

**Braehead Primary School and**

**Nursery Class**



**Standards and Quality Report**

**2020 - 2021**

**How data is reported in our Standards and Quality Report:**

**Almost all – 90% to 100% Most – 75% to 90% Majority – 50% - 74%**

**Less than half – 15% to 49% Few – Up to 15%**

**Introduction**

The Standards and Qualities report provides parents, the wider community and all interested stakeholders with an evaluative account on the performance of Braehead PSNC for session 2020 – 2021. The report evaluates the progress that school has made, focussing on areas which have been priorities in our School Improvement Plan. Such priorities take cognisance of the National Improvement Framework, Regional Improvement Collaborative, Children’s Services Plan, Early Years and Early Intervention, Broad General Education and Skills and Youth Employment.

**Self-Evaluation**

As part of our procedures for monitoring school effectiveness, the school uses How Good Is Our School (HGIOS 4 and HGIOELC) Quality Indicators and the Health and Social Care Standards. The report is based on the evidence we gathered to support the process of self-evaluation through:

* Data Analysis of assessment information in reading, listening and talking, writing and numeracy
* Observation of teaching practice
* Sampling of jotters and pupil work
* Documentation of
  + Forward Planning Meetings
  + Tracking and Monitoring Meetings
  + Pupil Progress Reports
* Sampling views from staff, pupils, parents and community partners
  + Evaluations/feedback from parents
  + Online questionnaires
  + Children’s comments /evaluations of their learning
  + Staff evaluations

The impact of the school closure due to **Covid-19** must be acknowledged. Braehead Primary’s response to the closure included use of digital learning through Learning Journals for Nursery children, Seesaw for P1 and P2 children and Google Classroom for P3 to P7 children. Our Continuity in Learning policy ensured that all staff and families were clear on how learning would continue throughout the pandemic. This included when individual children, classes and indeed the whole school were self-isolating. Email and phone conversations allowed us to keep in touch with parents and families. Virtual meetings enabled us to support children’s and family needs. Virtual assemblies enabled us to feel connected as a whole school community. Facebook, Twitter, Newsletters and the School App helped keep parents and families updated. We also used Google forms to gather parental, pupil and staff views about school improvement.

**Context of the School**

Braehead Primary School and Nursery Class 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 as a result of significant placing requests. However, in session 2020 – 2021 we have noticed the number of placing requests has reduced.

From data gathered in session 2020-2021, 7% of children are in Quintile 1, 55% of children are in Quintile 2 this is based on 23% living within decile 3 and 32% within decile 4. 7% of our school population live in Quintile 1 as compared to 16.7 % across Stirling. 10 % of our children live in Quintile 5. 11.8% of children are registered for free meals as compared to Stirling level of 13%. Local intelligence suggests that some children would be entitled to free school meals but families are not claiming. This may be due to stigma or lack of understanding. There is a concern that many of our families would be classed as working poor and may not be aware of funding they may be entitled to. Since the Covid 19 pandemic, our HWB Officer has been supporting many of our families and there is a better understanding throughout the community of poverty with situational poverty becoming more prevalent. The community have set up a shop called “The Heart of Braehead” to support families at this challenging time. The school have supported this initiative through the Harvest Assembly collection and the P2 Big Lunch.

****

**“Education is the most powerful weapon which you can use to change the world.”**

**Nelson Mandela**

**OUR VISION**

Braehead Primary is committed to making a difference in the learning and lives of our children, understanding our learners must be equipped to seize learning opportunities throughout life, to broaden their knowledge, skills and attitudes to adapt to a changing, complex and interdependent world.

**OUR RATIONALE**

Our collaborative approach to pedagogy enables our expertise and capacity for improvement to grow through inspiring ideas and practices. At Braehead Primary we have established a nurturing and collaborative culture where we share our ideas and are challenged to learn and grow as we respond to students’ learning and needs in a cycle of learning, collaboration and adaptation.  Innovation and thinking differently increase our capacity for improvement, ensuring we deliver a better future for all.

**OUR VALUES**

As a school we are re-visited our values throughout the year by sharing the Braehead Way with the whole school community through virtual assemblies. During COVID it became increasingly apparent the need for connection. We did this through phone calls, emails, online meetings, Google meets, virtual assemblies and our Continuity in Learning Policy which supported children and staff with learning online. Here are our RISCK values.

**BE R**ESPECTFUL **BE I**NCLUSIVE

[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwj9q-S9ysXgAhWJGBQKHTGYAogQjRx6BAgBEAU&url=https://www.hw.ac.uk/services/equality-diversity/respect-hw.htm&psig=AOvVaw3rtgYDqf8gB1jAMTk-oNlZ&ust=1550589554519417) [](https://www.google.co.uk/imgres?imgurl=https://nbacl.nb.ca/wp-content/uploads/2018/12/Equity-Diversity-Inclusion-graphic-1.png&imgrefurl=https://nbacl.nb.ca/why-inclusion-is-important-to-me/&docid=DHBqS8OsAzGnpM&tbnid=6CKBOdmEQbrwJM:&vet=10ahUKEwjjpK340MXgAhUhUhUIHWBBBmAQMwiNASgVMBU..i&w=816&h=742&safe=strict&bih=754&biw=1600&q=inclusion&ved=0ahUKEwjjpK340MXgAhUhUhUIHWBBBmAQMwiNASgVMBU&iact=mrc&uact=8)

**BE S**AFE **BE C**ONNECTED **BE K**IND

[](https://www.google.co.uk/imgres?imgurl=https://abeon-hosting.com/images/be-safe-on-playground-cliparts-20.jpg&imgrefurl=https://abeon-hosting.com/be-safe-on-playground-cliparts.html&docid=oQbLqoYI-6YWAM&tbnid=g5_51ixycNIn6M:&vet=10ahUKEwiqjee12cXgAhVyqHEKHQP6BtMQMwiTASg4MDg..i&w=305&h=470&safe=strict&bih=754&biw=1600&q=Be%20safe&ved=0ahUKEwiqjee12cXgAhVyqHEKHQP6BtMQMwiTASg4MDg&iact=mrc&uact=8)  [](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwj6oLy928XgAhWy34UKHc7iC7gQjRx6BAgBEAU&url=https://www.etsy.com/listing/502102381/in-a-world-where-you-can-be-anything-be&psig=AOvVaw0R8oWdkmxmXERtazGKNYiG&ust=1550594082227516)

**OUR ETHOS**

At Braehead Primary we understand the importance of our shared values. They define us and are at the heart of all we do grounding us and guiding us. When facing challenges or difficult decisions our values light the way forward.  We take time to learn our values and celebrate when they are demonstrated. We aim for our values to be a light within us and we encourage our children to shine brightly.  Our sparkle can inspire others!

[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=imgres&cd=&cad=rja&uact=8&ved=2ahUKEwjkgtfnr4jqAhVKExoKHXCfAfkQjRx6BAgBEAQ&url=https://www.shutterstock.com/search/cartoon%2Blightbulb&psig=AOvVaw2fQ2YKicb4M6ZX9BRswRGS&ust=1592466948264653)

“As we let our own light shine, we unconsciously give other people permission to do the same.”

Nelson Mandela

This is the Braehead Way!



|  |  |  |  |
| --- | --- | --- | --- |
| **Standards and Quality Report** | | **Review of Progress for session 2020 - 2021** | |
| **School Priority 1:**  To develop and deliver creative pedagogies which are engaging, effective and appropriate for 21st Century learning. | | | |
| **National Improvement Framework Priority**  Improvement in attainment in literacy & numeracy  Breadth, balance and depth across the curriculum | | | **HGIOS4 Quality Indicators and HGIOELC**  2.3 Learning, Teaching and Assessment |
| **Key drivers for improvement**  Planning, teaching and assessment of children’s progress | | | **Integrated Children’s Services Plan Outcomes**  The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced. |
| **Progress**: | **Planning for high quality contextualised learning experiences and increased learner engagement**   * Increased learner engagement through more creative planning has developed high quality contextualised learning experiences from Nursery to P7. (See Appendix 1) * Planning with stage partners has helped stimulate creativity and share different skillsets. * The Sumdog App allowed for play based maths and numeracy learning across the school as well as being tied to curricular outcomes and benchmarks. It supported children throughout remote learning. Staff commented that “Sumdog increases motivation and is a modern and fun way to learn.” * Every context begins with a hook lesson that is shared in the assessment planners. * Early Years staff from Nursery to P2 worked together to develop an Early Years writing policy. * Nursery have developed a more consistent approach to planning through a 6 week planning cycle with one member of staff taking responsibility for ensuring depth and progression across the curriculum. * Nursery staff have been developing learning Intentions and Success Criteria for groups of children. * Nursery staff have attended a range of staff development ranging from Rights Respecting Schools, Outdoor learning, Developing Numeracy in the Early Years and have fed back the main learning from these sessions.   **The guided progression on the curricular framework has supported learner understanding as they build on prior knowledge through a contextual approach.**   * All teachers have used the contextualised planner to plan a yearly overview that develops the 7 themes identified to provide a more holistic approach to contextualised learning.   **Develop feedback that will encourage engagement in learning and motivate children to improve.**   * The TAG Working Party piloted the TAG approach to feedback and shared with the team at In-Service * Leaflets to support staff and parents with TAG were introduced   **Continuity in Learning Policy became an added priority following school closures due to the pandemic**   * Staff, children and parents were involved in creating the policy * The policy includes national and local guidance * Staff training was organised and implemented around Google classroom and Seesaw and Learning Journals. * Parental training sessions were organised in both class groups and on an individual basis for those who were still unsure. * P5 to P7 children were given chromebooks and children who required additional devices were identified including chromebooks, ipads, kindles and mi-fis. * Systems were put in place to identify children not engaging in remote learning and supports put in place to increase engagement. | | |
| **Impact**: | **Planning for high quality contextualised learning experiences and increased learner engagement**   * Most parents are happy with the learning opportunities provided for their children and most believe their children are engaged in their learning. However nearly half of parents felt that their children did not have enough say in planning their learning. * Over the year as a whole, teachers reported that most children were engaged in their learning.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **19/20** | **P1B** | **P1H** | **P2B** | **P2H** | **P3B** | **P3H** | **P4B** | **P4H** | **P5** | **P5/6** | **P6** | **P7B** | **P7H** | | **Engagement** | **30%** | **33%** | **55%** | **70%** | **20%** | **69%** | **25%** | **48%** | **24%** | **67%** | **30%** | **54%** | **65%** | | **20/21** | **P1** | | **P2** | | **P3** | | **P4** | | **P5** | | **P6** | **P6/7 and P7** | | | **Engagement** | **88%** | | **88%** | | **90%** | | **87%** | | **93%** | | **88%** | **79%** | |  * The tenner challenge helped develop enterprising and social skills. Quality Assurance of children focus groups demonstrated an improvement in entrepreneurial vocabulary and knowledge and understanding. * Staff are more responsive to children’s interests and ideas which makes it meaningful for the learners. * A wide selection of pupil learning evidence has been observed in Google classrooms, classroom displays and jotters. * Some classes have shared their learning throughout the school, via Twitter, at assemblies and throughout the community. One parent commented how valuable it was to have an insight into what happens in her sons’ classes. * Children’s interests focus the play experiences that are provided. * Our EY writing policy was shared with EY colleagues across the authority as an example of good practice * Quality observations enable staff to identify individual needs and plan accordingly. * Nursery Educators reported that literacy and numeracy activities are planned around children’s interests. This was evident with the dinosaur and minibeasts focus where children measured the dinosaurs and counted the bugs in a bug hunt * From the Sumdog data:   P4 children increased their average proficiency by 0.7.  P5 children increased their average proficiency by 0.8.  P6 children increased their average proficiency by 1.2.  P7 children increased their average proficiency by 1.5.  86% of our children have requested we continue to subscribe to Sumdog.  Some pupil comments:   * I enjoyed the context People, Power and influence as it was interesting. * Learning about women’s rights was interesting to see what rights they didn’t have in the past” * It was good learning and writing about the islands when we were studying Staycation Scotland.” * I loved “Don’t Use Plastics” because it was helping to save the world. * P4 is good, I like all the books we read together in class.   **The guided progression on the curricular framework has supported learner understanding as they build on prior knowledge through a contextual approach.**   * The 7 themes that must be covered across the year have enabled contexts to be planned that are more relevant and topical. One example was P5 responding to an actual newspaper article by completing an application to travel to Mars. * Children are experiencing a more coherent, progressive, creative approach to contextualised learning. Some examples of the contexts are Heroes and the Heart of Braehead, Dragon’s Den and Legacy, the Edinbrae Fringe Festival and Superhero Boot Camp a spin on All About Me. * Including leadership within our required skills for contexts has enabled children to build social skills and resilience. This was evidenced in the organisation of our Amazing Olympics in May and The P2 Big Lunch in June   **Develop feedback that will encourage engagement in learning and motivate children to improve.**   * Most parents reported that they know how to give feedback to their child. * A number of staff have started to use MOTE for verbal online feedback. * A staff member has been working on creating habits to respond to previous feedback before moving on to new tasks. * Many staff continue to use the kind, specific and helpful approach to feedback.   **Continuity in Learning Policy**   * Only 12% of children had limited engagement with remote learning. Those children were identified and supported either through the Hub or increased Google meets. * Almost all staff have reported an increased confidence in the use of digital technologies to enhance learning. * 93% of children knew where to get support or did not need support. * All children were aware what to do when they had completed their must do task. * Most Nursery parents felt that the remote learning that was available was just right.**World War II and maths**   **Counting**  **Division as he said he’s good at it**  **Going to smith, walking round stirling looking at important buildings.**  **Reading and sharing stories**  **My child liked science as she did lots of experiments.**  **Victorians**  **Learning about money**  **Maths**  **Art - there's not enough, apparently**  **R: Bones in your body / A: Vertical sums / O: WWII**  **TTRS, Me Time, Chinese and Bold Butterflies**  **From my perspective, she liked most of the sessions conducted by the school during school days and this Covid season – all the activities related to create projects and assignments.**  **How to play Y Ball.**  **World War II and maths**  **Counting**  **Division as he said he’s good at it**  **Going to smith, walking round stirling looking at important buildings.**  **Reading and sharing stories**  **My child liked science as she did lots of experiments.**  **Victorians**  **Learning about money**  **Maths**  **Art - there's not enough, apparently**  **R: Bones in your body / A: Vertical sums / O: WWII**  **TTRS, Me Time, Chinese and Bold Butterflies**  **From my perspective, she liked most of the sessions conducted by the school during school days and this Covid season – all the activities related to create projects and assignments.**  **How to play Y Ball.**  **World War II and maths**  **Counting**  **Division as he said he’s good at it**  **Going to smith, walking round stirling looking at important buildings.**  **Reading and sharing stories**  **My child liked science as she did lots of experiments.**  **Victorians**  **Learning about money**  **Maths**  **Art - there's not enough, apparently**  **R: Bones in your body / A: Vertical sums / O: WWII**  **TTRS, Me Time, Chinese and Bold Butterflies**  **From my perspective, she liked most of the sessions conducted by the school during school days and this Covid season – all the activities related to create projects and assignments.**  **How to play Y Ball.** | | |
| **Next steps**: | 1. Most staff felt that the guidance for contexts was not helpful. We have taken staff comments on board and changed the geography progression and introduced a progression for skills. This will be explained at August In-Service. Ideas will also be shared as to how we involve the children more in the planning of contexts. 2. A recent pupil survey said they would enjoy more art. We will share this with staff. 3. Due to the high number of composite classes next session we are making a contextualised planning template for every composite class. 4. A focus that has been identified both in nursery and across the school is that children have the right to have their views heard. With this in mind, children need to be included more in their staged intervention, in the planning of their contexts and be given more opportunities to support school improvement. 5. From observations on the Nursery floor and classrooms, we need focus more on asking better questions and taking the learning forward. 6. SUMDOG to be purchased next session and we will be improving the package by including spelling and grammar. Mr Gonet will be sharing with staff how to get the best out of Sumdog by focussing on Sumdog assessment tools and analysis. | | |

|  |  |  |
| --- | --- | --- |
| **School Priority 2:**  To provide support to ensure parents and local communities play a role in the life of Braehead PSNC. | | |
| **National Improvement Framework Priority**  Improvement in employability skills and sustained positive destinations. | | **HGIOS4 Quality Indicators and HGIOELC**  1.2 Leadership of Learning  1.3 Leadership of Change  2.7 Partnerships |
| **Key drivers for improvement**  Improving outcomes through effective partnership reducing child poverty. | | **Integrated Children’s Services Plan Outcomes**  The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced. |
| **Progress:** | **Learners are more aware of their community and have an understanding of its strengths and needs.**   * The range of contexts available to children now mean they have a greater understanding of their community and how it can meet their and others’ needs.   (See Appendix 1)   * Virtual assemblies have helped unify the school and its community. * Children and parents who have supported charities have been celebrated at assemblies * Young Carers have supported assemblies and helped raise awareness of their service. * The whole school Harvest donations were shared with The Heart of Braehead and this was recognised in the Stirling Observer. * The local police supported the school with online safety in the Upper Wing * Due to the restrictions of the pandemic our school excursions were localised and classes visited the park, climbed Dumyat and participated in community walks. * Staff participated in 5k a day in May to raise money for charities close to our hearts. The community and children supported staff in this venture.   **Learners have a better understanding of social justice and the need for equity and inclusion.**   * Raising awareness of Young Carers has given our children an understanding of what a Young Carer does. * The School Nurse Service delivered the LIAM (Let’s Introduce Anxiety Management) programme to our Braehead Young Work Force. * A P7 child had an article printed in a national magazine about her journey with dyslexia. She called it her super power. She also supported younger children in our school to understand what having dyslexia means and shared the strategies she uses to support her learning. * Children’s understanding of SHANARRI wellbeing indicators has been very good in previous years. However, during the pandemic this has not been a focus and it is important to us to raise this as a priority again. * The Nursery have been supporting children’s understanding of SHANARRI indicators through The Adventures of Sid and SHANARRI. * Some staff have improved how children engage in the Daily Mile by focussing on improving themselves, setting targets and providing a variety of activities throughout. * The Parent Forum supported   **Learners are empowered to lead initiatives to support their community.**   * Primary 7 supported “the Make a Wish Foundation” through class fundraising. * The People Power and Influence context supported children to understand how they can develop leadership and improve their school and community. * P2 supported The Heart of Braehead with the Big Lunch initiative. * During Term 4’s sustainability learning classes supported a community litter pick. * Children have supported the Parent Forum’s priority to develop our playground by suggesting ideas. These include wanting a traverse wall, an outdoor classroom, an underground tunnel, a willow tunnel, an outdoor cycle track and stepping stones. * The Stuart House Captains who were our digital leaders this year supported the development of our ‘Acceptable Use Policy’ * The children have helped design the Confucius garden that will be built next year to support a sense of calm. * All P7 children participated in The Columba Leadership programme to support their transition to High School. * Christmas baubles designed and made by primary 5 during their Enterprise were sent to vulnerable members of our community. * Nursery pupils sent well wishes and gifts to local community members and businesses. | |
| **Impact**: | * Parents are aware of our main partners The Parent Forum, The Heart of Braehead and Stirling North Parish Church * Most parents feel welcome when they come to school. * The Parent Forum is now established and is working on a fresh vision and improvement plan. * The Parent Forum continue to provide recycled uniform which supports improvement in the understanding of Cost of the School Day * Most parents think at least one member of staff knows their child well. * When parents were consulted about what they value most about their school they said communication, feeling supported and part of the school community, issues have been resolved quickly, approachable staff, feeling a part of the local community. * One parent commented, “Even in these Covid times, I can contact the school through email or by telephone and be speaking to someone that day.” * When consulted about how we could improve our communication and involve parents more in school life, the main response was that they were happy with their involvement and how the school communicated whole school messages. Parents would like a more tailored approach to year groups and the App and SeeSaw is supporting this. * Children are beginning to understand that they can make a difference to their school and community and are enjoying having their voices heard. * Many thank you cards were received by the school following the Christmas Bauble donations. | |
| **Next steps**: | * We need to improve children’s understanding of United Nations Convention of the Rights of the Child. A member of staff will lead a Working Group on this next session. * To raise awareness of SHANARRI indicators and support pupil voice within Staged Intervention meetings from Nursery to P7. * To work as a community to develop the playground. * The Parent Forum is now established and is working on a fresh vision and improvement plan. * When consulted parents have identified the main focus for next year’s improvement plan should be literacy and numeracy, improved playground, problem solving strategies and positive thinking and support to develop children’s social skills. | |

|  |  |  |
| --- | --- | --- |
| **School Priority 3:**  ASN and Wellbeing Priority:To improve children’s mental health and emotional wellbeing | | |
| **National Improvement Framework Priority**  Improvement in Children and Young People’s Health and Wellbeing | | **HGIOS4 Quality Indicators and HGIOELC**  2.6 Transitions  3.1 Improving /ensuring wellbeing, equality and inclusion |
| **Key drivers for improvement**  Improving the Health and Wellbeing of children and young people | | **Integrated Children’s Services Plan Outcomes**  Improving Children and Young People’s Mental Health and Emotional Wellbeing |
| **Progress** | * **Staff understanding of nurture has supported children to return to Nursery and school and engage in learning.** * Enhanced transitions to school supported children’s return * Google meets ensured relationships were able to continue virtually. These included teacher to pupil and pupil to pupil. * Staged Intervention identified anxious pupils who were then supported by the HUB during school closures * Our nurturing principles of welcome times, emotional check-ins, safe spaces and calm boxes have been used to support children returning to school. * The use of the 5-point scale has been used to support children when anxious. * The HWBO supports identified families with weekly food parcels * When staff were concerned about children and families, we were able to access outside agencies like SW, FSW and HWB Officer for support   **Learners have been supported to discuss their experience during the pandemic and have been able to make sense of why their life has changed**   * Whole school welcome back nurture project helped open up discussion about their experiences during the pandemic. * Teacher revisited this throughout term 1. * All teachers were trained and using to some extent the Emotion Works Recovery package.   **Learners are building emotional language and understanding to help develop emotional competence and resilience**.   * All teachers were trained and using to some extent the Emotion Works. * Early Years staff focused on developing strategies with all children to build resilience when dealing with conflict in the playground. * Emotion Works and 5-point scale have been used in action plans of children with identified emotional need.   **Identified learners who require additional support have accessed the Braehead Young Workforce (BHYW) and the support of the HWBO**   * Due to lack of space and Covid restrictions, the BHYWF developments were limited however the projects on Remembrance and the LIAM programme were successful in supporting children’s needs. | |
| **Impact** | **Staff understanding of nurture has supported children to return to Nursery and school and engage in learning.**   * 86% of children feel they have an adult they can go to if something is worrying them. * 86% of children feel that if bullying happens, staff are good at resolving it.   Parent Comments:   * The school are doing a great job to support the needs of my child and myself. * I feel Braehead school is very supportive and my keeping my child’s health and wellbeing a priority * We have learned steps to tackle and resolve different situations that we had never encountered before in regards to our children’s health and wellbeing * I am so glad we are all on the same page and together I feel my child will become a very confident and even more amazing little girl – thank you!   **Learners have been supported to discuss their experience during the pandemic and have been able to make sense of why their life has changed**   * Feedback from staff was that the recovery package was too generic and did not support engagement in the Early Years. * Staff have observed increased anxiety in the classroom from children. * Support staff have observed children struggling to resolve conflict within the playground independently and need adult support. * Increased parental phone calls demonstrating anxiety around their children and school.   **Learners are building emotional language and understanding to help develop emotional competence and resilience**.   * Less need for conflict resolution in the Early Years playground * Positive comments from the Team around the Child about the progress made and the improved use of emotional vocabulary by the child. * Evidence suggests Emotion Works is not being used consistently across the school and to its full potential. * Not all children are using a wide variety of emotional vocabulary. * Parents feel that their children would benefit from specific support to build confidence, increase resilience, maintain relationships with peers and emotional regulation.   **Identified learners who require additional support have accessed the Braehead Young Workforce (BHYW) and the support of the HWBO**   * The number of incidents caused by dysregulated behaviours has reduced. * Improved attendance including in class * Increased confidence in an identified child so they could participate in an assembly and attend a p7 team building trip. * Improved confidence and self-worth throughout group to enable them to share learning * Better conflict management for the children within this group using strategies that have been shared. * One parent commented on how great the LIAM group was and how it was a pity it could not be continued. | |
| **Next Steps** | * To ensure Emotion Works is used consistently across the school. * Implementing NME across the school to help develop emotional regulation. * Introducing calm spaces across the school to support children’s emotional needs. * Planning more drop in sessions for parents and children with the HWB Officer. * Introducing Family Workshops on emotional regulation strategies used in school to develop consistency from home to school. * Our website will include information on the role of our HWB Officer as requested by parents. | |

|  |  |
| --- | --- |
| **Standards and Quality Report** | **Progress and impact of Pupil Equity Fund 2020 - 2021** |
| **Health and Wellbeing Officer** | |
| The role of HWB Officer has developed within the school. The main responsibilities here have been to develop relationships with pupils and families, support attendance and provide focussed groups to support targeted children.   * 86% rated the HWB Officer’s effectiveness as excellent. * During Covid the HWB Officer’s role changed:   She made regular phone calls and text messages to identified families  She supported the digital devices set up for children who needed them  Reassured families, taking a real interest in their particular circumstances  Delivered food packs and sanitary products  **Targeted Children**   * 8 children were being supported by Mrs Lawrie to attend school more regularly and engage in remote learning. * 5 moved to above 90% with all others being above 85% * 5 children had 100% engagement and 1 other above 90%. 2 of the children had around 60% engagement. * 1 parent out of the 8 families did not engage with the HWB Officer unless contacted directly. * The 7 parents who did engage attended all other meetings provided by school including staged intervention and transition meetings where appropriate.   **Parents said the most important aspects of the HWB Officer’s role were:**   * Having someone else to talk to when emotions are overwhelming * Knowing that there is a dedicated person to go to that person providing excellent pastoral care * She is never too busy and so understanding * My child is extremely comfortable with her and will open up when having issues * The stability of having one person to go to is reassuring * No issue is too small, relieving anxiety for both myself and my child through reassurance, kindness and friendliness * The HWB Officer was a big help to supporting my child’s return to school last autumn   my daughter has really struggled since being back at school but her help has been invaluable. | |
| **Numeracy Resources** | |
| * These resources did not arrive until March. They have been made into packs and will support teachers and home learning next session. We will be able to comment on their effectiveness next year in helping us raise attainment in numeracy. 30% of parents felt that they would benefit from numeracy resources at home and we intend to use some of them this way. | |
| **Ipads for staff** | |
| * Due to Covid these resources did not arrive until Term 4. We are therefore unable to comment on their effectiveness. They will be used to support Whole Class reading next year. | |
| **Health and Wellbeing** | |
| Therapeutic Play   * Identified children were supported to express themselves through play. This intervention was curtailed to Term 4 due to Covid restrictions. This was a small intervention but has given us valuable insight into how these children feel. The therapist has also given recommendations for school to support these children in class next session. | |
| **Next Steps** | |
| Since the Covid 19 pandemic, children’s learning has been affected in many different ways. In some respect, many children have benefitted from time spent with parents and grandparents with 1:1 support and nurture not always available in normal working lives. Children were coming into a school environment which was very different, including class layout, new routines and conditions on who they could mix with, which has also led to a change in how teachers facilitated learning. We have identified many barriers to home learning including wifi, access to devices, increased use by all family members for work and learning, increased stress and anxiety and lack of parental confidence. We also recognise an increase in anxiety of children and parents and our HWB officer is supporting a greater number of children requiring emotional support.  We have noted that almost all classes are below 80% attainment in Literacy and second level numeracy is also below 80%. During this time of uncertainty and change we are planning for renewal and recovery. We plan to build on our nurturing approaches and go ’back to basics’ focussing on planning, assessment, moderation and providing clear and consistent pathways for literacy and numeracy. | |

**Appendices**

Appendix 1: Braehead primary School Yearly Overview of Contexts

 **CONTEXT YEAR PLAN 2020**

Throughout the year all codes need to be covered to ensure breadth, balance and depth of knowledge and understanding and skills.

1. Historical Study: People, past events and societies
2. Geographical Study: People, place and environment
3. Business/Enterprise Study: People in society, economy and business
4. Scientific Study
5. Leadership Study
6. Social/Cultural/Community Study
7. Environmental Study

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CLASS** | **TERM 1** | **TERM 2** | **TERM 3** | **TERM 4** |
| CONTEXT CODES | 2, 5 and 6 | 2, 5 and 7 | 1, 6 and 3 | 4,6 and 7 |
| PRIMARY 1 | Victoria and Nick and the Braehead Bubbles | Victoria and Nick and the Family Bubbles | Victoria and Nick on the stage | Victoria and Nick and the SuperSavers |
| CONTEXT CODES | 4 and 6 | 2, 6 and 7 | 3, 6 and 7 | 1 |
| PRIMARY 2 | Marvellous Me | Braehead’s Bird’s eye View | Heroes at the Heart of Braehead | Scottish Historical Heroes (Context tbc with children) |
| CONTEXT CODES | 2 and 6 | 1 and 5 | 3 and 6 | 7 |
| PRIMARY 3 | Stirling within Scotland | Local Leaders | Community Enterprise | Local Food waste and recycling |
| CONTEXT CODES | 2 and 6 | 1,2 and 5 | 7 and 4 | 3 and 6 |
| PRIMARY 4 | Edinbrae Fringe Festival | William Wallace  Boy to man | The Great Climate Debate | Stationery Shop |
| CONTEXT CODES | 2 and 6 | 1,24,5 and 3 | 1,4 and 5 | 3,6 and 7 |
| PRIMARY 5 | Staycation Scotland | Victorians influence on Stirling - Enterprise | Space | Fairtrade |
| CONTEXT CODES | 2, 6 and 7 | 1,6 and 7 | 1,4 and 5 | 3,6 and 7 |
| PRIMARY 6 | Scotland in Europe | Stirling on the Move | Bright Ideas and Innovators | Fairtrade and Enterprise |
| CONTEXT CODES | 1, 5 and 6 | 2 and 6 | 3,5 and 6 | 4 and 7 |
| Primary 6/7 | Influential Women | Stirling on the Move | Dragon’s Den - Technology | Palm Oil |
| CONTEXT CODES | 1, 5 and 6 | 2 and 6 | 3,5 and 6 | 4 and 7 |
| PRIMARY 7 | People, Power and Influence | Country 2 Country | Dragon’s Den - Legacy | Farming |