

**Braehead Primary School and Nursery**

**School Improvement Plan**

**2023 – 2024**

 ****

**Braehead Primary School and Nursery**

**School Improvement Plan 2023 – 2024**

Braehead Primary School and Nursery 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.

Braehead Primary School and Nursery was built in 1972. We celebrated our 50th anniversary last year with many events including a Community Breakfast, Braehead Primary Museum, the opening of our Confucius Garden and our fabulous 50th Concert. This brought the community back together after feeling separated during the pandemic. In March 2023 we also opened our long awaited new nursery, which although still on school grounds, is now a separate building. Our school is semi open plan with 3 wings radiating from a central area and administration corridor. The early primary stages are housed in the Early Years wing. The Early Years wing has a large shared area where many play and learning opportunities are developed. The Middle Wing contains the Confucius classroom where Chinese language and culture is promoted. The Upper Wing houses our P6/5, P6 and P7 classes where many opportunities for pupil leadership are developed. We have a large gym hall, which is used for P.E. drama, assemblies and after school clubs. It is also used for local clubs and youth organisations in the evening. We are developing The Harbour this year as it will be moved to where our old nursery was. The Harbour supports children with emotional needs and will be used at playtime to support children who find more unstructured times challenging. Families will be able to meet here and learn new skills. We are also developing 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 meet the needs of our community.

In December 2022 Education Scotland (ES) published a report on standards and quality in Braehead Primary School following their inspection in October 2022.

The inspection found the key strengths of the school:

* Enthusiastic, hardworking staff who have a positive attitude to school improvement and are keen to lead changes across the school and nursery.
* Respectful and nurturing relationships across the school and nursery that lead to a positive and caring learning environment for all children. Children behave well and their social and emotional needs are well met.
* Successful approaches to meeting the wellbeing needs of children and their families. Staff support families very well to ensure children have every opportunity to engage in learning.

The inspection identified areas for improvement:

* Staff should work together to review the planning of learning and teaching. In doing this they should arrange assessments when planning learning and teaching. Improved planning will support staff to develop a shared understanding of high quality learning and teaching.
* The leadership team and staff should increase the focus on how they raise attainment in literacy and numeracy. Staff should consider how they measure the difference they are making to children’s attainment regularly throughout the year.
* The leadership team should build on their approaches to collaborative school improvement to improve learning and teaching approaches in reading and writing. We will be working with another local school to implement PM writing so we can moderate more effectively.

****

**Nelson Mandela**

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

**OUR VISION**

Braehead Primary is committed to making a difference in the learning and lives of our children, understanding our learners must be equipped to seize learning opportunities throughout life, to broaden their knowledge, skills and attitudes to adapt to a changing, complex and interdependent world.

**OUR RATIONALE**

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

**OUR VALUES**

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

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

    

**OUR ETHOS**

At Braehead Primary we understand the importance of our shared values. They define us and are at the heart of all we do grounding us and guiding us. When facing challenges or difficult decisions our values light the way forward.  We take time to learn our values and celebrate when they are demonstrated. We aim for our values to be a light within us and we encourage our children to shine brightly.  Our sparkle can inspire others! This is the Braehead Way.

****

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

**Nelson Mandela**

|  |
| --- |
| **High Level Improvement Plan 2023-2024:** We use this plan to inform our priorities at Braehead Primary School. |
| **National Improvement Framework Priorities** | **HGIOS 4 & HGIOELCC Quality Indicator** | **Regional Improvement Collaborative Priorities** |
| 1. Improvement in attainment, particularly in literacy and numeracy.
2. Closing the attainment gap between the most and least disadvantaged children.
3. Improvement in children and young people’s health and wellbeing.
4. Improvement in employability skills and sustained, positive destinations.
 | 1.1 Self-evaluation for self-improvement1.2 Leadership for learning1.3 Leadership of change1.4 Leadership and management of staff/ practitioners1.5 Management of resources to promote equity2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnerships3.1 Improving/ ensuring wellbeing, equality and inclusion***Specific to HGIOS 4***3.2 Raising attainment and achievement3.3 Increasing creativity and employability***Specific to HGIOELCC*** 1.1 Self Evaluation for self-improvement2.4 Personalised Support2.5 Family Learning2.7 Partnerships3.3 Ensuring wellbeing, equality and inclusion | 1. Improve attainment in literacy and numeracy for children and young people
2. Close the attainment gap between the most and least disadvantaged children and young people for numeracy and literacy
3. Improve the health and wellbeing of children and young people
4. Improve curriculum developments, learning and teaching to support employment skills and sustained positive destinations
 |
| **Care Inspectorate Quality Framework Priorities** |
| 1.1 Nurturing Care and Support1.4 Family Engagement3.1 Quality Assurance and Improvement |
| **Key Drivers for Improvement** | **Nurturing Principles** | **Children’s Service Improvement Areas** |
| 1. School leadership
2. Teacher professionalism
3. Parental engagement
4. Assessment of children’s progress
5. School improvement
6. Performance information
7. An Empowerment System
 | 1. Children’s learning is understood developmentally
2. The environment offers a safe base
3. The importance of nurture for the development of self-esteem
4. Language is a vital means of communication
5. It is understood that all behaviour is communication
6. The importance of transition in children’s lives is understood
 | 1. Improving mental health and emotional wellbeing
2. Tackling child poverty
3. Improving outcomes for children with care experience
4. Improving outcomes for children with disabilities
5. Improving outcomes for children in need of protection
 |

|  |
| --- |
| Improvement Priority 1: * To plan and deliver high quality learning and teaching of reading and writing and plan assessment of this at the same time.
 |
| Outcomes for Learners:* Learning will be engaging and provide pace and challenge in order to raise attainment in reading and writing by June 2024.
 |
| Key Actions | Priority Leader | Milestone Dates | PEF | Evaluation/ Analysis of Progress and Impact |
| * Staff have a shared understanding and consistent approach to the planning, delivery and assessment of writing and reading.
* All children will have access to high quality literature and literacy resources, including digital.
* All staff are confident in using Benchmarks and Pathways to inform planning and achievement of a level.
* Improvement in writing and reading attainment.
* Additional support is data informed, planned and evaluated effectively.
* Learning conversations robustly support children to reflect on their strengths and areas of development.
* Staff continue to develop their understanding of the kinds of pedagogical approaches that engage learners and lead to desirable outcomes.
* Families will feel confident about how to best support their child with reading and writing at home.
 | SMT | August INSET – Planning/Resources Steven Graham SessionsMarion Cochrane RIC GuidanceReciprocal Reading SessionsModeration each term4x Planning Dialogue Meetings3x Tracking and Impact meetingsReview of support following TrackingSfL Early Years Read Write IncSfL P4 – P7 FreshStart, Clicker, NessyTermly Learning Conversations with HT and YLLSharing good practice – Terms 2,3 and 4Term 4 Family Learning Literacy Event |  | Quality Assurance Planning dialogue meetingsObserved Reading lessonPeer observed writing Moderation evaluationTracking and Impact MeetingsFocused deployment of supports. Learning Conversations will demonstrate that children across the school are developing their confidence in discussing how they learn in reading and their understanding of their progress and next steps. Family Feedback |

|  |
| --- |
| Improvement Priority 2: * To further enhance practitioners’ pedagogical skills to ensure high quality learning and teaching in writing.
 |
| Outcomes for Learners:* All learners will evidence progress in writing by June 2024.
 |
| Key Actions | Priority Leader | Milestone Dates | PEF | Analysis of Progress and Impact |
| * Introduce new writing approach (PM Writing)

(Training to be completed)* Develop clear understanding of the various text types and how to teach explicit skills in writing (5 sessions with Stephen Graham)
* Embed writing approach across all stages of school.
* Ensure writing being taught consistently and moderate impact of writing approach.
* Consistently develop, monitor and evaluate the Early years shared area with provocations to stimulate writing. Devise manageable ways to ensure this approach can be maintained.
* Support family learning with a whole school literacy event.
 | Karen ScottLoraine DollardBrogan Brooke | CAT - Introduce PM Writing16th August 2023 CAT – Steven Graham Pedagogy14th Sept2nd Nov7th Dec8th Feb21st March Moderation 22nd November with East Plean24th January with East Plean3rd May with Bannockburn Learning CommunityCLPL - Child Development and Play Based Pedagogy for EY staff9 monthly sessionsMay to SeptemberTerm 4 Family Learning Event  | Part funded PM WritingNessy subscriptionClicker | Moderation evaluationRigorous assessment data and professional judgement will inform Tracking, Impact and Planning meetingsFocused deployment of supports. Learning Conversations will demonstrate that children across the school are developing their confidence in discussing how they learn in writing and their understanding of their progress and next steps. Feedback from staff through peer learning visits in Term 3 will evidence a consistency of approaches and understanding. |

|  |
| --- |
| Improvement Priority 3: * To further enhance practitioners’ pedagogical skills to ensure high quality learning and teaching in reading.
 |
| Outcomes for Learners:* All learners will evidence progress in reading by June 2024.
 |
| Key Actions | Priority Leader | Milestone Dates | PEF | Evaluation/ Analysis of Progress and Impact |
| * Introduce strategies and approaches to support early reading skills.
* Introduce reading planners with assessments and ORT criterion for level.
* Implementation of Treetops P4 to P7.
* Introduce new reciprocal reading approach and develop clear understanding of the various text types and how to teach explicit skills in reading.
* Implement the Comprehension Box from P4 to P7 to monitor progress.
* Embed consistent reading approaches.
* Ensure reading is being taught consistently and moderate impact of reading approach.
* P7 teachers to work with Bannockburn Learning Community to develop consistent approaches to reading and assessment.
* Support family learning with a whole school literacy event
 | Andy GonetSuzanne Ferry | August INSET: Suzanne Ferry: Early reading skillsAndy Gonet: Reading PlanningSimon Huggon:TreeTops ResourceCAT - Introduce Reciprocal Reading with Dr Adam23rd August 2023 Moderation 18th SeptemberReading planning and criterionCAT – Reciprocal Reading Check-in by Andy Gonet6 NovemberFebruary INSET: Staff sharing sessionFebruary INSET:Moderation of readingAll P7 LC and BHS staff onlyTerm 4 Family Learning Event  | FreshstartNessySubscription | Moderation evaluation of planning and the criterion.Feedback from staff after moderation will evidence a consistency of approaches and understandingRigorous assessment data including PM Benchmarking, YARC, Comprehension Box, Reading Group Notes, ORT Criterion and professional judgement will inform Tracking, Impact and Planning meetings. Focused deployment of supports. Learning Conversations will demonstrate that children across the school are developing their confidence in discussing how they learn in reading and their understanding of their progress and next steps.  |

|  |
| --- |
| Improvement Priority 4: * To further enhance practitioners’ pedagogical skills to ensure high quality learning and teaching in numeracy.
 |
| Outcomes for Learners:* All learners will evidence progress in reading by June 2024.
 |
| Key Actions | Priority Leader | Milestone Dates | PEF | Evaluation/ Analysis of Progress and Impact |
| * Introduce a new summative numeracy assessment
* Continue to develop numeracy at our school with the support of Education Scotland and the Bannockburn Learning Community
* Build on the strategies and approaches to support concrete, pictorial and abstract approaches throughout the school.
* Implementation of videos made by the children to support parents to develop numeracy approaches at home.
* Through discussion develop a project to support the raising of attainment in numeracy at our school.
* Support family learning with a planned numeracy event.
* Deliver a presentation about the project to colleagues.
 | Sarah CunninghamLindsay Whelan | February INSETShare learning and project with whole staffEducation Scotland Development Days:21st September9th November18th January7th March18th MarchNumeracy Family Learning EventINSET - 3 May Presentations | Sumdog | Rigorous assessment data including new bi annual assessment, Sumdog, T-Jay and professional judgement will inform Tracking, Impact and Planning meetingsLearning Walks - use of numeracy resourcesFamily Feedback about videos and sharing event |

|  |
| --- |
| Improvement Priority 5: To continue to develop our nurturing approaches by implementing NME approaches to the delivery of the curriculum, specifically writing.To improve our learning environment to provide a safe space for children and families to seek support using The Harbour. |
| Outcomes for Learners:* Children will maintain focus by starting writing tasks with a regulation activity and having regular rhythmic breaks.
* Children and families will be able to access support for their health and wellbeing from The Harbour by June 2024.
 |
| Key Actions | Priority Leader | Milestone Dates | PEF | Evaluation/ Analysis of Progress and Impact |
| * To develop staff use of regulation approaches as a model for pupils.
* To implement rhythmic approaches before starting and during writing lessons.
* To provide calm spaces in each wing through lighthouses.
* To develop The Harbour as a safe space for children and families to access to develop positive mental HWB.
* Families will feel confident to access The Harbour to take what they need from the food bank, the pre-loved uniform and the toiletries stock.
* Families will share their skills with other families and children
* To develop a protocol for our Young Carers Group with their ideas.
 | Julie LawrieSMT | August INSETShare new nurture resources bought from VHT flexible fund and discuss which strategies work for us.August INSETShare test for change running records.September – Wings have identified their lighthouse.Summer Holidays – The Harbour is painted.September – “Take What You Need” is launched.Termly focus using parental skills and experiences like cooking, craft and gardening to support DYW.16th March - Young Carers to lead an assembly and organise tasks to support Young Carers Week  |  | Record staff preferredself-regulation Running records measure child focus when writing tasks start with regulation activity and regular rhythmic breaks throughout.Learning WalkChild and family questionnaires about what they want from The Harbour.Record of uptake.Monthly evaluation.Child and parent consultations/evaluationsYoung Carers ProtocolEvaluations from Young Carers Week. |

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