

**Braehead Primary School and**

**Nursery Class**



**Standards and Quality Report**

**2022 - 2023**

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

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

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

****

**Introduction**

The Standards and Qualities report provides parents, the wider community and all interested stakeholders with an evaluative account on the performance of Braehead PSNC for session 2022 – 2023. 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, Google forms
  + Children’s comments /evaluations of their learning
  + Staff evaluations

Keeping connected as a whole school community is so important to us it is one of our school values. We use various ways to keep connected with our families including Facebook, Twitter, the School App, Class and Whole School Newsletters. These help keep our families updated.

**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 298 for next session, with 12 classes across P1-7.

From data gathered in session 2022-2023, 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 lives 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. 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. We work closely with “The Heart of Braehead” to support families with the rising cost of living. They provide weekly shopping supplies to families in need who have been identified by the school. We are developing The Harbour this year to provide a space to “Take What You Need.” This is where we will provide food, personal care products and pre-loved uniform. As the year progresses, The Harbour will evolve to ensure we meet the needs of our community through consistent consultation with our community.

This year our overall attendance has been 94.28% (May 23) which has increased from 93.7% last year (May 22). We are now above Stirling authority’s absence which sits at 93.5%. Attendance will continue as a focus next session.

****

**“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!



|  |  |  |  |
| --- | --- | --- | --- |
| **Working Group: Writing** | | | **Review of Progress for Session 2022-2023** |
| **School Priority:**  To raise attainment in Literacy and Numeracy from Nursery to P7 (NIF 1&2) | | | |
| **National Improvement Framework Priority:**   * Improvement in attainment, particularly in literacy. * 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 and children in need of protection. | |
| **Planning** | * 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 through self and peer assessment and feedback. * To develop a clear grammar progression. | | |
| **Progress** | * All Staff are aware that to motivate children to write, they need a purpose. Many writing projects were initiated this year to motivate the children. The Upper Wing worked together on a pallet project with MAXI construction from the Nursery build. They then wrote instructions on how to create libraries and furniture items using the pallets. The Middle Wing created Christmas books and invited parents in for their book launch. The school’s 50th anniversary provided meaningful provocation for writing and this writing was evidenced in our pop up museum. * We have developed guidelines on writing formation and handwriting from Nursery to P7. * Our moderation session in summer focused on what achievement of a level looks like. There was lots of discussion around whether spelling and presentation should be a factor in achievement of a level. It was decided that to achieve Early Level this had to be a consideration but a child can still achieve First and Second level without the spelling and presentation criteria but it must be noted on the tracker with the supports that are in place i.e. using IT support. * In order to develop children’s ability to improve their writing through teacher, self and peer feedback, success criteria need to be clear and consistent. We need to focus on this next year. * Grammar and sentence progressions will be implemented in August 2023 throughout the school. | | |
| **Impact** | * Staff have a clear understanding that writing needs to have a purpose to motivate learners. * Nursery staff are aware of writing formation and that developing the writing voice is a key part to developing writers. * Moderation highlighted discrepancies in our understanding of achievement of a level. Although some areas were clarified, it was agreed that a resource that promoted structure and clear progression was needed to help us continue our writing journey. * With clear structure, success criteria will become clearer. This in turn will help teachers and learners to provide accurate feedback on how to improve. | | |
| **Next Steps** | * To develop a consistent approach to writing with a structure that progresses from Early to Second Level. PM Writing provides this. It has been purchased for next year alongside 5 sessions to develop the pedagogy of writing from the author of PM Writing, Steven Graham. * To collaborate with East Plean Primary School, a neighbour school within our Learning Community. They too have purchased PM Writing. The training will be done with both staffs and 2 moderation sessions have been planned for writing between the two schools in Term 2 and Term 3. In Term 4, moderation has been planned across Bannockburn Learning Community. * To be supported by Marion Cochrane from FV RIC team who led PM writing in West Lothian. * To develop Early Years staff’s understanding of child development and the need for provocations to stimulate writing. Staff are being supported through 9 sessions on play based pedagogy delivered by Kym Scott. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Working Group: Numeracy** | | | **Review of Progress for Session 2022-2023** |
| **School Priority:**  **To raise attainment in Literacy and Numeracy from Nursery to P7**  **To re-establish parental engagement** | | | |
| **National Improvement Framework Priority:**   * **Improvement in attainment, particularly Literacy and Numeracy** | | **HGIOS4 Quality Indicators and HGIOELC**   * **1.3 Learning, teaching and assessment** * **2.5 Family Learning** * **3.2 Raising attainment and achievement** | |
| **Key drivers for improvement**   * **Raising Attainment** * **Assessment of children’s progress** | | **Integrated Children’s Services Plan Outcomes** | |
| **Planning** | Numeracy Resources   * Audit of current resources and ensure staff know what resources are available and where they are kept.   Numeracy Lead- Education Scotland Project   * Braehead Numeracy lead attend sessions by Education Scotland and carry out Numeracy project around the use of CPA and Family Learning to support the Bannockburn LC Numeracy project * Work with parents to find out what support they would like to allow them to support their child’s numeracy at home   - Workshops, Resource Packs, ‘How To’ videos?  Calculation Strategies   * Create a Calculations Strategies Policy for Early, First and Second Level. -document and google slides   Training   * Staff Members to attend Dyscalculia Toolkit Training | | |
| **Progress** | Numeracy Resources   * In September/October 2022 Resources were audited and re-distributed. Numeracy Resource drawers were created for each class to encourage the use of the CPA approach. Pictures of resources were taken and put on the front of the drawers to allow for an inventory and pupils to access the resources independently * Communal Numeracy and Maths resources were also sorted and boxes were labelled clearly with contents in the Middle Wing Numeracy cupboard.   Numeracy Lead- Education Scotland Project   * All Education Scotland training sessions attended by Eilidh Stewart (PT and Numeracy Lead). * Group of 5 Amber tracking pupils from P5 were identified to take part in a Fractions intervention group, which ran from November 2022 to April 2023. * A Family Learning Project was identified by gathering parental views. Parents were initially sent a questionnaire, to help identify the focus for this outcome. The results demonstrated that the majority of parents felt quite confident (52%) and very confident, less than half (48%) in supporting their child at home. However, the majority of parents were not aware of any (32%) or were only aware of some (57%) Numeracy Calculations Strategies that their child uses to complete addition, subtraction, multiplication and division calculations. * After gathering this information E Stewart worked with P5 pupils to make Calculation Strategy Videos that demonstrated a range of first and second level strategies that the pupils use. We then held a P5 Parent/Carer Sharing the Learning Event after school. Parents could watch the videos with their child and practise the strategies with the concrete and pictorial resources that were there.   Calculation Strategies   * Google Slides has been started to create a guide to calculation strategies for teachers. This has been split into the different operations and the into CfE levels within this. Due to losing a member of the Numeracy Working group and lack of WG time, there is still some work to do before this is ready to be shared with staff.   Training   * Monica Nelson (SfL Teacher) and Eilidh Stewart (PT and Numeracy Lead) attended the block of webinars throughout the year. The Padlet with a range of resources, recordings of the webinars and useful websites has been shared with all staff members. | | |
| **Impact** | Numeracy Resources   * All classes now have access to concrete and pictorial resources that pupils can use to support the CPA approach. * Teachers have said this has aided their Numeracy teaching and pupils regularly use resources from the trays and can independently access these. In upper years, online manipulative websites were shared with staff. These have been shared on pupil chromebooks. This has allowed pupils who felt self-conscious about using concrete resources, to still access the supports they need in Numeracy.   Numeracy Lead- Education Scotland Project   * The project has been a success in the aim of collaboration between professionals across the cluster. We have been able to share a breadth of resources and teaching, learning and assessment ideas. The project has also created more consistency in the use of the CPA approach across our schools. I have learned very valuable teaching and learning strategies from the professionals at Education Scotland and have been able to share this learning with my staff during Inset Days and share resources with them through a Padlet I made. * The Numeracy Lead has developed great working relationships with a range of colleagues across Stirling Council Nursery, Primary and Secondary schools, covering a breadth of knowledge across the BGE. Having this relationship with a Secondary School Maths teacher has allowed me to gain knowledge and resources in order to support 2 P5 pupils working at the end of Second Level and starting Third Level. On the other hand, the Secondary teacher has also gained a lot of knowledge from the primary teacher in how to use concrete resources and support pupils finding Numeracy more challenging. For example I shared many of the ways I use Numicon in fractions and calculations. This resulted in the High School buying Numicon for the Maths department. * All pupils TeeJay Fractions Assessment scores increased from baseline to post assessment. After the baseline, pupils’ scores ranged from 20%-56%, compared to 54%-88% in the post assessment.   Pupils were asked 4 questions at the very start of the project before intervention began, to gather a baseline of their fractions knowledge. The same questions were asked at the end of the intervention.   |  |  |  | | --- | --- | --- | | **Question** | **Pre- Intervention Answer** | **Post Intervention Answer** | | **What is a Fraction?** | All pupils said I don’t know or I can’t explain. | All pupils could give a reasonable definition, nearly all referring to parts of a whole and 4 pupils also gave examples of fractions alongside their definition | | **Write down any fractions you know.** | 4 fractions were written down between all of the pupils, only including halves and quarters. | 54 fractions were written down correctly including pictures to match, equivalent fractions, labelling of numerator and denominator and 1 pupil was converting to percentages without any prompting. | | **What resources would you use to help you complete fractions work?** | The only resources mentioned between all the pupils was cubes, counters and your brain. | 12 different resources were said, including things like numicon, fraction squares, fraction circles, playdough and online fractions bars. | | **Write down a pair of equivalent fractions.** | All 6 pupils answered, I don’t know and from discussion many didn’t know what the word equivalent meant. | All 6 pupils were able to write/draw at least 3 or more pairs of equivalent fractions each. |  * Parents were also given an Evaluation form with questions to complete at the P5 Numeracy sharing the learning event. 82% of families that attended found the event very useful and 18% found the event useful. 100% of families that were not very confident in supporting their child at home with Numeracy Calculations before the event, increased their confidence levels after the event. * The event was successful in getting families back into the school. 21 P5 families attended the event and all comments given were very positive. Some examples:   “Was really informative and allowed us an insight into how our daughters are learning. Thank you!” ·  “It was great to see different strategies for Numeracy to help support learning at home.”  Calculation Strategies   * This aim is still ongoing and is a large piece of work, which will take time to complete. It will be extremely useful in helping gain consistency in the approaches we are teaching across the different curricular levels. It will also help to gain consistency in the language being used, for example ‘hundreds, tens and ones’. Once the document is completed, this will also help staff members that are new to a certain stage and teachers new to the profession, to give them confidence in what strategies to teach and how to use them.   Training   * Both staff members who attended have increased their knowledge and understanding in what Dyscalculia is, as well as the process which you must go through in order to assess and diagnose Dyscalculia. Resources were also shared, which the support for learning teacher has been able to share at Stirling Council SfL teacher meetings as Stirling Council are currently trying to create an assessment for Dyscalculia. * Staff members that attended have also developed a range of strategies which could be used in the classroom to support children with Dyscalculia.   The sharing of the Padlet, allows any other staff members to attend the Webinars at a later date and access all the resources. | | |
| **Next Steps** | * Continue making numeracy strategy videos, especially for counting principles in early years * Continue working on the calculations strategies policy * Education Numeracy Lead Project Year 2- schedule for this is still to be decided * Family Learning event for whole school, or in wings, building on the Numeracy strategy event this year   Numeracy strategy videos to be uploaded to a Padlet and shared with families. This can be added to as more are made. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Working Group: School Grounds** | | | **Review of Progress for Session 2022-2023** |
| **School Priority:**  To involve children and families meaningfully to influence change within our setting | | | |
| **National Improvement Framework Priority:**   * 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 | | **HGIOS4 Quality Indicators and HGIOELC**  Priority **2**:  1.1: Nurturing Care and Support  3.1. Ensuring wellbeing, equality and inclusion  Priority **3:**  1.4. Family engagement 2.5 Family Learning | |
| **Key drivers for improvement**  5.2: Parents and Carers are supported to engage in their child's learning and development. | | **Integrated Children’s Services Plan Outcomes**   * Improving mental health and emotional wellbeing. | |
| **Planning** | * Data collection on initial parent and pupil satisfaction to gather a baseline. * Parent Forum to work with community partners to fund benches and outdoor learning stations. * Mrs Hall to enquire into the feasibility of creating an outdoor learning classroom in the reclaimed land. More plans to follow. * Playground to be enhanced through Primary 7’s Build a better Braehead context in which they design libraries, shelving and outdoor learning areas for the school. * Primary 7 Fundraise managers to identify resources that would enhance the outdoor learning environment. * Look to redesign our playground by identifying areas of development in partnership with the headteacher and MAXI construction. | | |
| **Progress** | * Targets Identified by working with parents and pupils [School Grounds Targets](https://docs.google.com/spreadsheets/d/15krATUpGYDdnb2Y4vMtIkmieuNvEZ9D3E2AQn-JyPDU/edit?usp=sharing) * Benches purchased and installed in school grounds. * Outdoor classroom created and being continually developed in partnership with pupils and parents. * Pallet project completed. Staff provided with libraries and excess pallets sold to community. * Fundraise managers identified resources and shared with the Parent Forum. * [Fundraise Manager Wish List](https://docs.google.com/presentation/d/1ki-zllx9daKvk8drhB0LYpELiI1h45577NaHBLG7IjE/edit?usp=sharing) * Bike shelters procured in partnership with the Parent Forum, mural created in partnership with Forth Valley College. * Community campaign established to fix drainage on ash pitch (community project). | | |
| **Impact** | * Outdoor classroom used to provide additional outdoor learning opportunities   [Outdoor area feedback](https://docs.google.com/forms/d/e/1FAIpQLSd3kwXmMng3ODGCvGTvXWevh6U4RKcsvYB8BvN2AMy3RgsXKw/viewform?usp=sharing)   * Goals and benches purchased to enhance grounds- pupil feedback this has allowed the House Captains to meet one of their aims for the year. * Bike shelters used to promote active travel within school. * Drainage in ash pitch improved. * Community partners mural created in partnership with FVC | | |
| **Next Steps** | * Long term campaign to develop the ash pitch to Astroturf/MUGA with the community council * Continue to develop outdoor classroom * Continue to work with pupil leadership team to identify improvement targets | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Working Group: 50th Planning Group** | | | **Review of Progress for Session 2022-2023** |
| **School Priority:**  50th Celebrations | | | |
| **National Improvement Framework Priority:**   * 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 | | **HGIOS4 Quality Indicators and HGIOELC**  Priority **2**:  1.1: Nurturing Care and Support  3.1. Ensuring wellbeing, equality and inclusion  Priority **3:**  1.4. Family engagement | |
| **Key drivers for improvement**   * School is turning 50 and due to COVID we have had a lack of parental involvement in the running of the school. | | **Integrated Children’s Services Plan Outcomes**   * Improving mental health and emotional wellbeing by being a strong, inclusive community. | |
| **Planning** | * More voluntary members of the Parent Forum. * Host events to celebrate learning and our 50th birthday. * Build stronger connections with our local and wider community e.g. Braehead and Stirling. * Encourage parents/carers to be more actively involved in school events. | | |
| **Progress** | * Sent out a questionnaire asking what parent/carers would like to see more of at Braehead. * Hosted Braehead’s Big Breakfast with community partnerships, encouraging parents/carers to sign their children up for out of school clubs, the library and Young Carers (where applicable). * The community, parents/carers and ex staff and pupils were invited to visit our museum highlighting the history of our school and share their own memories through our guest book. * We’ve had ex pupils visiting to share where they are now. * Parents nights both in person this year. | | |
| **Impact** | * Significantly increased the amount of parents involving themselves in our events. * Parent volunteers have increased. * Successfully raised over £1000 in ticket sales to families only. | | |
| **Guest Comments** | * Loved seeing the history of the school and how far it has come in 50 years – R Murray * Great to see all the photos and artwork – Elaine Maitland * A brilliant walk down memory lane * Wonderful – great work from all year groups. Scary to see what counts as history! * Thanks so much for asking us, we loved it, you were all fantastic! Annfield House * What a wonderful afternoon of entertainment throughout the years. A great performance. Lots of work but so worth it. Well done everyone – Fiona Buchanan * Woo hoo! Clapped and smiled the whole way through. What a fun show! Well done! * A wonderful musical trip through 50 years! Super effort!! | | |
| **Next Steps** | * Still need more parental involvement with the Parent Forum. * Continue to monitor parent engagement with parents’ nights. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Working Group: Nurture Ambassadors Group** | | | **Review of Progress for Session 2022-2023** |
| **School Priority:**   **Improving children’s emotional health and wellbeing from Nursery to P7.** | | | |
| **National Improvement Framework Priority:**   * 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 | | **HGIOS4 Quality Indicators and HGIOELC**  Priority **2**:  1.1: Nurturing Care and Support  3.1. Ensuring wellbeing, equality and inclusion  Priority **3:**  1.4. Family engagement | |
| **Key drivers for improvement**   * Making visible Human and Children’s rights to promote: non-discrimination, child at the centre, respect for all and children’s voices | | **Integrated Children’s Services Plan Outcomes**   * Improving mental health and emotional wellbeing by being a strong, inclusive community. | |
| **Planning** | * To incorporate play throughout the school as a tool for learning using age and stage appropriate experiences. * 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. * To use Lego therapy techniques to support self-regulation | | |
| **Progress** | * Play days, Me Time, * Planning for The Harbour is underway. Pupils and parents have been consulted and results will be analysed. Nursery has moved out of the space and museum is complete. * Nurture Ambassadors have been chosen (2 staff and 2 pupils), pupils attended a training day along with 2 staff to become Nurture Ambassadors. * Play pedagogy and creative teaching and learning delivered during a staff meeting by Blair Minchin * Shared info from Nurture Local Authority network group * Further delivered NME training with Ed Psy, purchased resources for classrooms to support focus and attention * Staff trained in Lego therapy and resources purchased | | |
| **Impact** | * Further develop pupil and staff knowledge and understanding of nurture to ensure it is an integral part of the ethos and communication within Braehead Primary School – not an add on * Staff have a deeper understanding of the principles of nurture * Children using nurturing language within their discussions, | | |
| **Next Steps** | * To continue to develop nurture as a priority at Braehead Primary School * To introduce nurture resources to support self-regulation * To carry out a test for change to see if supporting children through self-regulation at the start of a writing task and giving rhythmic breaks throughout supports them to focus. * Further develop the use of The Harbour space to involve families, parent groups, workforce opportunities, counselling, small groups * The Harbour consultation events * The Harbour LAUNCH | | |

|  |  |
| --- | --- |
| **Standards and Quality Report** | **Progress and impact of Pupil Equity Fund 2022 - 2023** |
| **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), working with individuals on health and hygiene (daily check in for tooth brushing with 2 pupils). * Focus on attendance has been high priority this year to support raising attainment. Our overall attendance has been 94.28% (May 23) which has increased from 93.7% last year (May 22). * Communication continues to be strengthened between the HWBO and families enabling additional support to be given to the children. Parents are happy and comfortable to engage with the school. Outside agencies also use this relationship with the HWBO and subsequent communication lines to offer and provide support for pupils including Stirling Young Carers, Social Work & Women’s Aid. The HWBO also supports referrals to these agencies with invaluable knowledge of the families. * In relation to the above, the HWBO works closely with parents to support their engagement with agencies ensuring they are getting the correct support. This includes Housing, Women’s Aid, the police, the Heart of Braehead, Citizen’s Advice and Money Matters. * 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. This has resulted in a few parents having the confidence to now attend Staged Intervention meetings themselves. * We continue to see children struggling with resilience and emotions. The HWBO has successfully undertaken groups over 6 week periods to work together, building confidence through team games and challenges. This intervention has been targeted at Early Years. * HWBOs from across the Learning Community continue to meet regularly for 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. * The HWBO is now supporting 7 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. * The HWBO has supported transitions to and from Braehead Primary School. This was invaluable as we were transitioning to 9 secondary schools this year.   **Events**   * The HWBO led a Community Breakfast to raise awareness of our partners across Braehead and Stirling. This was an opportunity for the school to open its doors to our community and share the support on offer. It was a huge success with many families engaging.   **Next Steps**   * Parents have requested an annual Community Breakfast which will link with a priority in the curriculum. We have already had other groups ask to sign up including the Community Garden. Other partners have said they would plan an activity for parents and children to engage in. * To open up a bespoke space for The Harbour in our old Nursery. This will have cooking facilities, outdoor garden space and space for a “Take What You Need” facility.  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Year** | **Group**  **Resilience** | **Check-in** | **Parent Engage** | **Mental Health** | **Toothbrush** | **Get Set Go** | **Breakfast** | **FSM** | **(Decile)**  **SIMD 1-4** | **Attendance** | **High School Transition** | | **2021 - 2022** | **20** | **17** | **20** | **13** | **4** | **4** | **5** | **22** | **10** | **31** | **0** | | **2022 - 2023** | **15** | **3** | **16** | **16** | **2** | **0** | **2** | **27** | **29** | **47** | **4** | | |
| **SfL Teachers** | |
| **SfL P1 – P3 (Some children in P4 were supported in Terms 1 and 2)**  SfL supported a variety of children throughout the year from P1 to P3 to best target need.  **Term 1 and Term 2**  The focus was on sight vocabulary and reading comprehension. There were 14 children from P2 to P4. 7 of these children were identified as PEF or FSM. After 2 terms 4 children were able to be supported by their Class Teacher and no longer needed more targeted support. All of these children were identified as PEF or FSM.  **Term 3 and Term 4**  The focus moved to numeracy and reading comprehension. For reading comprehension focus was on Primary 2 and 3. Within the group of 13 children, 1 was identified as PEF or FSM. All the pupils moved up a level of ORT reading and their sight vocabulary also imprved by 1 level.  Towards the end of term 3, buddy reading with P5s was introduced and was a success.  There were 11 children from P2 to P3 being supported in numeracy 2 of whom are identified as PEF or FSM. All P2 children were working within early level and P3 children were working at the beginning of FIrst Level. Using the RAFA mental maths tests, four children progressed from E1 to working within 1.1. 6 children progressed from 1.1 to 1.2. There was one child who made progress moving from 25% to 75% but did not move up a level.  **Next Steps**  To continue with peer mentoring using P7 buddies to support children with reading, writing, phonics and numeracy.  To support children not achieving with Jolly Phoncs through Read, Write, Inc strategies  **SfL P4 – P7**  **Freshstart**  This year we had 9 children complete the Freshstart programme across Primary 6 and 7 making excellent progress and closing the gap in their reading. Two of these children are identified as PEF and are now on track for reading.  Six childern are continuing with the programme next year 2 of whom are identified through PEF.  **Next Steps**  21 children are being assessed for Freshstart from Primary 5 to 7.  4 of these children are identified as PEF.  7 children are comtinuiing on the programme with 2 identified as PEF.  **Nessy**  We purchased Nessy in November. We identified 3 classes to pilot how to use it with the SfL teacher leading. We did staff development in Term 3. P4 to P7 children began using the resource in Term 4. We have identified that children who are dyslexic are engaging really well and are particpating at home using their chrome book. All class teachers have identified that they like the ability to track and assess progress in spelling with ease through the chromebook. A few children have completed the islands.  **Next Steps**  We will track progress of spelling across the school using SWST.  SfL will make up an extension programme to develop vocabulary for children who have completed Nessy.  **Broadbanding**  We piloted this to raise attainment in P7 and P5 in numeracy. SfL supported the most able in both year groups. Many P7s achieved 2nd level and were working comfortably in 3rd level. It enabled class teachers to target specific pupils through more streamlined differentiation and enabled them to use more active and targeted approaches.  **Next Steps**  We are taking broadbanding forward next year from P4 to P7. We will use the SfL teacher and the Raising Attainment teacher to support this. | |
| **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 continue to have a drop in breakfast club for a few identified children for no more than a 6 week period.  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 will be supported by Monica Nelson P4 to P7 all year and supporting P3 in Terms 3 and 4.  Resources used will include Freshstart, Clicker and broad banding in numeracy  Our new DHT will support SfL next year at P2 to P3 Terms 1 and 2 and P1 and P2 Terms 3 and 4.  Resources will include Read, Write Inc and associated strategies.  Numeracy will continue be Bannockburn LC focus supported by Education Scotland. | |

**Wider Achievement**

This year we have continued to re-engage with the community and strengthen our Developing Young Workforce pathways in the Upper School. P7 leadership roles ensure every P7 child has a responsible role within the school. All leadership teams have provided training for the Primary 6 cohort during the Taster Term to allow children to sample the role and ensure they have the skills to take this forward in Primary 7. This was in partnership with Forth Valley College, Bannockburn High School, Active Stirling, the Parent Forum, Braehead Nursery and the wider staff team. 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 and Community Clubs. Sports Leaders have worked with established girls football team following pupil consultation. They have worked with Bannockburn Rugby Club and Active Stirling to facilitate coaching sessions. This was very successful and resulted in our rugby team winning the Bannockburn Cluster Rugby Festival. They worked with the Parent Council to purchase sporting equipment in response to pupil consultation conducted by House Captains. They worked with Active Stirling to submit our application for the Gold Award.
* Buddy Managers have supported P1 transition to our school community and have supported play based learning in the Early Years including the Nativity. They worked with our Media Managers to create a “Play in Our School” documentary which you can find on our YouTube channel. This highlights the skills that can be developed through play.
* 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. They have also worked with Bannockburn High School to procure the Lego Mindstorm resource to provide a next step from Micro-bits. We are currently piloting this scheme for the Bannockburn cluster.
* Fund raise managers have organised whole school fundraising throughout the year working closely with the Parent Forum. They raised £200 for the school fund through their Make it a Mile challenge. They raised £150 for Poppy Scotland and £1200 for Children in Need. This has developed the children’s knowledge of finance.
* 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. In term 2 they created props and sets for our Burns Bonanza. They carried on supporting performances in school in term 3. For our 50th, they supported all classes in preparation for our concert. They have also worked with a design company to create a badge for our 50th celebrations. They worked with Forth Valley College to design a mural to celebrate our community partners and will be displayed in school.
* 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 have developed videos to support parents with home learning which are again on our YouTube channel. They have also edited and published our Burns Bonanza video with Scott our minister. This enabled us to share our learning with the wider community and celebrate our success. They also promoted our 50th celebrations through Twitter.
* Active Stirling has worked with all year groups delivering after school clubs and taster sessions across the entire school
* The P5 year groups enjoyed swimming lessons at the PEAK. P5 and P6 year groups participated in Bikeability.
* We worked closely with Forth Environment Link to develop The Woodland and all classes have been enjoying being introduced to this. We will use this area to develop outdoor learning next year.
* P6 children entered Euroquiz.
* Ten pupils from Primary 7 have taken part in the YCT (Youth Chinese Test). This is an internationally recognised exam and involved after school clubs and sitting an exam.
* Across 3 Sumdog tournaments we have had 7 pupils finish in the top ten!
* Primary 7G finished FIRST in the Stirling and Clackmannanshire Sumdog maths contest.
* Times Table Rock Stars: Pupils from P4/3 to pP7 were able to answer over a million times table and division questions correctly over the course of the tournament.

Miss Light has continued to develop children’s understanding of their rights this year. She and Mrs Lawrie applied for the next **We Care Award**. This identified how we make children aware of what a Young Carer is, Young Carers Stirling and the work they do. They established a Young Carers Club and they are shaping what this will do. We have been successful in achieving the DEVELOPING **We Care Award.**

One of our biggest achievements was winning the first ever Success Looks Different for All awards. Miss Nelson submitted our application outlining our creative approaches to inclusion. Our school was successful in achieving first place in the Primary and Early Years School Category. Here is what the Children in Scotland website says about us:

Braehead have made inclusion one of their core school values and in doing so has changed attitudes and understanding within the school. Through the Success Looks Different award, Braehead shared a number of creative ways in which they are building an inclusive learning environment for all pupils. Their approach was clearly in line with the Inclusion Ambassadors’ Vision Statement for additional support for learning. In their application, Braehead showed they are firmly committed to supporting pupils to engage with their rights. There was also a clear focus on celebrating individual successes in creative ways. Their application also clearly demonstrated the valued relationships pupils had with the staff and the positive impact that had on pupils. Case Studies of the winning schools how the children celebrate their differences. Pupils created a short film raising awareness that has been shown throughout the school and shared externally. Subsequently, other schools in Stirling have shared the film with their schools and some of the group have written articles for the Dyslexia Voice magazine. The Tech Team group is a similar group where children who have literacy difficulties meet weekly to develop computer literacy. They learn how best to use the accessibility tools on their Chromebook to create presentations, write stories and use Google Classroom with greater independence. The children who develop confidence with this become ‘Tech Team Geniuses’ and support children (and teachers) during lessons that involve digital learning. Braehead has also celebrated Neurodiversity Celebration week with a wide range of activities, which included lessons looking at different types of brains, an assembly and a premiere of a film made by a school group. One of the pupils - who is autistic - also created and delivered a presentation to her class. This was identified as a major milestone for this child. Similar opportunities have been provided at other key school events such as a traditional Burns Performance. It is clear that inclusion is a key focus at Braehead. Support staff receive regular training from the Support for Learning teacher in strategies and approaches to support learning and achievement. The school feel that focussing on inclusion and having a range of different opportunities for celebrating success has greatly increased self-esteem of children who have additional support needs. Their work has shown how a range of creative approaches can be used to develop a more inclusive primary school environment that truly values the abilities of all children.