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Context of the school:

Bramble Brae School is a co-educational, non-denominational school situated in the Cummings Park area of Northfield. The school is part of the Northfield Academy ASG. Bramble Brae pupils (P1-7) are drawn from the school's own defined catchment area. The majority of this area consists of local authority or rented housing.

There is a high level of deprivation in the area with 81% of pupils living in houses within SIMD deciles 1-3. As a result of this the school has been part of the Scottish Attainment Challenge, working towards closing the poverty related attainment gap. In addition to this, the Free School Meal entitlement for session 2018-2018 was 52%. The school was allocated £114,000 of Pupil Equity Funding from the Scottish Government for session 2017-2018. Following consultation with all stakeholders, a robust plan has been developed to further support our Scottish Attainment Challenge plans and our work to close the poverty related attainment gap.

The school has a roll of 184 pupils with an additional 40 place nursery. The school has a management team of a Head Teacher and a Principal Teacher. There are 8 primary classes and 2 nursery classes. The full-time equivalent for session 2017-2018 was 13.77fte, however throughout the session the staffing has been challenging and resulted in only having 11.0fte throughout the majority of the year. This has also meant that the Principal Teacher has been fully class committed for the third consecutive year. Despite the staffing shortages we have strived to provide consistency to our pupils in terms of staffing. Where cover has been required, this has been provided mainly by staff within the school demonstrating flexibility and adaptability to suit the needs of the school. The pupils and teachers of Bramble Brae are supported by 9.0fte Pupil Support Assistants operating within all classes where additional support is required, focusing specifically on the raising attainment for all agenda. The PSA team also provides supervision of pupils at school lunches and over breaks. The involvement of PSA staff in development opportunities has continued to be a key strength of the school over session 2017/2018. Within the Nursery the children are supported by 2.0fte Early Years Practitioners and a class teacher who has been promoted to take on additional responsibility for managing the setting. There is a full time School Administrator who is supported by one part-time School Support Assistant. The janitor is shared between Bramble Brae and Quarryhill School.

Community, partner and parental engagement is a key feature of our school with all being encouraged to work closely to support the life and work of the school. Our Parent Voice Group is now fully established and meets regularly to discuss educational matters as well as social and fundraising events. The introduction of a Barnardo's North Star worker and Family Learning Home Link worker has enhanced our work to support the health and wellbeing of pupils as well as supporting parents. Engagement with our Business and Community Ambassador has supported the development of our unique curriculum and opened up a vast range of opportunities and experiences for our pupils with a specific focus on the world of work and the Developing the Young Workforce (DYW) agenda.

The school has strong community links and during session 2017/2018 we have worked together to develop our school garden as part of a project with 'One Seed Forward' and the University of Aberdeen. We have continued to support intergenerational working linked to whole school contexts for learning.

Pupil Participation is a key priority in our school and through our work with the Children's Parliament this has been further enhanced. Pupils at all stages across the school have many opportunities to be involved in the improvement journey of the school. During session 2017-2018 there were 6 established Pupil Participation groups and their work has resulted in several different accreditations for the school, including Silver Level Rights Respecting Schools award.

There is a strong family ethos in the school. The school is welcoming, friendly and has a positive atmosphere; this is regularly commented on by visitors to the school, parents/carers, pupils and new families. All staff are committed to working well together and reflecting on practice to support change

and improvement. Staff work closely with colleagues from across the ASG to ensure that our pupils have consistent learning experiences and opportunities for partnership events and to support transition.

In March 2016 the school was visited by a team of Quality Improvement Officers to evaluate how well the school is supporting learners to attain, achieve and maximise their successes. This was followed by a joint Education Scotland and Care Inspectorate inspection in January 2017.

The full findings were published in April 2017 and can be found at:

<https://www.education.gov.scot> and <https://careinspectorate.com/index.php/type-of-care>

A follow up visit from Care Inspectorate was carried out in March 2018 and the findings published in May 2018.

Throughout session 2017/2018 we have been supported by an Attainment Advisor as part of the Scottish Attainment Challenge.

School vision statement:

Motto

Belonging, Believing, Achieving

Vision Statement

At Bramble Brae School we aspire to work together to promote a culture of belonging, mutual respect and lifelong learning. We want to create a happy, safe and motivating learning environment which encourages our children to be aspirational for their future.

School values and aims:

Values

Our core values are those of:

- Respect
- Nurture
- Honesty
- Compassion
- Inclusion
- Equity

Aims

- To ensure a happy, safe and nurturing environment
- To provide an engaging and exciting curriculum unique to our context
- To develop successful learners in and beyond the school
- To be ambitious in all that we do
- To include everyone in the life of the school

The school aims were reviewed during session: 2016/2017

The school aims will be reviewed during session: 2019/2020

Review of School Improvement Plan Progress 2017-2018

2017-2018 Improvement Priority 1: To raise attainment in Literacy with a specific focus on writing and a whole school approach to Emerging Literacy

HMIE Recommendation: Improve children's progress and attainment in literacy and English language and numeracy and mathematics in the nursery and across the primary stages.

NIF Priority

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 school-leaver destinations for all young people

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information

HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

Impact and Evidence:

- Monitoring of classroom practice confirms learners are engaged in Emerging Literacy strategies and data from Emerging Literacy assessments confirm that progress is being made by all children involved
- Professional dialogue evidences that through the development of a whole school approach staff have an increased understanding of Emerging Literacy.
- Data from Accelerated Reader demonstrates that children are engaging more with reading resulting in increased reading ages
- Monitoring of classroom practice confirms learners are engaged in Reflective Reading strategies
- Monitoring of classroom practice and feedback from pupils and staff during focus groups demonstrate an increased motivation for writing
- Collegiate activities indicate all staff have been supported in developing an improved understanding of the key features of Emerging Literacy
- CfE data shows that there are increases in attainment across all areas of literacy in the P2 class who have had two years of working with the Emerging Literacy approach and an increase in reading for P3 pupils who started to use approaches this session
- P6 and P7 pupils have engaged positively in the SHMU Speak Out project and there are improvements in CfE attainment in writing across both year groups (2.1% in P6 and 6.89% in P7)
- CfE attainment also shows an increase in reading attainment in P6 by 15.4%

Next Steps

- All staff to engage with literacy toolkit to support development across all areas of literacy with a specific focus on technical skills in writing
- Ongoing assessment and moderation of writing to ensure consistency across all stages in the school
- Continued engagement in Speak Out project to develop literacy skills in P6 and P7
- Introduce 'Word Aware' across the school as a resource to improve the range and use of vocabulary to pupils at all stages.
- Continue to develop writing through contexts for learning by increasing real life experiences and opportunities for the children

- Collaborative action research approach used for peer monitoring as part of planning, assessment and moderation – writing focus
- Data from Accelerated Reader to be used more consistently across all stages in the school to demonstrate improvements in reading age.
- Engagement in the 'Imagine Project' in P4 to increase attainment in writing
- Development of play-based learning approach in P1
- Introduction of 'Helicopter Stories' approach in P1 to develop communication and literacy skills and increase attainment, particularly in writing

2017-2018 Improvement Priority 2:

To raise attainment in numeracy and mathematics

HMIE Recommendation: Improve children's progress and attainment in literacy and English language and numeracy and mathematics in the nursery and across the primary stages.

NIF Priority

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 school-leaver destinations for all young people

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information

HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
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Impact and Evidence:

- Audit of practice demonstrated a lack of consistency across the school resulting in agreement on the use of Numicon in the early stages and Number Talks in the middle and upper stages
- Use of Numicon has led to a 9.53% increase in attainment in the P2 class Classroom monitoring has shown that strategies in Number Talks have increased pupil engagement and motivation in numeracy
- Consistent use of Number Talks strategies in the middle and upper stages of the school have shown increases in CfE levels achieved in P4 (1.81%), P5 (14.72%) and P6 (15.52%)
- Clear planning document linked to ACC progression framework created to ensure consistency across the school
- All staff are fully aware of the benefits of using Sumdog and there is a consistent approach to this across the school, resulting in staff accessing data regularly to support pupil progress

Next Steps:

- SEAL training completed by maths co-ordinator during session 2017-2018 and will be trialled with a target group in P6 during session 2018/2019
- Focus on relevant and interesting real-life contexts where numeracy and mathematics links can be made
- Staff development sessions linked to Number Talks and Numicon to build on the existing good practice
- Roll out of planning documentation across all stages in the school
- Collaborative action research approach used for monitoring of planning, assessment and moderation – specific focus on numeracy

- Engage with parents on how to support their child through parent sessions linked to Numicon and Number Talks
- Development of play-based approach in P1 class

2017-2018 Improvement Priority 3: Curriculum Development

HMIE Recommendation: *The school should continue its work in developing a bespoke curriculum that is relevant, meets the needs of all learners and supports children to develop knowledge and skills across all curriculum areas.*

NIF Priority

- 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 school-leaver destinations for all young people

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information

HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
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- 2.5 Family learning
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- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

Impact and Evidence:

- Professional dialogue linked to inter-disciplinary learning and audit documentation indicate all staff have an increased understanding of the totality of the curriculum
- Collegiate activities indicate all staff have been supported in developing an improved understanding of the key components of curriculum rationale and design
- Monitoring of classroom practice confirms learners are engaging in an improved curriculum experience that promotes equity, raises attainment and provides opportunities to deepen learning with increased pupil led learning
- Professional dialogue and monitoring confirms there is increased understanding of benchmarks amongst all staff which has supported improvement in planning across literacy, numeracy and health and wellbeing
- Planning and classroom monitoring confirms whole school IDL contexts based on curriculum progressions, with Es and Os being used for planning and benchmarks for assessments are being implemented in all classes
- Updated values, vision and aims supporting the development of a curriculum rationale defined by the uniqueness of Bramble Brae School is being implemented by all staff and is evident across the work of the school
- Improved planning and assessment for learning, ensuring relevance is evident in all classes through classroom monitoring
- Improved staff engagement with progression frameworks is evident as these are being implemented across curriculum areas in all classes

Next Steps:

- Roll out finalised 3 year plan for contexts for learning
- Continue to review curriculum rationale annually to ensure relevance and uniqueness is up to date
- All staff to engage with progression frameworks to support planning, assessment and moderation
- Roll out of 'Community Building Friday' to develop the curriculum through work across all stages (encompassing Pupil Participation groups and Personalisation and Choice time)

- Continue developing the role of the Business and Community Ambassador to increase opportunities for developing the young workforce and the world of work through IDL
- Engagement with Primary Futures – case study of work at Bramble Brae demonstrating the embedding of DYW and World of Work across the curriculum
- Skills based model for Personalisation and Choice time to be rolled out
- All staff to be trained in using Google Classroom
- Learning and teaching to be enhanced through greater use of digital technologies across all areas of the curriculum
- Audit of Health & Wellbeing curriculum to support further development
- Mindfulness approaches to be developed as part of promoting mental health and wellbeing
- I Bike and pre-school cycling initiative to be introduced to encourage healthy lifestyles
- Forest Schools pilot project to be introduced for a group of target pupils to support engagement and participation

2017-2018 Improvement Priority 4: Planning, Assessment and Moderation

HMIE Recommendation: Ensure approaches to improving the school are rigorously implemented to ensure all children experience consistently high- quality learning and teaching in the nursery and across all primary stages.

NIF Priority

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 school-leaver destinations for all young people

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement (Families and Communities - SAC)
- Assessment of children's progress
- School Improvement
- Performance Information

HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

- 2.4 Personalised support
- 2.5 Family learning
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- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

Impact and Evidence:

- Classroom monitoring and 'Great Teaching Great Learning' staff sessions evidence increased confidence in the use of AifL strategies and improved quality of learning and teaching
- Pupil dialogue during focus groups and learning walks indicate that almost all learners can talk about the next steps they need to take to progress their learning in literacy and numeracy
- Professional dialogue and self-evaluation indicates increased teacher confidence in professional judgment in CfE levels attained evidenced through professional dialogue and moderation activities
- Planning (including professional dialogue and feedback) and classroom monitoring evidence confirm increased staff confidence in the use of Es and Os in planning and benchmarks for assessment
- Professional dialogue and self-evaluation indicate the work of 'Collaborative Action Research' across levels has increased staff confidence in assessment and moderation approaches
- Increased data of number of parents accessing Interactive Learning Diaries

Next Steps:

- Develop approaches to target setting with a specific focus on numeracy
- Continue to develop collaboration with stage partners and across stages to support planning, assessment and moderation (collaborative action research approach)

- Engage in Year 2 of Visible Learning with a focus on feedback to learners
- Ongoing rollout of Interactive Learning Diaries across all stages in the school
- In the moment planning to be used across the Early Years to capture children's interests and interaction with children to help learning move on

2017-2018 Improvement Priority 5: Development of PEF/SAC planned interventions to support pupils to overcome barriers to learning and 'Adverse Childhood Experiences'

NIF Priority

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 school-leaver destinations for all young people

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement (Families and Communities - SAC)
- Assessment of children's progress
- School Improvement
- Performance Information

HGIOS?4 QIs

- 1.6 Self-evaluation for self-improvement
- 1.7 Leadership of learning
- 1.8 Leadership of change
- 1.9 Leadership of management and staff
- 1.10 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

Impact and Evidence:

- Classroom monitoring evidences the use of nurturing school principles across all stages is having a positive impact on almost all children
- Planning and self-evaluation indicate that all classes have benefitted from an increased range of educational excursions and visits which have enhanced learning experiences and supported the raising of attainment
- Audit and self-evaluation evidence indicate that there is increased partnership working across the school
- Pupils accessing support from Barnardo's worker are more able to engage in learning which is evident through classroom observation and review discussions including data with worker
- Increase in attendance and punctuality for targeted children being supported by Barnardo's worker/Family Learning
- Data evidenced increased parental engagement by those being supported by Family Learning worker
- Through Visible Learning there is clear evidence to support the school's own self-evaluation
- Professional dialogue during Visible Learning sessions demonstrates there is a shared understanding of where the school is currently and the next steps that need to be taken
- Pupil and teacher evaluations from the Speak Out project demonstrate impact in confidence and self-esteem which has led to increased attainment in writing across P6 and P7

Next Steps:

- Collate evidence for Nurturing Schools accreditation with the aim of achieving this by October 2018
- Further develop work with Business and Community Ambassador linked to 3 year plan for contexts for learning
- Continue to plan for educational excursions and visits based on our unique contexts and the needs of the children
- Joint working with teaching staff and SHMU to link outcomes of the project with CfE

**Pupil Equity Fund 2017-2018 (Budget £114,000)
Evaluation of Intervention Impact**

Plan 1: Developing Nurture in the school through the installation of a Safe Space nurture area

- By June 2020, all pupils will have improved resilience and wellbeing through planned interventions linked to the nurture principles.

Impact and Evidence

- Through observation and professional dialogue with staff, it is evident that pupils are independently using the safe space in order to calm down when emotionally distressed
- Pupils who were previously spending increased time out of class are engaging more in learning within the classroom environment

Plan 2: Enhancing learning opportunities through educational visits, excursions and visitors

- By June 2020, children's learning opportunities will be increased and their understanding of the world around them developed through engagement in a range of educational visits and visitors.
- By June 2020, staff will have increased knowledge of creativity in learning leading to improved opportunities for children to engage in creative activities thus impacting on attainment and achievement.

Impact and Evidence

- All pupils have experienced at least one excursion, visit or visitor per inter-disciplinary context for learning and self-evaluation through pupil, staff and parent audit reflects positive impact of additional excursions and experiences
- Through observation and classroom monitoring it is evident that children are more engaged in inter-disciplinary learning and are experiencing more meaningful and relevant opportunities
- Increased links have been made to the world of work and the DYW agenda through additional excursions
- Through CfE data there is evidence of increases in attainment in writing across year groups, but this is not yet consistent

Plan 3: Business and Community Ambassador linked to Developing the Young Workforce

- By June 2020, increased community and business links will benefit and inspire identified pupils identified pupils to increase their capacity for learning, development of skills and improve pupils' attainment across the curriculum
- By June 2020, all identified pupils will have increased aspirations by exposure to business and community linked blended through the DYW agenda
- By June 2020, all identified pupils will be involved in partnership working leading to increased knowledge and skills of the world of work.

Impact and Evidence

- A bank of community and business links have been made across all curricular areas linked to contexts for learning allowing staff to incorporate the DYW agenda more naturally in their planning
- Aspiration surveys show that pupils have a greater understanding of the world of work and the opportunities available to them
- Feedback from Primary 7 business breakfast showcased links that have been made across the school and enhanced the partnership working
- All pupils have had the opportunity to be involved in partnership working and have had opportunities to develop skills linked to the world of work
- Developing the Young Workforce and world of work is now embedded across the curriculum and no longer requires to be a standalone theme
- Engagement with Primary Futures to showcase the work of the school in relation to the world of work – film being produced to share practice as part of the launch in Scotland and to demonstrate the impact of this model on learning and teaching

Plan 4: Barnardo's Northern Star and Family Learning Home Link Worker

- By June 2020, all identified pupils will have improved resilience and wellbeing through planned interventions linked to the nurture principles.
- By June 2020, all identified pupils will have improved attendance, engagement and participation through a family based approach.

Impact and Evidence

- Engagement with 10 families (12 pupils) over the academic year has evidenced increased attendance and punctuality for targeted pupils
- Targeted pupils observed as spending increased time in class and engaged in learning activities
- Tracking of SHANARRI wellbeing questionnaires for targeted children show increased scores over the academic year (these are completed and analysed at three points during the academic year)
- Through professional dialogue with staff, there is a shared understanding of the nurture principles and the effects of ACEs and trauma informed practice

Plan 5: SHMU Speak Out Project

- By June 2020, improved engagement and participation for all identified pupils by developing partnership working to support the raising of attainment in literacy
- By June 2020, all identified pupils will have increased knowledge of the World of Work and linked skills through our contexts for learning

Impact and Evidence

- Increased attainment in writing across Primary 6 and Primary 7 classes
- Outcome stars completed pre and post intervention demonstrate improvement in technical skills as well as confidence and self-esteem

Plan 6: Digital Technologies

- By June 2020, all staff will have increased digital technology skills leading to improved learning, assessment and reporting for all identified pupils and improved attainment in literacy and numeracy.
- By June 2020, the use of digital technologies will be embedded across the curriculum and will support children's learning leading to improved attainment.

Impact and Evidence

- All staff have attended a range of training opportunities to develop their skills in digital technologies; professional dialogue and observations in classrooms demonstrate increased confidence
- Through classroom observation and monitoring it is evident that children are engaging more with digital technologies across the curriculum

Plan 7: Visible Learning

- By 2020, all identified pupils will experience improved teaching and learning by including focused approaches to assessment, tracking and reporting leading to improved attainment in literacy and numeracy.

Impact and Evidence

- All staff have attended initial introduction to Visible Learning to support their understanding of the theory
- Scoping session completed with Visible Learning advisor identified strengths and areas of development – supported school self-evaluation
- SLT have attended Evidence into Action session from which a clear action plan has been developed in line with scoping and self-evaluation

Core Quality Indicator Evaluations – School

Quality Indicator	School Self-Evaluation
1.1 Self-evaluation for self-improvement	Satisfactory
1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Satisfactory
3.1 Ensuring wellbeing, equity and inclusion	Good
3.2 Raising attainment and achievement	Satisfactory

Core Quality Indicator Evaluations – ELCC (where appropriate)

Quality Indicator	ELCC Self-Evaluation
1.1 Self-evaluation for self-improvement	Good
1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equity and inclusion	Good
3.2 Securing Children’s Progress	Good

6	Excellent	outstanding sector leading
5	Very Good	major strengths
4	Good	important strengths with some aspects for improvement
3	Satisfactory	strengths just outweigh weaknesses
2	Weak	important weaknesses
1	Unsatisfactory	major weaknesses

Capacity for continuous improvement statement

Bramble Brae School has good capacity for improvement and this will be supported by having a full complement of staff during Session 2018/2019. Our school improvement plan has been developed through rigorous self-evaluation and in consultation with staff, pupils and parents. We are committed to improving learning and teaching through a curriculum that is tailored to the unique context of the school.

Leadership of Change

Staff are committed to improving outcomes for children and undertake a wide range of professional learning opportunities at personal, staff and ASG level. Evaluations from Improvement Planning and a focus on core QIs show that there are improvements in attainment across some middle and upper stages in the school which will continue to be built on. Our self-evaluation processes indicate that the range of interventions that we have in place continue to have a positive impact on learners' progress and achievement. Evidence of improvement in QI 1.3 Leadership of Change includes whole school work on developing a curriculum that is relevant and unique to our school and meets the needs of the pupils.

Through the development of pupil participation groups, our pupils have greater opportunities for leading learning and affecting change in the school. This is to be further enhanced through the Pupil Leadership Team and the development of House Time. Pupils are confident in taking on leadership roles and are encouraged and supported by staff to develop skills for learning, life and work.

Improving attainment will continue to be a key driver for us but data shows that there have been improvements across some year groups in the school. Robust tracking of pupil progress is in place to ensure that there is a clear focus on tracking attainment over time.

Staff take responsibility for school improvement and lead learning through working groups linked to the School Improvement Plan. The appointment of additional Principal Teachers will further support the Senior Leadership Team in moving the school forward. The Senior Leadership Team (HT and 1 PT) will be non-teaching allowing the focus to be on supporting staff, pupils and parents on the improvement journey. The school is well-placed to continue to improve and deliver excellence and equity for all learners during 2018-2019.

IMPROVEMENT PLAN 2018-2019

Bramble Brae School



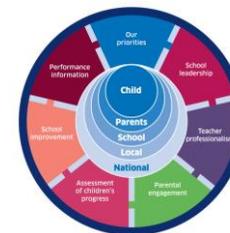
PART TWO: School Improvement Plan 2018-2019 - Key Priorities informing Improvement Planning (National, Local and Service /School)

National Priorities	Local Authority Priorities	Agreed service / school priorities
Cross cutting themes	<ul style="list-style-type: none"> • Expand Early Learning and Childcare by 2020. • Utilise Partnership Forums to address the 4 NIF priorities. • Establish Aberdeen as a UNICEF Child Friendly City. • Continue to refine approaches to GIRFEC to improve the outcomes of children and young people 	<ul style="list-style-type: none"> • Expansion of Early Learning and Childcare • Increased collaboration across schools and ASGs • Improvement Methodology
NIF Priority 1: Improvement in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> • Locality Plans seek to increase attainment of children in Priority Areas on entry to P1. 	<ul style="list-style-type: none"> • Numeracy • Early Years' Literacy • Curriculum Design and Rationale (continued)
NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children.	<ul style="list-style-type: none"> • Close the Gap through effective multi-agency working • Increase data literacy at all levels of the system 	<ul style="list-style-type: none"> • Closing the Poverty Related Gap – Measures and Outcomes
NIF Priority 3: Improvement in children and young people's health and wellbeing.	<ul style="list-style-type: none"> • Improve mental health services, decrease rates of teenage pregnancy and reduce instances of bullying • Increase access to high quality play experiences and effectively utilisation of outdoor space • Reduce youth crime • Embed UNCRC Rights agenda across the City and increase pupil participation in decision making 	<ul style="list-style-type: none"> • Adverse Childhood Experiences
NIF Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.	<ul style="list-style-type: none"> • Provide age appropriate employment skills for children and young people in schools • Survey aspirations to sharpen our pre and post school supports • Expand and improve post school learning and employment opportunities for children and young people 	<ul style="list-style-type: none"> • Learner Pathways

Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy
HMIE Recommendation: Improve children’s progress and attainment in literacy and English language and numeracy and mathematics in the nursery and across the primary stages.

HMIE Recommendation: Ensure approaches to improving the school are rigorously implemented to ensure all children experience consistently high- quality learning and teaching in the nursery and across all primary stages.

<p>NIF Priority</p> <ol style="list-style-type: none"> 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 school-leaver destinations for all young people 	<p>NIF Driver</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children’s progress • School Improvement • Performance Information
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<p>LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:</p> <ul style="list-style-type: none"> • Children are safe and responsible • Children are getting the best start in life • Children are respected, included and achieving 	<p>The ICS primary drivers have guided the formation of 4 key priorities for action:</p> <ul style="list-style-type: none"> • Closing the Gap • Youth engagement and inclusion • Health and wellbeing • Community safety and environment
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HGIOS?4 QIs

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| <ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity | <ol style="list-style-type: none"> 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships | <ol style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children’s progress (ELC) 3.3 Increasing creativity and employability |
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Curriculum for Excellence – Entitlements for all children and young people

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| <ol style="list-style-type: none"> 1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18. 2. Every child and young person is entitled to experience a broad general education. 3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications. | <ol style="list-style-type: none"> 4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing. 5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide. 6. Every young person is entitled to support in moving into a positive and sustained destination. |
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**NIF Priority 1 Improvement in attainment - literacy and numeracy
Improvement Priority 1a: Improvement in Literacy.**

Lead Responsible: Amanda Murray

Partnership Forum (where appropriate):

Next Steps identified from Session 2017-2018

- All staff to engage with literacy toolkit to support development across all areas of literacy with a specific focus on technical skills in writing
- Continued engagement in Speak Out project to develop literacy skills in P6 and P7
- Introduce 'Word Aware' across the school as a resource to improve the range and use of vocabulary to pupils at all stages.
- Collaborative action research approach used for peer monitoring as part of planning, assessment and moderation – writing focus
- Engagement in the 'Imagine Project' in P4 to increase attainment in writing
- Introduction of 'Helicopter Stories' approach in P1 to develop communication and literacy skills and increase attainment, particularly in writing

Expected Outcome(s) for whom, by when, by how much?

- In writing, all pupils will make progress in levels of attainment: P1 at least 80%, P4 at least 65% and P7 at least 82% by June 2019
- In reading, the targeted group of pupils make progress towards achieving expected Tools for Reading benchmarks for First and Second Level by June 2019
- In listening and talking, all pupils will make progress with attainment in P1, P4 and P7 reaching at least 85% by June 2019
- Through professional development work, by June 2019, all staff will have an increased confidence in the use of assessment linked to benchmarks and moderation of the achievement of a level across all areas of literacy.

Impact Measures How will we know?	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
		PEF/ SAC	Resource	Who?		
<ul style="list-style-type: none"> • Professional dialogue linked to moderation of pupils' writing linked to benchmarks. (Recorded at key points across a range of genre) • Tracking of targeted pupils' technical skills in writing linked to targets 	<p>Writing</p> <ul style="list-style-type: none"> • Focus on relevant and interesting contexts for all (link with IDL) • Ensure a range of writing styles across the year for all 	PEF	Business & Community Ambassador	All staff		On Track
			CLPL GTCS SFR 3.4 Professional reflection 2.1 Curriculum 3.1 Learning/ Teaching	All staff		Behind Schedule
						Not Actioned

<ul style="list-style-type: none"> • Moderation of targeted pupils' presentation skills across a range of genre • Tracking of progress of all targeted pupils' CfE levels in writing • Tracking of progress of targeted group in set targets for CfE levels in Writing 	<ul style="list-style-type: none"> • Focus on technical and presentation skills across the school (Toolkit) • Use of progression frameworks and benchmarks for moderation • Targeted support session for all classes throughout the week • Helicopter Stories approach to be introduced in P1 class • Staff development focused on ACC Literacy progression and framework • P4 teacher to attend CLPL session linked to Imagine project • Implementation of Imagine project aimed at increasing engagement in writing through drama and storytelling 		<p>3.3 Pupil Assessment</p> <p>Targeted Support Teacher</p>	<p>All staff/SLT during classroom monitoring</p> <p>P1 teacher, EYP</p> <p>Literacy co-ordinator/HT</p> <p>P4 teacher</p>	<p>19.9.18</p> <p>10.1.18</p> <p>Jan-Jun 2019</p>	
<ul style="list-style-type: none"> • ReadingWise – benchmarking of pupils at start and of intervention (GL assessment) • ReadingWise – targeted pupils have increased level of engagement, participation and accuracy (data monitored and recorded during each session) • Accelerated Reader Star Reader assessment data – recorded at three points in the year (September, February and June) • Pupil engagement in Accelerated Reader sessions (Leuven Scale) • Nessy Reading - tracking and progress of targets • Tracking of all targeted pupils' progress in CfE Reading 	<p>Reading</p> <ul style="list-style-type: none"> • Continued use of ReadingWise resource for targeted children at P3-7 – focus on decoding • Accelerated Reader to be used across all year groups • Use of Nessy Reading with targeted children from P2-7 		<p>CLPL GTCS SFR 2.1 Curriculum 3.1 Learning/Teaching 3.3 Pupil Assessment</p>	<p>PSAs</p> <p>Class teachers</p> <p>Targeted Support Teachers</p>		

Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy

HMIE Recommendation: Improve children’s progress and attainment in literacy and English language and numeracy and mathematics in the nursery and across the primary stages.

HMIE Recommendation: Ensure approaches to improving the school are rigorously implemented to ensure all children experience consistently high-quality learning and teaching in the nursery and across all primary stages.

NIF Priority

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 school-leaver destinations for all young people

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School Improvement
- Performance Information



LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:

- Children are safe and responsible
- Children are getting the best start in life
- Children are respected, included and achieving

The ICS primary drivers have guided the formation of 4 key priorities for action:

- Closing the Gap
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

HGIOS?4 QIs

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| 1.1 Self-evaluation for self-improvement | 2.1 Safeguarding and child protection | 3.1 Ensuring wellbeing, equality and inclusion |
| 1.2 Leadership of learning | 2.2 Curriculum | 3.2 Raising attainment and achievement |
| 1.3 Leadership of change | 2.3 Learning, teaching and assessment | 3.2 Securing children’s progress (ELC) |
| 1.4 Leadership of management and staff | 2.4 Personalised support | 3.3 Increasing creativity and employability |
| 1.5 Management of resources to promote equity | 2.5 Family learning | |
| | 2.6 Transitions | |
| | 2.7 Partnerships | |

Curriculum for Excellence – Entitlements for all children and young people

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| 1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18. | 4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing. |
| 2. Every child and young person is entitled to experience a broad general education. | 5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide. |
| 3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications. | 6. Every young person is entitled to support in moving into a positive and sustained destination. |

NIF Priority 1 Improvement in attainment - literacy and numeracy

Improvement Priority 1b: Improvement in Numeracy and Mathematics

Lead Responsible: Liam Gray

Partnership Forum (where appropriate):

Next Steps identified from Session 2017-2018

- Focus on relevant and interesting real-life contexts where numeracy and mathematics links can be made
- Staff development sessions linked to Number Talks and Numicon to build on the existing good practice
- Collaborative action research approach used for monitoring of planning, assessment and moderation – specific focus on numeracy
- Engage with parents on how to support their child through parent sessions linked to Numicon and Number Talks
- Roll out of planning documentation across all stages in the school
- Development of play-based approach in Early Years to develop numeracy skills across early level
- SEAL training completed by maths co-ordinator during session 2017-2018 will be trialled with a target group in P6 during session 2018/2019

Expected Outcome(s) for whom, by when, by how much?

- In numeracy, all pupils will make progress in levels of attainment: P1 at least 65%, P4 at least 60% and P7 at least 70% by June 2019
- In numeracy and mathematics, the targeted group of pupils will make progress towards achieving their targets linked to expected benchmarks for Early, First and Second Level by June 2019.
- Through tracking of mental agility, targeted pupils will increase scores by 10% by June 2019
- Through professional development work, by June 2019, all staff will have an increased confidence in the use of assessment linked to benchmarks and moderation of the achievement of a level across all areas of numeracy.

Impact Measures How will we know?	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
		PEF/ SAC	Resource			
<ul style="list-style-type: none"> • Professional dialogue linked to moderation of pupils' work linked to benchmarks. 	<ul style="list-style-type: none"> • Focus on relevant and interesting real life contexts where numeracy and mathematics links can be made 	PEF	Business & Community Ambassador	All staff		On Track
						Behind Schedule
						Not Actioned

<ul style="list-style-type: none"> Tracking of pupils' mental agility through 'Beat That' and Sumdog results Tracking of progress through Sumdog resource Tracking data of progress of all pupils on CfE levels in numeracy and mathematics Professional dialogue linked to data informing the tracking of progress of targeted group in set targets for CfE levels in Numeracy and Mathematics 	<ul style="list-style-type: none"> Confidence questionnaires to be completed by staff to show development of skill and understating Focus on balance of mental and written work across all areas of numeracy and mathematics Use of progression frameworks and benchmarks for moderation Staff development focused on Numicon and Number Talks Maths co-ordinator to attend development meetings and cascade information to staff Roll out of numeracy and mathematics planning and progression documents to support learning and teaching Review of maths policy and guidelines SEAL maths to be piloted with a P6 targeted group 		<p>CLPL GTCS SFR 2.1 Curriculum 3.1 Learning/ Teaching 3.3 Pupil Assessment</p> <p>CLPL GTCS SFR 2.1 Curriculum 3.1 Learning/ Teaching 3.3 Pupil Assessment</p>	<p>All staff</p> <p>All staff/SLT during classroom monitoring</p> <p>PEF PTs</p> <p>LG/KM</p> <p>Maths development group</p> <p>Maths development group</p> <p>P6 teacher</p>	<p>5.9.18</p> <p>By Oct 2018</p>	
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Improvement Priority 2:

Closing the attainment gap between the most and least disadvantaged children in Bramble Brae School.

HMIE Recommendation: Ensure approaches to improving the school are rigorously implemented to ensure all children experience consistently high- quality learning and teaching in the nursery and across all primary stages.

NIF Priority

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 school-leaver destinations for all young people

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School Improvement
- Performance Information



LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:

- Children are safe and responsible
- Children are getting the best start in life
- Children are respected, included and achieving

The ICS primary drivers have guided the formation of 4 key priorities for action:

- Closing the Gap
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

HGIOS4 QIs

1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
1.2 Leadership of learning	2.2 Curriculum	3.2 Raising attainment and achievement
1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Securing children’s progress (ELC)
1.4 Leadership of management and staff	2.4 Personalised support	3.3 Increasing creativity and employability
1.5 Management of resources to promote equity	2.5 Family learning	
	2.6 Transitions	
	2.7 Partnerships	

Curriculum for Excellence – Entitlements for all children and young people

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Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children in Bramble Brae School

Lead Responsible: Amanda Murray

Partnership Forum (where appropriate):

Senior Educational Social Worker supporting individual pupils

Next Steps identified from session 2017-2018

- Increase staff understanding of outcomes and measures
- Engage in Year 2 of Visible Learning with a specific focus on feedback to learners – action plan to be created
- Staff to engage in greater analysis of data to support understanding of specific gaps
- Establish Pupil Leadership Team to engage in HGIOURS? and support school improvement

Expected Outcome(s) for whom, by when, by how much?

- By June 2019, attainment data will show a reduction in the literacy and numeracy attainment gap between our pupils and those in our comparator schools
- By June 2019 all staff will have increased confidence in using data to identify and address gaps in all children’s learning
- By June 2019, all staff will have increased skills in using AifL strategies and confidence in the delivery of quality learning and teaching

Impact Measures How will we know?	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
		PEF/ SAC	Resource	Who?		By When?
<ul style="list-style-type: none"> • Increased understanding of ‘Outcomes and Measures’ through Staff Professional dialogue and self-evaluation. • SLT collective self-evaluation • Staff professional dialogue 	<ul style="list-style-type: none"> • Attendance of members of SLT to attend HT Improvement Event(s) focusing on ‘Outcomes and Measures’ • Disseminate to class teachers. 		CLPL GTCS SFR 3.4 Professional reflection	SLT PEF PTs	September 2018	
<ul style="list-style-type: none"> • SLT engagement and increased confidence in ‘Improvement Methodology’ through professional dialogue. 	<ul style="list-style-type: none"> • SLT attendance at authority led training events • SLT engagement with BGE tool to support comparison between similar schools and others. 				Term 1 Session 2018-2019	
<ul style="list-style-type: none"> • Staff confidence in leading learning will increase and pupils’ ability to talk about 	GTCS CLPL Standard 2.2	PEF £11,000	All staff	PEF PTs	May 2019	

<p>their learning will improve and support them to lead their own learning.</p> <ul style="list-style-type: none"> • Staff confidence questionnaires • Visible Learning Data and self-evaluation information • Pupil questionnaires – data and evaluation • Classroom Learning Visits – observations and professional dialogue • Pupil discussion groups using HGIOURS by SLT 	<p>Professional Skills and Abilities</p> <ul style="list-style-type: none"> • Upskilling of staff through visible learning programme to support high quality learning and teaching. • Use of dispositions across the school to support skills for learning, work and life as part of the whole school approach to Health and Wellbeing. • Developing the use of AiFL and feedback to plan for clear next steps to be identified. <p>QI 1.3 Collective responsibility in the process of change to implement and evaluate the impact.</p> <ul style="list-style-type: none"> • Creation of a Staff Working parties with PEF PTs leading this to support. • Creation of Visible Learning Action plan by SLT to develop consistency across the school in learning and teaching. • Developing the use of data by staff to support making learning effective and visible. 	<p>Paid for 2017-18</p>				
<p>Monitoring Progress and Evaluating Impact (To be completed during the course of the session to inform the audit for SQIIP 2019-2020)</p>						
<p>Impact and Evidence: Priority 2</p>						

Improvement Priority 3: Improvement in children and young people’s health and wellbeing.

HMIE Recommendation: Ensure approaches to improving the school are rigorously implemented to ensure all children experience consistently high- quality learning and teaching in the nursery and across all primary stages.

HMIE Recommendation: The school should continue its work in developing a bespoke curriculum that is relevant, meets the needs of all learners and supports children to develop knowledge and skills across all curriculum areas.

NIF Priority

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 school-leaver destinations for all young people

NIF Driver

- School leadership
- **Teacher professionalism**
- **Parental engagement**
- **Assessment of children’s progress**
- School Improvement
- Performance Information



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- Children are respected, included and achieving

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- Closing the Gap
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

HGIOS?4 QIs

1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
1.2 Leadership of learning	2.2 Curriculum	3.2 Raising attainment and achievement
1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Securing children’s progress (ELC)
1.4 Leadership of management and staff	2.4 Personalised support	3.3 Increasing creativity and employability
1.5 Management of resources to promote equity	2.5 Family learning	
	2.6 Transitions	
	2.7 Partnerships	

Curriculum for Excellence – Entitlements for all children and young people

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Improvement Priority 3: Improvement in children and young people’s health and wellbeing

Lead Responsible: Eilidh Mitchell

Partnership Forum (where appropriate):

Next Steps identified from Session 2017-2018:

- Evaluate Nurturing Schools progress and evidence to date to support accreditation
- Create case study evidence for Nurturing Schools based on work with Barnardo’s to link into accreditation
- Audit of Health & Wellbeing curriculum to support further development
- Mindfulness approaches to be developed as part of promoting mental health and wellbeing
- I Bike and pre-school cycling initiative to be introduced to encourage healthy lifestyles
- Forest Schools pilot project to be introduced for a group of target pupils to support engagement and participation

Expected Outcome(s) for whom, by when, by how much?

- Improved learning experiences in health and wellbeing for all pupils through discrete learning by July 2019
- Increased attendance of a targeted group of pupils from 85% to at least 90% by June 2019.
- Increased time targeted children engage in learning from a 1, 2 or 3 on the Leuven Scale to a 4 or 5, leading to increased attainment in literacy and numeracy

Impact Measures How will we know?	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
		PEF/ SAC	Resource	Who?	By When?	On Track Behind Schedule Not Actioned
<ul style="list-style-type: none"> • Monitoring of learning (SLT and peer) demonstrates an improvement in the teaching of the HWB curriculum and engagement of pupils. (Leuven scale and planning) • Dialogue with pupils indicates improved learning across HWB (pre and post intervention) • Tracking of SHANARRI wellbeing questionnaires 	<ul style="list-style-type: none"> • Staff engage in audit of HWB curriculum. • Discrete programme to be created to support progressions based on IDL already identified. 		<p>CLPL GTCS SFR 3.4 Professional Reflection 2.1 Curriculum</p> <p>Staff Development session</p>	All staff Development group	May 2019	
<ul style="list-style-type: none"> • Staff professional dialogue indicates increased awareness and understanding of ACEs (Adverse Childhood Experiences) 	<ul style="list-style-type: none"> • Staff engage in follow up discussions linked to Equity Agenda challenge questions 		Staff Development session	All staff		

	<ul style="list-style-type: none"> Continued poverty proofing of school, engaging with parents and raising awareness (family learning involvement) Staff In-Service (Chris Kilkenny) with follow-up activity. HT to attend ACE Aware Nation Conference Staff development session as follow up to conference 			Parent Council/HT All staff	September 2018 26.9.18	
<ul style="list-style-type: none"> Attendance data confirms targeted pupils are attending and on time for school and lessons each day. Pupils are engaging with Barnardo's Worker and increasingly able to talk positively about their school experiences SHANARRI - Wellbeing Indicators Data Targeted families have increased engagement (recorded) Increased Parent/ Carer understanding in supporting their child, including homework; measured using a 1-5 scale at beginning and throughout (as appropriate) Data from Barnardo's worker used to track progress of interventions 	<ul style="list-style-type: none"> Confirm targeted pupils and set up programme for Barnardo's worker including parental engagement. 	PEF Barnardo's				
<ul style="list-style-type: none"> Targeted pupils stay on task for longer periods of time (Leuven Scale measurement) 	<ul style="list-style-type: none"> Collegiate Staff Meeting – Pupil Engagement (all pupils) (Leuven Scale)/ Relevant Learning (Sharing planning / links with curriculum progression frameworks) 		CLPL	All staff		
<ul style="list-style-type: none"> Data - Increased number of targeted pupils using healthier modes of travel to get to school (walking, cycling, scooting) 	<ul style="list-style-type: none"> Engage in I Bike project as part of ASG development Targeted pupils to undertake Bikeability training Create school travel plan 			P1-7 Pupil Participation Groups / HT		

Monitoring Progress and Evaluating Impact

(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)

Impact and Evidence: Priority 3

Improvement Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.
HMIE Recommendation: The school should continue its work in developing a bespoke curriculum that is relevant, meets the needs of all learners and supports children to develop knowledge and skills across all curriculum areas.

HMIE Recommendation: Ensure approaches to improving the school are rigorously implemented to ensure all children experience consistently high- quality learning and teaching in the nursery and across all primary stages.

NIF Priority

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 school-leaver destinations for all young people**

NIF Driver

- School leadership
- **Teacher professionalism**
- Parental engagement
- **Assessment of children’s progress**
- School Improvement
- Performance Information



LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:

- Children are safe and responsible
- Children are getting the best start in life
- **Children are respected, included and achieving**

The ICS primary drivers have guided the formation of 4 key priorities for action:

- Closing the Gap
- **Youth engagement and inclusion**
- Health and wellbeing
- Community safety and environment

HGIOS?4 QIs

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| 1.1 Self-evaluation for self-improvement | 2.1 Safeguarding and child protection | 3.1 Ensuring wellbeing, equality and inclusion |
| 1.2 Leadership of learning | 2.2 Curriculum | 3.2 Raising attainment and achievement |
| 1.3 Leadership of change | 2.3 Learning, teaching and assessment | 3.2 Securing children’s progress (ELC) |
| 1.4 Leadership of management and staff | 2.4 Personalised support | 3.3 Increasing creativity and employability |
| 1.5 Management of resources to promote equity | 2.5 Family learning | |
| | 2.6 Transitions | |
| | 2.7 Partnerships | |

Curriculum for Excellence – Entitlements for all children and young people

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Improvement Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Lead Responsible: Amanda Murray

Partnership Forum (where appropriate)

Next Steps identified from Session 2017-2018:

- Roll out finalised 3 year plan for contexts for learning
- Continue to review curriculum rationale annually to ensure relevance and uniqueness is up to date and links with the 'World of Work'
- All staff to engage with progression frameworks across all areas of the curriculum to support planning, assessment and moderation
- Roll out of 'Community Building Friday' through developing a skills based approach linked to the world of work across all stages (encompassing Pupil Participation groups and Personalisation and Choice time)
- Continue developing the role of the Business and Community Ambassador to increase opportunities for developing the young workforce and the world of work through IDL
- Engagement with Primary Futures – case study of work at Bramble Brae demonstrating the embedding of DYW and World of Work across the curriculum
- Skills based model for Personalisation and Choice time to be rolled out

Expected Outcome(s) for whom, by when, by how much?

- All children increase their engagement in curriculum planning linking with skills and attitudes across the 4 contexts for learning and 4 capacities by June 2019
- All children increase their digital skills to support learning across the curriculum by June 2019
- All staff have an increased confidence in planning and delivering the curriculum for children linked to the world of work by June 2019

Impact Measures How will we know?	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
		PEF/ SAC	Resource	Who?	By When?	On Track Behind Schedule Not Actioned
<ul style="list-style-type: none"> • Teacher confidence questionnaire – IDL / Curriculum Development – using Challenge Questions QI 2.2 • Self-Evaluation / Professional Dialogue – Challenge Questions HGIOUS4; HGIOELCC; HGIOUS 	<ul style="list-style-type: none"> • Evaluate curriculum progress to date: Nursery and School • Identify key tasks for continued development of progressions and relevant themes linking to the uniqueness of the school and world of 			All Teaching Staff SLT Development group	October 2018	

	<p>work (Reference – Business Ambassador Links)</p> <ul style="list-style-type: none"> Primary Futures Show case – linked to DYW and World of Work 					
<ul style="list-style-type: none"> Pupil Engagement – Leuven Scale Professional Dialogue – Term planning (IDL / Overarching curriculum themes) / Links with world of work / Progression Frameworks and Benchmarks Monitoring – SLT / Peer 	<ul style="list-style-type: none"> Collaborative Curriculum Planning of learning and assessment across overarching themes developed 2017-18 with a focus on ‘World of Work’ Links made with skills development – Community Building Friday / Pupil Participation Groups Planned moderation linked to teaching and learning using curriculum progressions and benchmarks 	PEF Pupil Experiences	Curriculum Development sessions	All Teaching Staff	September 2018 – June 2019	
<ul style="list-style-type: none"> Pupil Consultation – HGIOURS 	<ul style="list-style-type: none"> HGIOURS – Staff engagement in Theme 2 ‘Our learning and teaching’ leading to a strategy to develop with pupils 		Curriculum Meeting	All Teaching Staff SLT		
<ul style="list-style-type: none"> Pupil Consultation – HGIOURS Professional Dialogue– Challenge Questions HGIOUS4; HGIOELCC; HGIOURS Self-Evaluation 	<ul style="list-style-type: none"> Continued development of curriculum – Discrete subjects; digital technologies; development of skills Training for staff in use of Google Classroom 		Staff development session x 2	All staff	November 2019	

Monitoring Progress and Evaluating Impact

(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)

Impact and Evidence: Priority 4

Improvement Priority 5: HMIE Recommendation: Ensure approaches to improving the school are rigorously implemented to ensure all children experience consistently high- quality learning and teaching in the nursery and across all primary stages.

NIF Priority

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 school-leaver destinations for all young people**

NIF Driver

- School leadership
- **Teacher professionalism**
- Parental engagement
- **Assessment of children’s progress**
- School Improvement
- Performance Information



LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:

- Children are safe and responsible
- Children are getting the best start in life
- **Children are respected, included and achieving**

The ICS primary drivers have guided the formation of 4 key priorities for action:

- Closing the Gap
- **Youth engagement and inclusion**
- Health and wellbeing
- Community safety and environment

HGIOS?4 QIs

1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
1.2 Leadership of learning	2.2 Curriculum	3.2 Raising attainment and achievement
1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Securing children’s progress (ELC)
1.4 Leadership of management and staff	2.4 Personalised support	3.3 Increasing creativity and employability
1.5 Management of resources to promote equity	2.5 Family learning	
	2.6 Transitions	
	2.7 Partnerships	

Curriculum for Excellence – Entitlements for all children and young people

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18. 2. Every child and young person is entitled to experience a broad general education. 3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications. | <ol style="list-style-type: none"> 4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing. 5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide. 6. Every young person is entitled to support in moving into a positive and sustained destination. |
|--|---|

Improvement Priority 5:

Lead Responsible: Katy Napier/Amanda Murray

Partnership Forum (where appropriate)

Next Steps identified from Session 2017-2018:

- Develop approaches to target setting with a specific focus on numeracy
- Continue to develop collaboration with stage partners and across stages to support planning, assessment and moderation (collaborative action research approach)
- Engage in Year 2 of Visible Learning with a focus on feedback to learners
- Ongoing rollout of Interactive Learning Diaries across all stages in the school
- In the moment planning to be used across the Early Years to capture children's interests and interaction with children to help learning move on

Expected Outcome(s) for whom, by when, by how much?

- By June 2019, all pupils will have an understanding of progress and next steps in learning and be able to discuss this
- By June 2019, all staff have an increased confidence in planning, assessment and moderation to ensure best outcomes for children
- By June 2019, all staff will have increased skills in using AifL strategies to provide feedback to children

Impact Measures How will we know?	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
		PEF/ SAC	Resource	Who?		By When?
<ul style="list-style-type: none"> • Pupils will know where they are in their learning and be able to discuss the progress they are making • Classroom learning visits / Focus group feedback • Pupil consultation - HGIOURS 	<ul style="list-style-type: none"> • Approaches to target setting with pupils developed and implemented • Language of learning developed further with pupils 			Development groups – Numeracy and Assessment	May 2019	Behind Schedule
<ul style="list-style-type: none"> • Peer monitoring feedback • Self-evaluation • Professional dialogue 	<ul style="list-style-type: none"> • All staff to engage in Collaborative action research linked to peer monitoring across level – Literacy focus • All staff to engage in collaborative action research linked to peer monitoring across stages – Numeracy focus 			All staff	February 2019 May 2019	Not Actioned
<ul style="list-style-type: none"> • Visible Learning data / self-evaluation 	<ul style="list-style-type: none"> • All teaching staff to attend INSET day – Feedback that Makes Learning Visible • Individual action research cycles based on 	PEF		All teaching staff	November 2018	

	<ul style="list-style-type: none"> • Areas of development identified during Visible Learning self-evaluation 				My 2019	
<ul style="list-style-type: none"> • Data on the use of ILD- Parental Engagement • Parent Questionnaires – feedback evaluated, and next steps identified 	<ul style="list-style-type: none"> • All staff to engage in training to support the use of Interactive Learning Diaries • All staff to be fully engaging in the use of ILD for assessment and moderation 		<p>Staff development meeting</p> <p>Staff development meetings – Moderation focus x 3</p>	<p>KN</p> <p>All teaching staff</p>	<p>October 2018</p> <p>May 2019</p>	
<ul style="list-style-type: none"> • Increased confidence in planning – planning feedback – staff • Impact on learning – monitoring / professional dialogue 	<ul style="list-style-type: none"> • Early Years staff to attend training session on 'In the Moment Planning • Planning approach to be developed in the Early Years 			<p>KN/JC</p> <p>Development group</p>	September 2018	
<p>Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</i></p>						
<p>Impact and Evidence: Priority 5</p>						

Pupil Equity Fund Budget Allocation April 2018 - £102, 600

Pupil Equity Fund Rationale 2018-2019

‘All our work to interrupt the cycle of deprivation and its impact on children’s progress’.

Rationale of how you plan to use Pupil Equity Funding to provide ‘additionality’ to core service delivery in new or enhanced activity to close the poverty related gap. A clear contextual analysis which identifies the poverty related attainment gap and plans must be based on evidence of what is known to be effective at raising attainment for children affected by poverty. E.g. EEF (Education Endowment Foundation)

5 Key Areas: Attainment; Attendance and Punctuality; Exclusion / Inclusion; Engagement; Participation

Achieving Equity - Identified gap(s) to raise attainment; Targeted Interventions; Quintiles / Deciles

In Bramble Brae School, our average SIMD is 2 with almost all of our pupils falling within this decile. 61.2% of our pupils fall within deciles 2 and 3 with no one presently within the first decile. The percentage of Free School Meal entitlement for P4-7 is currently is 51.9%

Tracking of CfE achievement of a level over time indicates that there have been increased levels of attainment in P4 and P7 for Numeracy, P1 for Reading and P1 and P4 for Listening and Talking.

CfE Data 2017-2018 All Pupils P1, P4 and P7 2017-2018 (compared to P1, P4 and P7 cohorts from 2016/2017 – data over time)				
Year Group	Numeracy- (+difference from previous year)	Listening and Talking	Reading	Writing
Primary 1	-4.76%	+19.13%	+4.77%	-19.04%
Primary 4	+19.2%	+30.8%	-28.26%	-15.76%
Primary 7	+14.46%	-1.06%	-8.62%	-3.98

A gap in writing has been identified and ongoing support and development work have been put in place to ensure that ongoing improvements can be made.

Improvements in attainment across all year groups are evident.

Based on data from 2016/2017 we have seen increases in attainment across all stages in the school:

P1 into P2: Reading 4.77% Writing 1.19% L&T 1.87% Numeracy 9.53%

P2 into P3: Reading 5.36%

P3 into P4: L&T 13.41% Numeracy 1.81%

P4 into P5: L&T 16.05% Numeracy 14.72%

P5 into P6: Reading 15.4% Writing 2.1% Numeracy 15.52%

P6 into P7: Writing 6.89%

Attendance Data

Attendance data evidences that there has been an average increase in attendance by targeted children of 5.71%.

Data relating to punctuality in school shows that there has been an average reduction of 21.38% for late arrivals to school. Targeted pupils and families have been supported by a Barnardo's Support Worker and a Family Learner worker to further improve attendance and reduce late coming. All pupils referred to Barnardo's have engaged with the programme and are invested in working collaboratively to get it right for the children. 48% of the targeted families have engaged in the support offered by the Family Learning Worker. Ongoing collaborative working will ensure that families are on board and willing to engage more readily. Drop-in sessions for families have proven to be successful and are to be accessible to a wider group.

Exclusion

In Session 2017/2018 there was an increase in the number of exclusions with the main reason being violent and aggressive behaviour of a few pupils towards staff and pupils. The Barnardo's Workers and School-based counsellor will continue to work with these pupils and be supported along with their families to achieve in school.

Engagement (in every lesson and beyond)

Data from the Barnardo's worker demonstrates that 80% of the pupils being supported are engaging in lessons within the classroom. Data indicates levels of engagement, using the Leuven Scale of engagement have increased significantly for 75% of the targeted group.

All staff will participate in training to increase their knowledge of Nurture, Adverse Childhood Experience and Poverty. The school will be part of a pilot project with Forest Schools to develop the holistic health and wellbeing of children whilst also developing mastery of skills in the outdoors. For the children selected for this pilot there will be increased engagement in learning

Participation

During Session 2017/2018 all pupils had the opportunity to experience visits to a wide range of businesses and places of interest linked to the whole school contexts for learning and class themes. The Business and Community Ambassador has worked closely with class teachers to ensure that each child experiences a range of relevant opportunities that are in line with the school's curriculum rationale. All children in the school have benefitted from these

In summary

Bramble Brae School data evidences increases in attainment levels across the school. There have been some successful interventions in the last year, leading to improvement for all. However, the data indicates that despite an improving attainment picture there are a large proportion of pupils who are not meeting national expectations in their attainment. There are groups of pupils who continue to require a range of targeted support to meet their varying needs and identified areas for the use of PEF funding is detailed below. In addition, SAC funding is planned to support pupils to develop mental health and wellbeing through the support of a school-based counsellor. A Family Learning Worker will continue to support families to increase attendance and punctuality in school as well as developing a greater understanding of how parents and carers can best support their children to learn. An Early Years practitioner has been employed to support the play-based learning approach in the P1 class and PSAs will continue to support literacy and numeracy across all stages in the school.

***Identified areas for PEF Funding 2018-19 identified from our self-evaluation:**

- **Barnardo's North Star Worker – school based to support mental health and wellbeing, engagement, participation and raising attainment**
- **Business and Community Ambassador to support the ongoing development of the curriculum through the DYW and world of work agenda**
- **Opportunities for additional trips, excursions and visits linked to the our unique context of our school**
- **Whole school approach to 'Visible Learning – Year 2**

QI 1.2 Leadership of Learning 2018-19	
Professional Engagement and Collegiate Working – Leadership at all Levels	
Whole School Initiatives	Leader(s)- Promoted and Unpromoted Staff
Literacy Co-ordinator Numeracy Co-ordinator HWB Co-ordinator Assessment Co-ordinator Digital Technologies Co-ordinator Science Co-ordinator	Katy Napier (PT – Nursery) Katie Mair (CT) and Liam Gray (Acting PT) Rachael Murray (PE Teacher) Eilidh Mitchell (PT) Nicole Leckey (CT) Julie Chalmers (CT)
Curriculum Development – Working groups	Amanda Murray (HT) - overview of groups – all members of teaching staff involved in a group

Pupil Equity Fund	Amanda Murray (HT)
My world of work – continue to develop DYW	Amanda Murray (HT) and curriculum working group
Continuing 1+2 Modern Languages	Sandra Jamieson (Class Teacher) and Literacy working group
Pupil Participation: <ul style="list-style-type: none"> • Pupil Council • House Captains • Engaging in HGIOURS (Pupil Version) – Pupil Leadership Team • Pupil Participation Groups <ul style="list-style-type: none"> - Rights Respecting Schools - Eco and Sustainability (working towards final level) - Health - Fairtrade/Global Citizenship (working towards Fair Achiever Award) 	Eilidh Mitchell (Principal Teacher) Amanda Murray (Head Teacher) Sarah Allan (Acting PT) and Liam Gray (Acting PT) Katie Mair and Nicole Leckey (CT) Fiona Ritchie (CT) Rachael Center and Alison Giraud (CTs)
Nursery and Early Years (Including Transition)	Katy Napier (PT – Early Years)
Rights Respecting Schools – this session we will begin working towards our Gold Level Award	Sarah Allan and Liam Gray (Acting PTs)
Inclusion: Development of targeted support practices Autism training and support for teachers and PSAs	Amanda Murray (HT) Fiona Ritchie and Sandra Jamieson (Targeted Support Teachers)
Development of Digital Technologies - including website, Twitter account, Google Classroom	Eilidh Mitchell (PT) Nicole Leckey (CT) and working group
Nurturing Schools – working towards Nurturing Schools accreditations	Amanda Murray (HT) and Katy Napier (PT)

Summary of Improvement Plan 2018-19 Consultation Process (Including Pupil Equity Funding)

Participants	Engagement Event	Date
Staff	Staff meetings in May/June - School Improvement On-going discussions with SMT	23.5.18 and 27.6.18
Children / Young People	Pupil Leadership Team Meeting Pupil Friendly Plan - developed	7.9.18
Parents	Parents – Consultation – audit questionnaire Parent Council Parent Feedback sheet issued on Improvement Priorities Parent Friendly Version – website	11.6.18 27.6.18
Partners and Volunteers	Audit questionnaire based on Improvement Priorities issued	11.6.18
Associated School Group	ASG Meeting	20.6.18 / Google Drive
Partnership Forum Group	ASG Partnership discussing ASG School Priorities	21.6.18

Date uploaded onto website: September 2018

