

**Braehead Primary School and Nursery**

**School Renewal, Recovery & Improvement Plan**

**2022 – 2023**

**The year of Reading and Writing**

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**Braehead Primary School and Nursery**

**School Renewal, Recovery & Improvement Plan 2021 – 2022**

Building on our recovery we continue to focus on literacy, numeracy and health and wellbeing in order to improve children’s learning and raise attainment. Our planning and assessment is now more consistent and gives us a good platform to develop the robust moderation we implemented last year. Our attainment indicates a need to continue to develop literacy. We will take a universal approach to develop writing across the school. We will target individual children through a writing recovery approach to improve independence. Our PEF budget will enable us to continue the role of our invaluable HWB Officer, Mrs Lawrie. She will support families during the cost-of-living crisis in this current climate.

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. The majority of P7 learners move on to Stirling High School as a result of significant placing requests.

Braehead Primary School and Nursery Class was built in 1972. This year we are celebrating our 50th anniversary with many special events planned throughout the session. 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. We continue to develop our school with the completion of our new Nursery in February 2023. The early primary stages and the nursery are housed in the Early Years wing. The Early Years wing has a large shared area where many play and learning opportunities are developed. The Middle Wing contains a kitchen and the Confucius classroom where Chinese language and culture is promoted. The Upper Wing houses our P6 and P7 classes where many opportunities for pupil leadership are developed. We have a large gym hall, which is used for P.E. drama, whole school assemblies and after school clubs. It is also used for local clubs and youth organisations in the evening. We have The Harbour in the centre of our school where our children can access support for learning and emotional needs. The Harbour is used at playtime to support children who are feeling anxious. Following the pandemic, we have noticed many children having feelings of anxiety. To support them we are incorporating a Lighthouse in each wing. This will be a calm space for when children are experiencing unsettled times.

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=2ahUKEwjhk4208IfjAhURkhQKHZE7DJkQjRx6BAgBEAU&url=http://sonchongnong.info/pages/h/happy-child-clip-art/&psig=AOvVaw2UmjQU3QdFktwIl0AkChdd&ust=1561663568670344)

**Braehead Primary School**

**At the heart of its community,**

**with children at its heart!**

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**Nelson Mandela**

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

**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. At Braehead Primary we believe in developing the whole child through a nurturing approach. We increase our capacity for improvement through innovative and aspirational practice. We have established a vibrant culture, sharing our ideas and challenging each other to learn and grow as we respond to children’s needs in a cycle of learning, collaboration and adaptation.

**OUR VALUES**

Our children, staff and wider community know and understand our RIScK. We worked with our community to develop them. During the pandemic we missed the connection with our community and voted to include connectedness as our 5th value. Playground Pals look out for children demonstrating our values in the playground.

**BE R**ESPECTFUL **BE I**NCLUSIVE **BE S**AFE **BE** **C**ONNECTED **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! This is the Braehead Way.

[](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



**OUR VISION**

Braehead Nursery is committed to placing children's wellbeing, sense of belonging and progress at the heart of everything we do. We strive to involve our families and community for the greater good of the nursery, recognising the important part they play, providing encouragement and opportunities for our children to reach their full potential while having fun in a safe and happy environment.

**OUR RATIONALE**

At Braehead nursery we have passion and dedication to give children wondrous opportunities and time to wallow in their play. With a nurturing, responsive approach we prove care laughter and love to our families with the children at the heart of all we do.

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[](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) [](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)

Being kind is listening to and understanding what other people feel and what they need. This might be giving them a hug if they are sad, sharing with them, finding help from an adult if they need it or having nice words to say to each other and gentle hands.

Being inclusive means making sure that everyone is included in the things we do in nursery, even if we have to change things to allow everyone to be able to join in when they want to join in.

Being safe means knowing who to find if you need help. Knowing how to use equipment, toys and space without hurting myself or others. Knowing never to go away without an adult that I am safe with.

Being connected is having people around you that you like to be with. Having friends to play and learn with and adults to spend time with who make you feel happy and safe. Being listened to and listening to others. Knowing that we can keep in touch even when we can’t be together.

Showing respect to someone means you care about their feelings and wellbeing. Showing respect for others include things like not calling people mean names, treating people with kindness. It is also looking after our toys our books and our environment.

**OUR ETHOS**

At Braehead Primary and nursery 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! This is the Braehead Way.

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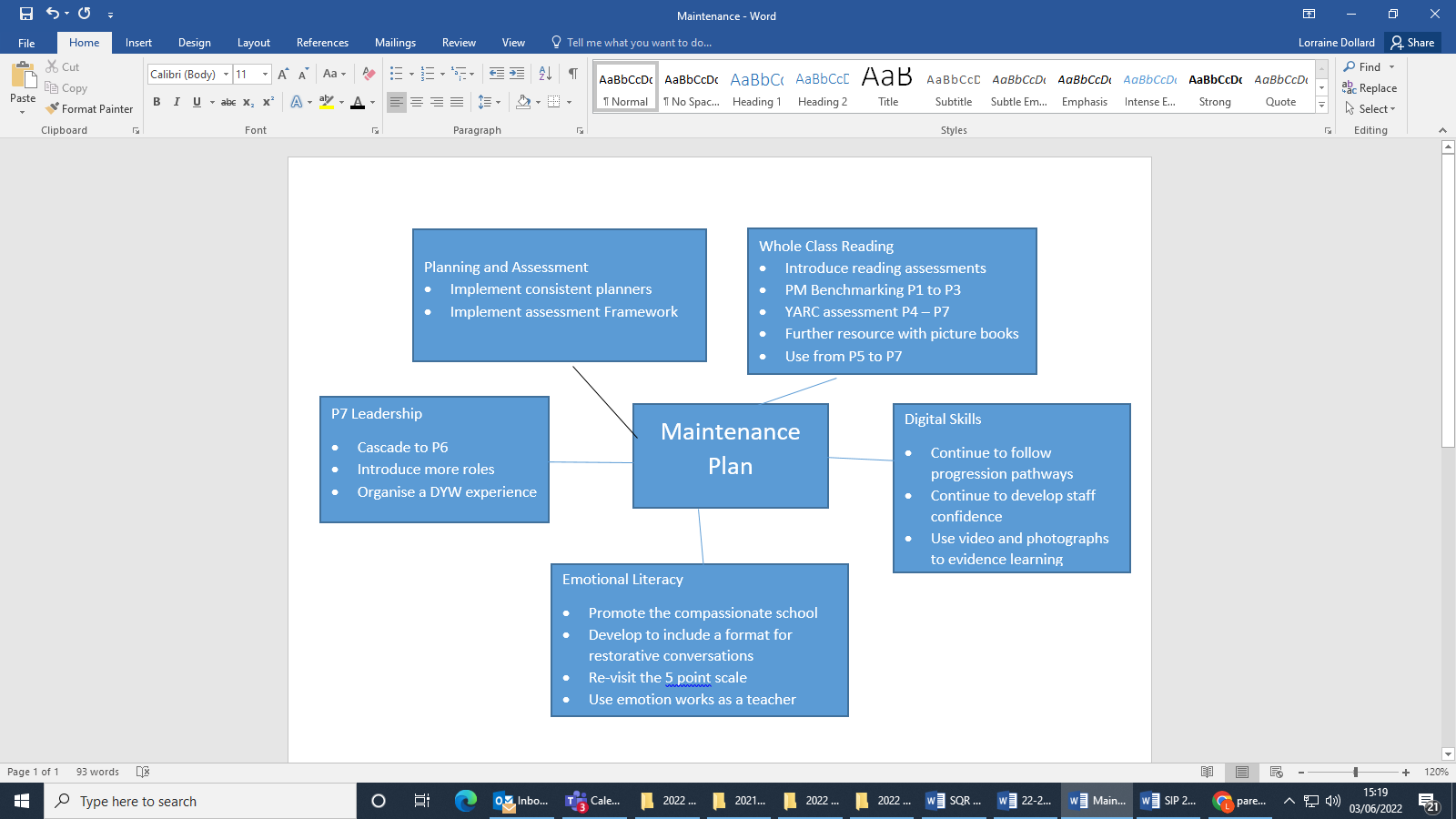




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| **Improvement Planning Overview** | | **Braehead Primary School Improvement Plan** | |
| National Improvement Framework | Stirling Schools learning & Education Vision: *To be ambitious for our children and young people, their families and their communities. We will listen and nurture, care and support them to play, to learn, to participate and flourish* | | Regional Improvement Collaborative Priorities | |
| * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy.   Stirling Children’s Services Plan   * Improving mental health and emotional wellbeing. * Tackling child poverty. * Improving outcomes for children with care experience. * Improving outcomes for children with disabilities. * Improving outcomes for children in need of protection.   National Standard for ELC  4.1: The setting uses relevant national self-evaluation frameworks to self-evaluate and systematically identify strengths and areas for improvement  2.2: The setting must have a framework t that is informed by national guidance and supports individual children's development and learning.  5.2: Parents and carers are supported to engage in their child's learning and development.  **Articles** 3, 5, 6, 12, 18, 23, 24, 28, 29, 31.  C:\Users\oneillk22s\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\3DA56557.tmp  **Health & SC Standards:** 1.14, 1.15, 1.19, 1.23, 2.15, 2.17.3.5, 3.6, 3.10 | **Equity\* Respect\* Inclusion\* Positive relationships\* \* Diversity\* Opportunities\* Aspirations\***  **ACHIEVEMENT:** We will raise attainment and achievement for all our children young people by:   * Effectively implementing Stirling ELC numeracy self-evaluation Framework/Strategy (RAINBOW) in all establishments to ensure equity and excellence * Updating LIFT to become *Literacy for Life* Self Evaluation Framework/Strategy to intertwine all four literacy skills * Distributing updated P&L Framework Pathways: Toolkit 2 to offer additional challenge in H&W, Lit and Num progression * Evaluating impact of digital, STEM & data for improvement   **COMMUNITY:** We will achieve equity by working in partnership with our children, families and local communities by:   * Redesigning family learning delivery to ensure it is inviting, relevant and accessible to all children and families. * Building Stirling ELC ‘Pledge to Play’ alongside parents and community partners. * Working effectively with new Improvement Partnership Quads to validate self-evaluation and QA processes   **WELLBEING:** We will improve children’s mental and physical health and wellbeing by:   * Making visible Human and Children’s rights to promote: non-discrimination, child at the centre, respect for all and children’s voices * Targeting poor attendance for Care Experienced children or those at risk from the poverty related equity gap * Evaluating curriculum and assessment to reflect connectivity of learning * Working with partners to implement Stirling ELC’ Inclusion starts with I’ framework * Training programmes to tackle the poverty related equity gap, Mental Wellbeing & Recovery | | * Improve attainment in literacy and numeracy for children and young people. * Close the attainment gap between the most and least disadvantaged children and young people for numeracy and literacy. * Improve the health and wellbeing of children and young people. * Improve curriculum developments, learning and teaching to support employability skills and sustained positive destinations.     Priority **1:**  3.1 Quality Assurance and improvement are led well  **1.1,**Self-evaluation for self-improvement  Priority **2**:  1.1: Nurturing Care and Support  2.4 Personalised support/ 3.1. Ensuring wellbeing, equality and inclusion  Priority **3:**  1.4. Family engagement 2.5 Family Learning | |

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| **Lead** | **Improvement Priority 1** | **Outcomes for Learners** | **Impact Measurement** | **PEF** |
| **BC–N/P2**  **JM-P4/7**  **EM** | **To raise attainment in Literacy and Numeracy from Nursery to P7 (NIF 1&2)**   * To develop a writing culture across the school and nursery. * To develop an understanding of the correlation between reading and writing * To develop Nursery staff awareness of writing formation * To develop Early Years awareness of the development of writing through provocations and talking * To model a consistent approach to the teaching and assessment of writing * To develop understanding of what achievement of a level looks like. * To develop children’s ability to improve their writing through self and peer assessment and feedback. * To develop a clear grammar progression. * Continue to develop a reading culture. * To develop confidence and pedagogies to support numeracy lessons. | 80% of children will achieve expected level in writing  80% of children will achieve expected level in reading  80% of children will achieve expected level in numeracy.  All children will experience daily writing opportunities through writing across the curriculum  All children will be engaged in their learning  All children will know where they are and what they have to do to achieve their next steps.  Children will demonstrate an increased enthusiasm for writing and see themselves as authors.  Children will be able to confidently talk about the numerical processes they use. | Attainment data and tracking  Ongoing assessments including intervention groups  Self and peer assessment using writing ladders  Quality Assurance of planning  Ongoing observation is recorded and shared through moderation  Classroom observations demonstrating consistency in writing and numeracy approaches  Children report increased enjoyment in writing and numeracy  Feedback from children, staff and parents | **√**  SLAs  Resources |
| **PLANS TO BE ADDED IN AUGUST TO SUPPORT IMPROVEMENT** | | | | |
| **TO CREATE A UNIVERSAL WRITING PLAN AND GUIDELINES FOR NURSERY to P2 INCLUDING SHARE AND PLAY/LEARN SESSIONS TO SUPPORT FAMILY LEARNING (KS)** | | | | |
| **TO CREATE A UNIVERSAL WRITING PLAN AND GUIDELINES FOR P3 to P7 INCLUDING SHARE AND LEARN SESSIONS TO SUPPORT FAMILY LEARNING (JM)** | | | | |
| **TO CREATE A LEARNING COMMUNITY APPROACH TO PLANNING AND GUIDANCE TO SUPPORT THE CONCRETE, PICTORIAL, ABSTRACT APPROACH TO NUMERACY INCLUDING SHARE AND LEARN SESSIONS TO SUPPORT FAMILY LEARNING (EM)** | | | | |
| **TO CREATE A PLAN FOR LITERACY AND NUMERACY PROGRESSION FOR NURSERY (CM)** | | | | |
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|  | **Improvement Priority 2** | **Outcomes for Learners** | **Impact Measurement** | **PEF** |
| **All Staff**  **Staff WG**  **Parent Forum** | **To re-establish parental engagement**  **(NIF 1,2 & 3)**  **To involve children and families meaningfully to influence change within our setting**   * To continue to develop and share our practice virtually using Twitter, the Nursery Parents’ Forum, Braehead parent forum, the App, Facebook, the school website, email, online meetings and nursery/whole school/class newsletters * Family workshops to share the strategies used to support learning at school and home * To use learning as a platform to encourage parental engagement e.g. Share and play sessions in the nursery, P1 parents sharing a literacy and numeracy experience in school with their child, parents observe writing in action across the school and P7 leading workshops about learning at Braehead for our parents. * Parents, staff and children work collaboratively to plan Braehead Primary’s 50th year long celebrations. | Increased awareness of what is happening in school. Parents able to support their child in their learning.  Raising attainment in literacy and numeracy as parents understand the importance of their support in the learning process.  Parents share the vision of Braehead Primary to develop lifelong learners.  The whole school community acknowledge and value the integral role the school plays in Braehead. | Attainment data and tracking  Parental and pupil questionnaires  Feedback from children, staff and parents  Parent Forum feedback  Parent Forum Facebook page | **√**  **HWBO** |
| **PLANS TO BE ADDED IN AUGUST TO SUPPORT IMPROVEMENT** | | | | |
| **TO DEVELOP GUIDANCE TO SUPPORT THE SHARING OF OUR PRACTICE THROUGH SOCIAL MEDIA AND PUPIL EMPOWERMENT (AG)** | | | | |
| **SEE PRIORITY 1 TO SUPPORT LITERACY AND NUMERACY DEVERLOPMENTS THROUGH SHARE and PLAY/LEARN SESSIONS (KS, JM and EM)** | | | | |
| **TO INCORPORATE CHILDREN’S IDEAS TO SUPPORT 50th CELEBRATIONS THROUGH PUPIL LEADERSHIP GROUPS (KL)** | | | | |
| **TO DEVELOOP FAMILY ENGAGEMENT IN THE NURSERY (CM)** | | | | |
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|  | **Improvement Priority 3** | **Outcomes for Learners** | **Impact Measurement** | **PEF** |
| **BC**  **Nursery and P1**  **BC**  **AG and Parent Forum**  **KL**  **LW**  **MN** | **Improving children’s emotional health and wellbeing from Nursery to P7.**  **Develop play to reflect the connection with learning across the school and ensure a curriculum for a rapidly changing world.**  **(NIF 3&4)**   * To further develop the pedagogies of play to enhance resilience, relationships and problem solving skills. * To develop consistency at Early Level through moderation on the play and learning framework * To incorporate play throughout the school as a tool for learning using age stage appropriate experiences. * To develop the school grounds to promote play and outdoor learning * To make visible and meaningful Human and Children’s rights to promote non-discrimination, child at the centre, respect for all and children’s voices * To further develop nurture principles by introducing lighthouses (calm spaces) to each wing and the Harbour for all. * Using lego therapy techniques to support self-regulation | Consistency from Nursery to P1 will enhance transition.  All children will experience play as an integral part of their learning.  Children will be more engaged in their learning.  Children will be able to just risk benefits and consider their own safety.  Children will be more resilient.  Children will experience the environment as a safe base.  Children will know and be able to demonstrate ways they can help regulate their emotions. | Use of How Good is our Play to quality assure consistency of approach from Nursery to P1.  Photographic and video evidence  Use of How Good is our Play to quality assure progress across the school.  Photographic and video evidence  Support Staff playground observations  Staff, pupil and parent feedback  Pupil Focus Group  Record use of Lighthouses  Pre and post assessments | **√**  **Resources**  **HWBO**   * **\*** |
| **PLANS TO BE ADDED IN AUGUST TO SUPPORT IMPROVEMENT** | | | | |
| **TO DEVELOP AGE, STAGE APPROPRIATE PLAY THROUGHOUT THE SCHOOL AS A TOOL FOR LEARNING WITH A FAMILY ENGAGEMENT EVENT (BC)** | | | | |
| **TO DEVELOP THE SCHOOL GROUNDS TO PROMOTE PLAY AND OUTDOOR LEARNING THROUGH PUPIL EMPOWERMENT WITH A FAMILY ENGAGEMENT EVENT (AG)** | | | | |
| **TO DEVELOP NURTURE PRINCIPLES IN EACH WING TO SUPPORT SELF REGUATION THROUGH LIGHTHOUSES, THE HARBOUR AND THERAPY TECHNIQUES (LW)** | | | | |
| **TO DEVELOP HWB IN THE NURSERY (CM)** | | | | |
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| **CHECKLISTS TO BE ADDED IN AUGUST TO SUPPORT IMPROVEMENT** |
| **WHOLE CLASS READING (AH)** |
| **DIGITAL LEAD (DL with RK)** |
| **WHOLE SCHOOL MENTAL HEALTH (AG)** |



**6x WORKING GROUPS – 2022 – 2023**

NUMERACY – Lead EM READING and WRITING –Lead KS N to P2 – JM P3 to P7 – AH NURTURE – lead LW

PLAY PEDAGOGY – Lead BB 50th CELEBRATIONS – Lead KL GROUNDS – Lead AG

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