

**Braehead Primary School and**

**Nursery Class**



**Standards and Quality Report**

**2021 - 2022**

**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%**

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**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 2021 – 2022. 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
  + 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 **Covid-19** must be acknowledged as schools had to adapt to the many challenges including high absence of staff and pupils, restricted timetables, enhanced hygiene procedures and restricted visitors. Email and phone conversations allowed us to keep in touch with parents and families. Virtual meetings enabled us to support our children’s and families’ needs. Virtual assemblies enabled us to feel connected as a whole school community. Facebook, Twitter, the School App, Class and Whole School Newsletters helped keep our 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. The majority of P7 learners move on to Stirling High School as a result of significant placing requests.

Our school roll is projected to be 324 for next session, with 13 classes across P1-7.

From data gathered in session 2021-2022, 53% of children are in Quintile 2 this is based on 23% living within decile 3 and 30% within decile 4. 7% of our school population live in Quintile 1 as compared to 16.1% across Stirling. 24% of our children live in Quintile 5. 12.7% of children are registered for free meals as compared to Stirling level of 13.1%. Almost all these children are in deciles 1 to 4. Local intelligence suggests that 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 zero waste shop called “The Heart of Braehead” to support families with the rising cost of living. They also provide weekly shopping supplies to families in need who have been identified by the school.

This year our overall attendance has been 93.7% (May 22) % and this is lower Stirling which is at 95.9%. We will be focussing on attendance as part of the HWBO’s remit next session.

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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, experiences 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 where we share our ideas and challenge each other to learn and grow as we respond to children’s needs in a cycle of learning, collaboration and adaptation.

**OUR VALUES**

As a school we re-visit our values throughout the year by sharing the Braehead Way with the whole school community. During COVID our need for connection became increasingly apparent. Although feeling separated, we worked hard to develop ways to keep connected with our families and community through online meetings, regular calls, virtual assemblies, Twitter, Facebook and newsletters. We did an online survey with parents, staff and children where we agreed to include connectedness as one of our values.

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!



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| **Working Group: Whole Class Reading (WCR)** | | | **Review of Progress for Session 2021-2022** |
| **School Priority:**  To raise attainment in Literacy and Numeracy from Nursery to P7 | | | |
| **National Improvement Framework Priority:**   * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children. | | **HGIOS4 Quality Indicators and HGIOELC**  HGIOS4  3.2 Raising attainment and achievement  HGIOELC  3.2 Securing children’s progress | |
| **Key drivers for improvement**   * Assessment of children’s progress * School improvement | | **Integrated Children’s Services Plan Outcomes**   * Improving outcomes for children with care experience, children with disabilities children in need of protection. | |
| **Progress** | * Fully resourced WCR Curriculum (several resources had been missing from the original) * Resource bundled for all classes from P4-7 * Class novel reading spine created and fully resourced for P4/3 – 7 * Pupil questionnaire created and implemented, collecting reading attitudes (pre WCR) * Reading group shared and discussed WCR curriculum with staff prior to implementation * Whole class reading delivered throughout term two and three from P4-7 * Book World Cup used to encourage pupil voice when selecting new class novel * Peer observations completed, with a focus on WCR lessons * WCR Video lesson shared with staff & used for discussion around progress & next steps (Jan) * Pupil questionnaire implemented to collect reading attitudes (post WCR) & data analysed | | |
| **Impact** | * Positive response from majority of teachers when implementing WCR (reduces workload, engaging and varied lessons) * Greater balance to reading lessons (independent work, paired work, jotter work, ICT) * Increased pupil engagement, particularly those who have found reading challenging * All pupils have loved the Book World Cup and the opportunity to select their class novel * Teachers seeing the opportunity to develop the WCR curriculum (pupils create lessons)   **Data Collected** – A comparison of pre and post reading attitudes questionnaire completed by P4-7 pupils:   * Pupils that “very much” enjoyed reading in school increased from 23.1% to 25.9% * Pupils that “very much” enjoyed reading at home increased from 23.8% to 30.2% * Pupils that responded **yes** to “I am certain I can improve my reading if I really want to” increased from 87.2% to 92.4% * Pupils that that **disagreed** with the statement “I think reading is difficult” increased from 63.9% to 69.2% * A greater variety of “favourite books” and “favourite author” were listed in the post questionnaire compared to the pre demonstrating children as readers.   **Anecdotal Evidence**  Whole Class Reading  “I prefer Whole Class Reading (To Literacy World) as it is fun to learn as a whole class rather than in groups of four or five.” EL  “I prefer whole class reading because it gives everyone the chance to read aloud, also I prefer it because of the different tasks and questions.” AF  “I like Whole Class reading because of all of the different topics you learn about.” RM  Choosing a Class Novel  “I enjoyed being able to pick what book we read as our class novel.” MS  “I have enjoyed doing votes for our next book. It’s more exciting than just the teacher picking it.” RM  “I enjoyed how dramatic it was and how books got eliminated.” EF  Our Class Novels  “My favourite novel was Room 13. I liked it because it was very creepy and intense.” CL  “I loved Holes because it was very interesting and I also really liked the movie.” CS  “My favourite novel was They Change because it was interesting and had lots of cliffhangers.” SB | | |
| **Next Steps** | * Picture books to be bought in (either physical copy or for Kindle) to support WCR lessons. * Teacher survey, to give the opportunity to share their WCR successes and challenges. * Opportunity for teachers to share themes / lessons that they felt were unsuitable for their stage. * Opportunity for teachers to suggest texts to add to class reading spines * Sharing space created, where teachers can share any resources made up to support WCR lessons taught this year | | |

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| **Working Group: Numeracy** | | | **Review of Progress for Session 2021-2022** |
| **School Priority:** To raise attainment in Literacy and Numeracy from Nursery to P7 | | | |
| **National Improvement Framework Priority**   * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children. | | **HGIOS4 Quality Indicators and HGIOELC**  HGIOS4  3.2 Raising attainment and achievement  HGIOELC  3.2 Securing children’s progress | |
| **Key drivers for improvement**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information | | **Integrated Children’s Services Plan Outcomes**  Improving outcomes for children with care experience, children with disabilities and children in need of protection. | |
| **The Numeracy Group was most affected by staff absence and so progress was limited. We evaluated our progress and we will continue this development next session.** | | | |
| **Planning** | 1. Teachers met in wings and were asked “What makes a good numeracy lesson in Braehaed?” 2. Peer shadowing was discussed but due to increase in rising cases and staff absence in term 3 this was postponed 3. Moderation of numeracy was completed in term 3 using new council wide moderation format and documents. 4. Discussion on resources storage of middle wing-packs 5. Decision to create a Braehead Mathematical vocabulary checklist – Nursery to P7 6. Decision to create a checklist of expectation at each stage of primary school – Nursery to P7 7. DHT was to support classes to improve developmental numeracy. 8. Staff received 1 session led by DHT on using the CPA approach in class. | | |
| **Impact** | 1&2) Due to other priorities we are continuing to develop what makes a good numeracy lesson in session 2022-2023. This will be part of our moderation programme where staff will observe each other and from feedback create “What makes an excellent numeracy lesson in Braehead Primary School?”  3) From moderation it was evident that staff were using a variety of planning formats and a decision on 1 format was a priority (August 2022)  4) This again was impacted due to covid ie children not able to sit in groups so decision made to leave till 2022/23  5) Group discussed Glossary of numeracy language from Numeracy Professional Learning Resources and it was decided this would be a starting point for a Braehead Mathematical vocabulary checklist. This will be combined with the Braehead vocabulary checklist that already exists.  6) Jane McNab reported that Braehead had Signposts for each year group. It was decided that these could be adapted and used next session in line with Literacy checklists created by PTs.  7) DHT was unable to commit to this due to unforeseen circumstances. | | |
| **Next Steps** | * Look at % of pupils that have achieved a level in P4 and P7 at the end of this sessions- has there has been any increase from last year? * Questionnaire to find out how staff/pupils feel Covid has impacted teaching/learning attainment in numeracy. Confidence in teaching Num/Maths, any specific training or support they feel they need. * What support do staff feel they require to help them take numeracy forward next session ie resources in school to be used, planning. * Planning format to be agreed and presented to staff. * Helpful resources collated in one place- including resources from Ed Scotland Learning Hub. * Pull together all assessments that teachers are already using and discuss which to use as a whole staff. * Bannockburn Learning Community to take numeracy forward as a priority. | | |

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| **Working Group: All Kinds of Brains (Dyslexia Awareness)** | | | | | **Review of Progress Session 2021-2022** |
| **School Priority:** To increase awareness of dyslexia for both staff, pupils and parents. Creating a culture within school where neurodiversity is accepted and celebrated. | | | | | |
| **National Improvement Framework Priority**  Improvement in children and young people's health and wellbeing | | **HGIOS4 Quality Indicators and HGIOELC**  2.3 Learning, Teaching and Assessment  2.4 Personalised support  3.1 Improving/ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement | | | |
| **Key drivers for improvement**   * School Improvement * Teacher professionalism * Assessment Information | | **Integrated Children’s Services Plan Outcomes**   * Improving children and young people’s mental health and emotional wellbeing. * Improving outcomes for children with additional needs | | | |
| **Progress** | * Parents kept informed of the assessment process via phone calls and the staged intervention meetings that take place regularly. A **parent support package** has been created to give parents when the assessment process has been completed. The package contains a covering letter, assessment reports, book, film and website recommendations as well as signposting to dyslexia charities that can offer relevant and independent support and advice. * **Parent’s views** were gathered through a Google Form during Term 1 and again in Term 4. * Throughout the year the SfL Teacher has delivered **dyslexia awareness training** for both support staff and teaching staff to improve and enhance awareness of the dyslexic learner’s experience in class. We looked at what is different about the dyslexic learner’s brain, the different presentations of dyslexia and strategies to support learners with dyslexia. * The **creation of a rationale and clear guidelines for the assessment process for dyslexia** has been produced and shared with staff. The assessments involve YARC, LASS, BPVS, phonics assessments as well as the GL dyslexia screener and portfolio. * Using the **Mission Dyslexia** resource to give children better understanding of dyslexia, improve self-esteem, share experiences and learn strategies that they can apply to their learning. Students have created **a display all about dyslexia** to promote inclusion and understanding throughout the school. * **Implementation of Fresh Start as an intervention** for p5-7 students. After attending training SfL teacher started Fresh Start groups that involved a lot of our dyslexic learners.. * **To improve outcomes in literacy for dyslexic learners the SfL teacher now has a Tech Team** of children from P4-7. The group aims to use technology to enhance learning and use tools/ features like voice search, voice type and readback as well as a more thorough understanding of Google Classroom and Google Suite software to increase their technological independence and give them confidence to use assistive technology in their classes across the curriculum. * The **purchasing of graphic novels has increased engagement** in reading for dyslexic learners and beyond and there is now a comic book club in the P5-7 wing that is highly popular. * As a school we recognised **Neurodiversity Celebration Week** for the first time and it was a success. Classes looked at picture books promoting inclusion, class teachers delivered sessions to raise awareness of ASD, ADHD and dyslexia. We had an assembly that shared children’s work and the Mission Dyslexia group created a short animation about dyslexia. | | | | |
| **Impact** | **At the beginning of the year a Google Form was used to gather baseline information** from parents and children who have already been identified as dyslexic to gather their views and concerns regarding their child’s progress, attitudes to learning (with a particular focus on literacy) and self-esteem.  **Of the 6 children identified as dyslexic only 1 parent representative responded** to the form in Oct 2021 showing low parental engagement. Responses from that parent stated that ‘reading was frustrating’. When they read at home the student ‘liked using the pictures’ and the parent felt that ‘if the books provided were more interesting she will be more enthusiastic in her reading’.  **Children’s responses in Oct 2021 via a Google Form completed in school**  ‘Usually I feel stressed about reading because I don't know the words. I feel OK if I am just reading with 1 person but I feel embarrassed when reading in front of people or when people notice I am taking longer’ – Primary 5 pupil  ‘I don’t try because I know I can’t read’ –Primary 7 pupil  ‘Being dyslexic means I can’t read’ –Primary 7 pupil  The data collected showed a concerning mindset, particularly towards reading and a lack of understanding as to what dyslexia is and the possible strategies that can be used to overcome barriers. **The introduction of the Mission Dyslexia group, graphic novel library and higher awareness for parents and staff was to create a culture where dyslexic students felt their needs were understood and respected.** Children were given interventions of Fresh Start, Mission Dyslexia, Tech Team and Toe by Toe and opportunities to gain a deeper understanding of dyslexia.  **In May 2022 Google Forms were completed by teaching staff, students and parents to gather views and assess impact**  **Teaching staff:**  75% felt they had a reasonable understanding of dyslexia and 25% felt they had a strong understanding.  81.8% felt their awareness of dyslexia had improved over the academic year.  91.7% felt that they had a better understanding of the assessment process.  91.7% felt that dyslexic learners were receiving the right amount of support.  83.3% think that Neurodiversity Celebration Week should be a permanent fixture.  Comments made by teaching staff:  ‘I think [the class] have a decent understanding of dyslexia through the neurodiversity content including Whole Class Reading. Seven years with the same level of focus as we have had this year would naturally give pupils a deeper understanding of it.’  ‘Yes, I feel at the start the class didn’t have a good understanding of dyslexia but throughout the year it has increased thanks to neurodiversity week and class novels with dyslexic characters.’  ‘Staff awareness has increased and staff are more confident in identifying early signs. Mission Dyslexia group is fabulous! Parental involvement has improved also.’  ‘Children understand that having dyslexia is not a barrier just a different way of learning.’  **Student views:**  60% of children felt they had an OK understanding of dyslexia with 40% saying they have a good understanding.  80% of children said they loved the Mission Dyslexia group with 20% saying they really liked it.  100% of children said they enjoyed working with other dyslexic learners and sharing experiences.  80% of children loved reading graphic novels and wanted more. 20% said they liked them.  80% of children felt that they had gotten better at voice typing and using their Chromebook. 60% felt they had gotten better at reading.  100% felt they knew more about dyslexia than before doing Mission Dyslexia.  80% felt that their class knew more about dyslexia.  60% felt more confident talking to people about being dyslexic.  Student comments:  ‘I felt relieved when I found out I was dyslexic. I did a lot of thinking about my brain and how it is going to affect me in the future’.  **Parent views:**  71.4% felt they had some knowledge of dyslexia, 14.3% felt they had very good knowledge.  85.7% would like an information evening provided by SfL teacher.  85.7% felt the information provided along with the dyslexia reports was very helpful.  100% felt their child had a good understanding of dyslexia.  57.1% said their child sometimes spoke positively about dyslexia and 42.9% felt their child spoke very positively about dyslexia.  Parent comments:  ‘We are very happy with the amazing support [our child] is getting.’  ‘She has told us she isn’t stupid and just learns differently which makes us so happy.’  ‘Dyslexia isn’t something that will hold her back in any way.’  From this data it is clear to see that engagement and awareness has increased across the board and that many of the strategies in place are having a positive effect. Many aspects will be continued and strengthened and the views and suggestions of students, parents and teachers will be carefully considered to ensure further improvement. | | | | |
| **Next Steps** | * To develop a method of recording the progress and success of dyslexic learners. * Developing graphic novel library and expanding into comic club * Yearly staff awareness training in assistive technology to support dyslexic learners | | | | |
| **Working Group: Play** | | | **Review of Progress for Session 2021-2022** | | |
| **School Priority:**  To enable staff to provide the children of the school with a better experience of learning opportunities through play | | | | | |
| **National Improvement Framework Priority**   * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children. | | | | **HGIOS4 Quality Indicators and HGIOELC**  3.2- raising attainment and achievement  3.3 increasing creativity and employability | |
| **Key drivers for improvement**   * Health and wellbeing * Develop collaborative approaches which build staff capacity to deliver high quality literacy learning experiences for all. | | | | **Integrated Children’s Services Plan Outcomes**   * Improving **mental health** and **emotional wellbeing.** | |
| Progress | 1. Staff have shared interest in learning more about play & the benefits of learning through play 2. Early years wing have woven play throughout their learning and it has become a tool for learning, rather than a separate subject 3. P1 classes focus on the environment being “the third teacher” 4. Middle and upper wing have focussed on free play during global play days once a month 5. Some staff have felt confident enough to implement play based learning experiences across the curriculum 6. Implemented a YES day that incorporated the work developed on Children’s Rights and celebrated play throughout the school | | | | |
| **Impact** | Observations demonstrate:   1. An increase in staff confidence 2. Increased the use of play to support learning across the curriculum   Staff surveys identified:   1. 100% of staff that answered survey said they would be willing to observe play from colleagues 2. 40% of staff that answered survey felt they are confident in implementing play in their classes 3. 100% of staff that answered the survey felt that resources and practical idea sharing held them back when trying to implement play in their classes 4. 60% of staff who answered the survey felt that they were not implementing play well in their classroom   100% of staff who answered the survey saw the value of play as a classroom experience  Staff were to give an example of learning through play observed throughout YES day.   1. The data will provide the WG and management team with evidence of staff capability to recognise purposeful learning opportunities through play. It will also provide an idea of staff who need further support with this. 2. Staff that filled out the observation form were able to spot learning at all levels through our YES day. Some examples include second level design and technology outcomes, Early level science outcomes and First level numeracy outcomes. 3. It is evident from the observation sheets that staff who felt confident in implementing play were able to identify the skills being developed and what could be added to extend learning. | | | | |
| **Next Steps** | 1. Encourage one staff member from each wing to join the play and learning CPD group run by the curriculum leaders group within Stirling council 2. Share the benefits of a play based curriculum with staff 3. Provide practical examples of lessons that could have an element play added to them 4. Have a “takeaway”- small manageable element of play for staff to try out in their classes. 5. Peer observations using the How Good is our Play for quality assurance guidance | | | | |

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| **Working Group:** Children’s Rights | | | **Review of Progress for Session 2021-2022** |
| **School Priority:**  To embed Rights Respecting Schools into the school and nursery curriculum | | | |
| **National Improvement Framework Priority**  Improvement in children and young people’s health and wellbeing. | | **HGIOS4 Quality Indicators and HGIOELC**  2.1 – Arrangements for safeguarding including child protection. Arrangements to ensure wellbeing.  3.1 – Wellbeing. Fulfilment of statutory duties. Inclusion & equalities. | |
| **Key drivers for improvement**  Ensure every child feels valued, ensure our learners become global citizens. | | **Integrated Children’s Services Plan Outcomes**  Improving mental health and emotional wellbeing.  Improving outcomes for children with care experience, children with disabilities and children in need of protection. | |
| **Progress** | * Questionnaires completed by learners in August on how often they discuss rights in school and at home. * Whole school planner created with each class having opportunities to discuss rights within context. Plan shared with all staff at staff meeting. * Each class and nursery have our three SIP rights displayed somewhere within the class. * Days identified in the calendar to mention rights and how they link to worldwide celebrations e.g. - Sunday 16th Jan is World Religion Day (links to Right 14), Tuesday 8th Feb is Safer Internet Day (links to Rights 13, 16 & 17), Friday 11th Feb is Day of Women and Girls in Science (links to Right 29). * YES Day 06.05.22 – Focus on Article 12 and Article 31 where learners have the opportunity to explore different play experiences across the school. Parents were also invited to the outdoor space and had opportunities to check in with our HWB Officer. * Diversity Day 20.05.22 – Sharing different cultures and religions with learners through Disney characters and members of the Braehead community. * Rights focus days included in next year’s calendar – Inter Faith Week, Safer Internet Day, European Languages Day. * P6 group made a playground charter based on rights of the child. | | |
| **Impact** | Pupils were given a questionnaire at the beginning of the year and again at the end in which I asked if pupils knew any of their rights and if they spoke about rights out with school. Results showed that there were more pupils who talked about rights at the end of the year.  **Results from Aug 2021**  C:\Users\primary\Pictures\Screenshots\Screenshot (72).png  C:\Users\primary\Pictures\Screenshots\Screenshot (70).png  **Results from May 2022**  C:\Users\primary\Pictures\Screenshots\Screenshot (71).png  C:\Users\primary\Pictures\Screenshots\Screenshot (73).png  **Yes Day Feedback**  **Staff Comments:**  “Loved seeing different stages and seeing older pupils playing. In future could we mix pupils so the younger pupils can ‘show’ the older ones? This also might make the older ones more responsible.  Offer some smaller ‘training’ sessions for older children”  “We should limit the number of pupils at an activity”  “Outdoor time with parents was amazing. Outside play opportunities were fab!”  “We need more play resources aimed at the upper pupils”  **Pupil Comments:**  “I liked building the house with my dad”  “We were playing in the trees and we pretended the strings were lasers”  “We were playing in the trees and we pretended the strings were lasers”  “I really loved today but wish the wings could mix”  **Parent Comments:**  “My child has been so excited all week”  “It’s great to be able to see them playing with their friends”  “I wish I’d known we could play rugby with them, I would’ve worn other clothes”  “The kids didn’t even notice it was raining this morning, they were having so much fun”  “It’s so lovely to be able to be back in the school and mingling with other parents”  **Diversity Day Feedback**  Pupil Comments on something they have learned:  “Knowledge of other cultures – Polish, Bolivian and Italian”  “Liked making dreamcatchers”  “I learned about Asian culture through Raya”  “Treat everyone the same”  “I loved learning different languages”  “I helped people learn about my religion of Islam” – Pupil  “Children learned about and were exposed to lots of different cultures and religions. We discussed how people can be different and we can accept and celebrate those differences”  “Raise awareness/ reminder of rights and how that ties into day to day life”  “It helped us to realise you can still believe in your culture even living in different countries” | | |
| **Next Steps** | * To collaborate with community groups and parents to get them talking about rights * Focus on a different set of rights next year to keep awareness of rights high   Put the focus RIGHT on the App with information for parents | | |

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| **Review of Progress for Session 2021-2022**  **Working Group: Mental Health** | |
| **School Priority:**Promoting Mental Health within our school community. | |
| **HGIOS4 and HGIOELC**: 3.1 Ensuring wellbeing, equality and inclusion | |
| **National Improvement Framework Priority:** Improvement in children and young people’s health & wellbeing | |
| **Key drivers for improvement**: Parental Engagement and School Improvement | |
| **Integrated Children’s Services Plan:** Improving children & young people’s mental health & emotional wellbeing | |
| **Progress** | * Hello Yellow School wide raising awareness event this involved a week long focus with pupils working through resources provided by mental health charities place 2 be and young minds. * School Website signposting has been developed with resources identified by the working group being shared with parents. * Staff have engaged in Identified CLPL to further staff knowledge around mental health support. * School website now has a dedicated mental health section with shared resources and support for community stakeholders. This was developed in partnership with the P7 House Captains. * Pupils created mental health and anxiety animations shared via school Youtube. This meets target of raising pupil awareness and creating pupil friendly resources. |
| **Impact** | * Greater support for parents and pupils through creation of school site and resources. * Mental Health has been promoted within the school through dedicated days, activities and dialogue. * Parents accessing mental health supports and have been signposted to these supports. * Parental Survey issued to measure awareness of mental health support (so far 85% felt that their learner has become more aware of their mental health over the past year, 43% have accessed our mental health support page,50% say their child has mentioned the mental health projects they have engaged in,92% believe that mental health should continue to be a priority next year) * Hello Yellow School wide raising awareness event with parental engagement through twitter. (Data-1,884 impressions, 363 engagements). This engagement has shown the interaction from our school community with our Mental Health Week. * 4 members of staff have signed up for additional mental health CLPL following discussions (Mental Health Champions, Young Minds Mental Health Ambassador) * Parents directed to Signposting and Support A.G and J.L- Shows that resources identified are being used to support parents within the school community. * School website's mental health section has been accessed 64 times since its inception. (Website analytics) * Pupil created anxiety stories have been published on our Youtube channel and received 102 views.   Summary-  Our mental health target has led to an increased focus amongst pupils and stakeholders as evidenced by the engagement statistics.  The sharing of resources has allowed school wide events to take place to raise the profile of mental health within the school community.  Our school website has allowed parents to be signposted to support and allowed resources to be shared.  Our staff have continued to engage with Mental Health CLPL. |
| **Next Steps** | * Parental Survey of signposting to measure efficacy and to raise awareness of the support available * Develop staff support Network in partnership with JL. Looking to provide discrete staff signposting to allow staff to access and consider supports available.- Survey to be issued * Raise staff awareness around supports available and how to access this support e.g counselling * Staff to continue to engage in CLPL with a priority going to the mental health 1st aider course. * Mental Health Supports to be shared with the current staff team to allow all to signpost to support. |

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| **School Priority 3:**  To improve children’s emotional health and wellbeing from Nursery to P7 (NIF 3&4) | | |
| **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** | * Although staff understanding of nurture has supported children to return to Nursery and school and engage in learning, some children have experienced reduced stamina for relationships, tolerance but also academic learning. Key individual’s attendance has suffered because of this lack of stamina. * Enhanced transitions to school supported children’s continued learning experiences. * Staged Intervention identified a huge increase in emotional need for children and families. The return to normality has been a challenge for many of our families. * Since Lockdown school is now a place families will turn to for ALL support. Although this is what we want, this is an added pressure to school and with increased waiting list support is not happening when needed. * Increase in referrals to HWBO, YC, CAHMs, Women’s Aid, Parent and Family Support etc. * The Mental health Youth Development Worker has started to work in school with a combination of individuals and groups to support ongoing wellbeing. * Children are hyper vigilant about their own health and this brings increased anxiety. * All staff undertook NME training has further increased staff understanding of how the brain works. This is evident in the classes in the form of brain breaks and rhythm breaks * Our nurturing principles of welcome times, emotional check-ins, safe spaces and calm boxes continue to support children. * The use of the 5-point scale continues to be used to support children when anxious. * The HWBO supports identified families with weekly food parcels and is vigilant due to the cost of living crisis. As a school we supported 6 families to attend the residential and also supported key P7 events. * All teachers have been trained and use the Emotion Works Recovery package. * Early Years have developed restorative approaches in the playground by using Playground Pals which also offers a leadership opportunities for P3 to P6 children. * We have re-introduced extra-curricular activities and have had a huge response from the children and this has had a positive impact. * Although we did not have physical space allocated for Lighthouses in each wing, this was due to Covid restrictions on space, this has given us time to consider their rationale and created a buzz from the staff about developing these next year. * We developed a leaflet for our parents to explain the role of HWBO. | |
| **Impact** | * Staff have been required to meet the ever changing needs for the wider family and not just children following Covid. * There have been 9 CAHMs referrals made this year this has increases of 33% from the year before. * There has been an increase in referrals to the Community Nursing Team. * The Mental Health Youth Development Worker supports 9 children from P6 all with a focus on resilience. Both children and parents have said that this has improved motivation. * The HWBO leaflet has been included in the transition packs for P1 children so they know about her before children start school. | |
| **Next Steps** | * To ensure Emotion Works is used as a reference and the Compassionate School policy is used consistently across the school focussing on the 5 point scale. * Continue to use NME strategies across the school to help develop emotional regulation * Introducing Lighthouses (calm spaces) across the school to support children’s emotional needs. * Introducing Family Workshops on emotional regulation strategies used in school to develop consistency from home to school. | |

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| **Standards and Quality Report** | **Progress and impact of Pupil Equity Fund 2021 - 2022** |
| **Health and Wellbeing Officer** | |
| **Progress and impact of Pupil Equity Fund:**  **Pupil Equity Funding**  **Health and Wellbeing Support Officer (HWBO)**   * The role of HWBO continues to evolve within the school. The main responsibilities are continuing to develop and cement relationships with pupils and families, supporting attendance and focus groups, (resilience & Emotion Works being key areas following COVID), working with individuals on health and hygiene (daily check in for tooth brushing with 4 pupils) and supporting Swimming lessons when needed. * Focus on attendance has not been high priority this year due to high levels of absence throughout the school from outbreaks of COVID and children having to isolate or shield from the virus. We have however continued to monitor individuals where required. * Communication continues to be strengthened between HWBO and families enabling additional support to be given. Parents are happy and comfortable to engage with the school. Outside agencies also use this relationship with HWBO and subsequent communication lines to offer and provide support for pupils including Stirling Young Carers, Social Work & Women’s Aid. HWBO also supports referrals to these agencies with invaluable knowledge of the families. * Parental attendance at Staged Intervention meetings continues with the support from the HWBO. Parents now actively engage in challenging conversations with pupils and staff in a productive manner to best support the pupils. * COVID has brought about new challenges for the pupils returning to school. Some children have struggled with resilience and emotions. HWBO has successfully undertaken groups over 6 week periods to work together, building confidence through team games and challenges. The children then identify playground struggles and work through their feelings and what they can do to resolve this. * HWBO has also provided Get Set Go for a term. Other staff are also trained in this so groups can be expanded. Lack of available space has made groups more difficult as the area used has to be available for outside agencies thus reducing availability for HWBO. The easing of Covid restrictions should make more space available. * Braehead Young Workforce was not a priority this year, our attention focused on individual children as and when required. Discussion is underway to look at a drop in breakfast for identified pupils who would benefit from a soft start, breakfast and a chat. Breakfast is already provided for 3 individuals on a regular basis. * HWBOs from across the Learning Community continue to meet regularly staff to share their ideas and best practices. One of the focuses this year was collating more data on what the role offers to families i.e. referrals to outside agencies. * COVID 19 provided us with a means to support our vulnerable children and families while not in school. The HWBO has continued to support 4 families with weekly food drops and door step catch-ups, where support is available when necessary. This is proving to be invaluable and allows the existing relationships to continue and let families know they’re not alone. * HWBO has supported transitions to and from Braehead Primary School. One family from a local school were supported during their transition, HWBO visited the school to meet the family and arranged transport for the children to attend Braehead for visits. One new family from England transitioned to Braehead and HWBO was the contact for the family and also their key worker in England. HWBO liaised with both parties to ensure a smooth transition for all and has continued to support the family while they settle in to a new town and area. HWBO arranged a visit for a pupil and family to their new school within the Stirling area due to a change of address. HWBO set up the visit and took the child along to the school for a visit and meet the teacher.   **Health and Wellbeing Officer Support**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Group** | **Check-in** | **Engagement** | **Mental Health** | **Toothbrushing** | **Get Set Go** | **Breakfast** | **FSM** | **(Decile)** | **Attendance** | | **Resilience** |  | **Parental** | **Parental Support** |  |  |  |  | **SIMD 1-4** |  | | **20** | **17** | **20** | **13** | **4** | **4** | **5** | **22** | **10** | **31** | | |
| **SfL Teacher** | |
| Support has been targeted in reading this year as this was the immediate need to close the gap. Two targeted groups were taken for intensive reading support twice a week to build up both confidence and ability in reading. In most cases the identified children said that they could not read. The children understood books but had difficulty with the mechanics of reading. The support focused on decoding text, recognition of tricky words, blending, re-reading and self-checking and developing comprehension. The strategies were closely linked with what the class were doing and the language of literacy was interchangeable.  All children are more confident readers and almost all children made significant progress. One child who did not make progress has been identified as having a specific learning difficulty and is now getting more targeted support. | |
| **Next Steps** | |
| **HWBO**  The role of HWBO to continue with specific targets:  To ensure the attendance of decile 1 to 4 and FME increase to 92%  To establish community links with the local care home  To develop a drop in breakfast club for a few identified children  To develop the Harbour which will be opened in the old nursery to support identified children through cooking, gardening, personal hygiene and continued resilience groups. All identified through the staged intervention process. Seasons for Growth to be re-started but one staff member will need trained.  **SfL**  SFL has been increased from 0.8 to 1.2 by the authority which will enable us to support both literacy and numeracy.  Numeracy will be a LC focus supported by Education Scotland. | |

**Wider Achievement**

This year we have looked to re-engage with the community and strengthen our Developing Young Workforce pathways in the Upper School. This is taken the form of our new P7 leadership roles where every P7 child has a responsible role within the school. This has led to a diverse variety of achievements including:

* Sports leaders running whole class sessions across the school throughout the year and planning and supporting our Health Week in partnership with Active Stirling
* Buddy Managers have supported P1 transition to our school community and have supported play based learning in the Early Years including the Nativity.
* Digital leaders have led whole class lessons throughout the year using a variety of resources including micro-bits, upskilling classes and teachers in Google Classroom and supporting Sumdog in partnership with Forth Valley STEM
* Fund raise managers have organised whole school fundraising throughout the year working closely with the Parent Forum. Fundraising highlights include: £1432 for Children in Need, £720 for red nose day, £317 for poppy Scotland and Health Week raised £170. This allows the leaders to apply their numeracy skills to support 3rd sector organisations.
* Creative leaders have worked in partnership with the Community Council to tackle dog fowling in the school grounds by creating their own poo bag dispensers around the community. They have also worked to support school improvement targets such as mental health, rights, play and neurodiversity.
* Media Managers have worked to develop parental communication and increase engagement on school wide initiatives. This has included health week promotional videos, regulation strategy animations to share with parents on our school YouTube channel. They are currently working to develop a video to support Mandarin learning in collaboration with Media Education Scotland to be used nationwide.
* Our school football team finished first place in the May Bannockburn Cluster tournament
* Our rugby team finished second in the Bannockburn Cluster Rugby Festival.
* Active Stirling has worked with all year groups delivering after school clubs and taster sessions across the entire school
* P5 and P6 year groups enjoyed swimming lessons at the PEAK. P6 and P7 year groups participated in Bikeability.
* Our ECO team has maintained our Green Flag status and helped organise a tree planting day for the whole community.
* P6 children entered Euroquiz.
* We maintained our silver standard in the First Minister’s reading Challenge. Children enjoyed seeing their reading progress on the school racetrack.
* Across 3 Sumdog tournaments we have had 7 pupils finish in the top ten!

Miss Light who has been developing children’s understanding of their rights this year supported our application for the **We Care Award**. This identified how we make children aware of what a Young Carer is, Young Carers Stirling and the work they do. We did this through assemblies and sharing information through engaging lessons. We were praised for our fantastic work and creative approach.