

**Education & Children's Services**  
**Braco Primary Progress Report**  
**Follow up Extended Learning and Achievement Visit**  
**16 June 2015**

**1 Introduction:**

An Extended Learning and Achievement Visit was undertaken at Braco Primary School on 5 & 6 March 2014. A copy of this report is available at [Extended L & A Report](#).

The school prepared an improvement plan based on the identified areas for improvement and this has been implemented over the last year, session 2014/15. This has had a positive impact in moving the school forward and has impacted on a wide range of aspects within the school. The strengths identified in the original report continue to develop.

The headteacher and staff have worked to take forward the following areas identified in the Extended Learning and Achievement report.

**2 Evaluation of Progress:**

**ACHIEVEMENT**

**Areas for development:**

- The school is now at a place to develop a system to track each child's learning journey which will build on the SEEMIS management information system, and add data from assessments and evidence of a child's progress in learning.
- The school will also track the opportunities which all children have for wider achievement to ensure that where necessary the school plans those opportunities for children who are not currently accessing them.

**Evaluation of progress and impact:**

- Children's progress in learning is now tracked at an individual level using the Perth and Kinross Indicators and these inform teachers' planning and professional judgements about attainment. Professional development activities by staff have developed an agreed structure and a more consistent approach for talking with children about their learning. Learning Journals have been developed and are used in all classes. They evidence children's progress in their learning targets and refer to skills development; entries are based on staff and pupils engaging in learning conversations. The Learning Journals in P7 have informed pupil profiles and these now better reflect the pupils' learning across the year.
- For all pupils wider achievements in school and outwith school are recorded in pupils' Learning Journals and are celebrated at class and whole-school level. Where appropriate, teachers make links between the wellbeing indicators and wider achievements; wellbeing wheels are displayed in each class, are referred to during learning and are a regular focus at assemblies.

All children in Braco have had opportunity to achieve by their involvement in the Heritage 200 project. The outdoor evening show, celebrating the local community through dance and drama, and the History Fair, allowed every child to develop presentation and performance skills as well as increased pride in their village and a sense of involvement and belonging.

A range of planned after-school clubs has been put in place to target particular interests and skills, and extend opportunities for wider achievement e.g. P7 dance club, cross country, orienteering and 'Only girls allowed' clubs. It continues to be the case that the majority of children at Braco access tuition in a musical instrument.

### **Next Steps**

- Review with parents a range of approaches to sharing children's learning and achievement more effectively and identify the most appropriate approach for Braco P.S.
- In the Forest Schools programme, plan for progressive skills development across the school.
- Develop the current tracking system to record wider achievement and identify, and address, any children who do not have appropriate opportunities.

## **LEARNING**

### **Areas for development:**

- The school will continue with plans in place to develop a progressive programme of learning within the school's area of Braco forest, in line with the Forest Schools approach, across all stages nursery to P7. There will be a focus on increasing the range and effectiveness of planned learning experiences to allow the context of the forest to impact positively on learning and attainment across the curriculum.
- Perth and Kinross Indicators will now be used consistently across the school to inform the teacher's view of the child as a learner and will also inform future planned learning, for all children including those who are more able.
- Extending the support for parents already built into some homework tasks, and explicitly sharing the intended learning, will allow parents to more confidently support their child's learning at home.
- Planning for learning within committees for session 2014-15 will be extended to include a skills focus.

### **Evaluation of progress and impact:**

- The development of the Forest Schools Programme has enhanced children's learning across the curriculum, bringing to life concepts to be taught e.g. in numeracy, literacy and health and wellbeing. All children from Nursery to P7 have used the forest as a context for planned learning, including developing problem solving and teamwork skills. Forest Schools training for all teaching staff has resulted in all teachers now being confident to plan and deliver Forest Schools sessions independently. Children have particularly enjoyed learning outside, being part of a team, and having the opportunity to develop their skills in the forest. Teachers report that after a lesson in the forest classes present as calm and settle well to work. A grant from Access to Education has been used to purchase equipment to further extend the learning planned for Forest Schools sessions.
- In all classes Perth and Kinross Indicators are now used consistently to record the progress of individual learners and inform judgements about attainment and appropriate progress.
  - To enable parents to better support their children's homework at the P1-3 stage, copies of homework sheets which give explanations of what has to be done, and provide extra tasks, has been made available on the class blog. Parents view this as a valuable addition to building partnership with parents.

- All committees now have a clear focus on the development of specific skills: creativity (art and artists group), problem solving and teamwork (baking), problem solving, evaluating and analysing (science), literacy skills, leadership and teamwork (library).

#### **Next Steps for session 2015-2016**

- Develop a whole school programme for Health and wellbeing which links to a skills development focus in the learning planned for Forest Schools sessions.
- A working group will be established to review the Homework Policies in Braco and Greenloaning Primary Schools by teachers, pupils and parents; the aims will include consistency in standards, content and timing in each school.
- Extend the use of Perth and Kinross Indicators to inform future planned learning for individual children.
- Planned learning in committees will extend to include literacy and health and wellbeing outcomes.

## **LEADERSHIP**

### **Areas for development:**

- For all children, devise learning experiences which allow them authentic opportunities to take leadership of projects, influence their learning and impact on decision making.

### **Evaluation of progress and impact:**

- This year there have been many examples of successful whole-community engagement with the school, the children and families which has impacted positively on the learning of the children. The Heritage 200 project has offered exciting leadership opportunities to children P1 to P7. Children planned this event from the start, working with Living Communities to plan the Heritage 200 Show. In all classes pupils wrote their own words and pupils P4-P7 wrote their own music, working alongside professional musicians. Children planned the choreography with professional dancers to demonstrate their own ideas of what their local area means to them. All children in P6/7 were involved in organising the Living History interviews with members of the community for the history fair and then recorded them in film. As a result of their involvement, children are now very knowledgeable about their local area and about changes to the local environment over time; children were fascinated by the lives of those who had lived in the school building and village in the past. In addition, having reflected on what Braco means to them, children are now better able to articulate their personal views about their home village.
- All children are involved, with their class teacher, in planning their learning. Staff ensure that pupils' views influence the planned learning. As a result all children have had opportunities to learn, in more depth, about topics of particular interest to them. For example, P6/7 views were influential in changing their planned context for learning from Wild Weather to finding out more about Shakespeare.

### **Next Steps for session 2015-2016**

- Allow pupil voice to influence the way Eco, Health and Pupil Councils are run.
- Involve pupils in deciding on school committees and how they will develop and be run.

Signed by Headteacher:

*Anne Dalziel*

Signed by Quality Improvement Officer:

Date: 16 June 2015

