

Braehead Primary School and Nursery Class

School Improvement Plan 2019-20



Braehead Primary School is situated in the suburbs of South Stirling within a residential area. At one edge of the catchment area the housing is situated within an industrial estate. The main part of the residential area is a mixture of local authority housing, private landlord let homes and the rest is private home ownership. Our primary school feeds into three High Schools. The main two are Bannockburn High School and Stirling High School, and a minority of streets are catchment for Wallace High School. In the past the three years the majority of P7 learners have moved on to Stirling High School due as a result of significant placing requests.

Braehead Primary School was built in 1972. It is semi open plan with 3 wings radiating from a central area and administration corridor. During summer 2008 the school had a partial refurbishment. The early primary stages and the nursery are housed in the first wing. Each wing stimulates learning in a unique way. The early Years wing has learning through play as its focus. This year one classroom will be used to facilitate our nursery expansion before we move to our new Nursery in 2020. The middle wing contains a kitchen and the Confucius classroom where Chinese language and culture is promoted. In the upper wing STEAM – Science, Technologies, Engineering Arts and Maths are encouraged and space is allocated for innovative learning. In the Discovery base the school has introduced a digital literacy studio where film making and use of ICT is used for our learners and other schools in the authority who make use of the Confucius hub. We have a large gym hall, which is used for all our P.E. curriculum; drama, whole school; assemblies etc. It is also used for local clubs and youth organisations in the evening.



**Braehead Primary School
At the heart of its community,
with children at its heart!**

OUR VALUES

As a school we are re-visiting our values throughout next year by consulting with the whole school community. We have introduced our RISK values for the playground and will be focussing on these at assemblies. RISKETEERS look out for children demonstrating our playground values.

BE RESPECTFUL



Our children understand that we should respect ourselves, our staff and each other. We teach that we need to respect our school so that we have a positive learning environment.

BE INCLUSIVE



Our children understand that we are an inclusive school. This means that we work hard to ensure nobody feels left out.



BE SAFE

Our children are aware of the risks in our playground and how to stay safe. We always encourage children to have fun but to consider play or actions that make themselves or others unsafe. We will be focussing on the wider theme of risk

BE KIND



We have been promoting kindness at assemblies. The children are very good at explaining what they can do to be kinder and how it feels when someone shows kindness to them.

National Improvement Framework Priorities	HGIOS 4 & HGIOELC Quality Indicators	Regional Improvement Collaborative Priorities
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	<p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC 3.2 Securing children's progress 3.3 Developing creativity and skills for life and learning</p>	<ul style="list-style-type: none"> Develop collaborative approaches which build staff capacity to deliver high quality literacy learning experiences for all. Work together to strengthen and improve teacher confidence, understanding and teaching of numeracy. Work as a collaborative to strengthen the quality of the ELC workforce to support the quality dimension of the expansion. Provide professional learning that helps drive forward collaborative leadership at all levels. Ensure performance information and improvement approaches support raising attainment for all. <p style="text-align: center;">Children's Services Plan Outcomes</p> <p>Some key outcomes are:</p> <ul style="list-style-type: none"> The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced. All children thrive as a result of nurturing relationships and stable environments in their own school and community. Children, young people and their families are respected as equal partners in decision making and planning. Children's and young people are mentally and emotionally healthy.

Improvement Priority	Outcomes for Learners	Impact Measurement	PEF
2.2 Curriculum	There will be a more structured approach to our curriculum ensuring breadth, balance and depth at each level. Nurturing principles will be at the heart of our interactions.	Evidence in planning, learning and teaching and assessment.	HWB Officer £20,000 I Heart £3000
2.3 Learning	All learners will have a better understanding of achievement of a level in literacy and numeracy and be able to explain where they are and clarify their next steps for improvement.	Accuracy of information at Tracking and Monitoring meetings.	Staffing £11,000 Resources £4500
3.2 Raising Attainment and Achievement	All Learners will experience high quality learning experiences through improved pedagogy within in an environment fit for 21 st Century learning. Children will be partners in their learning; involved in planning and assessing, able to reflect on their learning and be able to explain where they are and clarify their next steps for improvement.	Increased engagement of learners in an improved learning environment.	Local Authority Funding £7000

Priority 1: Curricular Framework

Improvement Priority				
To develop a more structured approach to Curriculum for Excellence within Braehead primary ensuring breadth, balance and depth and consistency.				
Outcomes for Learners				
Learners will engage in high quality learning experiences across the curriculum. Practitioners will have a better understanding of progression which will inform their planning and assessment.				
Key Actions	Priority Leader	Milestones Dates	PEF	Evaluation/Analysis of Progress and Impact
<ol style="list-style-type: none"> 1) Implement a Curricular Framework to develop a consistent approach to planning 2) Use the framework to deliver learning and teaching opportunities across the school and nursery to ensure breadth, balance and depth. 3) Introduce planning for assessment approaches to support clarity and purpose in learning and teaching and the development of skills. 4) Use assessment evidence to support Tracking and Monitoring. 5) Plan regular moderation to develop staff confidence and understanding of achievement of a level. 6) Staff will work collaboratively to develop Learning Pathways in Literacy and Numeracy tailored to Braehead Primary. 7) To devise a structure to support HWB across the year groups focussing on RSHP, Substance misuse and Getting to Know you resource 8) Ensure curricular information including planning formats, skills sheets, Learning Pathways and Resources are easily accessible on staffshare. 	<p>Lorraine Dollard</p> <p>SMT</p> <p>SMT</p> <p>L Dollard</p> <p>SMT</p> <p>(See separate action plans)</p> <p>Karen Scott</p> <p>SMT</p>	<p>Session 2019 - 2020</p>	<p>£3000 I Heart</p>	<p>QA of planners Impact meetings SMT and peer shared learning experiences Professional dialogue</p> <p>QA of planners Impact meetings</p> <p>Evidencing achievement of a level Moderation Evaluations Termly review meetings Professional dialogue Personal reflection Staff confidence and knowledge in T and M meetings</p> <p>Termly review meetings Possible Professional Enquiry. Termly review and planning meetings</p>

Priority 2: Literacy


Improvement Priority 2: To raise attainment in Literacy across the school so each year group is achieving 80% or above.					
Outcomes for Learners: 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.					
Key Actions	Priority Leader	Milestones Dates	PEF	Evaluation/Analysis of Progress and Impact	
1) To develop pedagogy in literacy- through CLPL using Bill Boyd's resources	DHT LW	Session 2019 – 2020.		Staff evaluations	
2) To develop a Reading Culture across the school and nursery	DHT LW and team			Possible Professional Enquiry	
3) Staff will work collaboratively to develop Learning Progressions in Literacy which include a skills based approach tailored to Braehead PS.	Loraine Dollard			Quality Assurance of reading pedagogy	
4) DHT and practitioners to model, support and quality assure practice in literacy across the school and Nursery	DHT LW and team			Evidence of effectiveness through moderation dialogue. Possible Professional Enquiry	
5) All staff to plan for assessment using a holistic approach and a focus on skills.	Loraine Dollard			Quality Assurance of Literacy, feedback and follow up.	
6) Planned moderation in-house and across the LC	DHT LW			Quality Assurance of assessment planning	
7) Target PEF and school funding to resource reading	DHT LW / PT KS			£2200 EY £650	Moderation review
8) Book band resources from P3 to P7 and ensure the system is understood by all staff and accessible.	DHT LW				Review resources as a wing Pupil focus groups
9) Targeted Support for learning interventions to raise attainment in literacy.	DHT/PT KS			£11,000 staff	Impact on attainment through Tracking and Monitoring
10) Roll out Braehead as Authors Writing project with P4-7	Jane McNab Alex Henderson				Impact on attainment through Tracking and Monitoring
11) Staff in Level group to develop reading ladders to support pupil participation and targeted feedback.	Jane McNab				Impact on attainment through Tracking and Monitoring
12) Providing clear guidance on the implementation of a Listening and Talking programme to develop a consistent approach across the school and Nursery.	Loraine Dollard			£150 Resources and SD	Pupil focus groups Impact on attainment through Tracking and Monitoring

Priority 3 - Numeracy

Improvement Priority 3: To raise attainment in Numeracy across the nursery and school so each year group is achieving 80% or beyond.				
Outcomes for Learners: 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.				
Key Actions	Priority Leader	Milestones Dates	PEF	Evaluation/Analysis of Progress and Impact
1) Develop pedagogy in Numeracy with Learning Community through CLPL – Chris McKenna Count on Us	Gill Lochore	Session 2019 - 2020	£11,000 staff	Staff evaluations Possible Professional Enquiry
2) Whole school and nursery interventions to develop a Numeracy Culture within the Bannockburn Learning Community	Gill Lochore			Quality Assurance of Numeracy pedagogy across the LC
3) DHT to model, support and quality assure practice in numeracy across the school and Nursery.	Gill Lochore			Quality Assurance of Numeracy, feedback and follow up.
4) Staff will work collaboratively to develop Learning Progressions in Numeracy which include a skills based approach tailored to Braehead Primary.	Gill Lochore			Evidence of effectiveness through moderation dialogue. Possible Professional Enquiry
5) All staff to plan for assessment using a holistic approach and a focus on skills.	Lorraine Dollard			Quality Assurance of planning.
6) Regular collegiate sessions to discuss numeracy pedagogy	Gill Lochore			Staff evaluations
7) Targeted interventions through Support for Learning to raise attainment. Target pupils and approaches as informed by 218-19 ACEL.	Karen Scott/Gill Lochore			Impact on attainment through Tracking and Monitoring
8) Planned moderation in-house and across the Learning Community	Lorraine Dollard			Evidence used to support teacher judgement. Increased teacher confidence LC evaluation of moderation Evaluation from authority moderation.



Action Plan - French

Action Plan: To support the delivery of our L2 French across the school and nursery.				
Outcomes for Learners: Learners will have a better understanding of their progression in learning French and be able to explain where they are and clarify their next steps for improvement.				
Key Actions	Priority Leader	Milestones Dates	PEF	Evaluation/Analysis of Progress and Impact
<ol style="list-style-type: none"> 1) A Working Group will work collaboratively to develop Learning Pathways in French tailored to Braehead Primary with consideration given to the skills being developed to support DYW. 2) Appropriate resources will be collated and shared to support the pathways at each stage. 3) French Leader to model, support and quality assure practice in French across the school and Nursery 4) French lunchtime club will continue to support those learners who want to develop their language skills further. 5) The Working Group will consider ways that family engagement can be promoted. 6) French food culture will be celebrated within a global café through the planning of a whole school HWB event. 	Karen Faulds	Session 2019 - 2020		<p>Staff and learner evaluations Learner progress Possible Professional Enquiry</p> <p>Staff and learner evaluations</p> <p>Quality Assurance of French, feedback and follow up.</p> <p>Learner evaluations</p> <p>Family uptake and evaluations</p> <p>Event feedback and review.</p> 

Priority 4: Nurture

Improvement Priority: To support and develop a universal approach to nurture across the school and nursery. (Year 1 of 3 year plan)

Everyone within our School Community to actively demonstrate the use of positive and nurturing language as a means of communication by May, 2020.

Outcomes for Learners

Improve outcomes for pupils by raising attainment through providing a consistently nurturing and secure environment.

Children will be able to express their feelings, thoughts and worries using reflective and positive language in order to solve problems and improve focus for learning.

Key Actions	Priority Leader	Milestones Dates	PEF	Evaluation/Analysis of Progress and Impact
<p>Raising the profile of nurture principles with staff, families and pupils to ensure they are embedded in the ethos of the school.</p> <ul style="list-style-type: none"> - Staff, pupils, families complete Nurture Questionnaire - Nurture working group established where a Positive Interactions and Relationships policy will be devised - Each class carry out specific discussions in August in relation to class Nurture routines with the pupils - To develop the role of the Risketeers - Train Risketeers in restorative practice <p>Raising the capacity of staff members to ensure all children receive a consistently nurturing approach.</p> <ul style="list-style-type: none"> - Staff to complete Nurture emodule - Staff Collegiate and SLA Training calendar to include regular Nurture discussions/updates/ training - Additional training opportunities provided by Ed Psy - All members use a universal language of nurture consistently throughout the school - School mantra created, referred and visible throughout the school for all members to live by. <p>Evidence of nurture considerations within the organisation and management of classrooms and teacher planning</p> <ul style="list-style-type: none"> - Every class develop a Welcome Strategy, - Every class to use a daily Emotional Check-In with follow up discussions where required - Every class to have a Calm Area with Calming Strategies for the children to access if required - Termly Nurture planning to be included in staff forward plans 	<p>KScott JLawrie LWhelan</p> <p>Class teachers</p> <p>KScott</p> <p>All staff – KScott KScott / LWhelan</p> <p>All staff</p> <p>SMT – within QA procedures</p>	<p>June 2018 August 2019</p> <p>August 2019 August 2019</p> <p>August 2019 Ongoing throughout session</p> <p>Ongoing Ongoing</p> <p>August 2019 August 2019</p> <p>August 2019</p> <p>Ongoing</p>		<p>Nurture needs analysis from questionnaire responses</p> <p>Consistent use of personalised emotional check-in within each class.</p> <p>Less reliance on adult support to deal with minor playground disputes.</p> <p>There will be a shared understanding by the whole school community about nurturing principles and this will be evident in our interactions.</p> <p>Each class and the nursery will have</p> <ul style="list-style-type: none"> • Calming strategies • An identified calm space • A welcome strategy • An emotional check-in <p>Evidence of Nurturing approach in planning folders.</p>

Priority 5: Early Years Pedagogy and Learning Environment

Improvement Priority: To improve the learning environment in both the Nursery and Early Years Wing to develop play based pedagogy with funding from the Local Authority.

Outcomes for Learners: All Learners will experience high quality learning experiences through play based pedagogy in an environment fit for 21st Century learning.

Key Actions	Priority Leader	Milestones Dates	PEF	Evaluation/Analysis of Progress and Impact
1) Learning environments will be enhanced by providing a neutrally decorated space/furnishings conducive to 21 st century learning.	Catherine McCormack Karen Scott	2019 – 2020		Before and after photographs Running analysis of how the shared area is used both before and after improvements. Child, parent and staff evaluations.
2) Nursery staff will develop experiential play through 'Adventures with Alice'. They will share their learning with Early Years staff.	Catherine McCormack Gill Lochore			Identification of different types of play and percentage of children accessing more than 1. Percentage of children accessing literacy, numeracy and HWB.
3) To develop and extend nursery and Early Years staff understanding of the pedagogy of play through key theorists and current thinking accessing information from a CLPL EY google classroom.	Catherine McCormack Gill Lochore			Possibility of practitioner enquiry. Staff understanding and awareness of key documentation and academic publications. Measuring impact on practice
4) Develop opportunities for parental engagement and family learning focused on play. 'Stay and Play' sessions to be extended from Nursery to P1-3. Home School Play Packs developed	Catherine McCormack Gill Lochore			Parental Evaluations. Feedback on Play Packs Play evaluations from children. Percentage of parents who attend sessions

Improvement Planning Overview: Early Years Team

National Improvement Framework Priorities	HGIOS 4 & HGIOELC Quality Indicators	Regional Improvement Collaborative Priorities
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	<p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC 3.2 Securing children's progress 3.3 Developing creativity and skills for life and learning</p>	<ul style="list-style-type: none"> Develop collaborative approaches which build staff capacity to deliver high quality literacy learning experiences for all. Work together to strengthen and improve teacher confidence, understanding and teaching of numeracy. Work as a collaborative to strengthen the quality of the ELC workforce to support the quality dimension of the expansion. Provide professional learning that helps drive forward collaborative leadership at all levels. Ensure performance information and improvement approaches support raising attainment for all. <p style="text-align: center;">Children's Services Plan Outcomes</p> <p>Some key outcomes are:</p> <ul style="list-style-type: none"> The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced. All children thrive as a result of nurturing relationships and stable environments in their own school and community. Children, young people and their families are respected as equal partners in decision making and planning. Children's and young people are mentally and emotionally healthy.
Improvement Priority	Outcomes for Learners	Impact Measurement
2.3 Learning, teaching & assessment	A wide range of assessment information is used to improve children's learning & development in order to identify gaps, offer timely interventions and secure improved outcomes.	Play & Learning toolkit will support educators in making sound professional judgements about children's progress, in order to respond quickly to individual needs.
3.2 Securing Children's Progress	Children's needs are at the centre of all planning and review processes. Careful monitoring of children and measured improvements within communication & early language, show that almost all children are making very good progress and achieving success, regardless of socio and economic background.	Children are securing progress through universal & targeted interventions. Nurture, Communication & Skills groups data and <i>My Year of Learning</i> reports August 2020, evidence progression over time.

N.I.F: Improvement in Attainment, particularly in literacy & numeracy.
 National Standard for ELCC Sub-criteria 2.2: Development of children’s cognitive skills, health & wellbeing
 R.I.C: Work as a collaborative to strengthen the quality of the ELC workforce to support the quality dimension of the expansion.
 Early Years & Early Intervention: Support staff to confidently demonstrate children’s progress over time in literacy, numeracy, health & wellbeing..

Outcomes of Learners:
 Practitioners, children & families share and use a wide range of assessment information to improve children’s learning & development in order to identify gaps, offer timely intervention and secure improved outcomes in literacy, numeracy, health & wellbeing.

Key Actions	Priority Leader	Milestone Dates	Evaluation/Analysis of Progress and impact
<p>Identification of a Play & Learning Champion within each setting.</p> <p>Launch of Adventures with Alice online training 26th August.</p> <p>Launch of Play & Learning Framework from Local Authority. All practitioners will be introduced to:</p> <p>Part 1: Induction/Refresher online Play & Learning training to set the foundations of high quality ELC delivery in Stirling.</p> <p>Part 2: Play & Learning Pathways to ensure educators make sound professional judgements about children’s progress.</p> <p>Part 3: Play & Learning support tiles to ensure all educators offer well planned, purposeful play & learning opportunities.</p> <p>Part 4: Play & Learning tracking & monitoring Universal & Targeted toolkit used at tracking meetings to respond quickly to individual gaps in learning.</p> <p>Share Play & Learning framework with individual children’s shared place setting including Childminders.</p> <p>In-Service: Learning through Play with Alice.</p>	<p>Head/Depute Head/PECE</p> <p>Head/Depute Head/PECE</p> <p>Head/Depute Head/ PECE/Play & Learning Champion.</p> <p>Head/Depute Head/PECE</p> <p>Play & Learning Champion</p> <p>Depute/PECE</p> <p>All</p> <p>All</p> <p>All.</p>	<p>August 2019</p> <p>November 2019</p> <p>November 2019</p> <p>November 2019</p> <p>November 2019</p> <p>January 2020</p> <p>February 2020</p>	

Improvement Priorities 2019-2020: 2.
HGIOELCC: 3.2: Securing Children's progress.

N.I.F: Closing the attainment gap between the most & least disadvantaged children.

National Standard for ELCC Sub-criteria 4.2: Self Evaluation and Improvement.

R.I.C: Develop collaborative approaches which build staff capacity to deliver high quality literacy learning experiences for all.

Children's Service Plan: The attainment gap relating to poverty, additional support needs and looked after children is reduced.

Outcomes of Learners: Children's needs are at the centre of all planning and review processes. Careful monitoring of children and measured improvements within communication & early language, show that almost all children are making very good progress and achieving success, regardless of socio and economic background.

Key Actions	Priority Leader	Milestone Dates	Evaluation/Analysis of Progress and impact
All nursery teachers/graduates trained on LIFT/Develop Self-Evaluation tool for all settings.	Forth Valley Speech & Language/Early Years Team	August 2019	
Identification of a LIFT Champion in settings.	Head/ Depute Head/PECE	August 2019	
Launch of the Talk Stirling: Language is Fun Together (L.I.F.T) Self Evaluation toolkit.	Head/Depute Head/PECE	August 26th	
Identify funding priorities.	Head/Depute Head/PECE		
Full day training on Self Evaluation toolkit delivered by FV Speech & Language Dept.	Head/Depute Head/PECE LIFT Champion.	October 2019	
LIFT toolkit used to identify, prioritise and deliver high quality literacy rich interventions.	All	November 2019	
Play & Learning Tracking & Monitoring toolkit used to measure impact on individual/groups of children.	All	January 2020	