Standards and Quality Report  
2018 - 2019**

<b>School Priority 1:</b> Enhancement of pedagogy of numeracy and maths	
<b>National Improvement Framework Priority</b> Improvement in attainment in numeracy	<b>HGIOS4 Quality Indicators and HGIOELC</b> 2.3 Learning, Teaching and Assessment
<b>Key drivers for improvement</b> Assessment of children's progress	<b>Integrated Children's Services Plan Outcomes</b> All children thrive as a result of nurturing relationships and stable environments in their own school and community.
<b>Progress:</b>	<ul style="list-style-type: none"> <li>• Clarity around structure of a numeracy lesson.</li> <li>• All maths and numeracy resources audited and stored appropriately.</li> <li>• Opportunities provided to shadow and share best practice.</li> <li>• Staff trialed a maths in context focus.</li> </ul>
<b>Impact:</b>	<ul style="list-style-type: none"> <li>• Staff aware of resources available.</li> <li>• Staff understand the need for a progressive planner.</li> <li>• Staff keen to undertake moderation to support teacher judgement in numeracy.</li> <li>• Staff have a clearer understanding of holistic assessment.</li> <li>• Professional dialogue around maths has improved practice.</li> </ul>
<b>Next steps:</b>	<ul style="list-style-type: none"> <li>• Bannockburn LC will continue to develop the pedagogy of numeracy.</li> <li>• Bannockburn LC will provide moderation opportunities in numeracy.</li> <li>• Braehead Staff will collegiately develop a progressive planner for numeracy.</li> <li>• Assessment planners to be developed to support a more holistic approach.</li> <li>• All learners will have a better understanding of achievement of a level in numeracy and be able to explain where they are and clarify their next steps for improvement.</li> </ul>

<b>School Priority 2:</b> To raise attainment by 3% in understanding, analysing and evaluating reading.	
<b>National Improvement Framework Priority</b> Improvement in attainment in literacy	<b>HGIOS4 Quality Indicators and HGIOELC</b> 2.3 Learning, Teaching and Assessment
<b>Key drivers for improvement</b> Assessment of children's progress	<b>Integrated Children's Services Plan Outcomes</b> All children thrive as a result of nurturing relationships and stable environments in their own school and community.
<b>Progress:</b>	<ul style="list-style-type: none"> <li>• Braehead's Guide to Reading is completed.</li> <li>• Colourful semantics rolled out to early Years.</li> <li>• ORT purchased and introduced.</li> <li>• Resource library introduced in Middle Wing.</li> <li>• Every class now regularly visits the local library.</li> <li>• 3% target has not been achieved this year however we are confident that by implementing the strategies in the Reading Guide we will next session.</li> </ul>
<b>Impact:</b>	<ul style="list-style-type: none"> <li>• Staff capacity to deliver high quality reading experiences has been improved.</li> <li>• Colourful semantics has ensured consistency of approach in the Early Years.</li> <li>• Learners' motivation and enthusiasm for reading has increased using ORT.</li> <li>• Learners have access to library resources to enhance their learning.</li> <li>• Children understand that reading is a life skill and enjoy visiting the library.</li> </ul>
<b>Next steps:</b>	<ul style="list-style-type: none"> <li>• Braehead Staff will collegiately develop a progressive planner for literacy.</li> <li>• Assessment planners to be developed to support a more holistic approach.</li> <li>• All learners will have a better understanding of achievement of a level in literacy and be able to explain where they are and clarify their next steps for improvement.</li> <li>• Involve staff in the data analysis of literacy.</li> </ul>

<b>School Priority 3:</b> Information from and to the school and nursery about learning, news and events is regular, coherent and concise.	
<b>National Improvement Framework Priority</b>	<b>HGIOS4 Quality Indicators and HGIOELC</b> 2.7 Partnerships
<b>Key drivers for improvement</b> Improved communication with parents and partners.	<b>Integrated Children’s Services Plan Outcomes</b> Children, young people and their families are respected as equal partners in decision making and planning.
<b>Progress</b>	<ul style="list-style-type: none"> <li>• Communication policy created.</li> <li>• Calendar implemented</li> <li>• Class newsletters issued termly</li> <li>• Weekly planner of school events shared with all staff</li> <li>• Recently introduced the school app.</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>• Clarity for wider school community about our communication channels.</li> <li>• Learners are prepared for what is happening in advance.</li> <li>• Families now able to discuss their child’s learning and support them. It also encourages families to share and celebrate success.</li> <li>• The staff team now share collective responsibility for events and have commented how this makes them feel valued.</li> <li>• Resounding success stated by whole school community. In just over 3 weeks 366 participants have signed up to the app.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>• Put the calendar of events on the app.</li> <li>• Promote family learning initiatives.</li> <li>• Continue to review the best way to communicate with our community.</li> </ul>

**School Priority 4:** Revise and adapt the curriculum framework to include skill development and a spectrum of contexts for learning.

<p><b>National Improvement Framework Priority</b> Improvement in employability skills and sustained positive destinations.</p>	<p><b>HGIOS4 Quality Indicators and HGIOELC</b> 2.2 Curriculum 2.3 Learning, Teaching and Assessment</p>
<p><b>Key drivers for improvement</b> Breadth, balance and depth across the curriculum</p>	<p><b>Integrated Children’s Services Plan Outcomes</b> Embed progressive, coherent and innovative curriculum (creative approaches to learning and teaching).</p>
<p><b>Progress:</b></p>	<ul style="list-style-type: none"> <li>• Through consultation we have developed a progressive planner which provides appropriate bundling of Experiences and Outcomes. Staff have autonomy to plan engaging learning experiences using these Es and Os.</li> <li>• Staff have agreed a progressive plan for RME, Technology and certain aspects of Health and Wellbeing.</li> </ul>
<p><b>Impact:</b></p>	<ul style="list-style-type: none"> <li>• Staff clarity and consistency when planning learning. Learners have a clear progression so will be able to identify where they are and their next steps in learning.</li> <li>• New planners have been introduced to support a more holistic approach and focus on skills development within learning and teaching.</li> </ul>
<p><b>Next steps:</b></p>	<ul style="list-style-type: none"> <li>• Braehead Staff will collegiately develop a progressive planner for literacy.</li> <li>• Braehead Staff will collegiately develop a progressive planner for numeracy.</li> <li>• Assessment planners to be implemented to support a more holistic approach.</li> <li>• Inclusion of skills development on planners should direct learning and teaching focus.</li> <li>• A Working Group will implement French planners with a teacher timetabled to support and develop practice throughout the school.</li> <li>• Whole staff will develop the RSHP progression.</li> <li>• Regular consultation about the curricular framework and planning formats.</li> </ul>

## **Progress and impact of Pupil Equity Fund:**

### **Pupil Equity Funding**

#### **Health and Wellbeing Officer**

- Developed the role of HWB Officer within the school. The main responsibilities here have been to develop relationships with pupils and families, support attendance and to provide focussed groups to support targeted children (Bold Butterflies, Season for Growth, Drawing and Talking, Resilient Kids).
- Attendance rates have improved and late comings have reduced in identified children. Data for specific target children includes a reduction in the number of late starts for one pupil from 75 last year to 51 this year. Another pupil shows a drop in absences from 57 during the previous year to 30 absences this year. A third specific pupil showed a reduction in absence from 39 days to 28.
- Termly coffee mornings have seen an increase in attendance of parents from 2 parents in October to 8 parents attending in June.
- Communication lines have been created between HWB Officer and families. This has enabled staff to work with families, identify additional support requirements and build confidence in parents. Parents now engage with the school and are open/honest regarding their needs. Outside agencies also use this relationship and subsequent communication lines to offer and provide support for pupils.
- Parental attendance at Staged Intervention meetings has improved with the support from the HWB Officer. Parents now actively engage in challenging conversations with pupils and staff in a productive manner to best support the pupils.
- Training in Bold Butterflies, Seasons for Growth, Resilient Kids and Drawing and Talking has taken place this year. This has directly benefitted 22, 4, 7 and 9 pupil respectively. Specific results in Resilient Kids data shows an increase in confidence in 71% of the pupils who attended. Confidence levels increased by an average of 11% in these targeted children over the course of the 8 week intervention.
- Over the year, Health and Wellbeing Officers from across the Learning Community have been meeting regularly. This provides a network of support in defining a new role within the authority. The meetings provide a forum to discuss ideas and share what has gone well and any areas they are keen to improve. The meetings are becoming more planned as HWOs suggest topics they would find useful. Next year there will be a focus on data gathering to further demonstrate their positive impact.

#### **Supported Study Groups**

- Class teachers across the school identified children who needed support to close the attainment gap in literacy and numeracy. Gaps included attendance, confidence and children who needed a more focused approach to their learning within numeracy and literacy.
- Pre and post assessments demonstrated no significant change.
- The identified PEF children struggled to be at school for the 8:15am start.
- Attendance overall was erratic.
- For those who regularly attended there was observable improvement.
- For those families who used the numeracy packs an increase in confidence was noted.
- We noticed impact that we had not anticipated including enrichment of relationship between pupil and teacher, a positive effect on pupil HWB as being in early supported their preparation for the day ahead.

#### **Playground Developments – Trim Trail**

When the new HT arrived there was a lot of self-evaluation completed with children's views about their school. The Trim Trail was always commented on positively with children keen to develop further our playground with similar activities.

#### **Supplementing the Primary 7 residential Entitlement**

All children who attended Dalguise reported the positive impact this had on their confidence, relationships with each other and staff and resilience. It also supported transition to High School.

**Wider achievements:**

- Children actively engage in the wider life of the school by attending a variety of lunchtime clubs. There are currently 11 lunchtime clubs offered to a variety of age groups with an average of 15 children attending each club. Positive comments have been received from both staff and pupils. Some of our pupils have offered to run their own lunchtime club in dance and coding which have been supported by staff and well attended.
- Active Stirling have offered a variety of sports experiences to the pupils including basketball, football, multisports and rugby union.
- Community Groups offer children the opportunity to work across stages with teachers from other areas in a context which they are interested. Parent volunteers also attend the school to support these groups which include Eco, Dance, Digital Skills, Spanish, Engineering and Art.
- Wider Achievements are regularly celebrated at assembly. Class teachers record achievements reported to them and these are celebrated during the next assembly. The achievements are then displayed as part of an Achievement Tree within a central area of the school.
- A group of P7 pupils have enjoyed great success within their Mandarin learning by passing the recent Youth Chinese Test Mandarin Exam with exceptional skill. All 11 pupils who entered the exam passed.
- 45 children engaged in the Bikeability programme during this session.
- Groups of pupils have represented the school in a variety of events including the Rotary Club Quiz, Euroquiz and Stirling University Enterprising Maths Challenge.
- Pupil voice is heard through engagement in Pupil Parliament and House System activities.
- Mandarin Transition Project within P7 where children from Stirling Learning Community visited the school to work alongside our pupils
- International Link Up between P5/6 and pupils in France.
- Food Technology link with Pizza Hut within our P3 cohort.
- McArthur Masters celebrating female football and Nabbers Cup were two very successful football tournaments within the school this year which were greatly anticipated and enjoyed by children across the stages.
- Braehead's Got Talent event allowed the children the opportunity to showcase their skills within class and to the wider school.

**Comments from pupils, parents, stakeholders, staff:****Comments from the HWB Officers coffee mornings:**

"Lovely, relaxed feeling with varied conversation."

"Coffee mornings are a fantastic idea giving everyone a chance to chat."

"I like the variety of topics."

**Comments from improved communication:**

"I have never felt so well informed about what is happening in school and my child's learning since the app and the link to Twitter."

**Comments on new planners from staff:**

"The curriculum plan offers structured progression which will help guide my teaching."

"The new planners only took me 15 minutes per plan and helped focus my thinking to what I wanted the children to learn and how I was going to deliver the learning."

**Comments on the Trim Trail from children:**

"I love playing on the Trim Trail, it helps me get strong and fit."