



Bargarran Primary School School Improvement Plan 2024/25

Planning framework

As part of Children's Services, Bargarran Primary School has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

National Priorities

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

- 1. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. improve children and young people's employability skills so that they move into positive and sustained destinations.**

Renfrewshire's Education Priorities

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

Pupil Equity Funding

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

<p>Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.</p>	<p>Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.</p>	<p>Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.</p>	<p>Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.</p>	<p>Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes</p>
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Our Vision, Values and Aims

Our School Vision

“At Bargarran Primary School we learn and grow together”

Our School Values

- be happy
- be honest
- be kind
- be respectful
- be responsible
- be all you can be

Our School Aims

- to provide stimulating and supportive learning environments that support positive and inclusive relationships for all pupils.
- to engage parents and carers in their child’s education.
- to ensure all staff feel valued and are provided with opportunities to develop professionally.
- to build and strengthen links with a range of partners that benefit the school and the wider community.

Who did we consult?

To identify our priorities for improvement, we sought the views of children, staff, parents and carers and our Parent Partnership. We used a variety of methods of getting the views of those who are involved in the life and work of Bargarran Primary School such as informal and formal discussions, self-evaluation activities and surveys.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How we will know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include: learning walks, pupil focus groups, jotter monitoring, peer observations, tracking meetings, surveys, self-evaluation activities involving all staff and conversations with stakeholders.

Attainment data is also used to measure and evaluate the progress of our key outcomes at set points across the school session.

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff

Improvement Priority 1 – Raise attainment for all in Literacy through developing writing methodology and cross campus reading moderation

HGIOS/HGIOELC QIs 1.2, 1.3, 2.3, 2.7, 3.2	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <ol style="list-style-type: none"> School Leadership Progress Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>The Talk for Writing approach was introduced across the school for fiction genres in session 2022-23. Writing attainment rose across almost all stages from June 2022 to June 2023 and our target group attainment rose from 68% to 76%. Staff felt that allowing session 2023-24 to concentrate on embedding Talk for Writing fiction methodology and to produce resources to support its implementation was required before introducing Talk for Writing to non-fiction genres in session 2024-25.</p> <p>Through discussions with staff, developing our approaches to learning, teaching and assessment in reading was identified as an area for development.</p> <p>Staff involvement in moderating across establishments is a recognised approach to support the development of learning, teaching and assessment. Moderating approaches to learning,</p>	<p>The implementation of Talk for Writing will increase the confidence of 75 % of staff in teaching a range of non-fiction genres.</p> <p>Average school ACEL and Professional Judgement Writing data will have increased by at least 2% from June '24 to June '25.</p> <p>Gap between target group and average school Writing attainment will have decreased by at least 2%.</p> <p>The engagement in non-fiction writing of 70% of children will increase between Aug '24 and June '25.</p> <p>Staff responses in post project survey will show an increased staff confidence in the teaching and assessment of reading from pre project survey from 75% of teaching staff.</p> <p>Average school ACEL and Professional Judgement Reading data will have increased between at least 2%.</p>	<p>Baseline and end of session staff surveys on the confidence to teach a range of non-fiction genres in a consistent way across the school.</p> <p>ACEL writing data from June '24, tracking meetings Jan'25 and ACEL data from June '25</p> <p>Non-Fiction writer engagement survey completed by pupils in August '24 and June '25.</p> <p>Pupil Focus Groups will meet with Project Co-ordinator in Nov'24 and teaching staff Mar '25 to discuss learning experiences in Non-Fiction writing.</p> <p>Pre and post project staff surveys.</p> <p>ACEL and Professional Judgement reading data from June '24, mid session tracking Jan '25 and June '25 ACEL data.</p>	<p>Staff will receive training to support the teaching of non-fiction writing genres using Talk for Writing methodology. (PEF)</p> <p>Project Co-ordinator (PEF) to lead Staff working party to create materials to support the delivery of non-fiction genres using Talk for Writing methodology and to discuss implementation of Talk for Writing Non-Fiction with staff and target pupils.</p> <p>Additional teaching staff to provide Literacy support to target group consisting 16 children across 4 stages. (PEF)</p> <p>Staff will work on a project with our campus partners, St John Bosco Primary School, to undertake peer visits across schools, moderate approaches to the teaching and assessment of reading including the identification of key national benchmarks to be used to support end of level professional judgement.</p>

<p>teaching and assessment of reading with colleagues from our campus partner school will support robust professional judgements of ACEL and develop teaching practice.</p> <p>The school has used the Accelerated Reading (AR) approaches to engage children in reading and develop reading skills over the past 5 sessions. After this period a refresh in our approaches to the use of AR with the aim of developing our approaches and of closing the PRAG in reading is appropriate.</p>	<p>Attainment gap in Reading between target group and rest of school will decrease by at least 2%.</p> <p>90% of target group children will have increased their AR reading level by at least one band from Aug '24 to June '25.</p> <p>Attainment gap in Reading between target group and rest of school will decrease by at least 2%.</p>	<p>Target group to undertake STAR reading assessments in August '24, November '24, January '24, March '24 and May '24 with results to be monitored.</p> <p>ACEL and Professional Judgement reading data from June '24, mid session tracking Jan '25 and June '25 ACEL data.</p> <p>Focus Group of target children will meet with Project Co-ordinator in Nov '25 to discuss home engagement with AR books.</p>	<p>A Project Co-ordinator will be appointed to develop the use of Accelerated Reading.</p> <p>A project will be carried out to assess the impact on reading attainment of a target group of pupils by providing take home access to Accelerated Reading (AR) books. The resources required to support this project will be expanded through purchase of new resources. (PEF)</p>
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Improvement Priority 2 – Improve child and staff wellbeing through the consistent use of NVR approaches

HGIOS/HGIOELC Qis 1.4, 3.1	NIF Priorities <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>As a school we have been developing our support of children's wellbeing through Renfrewshire's Nurturing Relationships Approach (RNRA) since 2019.</p> <p>Following the pandemic (2020 – 2021) there has been a significant increase in the number of parents seeking support with their child's behaviour at home. This is mirrored by the increased number of children who require support to understand and regulate their own school based behaviour.</p> <p>Non-violent resistance (NVR) is an evidence based psychological approach for overcoming destructive, aggressive, controlling and risk taking behaviour.</p> <p>During session 2023/24 all staff received training sessions in NVR.</p> <p>Feedback from sessions identified three key areas staff wanted to develop into a school based approach: staff wellbeing, consistent use of language and consistent use of strategies. These will be developed during session 2024/25.</p>	<p>The wellbeing of all staff is supported by the creation of individual wellbeing plans for 100% of staff members.</p> <p>The use of an agreed language and set of approaches will support child behaviour and wellbeing. 100% of teaching and support staff will be aware of and use our shared language and whole school approaches by June 2025.</p> <p>Key stakeholders will have been consulted on and have an awareness and understanding of our whole school NVR approaches. 70% and above of respondents to a child and parent survey will be able to identify our shared language and consistent approaches and have an awareness of our relationships policy.</p>	<p>Personal wellbeing plans in place for all staff members by June 2025.</p> <p>Staff Survey on use and understanding of agreed set of approaches – May/June 2025</p> <p>Pupil Focus Groups concentrating on children's experience of shared approaches and language used – summer term 2025.</p> <p>Parent Survey on awareness of the school's shared language and approaches – May/June 2025</p> <p>School application submitted for level 2 RNRA award in June 2025.</p>	<p>Sessions focusing on staff wellbeing, including the creation of a personal wellbeing plan and strategies to support personal wellbeing will be delivered to all staff during session 2024/25.</p> <p>Collegiate sessions (Oct '24 and Feb '25) will focus on approaches to the use of a shared language and consistent whole school approaches to support child wellbeing based on NVR. As a result of these sessions an agreed language and set of approaches will be adopted by all staff.</p> <p>A core group will be established to liaise with children and key stakeholders to consult on chosen shared language and consistent approaches and to integrate them into our existing behaviour approaches and policy to create a 'Bargarran Primary School Relationships Policy' (Feb/June)</p> <p>NVR materials will be created to support parents to manage their child's behaviour at home.</p>

Improvement Priority 3 – Develop cluster based approach to skills development through practitioner enquiry

HGIOS/HGIOELC Qis 1.3 , 2.3, 3.3	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>2023-2028</p> <p>As part of their learner journey, all children and young people are entitled to experience a coherent curriculum from 3 – 18, in order that they have the opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world (Cluster)</p> <p>2024-2025</p> <p>Through cluster HT professional dialogue, it was evident that differing approaches to skills development was impacting on the application of skills as pupils progressed through the BGE. It was agreed that a cluster approach was required to provide a more consistent experience for pupils with a shared language of skills.</p> <p>Last session, as a cluster, each establishment undertook an awareness raising session lead by PMHS.</p>	<p>2023-2028</p> <p>A consistent skills framework is developed within the cluster and pupils will be able to reflect upon the skills for learning, life and work they have developed as an integral part of their education/learning experiences and be clear about how all their achievements relate to these.</p> <p>2024-2025</p> <p>By the session end, almost all teaching staff will have an increased awareness, knowledge, and confidence in skills development.</p> <p>By the end of the session all pupils will have increased ability to identify and talk about skills.</p> <p>By the end of the session all pupils will have had increased opportunities to develop skills through learning activities and be aware of the skills they are developing.</p>	<p>Cluster baseline and post survey to evaluate staff's confidence around skills development.</p> <p>Pupil will undertake a pre and post survey to identify their understanding, awareness and confidence around skills.</p> <p>The emphasis of pupil focus groups and class visits will move from use of language to children's learning experiences regarding skills development.</p>	<p>Staff will receive refresh input from PMHS to raise awareness and have a shared understanding of the 6 key skills developed in partnership with local employers and liaise with PMHS project lead.</p> <p>Teamwork Communication Thinking skills Social skills Creativity Problem solving</p> <p>Practitioner Enquiry, based approach –</p> <p>Staff will work collaboratively in stage groups across the cluster chaired by a lead practitioner within the year group to focus on</p> <ul style="list-style-type: none"> Share practice in relation to skills Planning for skills Research for skills Create proposal for implementation Trial within own environment Evaluation Share practice/feedback <p>Working time agreement time of 8 hours over the session.</p>

<p>84% of our P.4 – P.7 children reported the use of skills cards and class discussions in session 2023 – 24 had made them more aware of the skills they were developing.</p> <p>This success of this approach enables staff to progress onto the next stage of working with cluster colleagues to further develop a consistent approach to developing skills.</p>		<p>Stage group presentations on practitioner enquiry project at cluster event in January 2025.</p>	<p>Collegiate calendar/INSET to include dedicated time for staff training, sharing of good practice and evaluation (Working groups/practitioner enquiry within school and other establishments).</p>
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