

**Braehead Primary School and**

**Nursery Class**



**Standards and Quality Report**

**2019 - 2020**

**Introduction**

The Standards and Qualities report provides parents, the wider community and all interested stakeholders with an evaluative report on the performance of Braehead PSNC for session 2019 – 2020. The report evaluates the progress that school has made prior to school closure due to Covid-19, 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, 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. The report is based on the evidence we gathered to support the process of self-evaluation through:

* Data Analysis of assessment information in spelling, 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 Seesaw and Google Classroom and learning grids for all children. Packs were provided in the local supermarket for families unable to access work digitally.

Email and phone conversations allowed us to keep in touch with parents and families. 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 due as a result of significant placing requests.

From data gathered in session 2019-2020, 50% of children are in Quintile 2 this is based on 19% living within decile 3 and 32% within decile 4. 6% of our school population live in Quintile 1 as compared to 14.5 % across Stirling. 10 % of our children live in Quintile 5. 6% of children are registered for free meals as compared to Stirling level of 9.2%. Since the Covid 19 pandemic 1 family has requested to be registered for emergency free meals. Almost all these children are in deciles 2-4. 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. They also provide weekly shopping supplies to families in need who have been identified by the school, and are delivered by school staff every Friday.

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**“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

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**BE S**AFE **BE K**IND

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**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

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| **Standards and Quality Report** | | **Review of Progress for session 2019 - 2020** | |
| **School Priority 1:**  To develop a more structured approach to Curriculum for Excellence within Braehead primary ensuring breadth, balance and depth and consistency | | | |
| **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**: | * Clarity in progression of literacy from early to second level. * Clarity in progression of numeracy from early to second level. * Clarity in progression of RME from early to second level. * Clarity in progression of PE from early to second level. * Assessment planners have enabled practitioners to plan more holistically. * Clarity in progression of RSHP using a new national resource. * New Play and Learning Framework providing clear progression within the early level now integrated into Nursery practice | | |
| **Impact**:  **Data:** Parental surveys regarding our current curriculum.  These comments will inform our next steps. | * Practitioners have a better understanding of progression which has informed their planning, assessment and tracking. This was evident following moderation exercises in school, across schools and within LCs. * Learners have engaged in high quality learning experiences across the curriculum. * Learners are clearer about where they are in their learning and what their next steps are for improvement. * In the Nursery there is a consistent approach/language used when identifying and highlighting children’s current stage of learning and planning for progression   **Parental Surveys: 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.**  **What learning did your child particularly enjoy last session?**  Contexts like The Victorians (Going to the Smith Art Gallery, walking round Stirling looking at important buildings) Bones in your body and WWII  Learning about money and Vertical sums  Division as he said he’s good at it  Reading and sharing stories  My child liked science as she did lots of experiments.  Art - there's not enough, apparently  Times Table Rock Stars, Me Time, Mandarin and Bold Butterflies  How to play Y Ball.  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.  **Stirling has such a rich history. Are there any areas of history you feel children at Braehead Primary should learn about?**  Learn about Stirling Castle and its history.  The Battle of Bannockburn and Stirling Bridge, William Wallace and Robert the Bruce.  Surrounding areas history related to Romans and Iron Age and archaeology digs.  Victorian project was good. More specifically local knowledge and its links with the wider world eg blowing up of St Ninians church, the Roman road through Stirling, the plaque to the titanic engineer, Wallace's well, why the railway station bridge is the shape it is, the changes to the shape of Stirling. I could go on but there would be no room for science or maths!!  I think it is already well covered.  From my experience and observations the school is being run properly with a lot of guidance and forward learning. If you could, add more on Scottish history that would help her to gain more knowledge about Scotland as well.  **Are there any key events in Scottish, European or world history that you feel important our children learn about?**  The world wars, industrial revolution and impact on people and children as well as env.  Scottish inventors, highland clearances, and and how Scotland got its independence.  The importance of trade in history.  Poverty  Some history on the Romans and the formation of Scotland seeing as there are still so many Roman legacies left behind. Many global stories of slavery and oppression are important to learn, to promote understanding, compassion and resilience.  **As our children learn about Stirling and its place in Scotland, the UK, Europe and the world. Are there any pieces of information you feel important that your child learns about?**  The capital cities of the countries in the UK & Europe. The connections between countries geographically and economically  Tourism, politics and how local government works as well as Scotland parliament. With Brexit, Scotland’s place in Europe has shifted and not sure if this is too much to go into at primary but certainly an understanding of democracy and a parliament is key knowledge.  Historical buildings and local tales eg wolf.  That there are many places to explore in the world beyond Stirling.  What Stirling was like in the older times and compare it to the new Stirling we live in.  Determination of Scots with an emphasis on the Scottish perspectives opposed to the British.  I feel the school already covers a lot of good topics.  There have been such massive changes recently which are confusing for all of us, so perhaps learning about the changes and what they mean at both a local and global level would be beneficial.  As per my understanding the school is being run properly with a lot of guidance and forward learning. If we can add more on technology, Research and Development to improve their knowledge and skills.  The royal family, who lived at the castle and their wider role.  **What parents feel we do well at Braehead Primary School:**   * Distance learning * Supporting children with Health and Wellbeing as well as academic learning   **Where parents feel we need to improve:**   * 54% of parents feel their child is not aware of their local community and their responsibilities within it. | | |
| **Next steps**: | * The curriculum framework will guide staff better to ensure there is a balance and progression of areas taught across the year. Seven focus areas have been identified that must be covered across the year. These include:   Historical focus - People, past events and society  Geographical focus - People, place and environment  Business/Enterprise Focus - People, society, economy and business  Science focus  Leadership focus  Social/Cultural/Community focus  Environmental focus   * Staff will be given the freedom to be creative with their thinking but must ensure all 7 focus areas are addressed. Parental curricular feedback will be shared with staff. * Guidance will be given to provide clarity to ensure learning within contexts is balanced with clear progression through stages. * Staff, Parent and pupil consultation about what they want our children to learn before they leave our school will make a more bespoke curriculum for Braehead PS. * Contexts will not extend passed 8 weeks. * Each term will begin with a shared 2 week focus: Term 1 rules and routines, Term 2 substance misuse, Term 3 Scottish literacy and Term 4 RSHP. * Bannockburn LC will continue to develop the pedagogy of numeracy. * In Nursery and P1 on-line learning journals which link with the Play and Learning Framework will enable educators to more easily identify present stage of learning and plan for progression. | | |

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| **School Priority 2:** To raise attainment in Literacy across the school so each year group is achieving 80% or above. | | |
| **National Improvement Framework Priority**  Improvement in attainment in literacy. | | **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**: | * ORT follow up work developed from P1 to P3. * Bill Boyd reading strategies re-visited * Literacy progressions have been agreed and implemented * Whole school phonics and spelling guidelines introduced * Holistic assessment planners introduced to support moderation. * School and inter school moderation exercises undertaken * Regular Tracking and Monitoring planned linked to Staged Intervention and planned next steps targeting attainment * Writing support groups identified through Tracking and Monitoring meetings. Targeted support from Support for Learning teacher. * Braehead as authors developed * Listening and Talking resource has supported more meaningful practice and assessment from Nursery to P7. * Key-word assessment is being used. Small group programmes have been developed using Nursery Narrative and Teaching Children to Listen in the Early Years. * One day LIFT (Language is Fun Together) training undertaken and a Communication Champion appointed for Nursery to begin to integrate LIFT strategies into practice. * Visual environment is now supported with a wide range of Boardmaker symbols. | |
| **Impact**: | * Staff capacity to deliver high quality reading experiences has improved * Clear progressions and consistent assessment planners have improved staff understanding of achievement of and within a level. * Moderation with school and inter school colleagues have supported the confidence of staff and they can now clearly justify attainment of a level and identify next steps. * Staff capacity to deliver high quality Listening and Talking experiences and assessment of these has improved. * Whole school phonics and spelling guidelines has developed a consistent approach making best use of our resources. * Staff confidence in justifying children’s levels has increased and is evidenced in Tracking and Monitoring meetings. * Pupils developed confidence in identifying next steps. Raised standards in writing. * In Nursery educators have a better awareness of children’s levels of understanding/comprehension after using the key-word assessments and can target support. | |
| **Next steps**: | * 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. * Improved parental engagement will support their understanding of children’s progress and next steps for improvement in literacy. * Develop staff knowledge and understanding in the data analysis of literacy. * Development and implementation of new writing guidelines will enable all practitioners working across the early level to provide a consistent approach for children from Nursery – P2. This will also support the development of good practice and educator confidence within the Nursery. * Ensuring that all Early Years staff are familiar with the available resources and developed language/communication programmes. * Ongoing identification of children requiring support with language skills using Key-word assessment and Renfrewshire Scale | |

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| **School Priority 3:**  Learners will have a better understanding of achievement of a level in numeracy and be able to explain where they are and clarify theirnext steps for improvement. | | |
| **National Improvement Framework Priority**  Improvement in attainment in numeracy | | **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** | * All staff attended Count on Us CLPL * Interim numeracy progressions have been agreed and a working group will develop a progression framework based on developmental numeracy and Stirling Council's play and learning framework. (Delay due to Covid 19 pandemic.) * Class teachers paired up to observe practice in numeracy and moderate the learning and teaching process. * 1 SLA trained in delivering 1stClass@Number. * 4 P4s undertook most of 10 week block (last sessions not completed due to Covid-19 Pandemic) * Holistic assessment planners introduced to support moderation * In-school moderation exercises undertaken focused on children's achievement of Es and Os/Achievement of a level where appropriate * Regular Tracking and Monitoring planned linked to Staged Intervention and planned next steps targeting attainment * Early years staff have engaged in professional learning to understand the SEAL approach in maths * Nursery have appointed a leader of numeracy to ensure consistency of approach in the nursery * An early years working group has been set up to enhance numeracy from nursery to P1 and ensure a high quality approach to facilitating and assessing children’s learning. | |
| **Impact** | * 82% of P7 pupils and 87% of P4 pupils achieving expected level or higher in SNSA. * 72% of P1 pupils achieving expected level or higher * Raised attainment in P4 and P7 numeracy. * All staff feel confident when teaching numeracy and 27% strongly agree. * 50% of parents do not feel confident supporting their child’s numeracy. * The majority of staff have reported improvement in their teaching of numeracy and their understanding of the use of pictorial representations of numeracy as an impact from Count on Us. * Teachers reported to use empty number lines and number frames more. They said that the practical ideas were of use. * P4 group 1stClass@Number impact not assessed due to Covid-19 pandemic. * Primary 7 have been the focus of a RAC project aimed at increasing parental involvement and pupil engagement in numeracy. This research driven intervention has been successful in increasing pupil engagement, improving parental confidence and raising attainment in numeracy. * P7 pupils who played Sumdog for 30mins or more per week almost doubled their numerical fluency due to positive reinforcement of correct answers and immediate feedback on mistakes. * Almost all staff have reported a very positive impact from peer observations and all staff reported a positive impact from assessment and moderation exercises. Comments from staff were – ‘re-assured,’ ‘focus on specific numeracy skills,’ ‘better understanding of listening to mathematical vocabulary and responding to it,’ ‘increased confidence in assessing children’s work,’ ‘children were able to suggest their next steps,’ and ‘better understanding of how to challenge children’s numeracy skills.’ | |
| **Next Steps** | * Develop staff knowledge and understanding in the data analysis of numeracy. * Improved understanding of developmental numeracy in nursery and P1 through Play and Learning Framework * Staff development to support knowledge and understanding of improved pedagogies in numeracy – SEAL, CGI and CPA * Develop rigorous assessment process to ensure progress in learning through play pedagogy in EY. * Develop parental engagement to support their understanding of children’s progress and next steps for improvement in numeracy * A large part of the RAC intervention has involved the use of the Sumdog home-learning app. We have purchased this to allow us to deliver engaging blended learning in the next academic year. | |

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| **School Priority 4:** To support the delivery of our L2 French across the school and nursery. | | |
| **National Improvement Framework Priority**  Improvement in employability skills and sustained positive destinations. | | **HGIOS4 Quality Indicators and HGIOELC**  2.2 Curriculum  2.3 Learning, Teaching and Assessment |
| **Key drivers for improvement**  Breadth, balance and depth across the curriculum.  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**: | * A Working Group developed Learning Pathways in French tailored to Braehead Primary with consideration given to the skills being developed to support DYW. * Collated resources are shared to support the pathways at each stage. * French Leader to model a lesson week 1 and support a teacher led lesson week 2 and quality assure practice across the school and Nursery. * The Working Group developed an inter-generational project where P7 children taught the Senior Citizens at the Funky French Café. | |
| **Impact**: | * Staff clarity and consistency when planning French * Staff supported by the cohesion of topics from Nursery to P7 * Staff supported by a new ICT language resource * Staff confidence has increased with the modelling and support model we introduced * Inter-generational project hugely successful in developing the confidence of both P7 children and our senior citizens * We had planned to use 6th year ambassadors to support French in term 4 but due to Covid 19 this could not take place, * French firmly established as our L2 with Mandarin our L3. | |
| **Next steps**: | * Braehead Staff will continue to implement the progressive planners to support French learning. * Staff will continue to develop their confidence in French through updating FLAME training * Staff can seek support from Linda Parseighan who developed her French last year and we plan to connect with Bannockburn High and 6th year ambassadors to support French teaching and the Funky French Café. * We hope to develop further inter-generational projects because of the success of the Funky French Café. | |

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| **School Priority 5: 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. | | |
| **National Improvement Framework Priority**  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. | | **HGIOS4 Quality Indicators and HGIOELC**  3.1 Improving/ensuring wellbeing, equality and inclusion |
| **Key drivers for improvement**  School Improvement    Everyone within our School Community to actively demonstrate the use of positive and nurturing language as a means of communication by May, 2020. | | **Integrated Children’s Services Plan Outcomes**   * The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced. * Children’s and young people are mentally and emotionally healthy. |
| **Progress**: | * All staff completed a Nurture Questionnaire * Nurture working group established * Most staff completed an e-module on Attachment (Technical difficulties prevented 100%) * All class teachers created a classroom nurture plan and updated termly. * The Positive Interactions and Relationships policy was developed as a whole staff. * Compassionate Schools working group formed including Nursery staff. * A noise scale was introduced and assigned to areas throughout the school. * 5 Point Scale introduced from Nursery to P7 to help children manage emotions and develop coping strategies. * Parent information evening held to share 5-point scale. * Universal language of nurture encouraged throughout the school. * The introduction of play pedagogies has developed consistency of practice to support transition and allow children to feel nurtured. | |
| **Impact**: | * Staff are more aware of the importance of attachment and relationships when working with pupils. * All children from Nursery to P7 are more aware of how their emotions might affect their behaviour. * All learning environments within the Nursery and school have a calm space, clear welcoming strategy and emotional check-in. * Shared expectations and a consistent approach to behaviour management was developed. * All children from P1 to P7 are aware of the appropriate noise level within different areas of the school, creating a calmer atmosphere. * A universal language to managing emotions has been developed to ensure consistency from Nursery to P7, which will support children during transitions. * Parents can use the 5 Point Scale at home, using the same approach and language as staff within the Nursery and school. * When asked if whole school nurturing approaches benefited their child, 46% of parents remained neutral. * 25% of parents do not feel confident supporting their child’s emotional health. * 100% of children and parents feel welcome in our school.   **When asked what we do well parents responded:**   * Inclusion and nurturing | |
| **Next steps**: | * Ensure all staff have completed the Attachment e-module. * Parents have asked us to communicate better what the children are learning. We will share about the 5 Point Scale and nurturing approaches on the school website and app to reach more families. * Bannockburn Learning Community to implement Readiness to Learn supported by the Educational Psychology Team. (Covid 19 recovery strategies may take priority) * Implement Emotion Works after whole staff training. Purchased with PEF money. * Whole school to implement and develop Restorative Approaches supported by LC Restorative Ambassadors.(Covid 19 recovery may delay this priority) * Train Risketeers and Helping Hands in Restorative Approaches. * Consider future planning for whole school development of nurture space (nursery area) | |

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| **School Priority 6:** To improve the learning environment in both the Nursery and Early Years Wing to develop play based pedagogy with funding from the Local Authority. | | |
| **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**: | * Several staff members joined Stirling Council Early Pedagogy group. * Early Wing area and corridor painted grey and natural wood furnishings purchased. * Pupil and staff consultations held to establish the type of play opportunities to be provided. * Visits to other schools to see how a play based approach has been implemented in P1 and P2. * Visits to other Nursery settings have enabled educators to gather ideas to support the continued development of the nursery learning environment in relation to implementing 1140 hours and providing a high quality environment to support children to play and learn. | |
| **Impact**: | * Raised awareness of current practice and an opportunity to learn from practitioners who have started to implement a play based approach. * The Early Wing has been neutralised and is now conducive to 21st Century learning. * Resources purchased provoked pupil interests and encouraged problem solving, collaboration and creativity and were also starting to build resilience. * P1 and P2 teachers began trialling aspects of a play based approach – this has been interrupted due to current school closure. * Nursery environment is regularly assessed and development is on-going including the development of quiet spaces for rest, new sensory spaces, resources and space to facilitate loose parts play. | |
| **Next steps**: | * To continue to develop this approach in the Nursery and Early Years Wing taking account of social distancing measures that will need to be put in place once lockdown measures are eased following Covid 19. * A more play based approach to be developed in the Middle Wing working collaboratively with the Early Wing. * Continued assessment of play pedagogy sharing results with whole school. * Collaborative discussion about developing the principles in the Upper Wing. * To continue to review and develop the play and learning spaces for nursery children to encourage engagement, interest, challenge and progression in learning. * Begin planning play and learning spaces for new nursery build. * To develop risky play from Nursery to P2. | |

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| **Standards and Quality Report** | **Progress and impact of Pupil Equity Fund 2019 - 2020** |
| **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 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. * 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. | |
| **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. | |
| **More Targeted Support for Learning** | |
| * Improved Tracking and Monitoring analysis enabled us to continue to support children with significant learning difficulties but more importantly to target support at those children who needed a SMART intervention to enable them to be on track to achieve a level in literacy and numeracy. (Pre Covid 19) * These interventions included wave 3, Talking Mats, focused writing groups, Toe by Toe, the Power of 1, 1stclass@number, targeted phonic groups and peer mentoring to support phonics and numeracy. * ICT resources were purchased to support identified children in literacy and numeracy. * All staff were trained and given a resource to support the teaching of Listening and Talking. * In P1, P4 and P7 we were on track to achieve our target of 80% or above achievement of a level in numeracy and reading. We were on track to achieve our target for P1 and P4 in Listening and Talking and Writing pre Covid 19. | |
| **Health and Wellbeing** | |
| I-Heart   * All staff were given initial training in I-Heart to a mixed response. P7 children received a 10 week block of weekly intervention. Due to Covid 19 we were unable to gather post assessment results to assess impact.   Talking Mats   * Miss Caddis was given half a day a week to support identified learners with Talking Mats. This was a very successful intervention with children finding their voice. This has proved particularly successful in supporting transition and Staged Intervention meetings where children can express their thoughts on their learning. * We plan to continue to use this approach to support children returning to school after covid19.   Therapeutic Play   * Identified children were supported to express themselves through play. This was a small intervention with positive results. We have secured PEF funding this year to continue to develop therapeutic play. | |

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| **Wider achievements**:   * 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 Leading Lights within a central area of the school. * 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 our House System activities. The House System has been promoted with far more responsibility being given to House Captains to write and complete an Action Plan. They increasingly lead assemblies and it is now seen as an honour to become a House Captain. * Children now work hard to achieve House Points and extra special achievements are rewarded with a gold coin. These are valued by all the children. * Increased engagement in numeracy programme Sumdog enabled us to finish 5th in a Uk wide contest of over 2,000 schools.   **Sporting 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. * A group of ten Sports Leaders have worked closely with Active Stirling to take on the leadership of Sport within the school. This has been closely tied to DYWF to provide pathways for pupils involved in the programme. This has allowed the school to increase pupil leadership and be recognised by Sports Scotland as a gold standard school. * 3 Pupils through to regional heats of Scottish Schools Cross Country (event did not happen due to Covid 19 closures) * The newly introduced Me-Time offers children the opportunity engage in activities that support Mental Health and Wellbeing without relying on electronic devices. Parent volunteers and High School ambassadors also attend the school to support these groups which include Eco, Dance, Cross Country and Art. Parents understood the philosophy behind Me-Time following a very successful open event during Mental Health Awareness Week where they heard about the initiative and took part in the activity their child was participating in.   **One Plus Two**   * Mandarin Transition Project within P7 where children from Stirling Learning Community visited the school to work alongside our pupils * Scottish Languages Employability Gold Award awarded by SCILT to Braehead Confucius Classroom and Stirling Learning Community for our Chinese Tuesdays Project where SLC P7 classes visited Braehead to take part in Chinese cooking, arts and crafts and film-making projects, all documented in a film made by Braehead P7 pupils. * 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. * Braehead Primary pupils were asked by Scotland's Centre for Languages (SCILT) and the Confucius Institute for Scotland's Schools (CISS) to perform at the opening of their new HQ in Glasgow, the Ramshorn Building in September. P6s wrote and performed a play about The Monkey King in English and Chinese with instrumental music, song and dance. The show was a great success and was later performed for families at the school. * We welcomed our first Chinese Hanban teacher, Chen Lingyu, to our school in February 2019. By the end of 2019, Lingyu and Mrs Lawson were reaching 600 Primary pupils from across Stirling and Bannockburn Learning Communities with weekly Mandarin lessons. Within Braehead Primary, all P4 - P7 pupils are receiving weekly lessons focusing on Chinese language and Culture. * P7 pupils undertook a very successful inter-generational project – The Funky French Café. Children supported senior citizens in the church hall to develop their French vocabulary through fun activities. |

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| **Comments from staff, parents and children and data on the SIP priorities 2019 – 2020**  **Comments on improvement within the curriculum.**  90% of parents think that the school motivates their child to learn.  Me-Time event: Showing children alternatives to phones and electronics is a good way to discuss digital detox  It is good the school is focussing on Mental Health  Parents feel we let the children express their creativity through learning.  **Comments on raising attainment in literacy**   * 80% of parents agreed that their child is encouraged by the school to read. * “I look forward to hearing a story from my buddy. It brightens up my day!” Resident at Annfield House   **Comments on raising attainment in numeracy**   * 50% of parents do not feel confident in supporting their child’s numeracy. * My child enjoyed maths, counting and division. * My child has loved Times Table Rock Stars and I can see the improvement. * Learning about money through the Stationary Shop has helped my child understand its value.   **To develop a universal approach to Nurture**  Following a parental survey based on which initiatives make a difference to their child’s mental health  The 3 main things were:   * Calm space within the classroom * Emotional check-ins * Me-Time   **To improve the learning environment in both the Nursery and Early Years Wing in play based pedagogy.**   * Early Years staff feel play based pedagogy supports transition from Nursery * Play pedagogy has enabled P1 practitioners more opportunities to observe learning through play. * Observations through imaginative play, have identified an improvement to children’s vocabulary.   **Comments from parents, staff and children about our focus on improved HWB**  “Thank you for helping the family out. Stay safe and take care”  The HWBO contacted offering support coming up to the 2nd anniversary of Mum’s death. Suggesting she can call me and chat if she needs it and looking at her Seasons for Growth Journal.  Reply – “Thank you so much for your supportive text. My child is okay at the moment”  HWBO sent a text of encouragement to Dad. “Thanks for your supporting text”  **Comments from parents after check-in calls following school closures**:  Struggling with my child’s anger issues.  HWBO arranged for Play Therapist to contact Mum to offer some literature to look at.  Reply - “That’s great and thank you so much.”  **Comments from staff, parents and children following introduction of improved home learning facility following Covid 19 induced school closure:**  Requested support with an electronic device from the school.  HWBO arranged for an IPad to be delivered from school.  Reply - “That’s amazing thank you so much, really appreciate your help.”  **Comments on improved community links following Covid 19 induced school closure:**   * Fantastic leadership throughout Covid situation, supportive staff keeping relationships with children and families. * Very approachable staff and always willing to listen * Particularly noticed the change in relationship with the school community with a sense of Braehead primary school being more visibly the heart of the community. |