

**Braehead Primary School and**

**Nursery Class**

**School Recovery / Improvement Plan**

**2020 - 2021**

**Braehead Primary School and Nursery Class**

**School Improvement / Recovery Plan 2020-2021**

During this time of uncertainty and change we are planning for recovery. We will build on our nurturing approaches and develop our digital strategy to provide the best learning opportunities and support for all our learners.

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 due as a result of significant placing requests.

Braehead Primary School and Nursery Class was built in 1972. It is semi open plan with 3 wings radiating from a central area and administration corridor. During the summer of 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 2021. 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. This year we are having to convert our digital studio into a classroom to accommodate a P2 class. This is in response to Scottish Government Social Distancing guidelines. 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!**

****

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

**BE R**ESPECTFUL **BE I**NCLUSIVE **BE S**AFE **BE K**IND

   

**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!



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

Nelson Mandela



|  |  |
| --- | --- |
| **Priority 1: Engagement in learning** |  |

|  |
| --- |
| **Improvement Priority 1**BGE Priority: Develop and deliver creative pedagogies which are engaging, effective and appropriate for 21st Century learning. |
| **Outcomes for Learners** * Creative planning to develop high quality contextualised learning experiences from Nursery to P7 and home will increase learner engagement.
* Guided progression on the curricular framework will support learner understanding as they build on prior knowledge through a contextual approach.
* Self, peer, school staff and parental feedback that is kind, specific and helpful will encourage engagement in learning and motivation to improve.
 |
| **Key Actions** | **Priority Leader** | **Milestones Dates** | **PEF** | **Evaluation/Analysis of Progress and Impact** |
| 1. Implement further guidance in our Curricular Framework to develop a more progressive and creative approach to contextualised planning.
2. Implement Learning Pathways in Literacy and Numeracy developed by staff and tailored to Braehead Primary.
3. Deliver staff training on number talks, cognitive, pictorial abstract and SEAL approaches. Support practice in classes focussing on a wing a term.
4. Deliver staff training on literacy approaches like reciprocal reading to engage learners and support blended learning.
5. Deliver staff, parent and learner training on kind, specific and helpful feedback. Support practice through sharing examples and moderation.
6. To develop Sumdog from P4 to P7 following a successful RAC project with P7 last session.
7. To develop the digital skills of staff, children and parents to support blended learning.
 | HTPTsPTsDHT – G. LochoreDHT – L. WhelanWorking GrpHT – Working GrpActing PT A. GonetDHT - G. LochoreWorking Grp | Session 2020 – 2021More detailed timescales are in each priority plan. | I padsSumdog | QA and moderation of plannersProfessional dialogueImpact planning meetingsEvidencing achievement of a levelTracking and Monitoring meetingsModeration meetingsQA of numeracy and literacy learningEvidence for Tracking and MonitoringRegular moderation exercisesTermly review of class supportPupil focus groupsJotter QA and pupil focus groupParental engagement and feedback surveyModerationSelf-assessment termly evidenceSumdog pre and post assessments measuring curricular progression and engagement in blended learning.Increased confidence with digital technology to support learningParental feedback |

|  |  |
| --- | --- |
| **Priority 2: Community Partnerships** |  |

|  |
| --- |
| **Improvement Priority 2**Early Years and early intervention –priority: Provide support to ensure parents and local communities play a role in the life of Braehead PSNC. |
| **Outcomes for Learners :**Learners will be more aware of their community and have an understanding of its strengths and needs.Learners will have a better understanding of social justice and the need for equity and inclusion.Learners will be empowered to lead initiatives to support their community. |
| **Key Actions** | **Priority Leader** | **Milestones Dates** | **PEF** | **Evaluation/Analysis of Progress and Impact** |
| 1. To continue to share our values so staff and learners demonstrate these through daily practice.
2. To implement further guidance to support contextualised learning that enables learners to understand their community and empowers them to lead initiatives to change it.
3. Our pupils will play an active role enhancing our community.
4. To develop a shared vision for the Parent Council focussed on the needs of Braehead Community and their role within it.
5. To build on the positive partnerships and initiatives developed over the Covid 19 pandemic including the church, the PTA, the Parent Council, Heart of Braehead Community Shop, Waitrose and the Co-op.
 | HTHT, PTs and PECEHTHT and PCHT and PC | 2020 – 2021More detailed timescales are in each priority plan.August 20202020 - 2021September 20202020 – 2021 |  | Evaluation of school ethosLearner and staff focus groupsQA and impact meetings of planningCommunity feedbackFocus group on community needsQA and impact meetings of planningRecognition at assemblies, Parent Council and Community Council meetingsParent Council vision and improvement planParental and community feedbackCommunity survey of needCommunity feedback |
| **Priority 3 – Health and Wellbeing** |  |

|  |
| --- |
| **Improvement Priority 3**ASN and Wellbeing Priority:To improve children’s mental health and emotional wellbeing |
| **Outcomes for Learners:** Staff understanding of nurture will support children to return to Nursery and school and engage in learning.Learners will be supported to discuss their experience during the pandemic and be able to make sense of why their life has changed.Learners will build emotional language and understanding to help develop emotional competence and resilience.Identified learners who require additional support will have access to the Braehead Young Workforce (BHYW) and the support of the HWBO |
| **Key Actions** | **Priority Leader** | **Milestones Dates** | **PEF** | **Evaluation/Analysis of Progress and Impact** |
| 1. Staff will continue to build on the nurture principles we introduced last session
2. Risk Assessments will be regularly reviewed and updated to support the new way of learning.
3. Continue to develop relationship with Braehead PSNC and identified families to support learners.
4. Whole school training on Emotion Works will help children recover from their experiences throughout the Covid 19 pandemic and develop their emotional language and resilience.
5. Mental Health First Aiders in every wing to respond to the growing mental health crisis.
6. Introduce HWB Wednesdays through a collaborative approach to support blended learning
7. BHYW – Share at staff meeting

Develop and share a rationale to clearly outline purpose of the groupDevelop a referral formConsider parental involvementDevelop with each group an 8 week action planRegular team review meetings. | DHT - L. WhelanWorking GroupHT and EISWorking GroupHWBODHT - L. WhelanWorking GroupPT - A GonetDHT - L. WhelanWorking GroupDHT – L WhelanHWBO – J. LawrieSLA – L. Reynolds | 2020 – 2021More detailed timescales are in each priority plan. | HWBOEmotion WorksHWBO | Regular review of how nurture can support social distancingRegular review of RAs at staff meetingsFortnightly review meetings with HTRegular feedback from cuppa chatsPlanned training sessionsPre and post assessmentsEvaluations from staff and learnersRegular review meetingsFeedback from staff and identified learnersRegular review of HWB WednesdaysStaff, parent and child evaluationPre and post assessments of learnersFeedback from learners and parentsTermly feedback from staffRegular review meetings with HT |

|  |  |
| --- | --- |
|  |  |