



Renfrewshire Council Children's Services

Barsail Primary School Improvement Plan 2021-2022



Planning framework

As part of Children's Services Barsail 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. improve attainment, particularly in literacy and numeracy;**
- 2. close the attainment gap between the most and least disadvantaged pupils;**
- 3. improve children's health and wellbeing; and**
- 4. 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 the next page.

Pupil Equity Funding

Our school received 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's Council Plan 2017-2027

Working together for a thriving and connected Renfrewshire, creating opportunities for all

Reshaping our place, our economy, our future

Building strong, safe and resilient communities

Tackling inequality, ensuring opportunities for all

Creating a sustainable Renfrewshire for all

Working together to improve outcomes

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

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments

Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people

Develop high quality leadership to promote empowerment at all levels

Improve employability skills and support all of our young people to enter positive and sustained destinations



OUR VISION, VALUES AND AIMS

Inspiring the Barsail family to:
'Dream Big, Aim High, Achieve More!'

We want all of the Barsail family to hold these **VALUES** in their **HEARTS**:

Honesty

Empathy

Ambition

Respect

Teamwork

Success



We aim to:

- Create a welcoming, inclusive ethos which encourages, challenges and supports all learners to realise their potential
Reworded by P4-7 – Work to our limits and beyond, having fun as we go.
- Provide an environment where pupils, parents and staff are respected and valued, partnerships are fostered and success is celebrated
Reworded by P4-7 – All of the Barsail family get involved and when we do well we share and celebrate our achievements.
- Support and encourage high quality leadership at all levels ensuring forward thinking, creativity and innovation through a shared vision of excellence
Reworded by P4-7 – We can lead and improve our school.
- Create a safe, stimulating environment which is well resourced and organised with skilled, motivated staff who have high expectations and standards for all
Reworded by P4-7 – Everyone and everything in our classrooms and playgrounds should help us do our best.
- Provide a broad, balanced, coherent and progressive curriculum which offers challenge and enjoyment appropriate to each learner's needs
Reworded by P4-7 – Learning should be fun and just right for each one of us.
- Develop confident, resilient, independent thinking learners who can work effectively on their own and in a team using effective Literacy, Numeracy and IT skills
Reworded by P4-7 – We can work together or on our own using skills we are learning.
- Ensure high levels of attainment and achievement for all through the best quality learning and teaching experiences
Reworded by P4-7 – All of the boys and girls should have a go and reach for the stars.

Who did we consult?

In developing this plan, we sought the views of the children, parents, staff and partners. We also used a variety of methods of getting the views of those who are involved in the life and work of Barsail Primary School by consulting our stakeholders in the following ways:

School Consultation Procedures	
<p>Staff</p> <ul style="list-style-type: none"> • SIP progress review with SMT, teaching and support staff • Staff questionnaires annually • HGIOS self-evaluation • Staff and stage meetings • Support staff meetings • Professional review and development process • Professional dialogues • TAC meetings • Working parties • Review and update of policies / practices 	<p>Parents</p> <ul style="list-style-type: none"> • Regular questionnaires/discussions in response to school events, concerns and SIP progress • Annual Education Scotland questionnaire • Report feedback • Parent Council • TAC meetings • Website / Twitter • Parental meetings • Focus Group discussion • Informal discussions • Mentimeter and voting tubs
<p>Pupils</p> <ul style="list-style-type: none"> • Pupil Group meetings • P1-7 multi-stage house groups using 'How Good is OUR school?' • Class discussions • Discussions with SMT • Values visits by HT • Voting tubs • Annual Pupil Questionnaire • Wellbeing profiling • Active assemblies 	<p>Partner agencies/ cluster schools/ local business/ local community</p> <ul style="list-style-type: none"> • Cluster meetings and quartile 4 meetings • Columba 1400 team • Liaison/planning with Active schools/Educational Psychologist/Home link/Exchange/health service • Social work • Engagement with local business • Good practice visits • SDO - budgets

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:

- HT class values visits and peer observations
- Monitoring of pupil work and targets
- Regular attainment and tracking meetings
- Professional dialogues
- Regular self – evaluation sessions using HGIOS 4
- Analysis of Teacher judgement data and standardised assessment data
- P3 screening results
- Pupil attendance and late coming figures scrutinised monthly with parents contacted as necessary
- Bullying and racist incidents monitored
- Annual parent/child/partner audits to gather the views of stakeholders, including views on improvement
- Regular discussions with all stakeholders to establish opinions on improvement

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

Priority 1 Promote the positive health and wellbeing of children & young people, parents/carers and staff.

<p>HGIOS/HGIOELC QIs</p> <p>QIs 2.1-2.4 QI 2.7 QI 3.1</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> 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 	<p>NIF Drivers</p> <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
1. School Leadership	4. Assessment of Children's Progress							
2. Teacher Professionalism	5. School Improvement							
3. Parental Engagement	6. Performance Information							

Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Staff and Parent Council consultation on improvement priorities highlight the importance of a continued focus on supporting the wellbeing of all children, parents and staff. Time and flexibility must be provided to prioritise and actively promote health and wellbeing for all.</p> <p>We introduced the Glasgow Motivation and Wellbeing Profile tool last session as a way to efficiently track and monitor pupils' wellbeing levels. The Wellbeing Profile is founded on self-determination theory. This theory suggests that people can become self-determined, or motivated when</p>	<p>Throughout this session, we will be able to get 'more children, more active, more often.' All children will participate in regular sports and physical activity through the class timetable and most children will participate outwith the class timetable e.g. at lunch clubs / after school clubs. A varied range of universal clubs will be provided as well as the creation of bespoke break and lunch activities to support and encourage target pupils.</p> <p>By June 2022, teachers will be confident in their use of this tool to track and monitor pupils' wellbeing, identify next steps and plan interventions to boost agency, affiliation or autonomy. The results of completing the survey with the pupils will be used to open a rich dialogue between teachers and pupils. It puts the child at centre of the 'thinking, planning and action' process in relation to their needs, will create</p>	<p>Assistant Active Schools Coordinator (AASC) will track, monitor and evaluate pupil engagement in clubs and competitions.</p> <p>AASC will provide evidence of the impact of the role for the school and for Active Schools.</p> <p>Collegiate/INSET programme shows that a range of staff wellbeing activities and opportunities are being provided.</p> <p>Learning visits and teacher evaluations will show that almost all learners are happy in class and engaged in learning.</p> <p>Wellbeing profile – pupil termly survey results alongside teacher dialogue with children. Whole-class and individual targets where necessary.</p>	<p>AASC (PEF) to be appointed as a Renfrewshire Leisure employee with SLT in Barsail being part of the interview process and panel (June 21)</p> <p>AASC (PEF) will be employed three days per week to provide a bespoke role for Barsail in session 21-22. There will be personalisation taking account of the needs of stages / pupils / staff. Examples include:</p> <ul style="list-style-type: none"> Break/ lunch / after school clubs (universal and targeted pupils) Supporting vulnerable pupils during break / lunch Supporting teachers to implement outdoor activities and deliver high quality physical activity and sport Supporting support staff to create happy playgrounds Targeted support e.g. Fizzy programme. <p>Glasgow Motivation and Wellbeing Profile:</p> <ul style="list-style-type: none"> Three dates will be added to the school diary for collection points of data (once per term). Teachers will be supported by PT where needed to implement appropriate interventions. Teachers will monitor wellbeing levels and evaluate impact of

(PEF) denotes interventions/activities funded through Pupil Equity Funding

<p>their needs for agency, affiliation and autonomy are fulfilled. It elicits children and young people's views of themselves and their emotions; it gives them an opportunity to reflect on their feelings and current experiences and encourages them to consider how they can increase their own determination, motivation and sense of wellbeing.</p> <p>The nurture principle identified through a self-evaluation exercise by staff as our focus for the Renfrewshire Nurturing Relationships Approach (RNRA) this session is 'Environment Offers a Safe Base.' This principle will allow us to explore and consider the classroom, playground and school environment, making changes to better support sensory and regulatory needs.</p> <p>There have been major improvements in our school Relationships policy and restorative approach however there are a few children who continue to struggle emotionally and there are behaviours with which a few children need support with.</p>	<p>a shared language with which to discuss feelings, emotions and experiences and will empower children to take part in meetings about themselves giving them a framework to express their views.</p> <p>During this session, our nurture principles and approach will be further embedded. Improvements to environment will further support wellbeing and children's ability to become settled and ready to learn. Training for our HEARTS Hub will be delivered to all staff and we will fully utilise this space for supporting regulation and relationship building.</p> <p>During 21-22:</p> <ul style="list-style-type: none"> • Circle of friends approach will mobilise peer support and peers will help the identified pupil(s) to problem solve. • Restore Reps (trained anti-bullying ambassadors) will provide targeted peer support for those in need. • Parents who require support will be empowered through Non Violence Resistance (NVR) training to help deescalate conflicts, break the cycle of shame and increase positive interactions. 	<p>Driver Diagram will be created for the nurture principle with a clear aim developed.</p> <p>We will measure impact of change through PDSA cycles, surveys and focus groups. Both formal and informal feedback from pupils, parents and staff will be gathered.</p> <p>Behavioural incidents monitored and evaluated.</p> <p>Use of safe space will be monitored and evaluated.</p> <p>Homelink and Teaching staff evaluations will show that targeted pupils are more included within their year group.</p> <p>Parent evaluations of NVR sessions will show increased confidence in their understanding of their child's reactions and behaviour.</p>	<p>interventions through subsequent surveys throughout the session.</p> <ul style="list-style-type: none"> • PT will track, monitor and evaluate whole-school wellbeing levels. <p>Core group will be formed, led by PT and will meet at least once per term to take forward change ideas in relation to the nurture principle.</p> <p>RNRA will be a recurring item on staff meeting agendas to feed back to staff throughout the year.</p> <p>Time will be given through curriculum development where needed for staff training.</p> <p>Safe space will be fully utilised to support regulation, relationship building and family learning (from Term 1 onwards).</p> <p>Homelink staff trained in Circle of Friends will introduce this approach to Barsail, facilitate the programme and liaise with the teacher, DHT and parent. (Terms 1-4)</p> <p>DHT and one teacher trained in NVR. DHT will introduce the NVR training opportunity to parents identified through TAC. DHT will make referrals and check in with the families involved. (Terms 1-4)</p>
---	--	--	---

<p>Relationships, sexual health and parenthood education (RSHPE) focuses on equipping children with the knowledge, skills and values to make informed, responsible and positive decisions about forming relationships and their emotional health. Age appropriate RSHPE materials have been released at national level and need to be rolled out in P1-7.</p>	<p>By June 2022, all children will have opportunities to develop personal and interpersonal skills that will enable them to make and maintain appropriate healthy relationships; reflect on their values and develop further respect for diversity and the need to avoid discrimination.</p> <p>By June 2022, teachers and children should feel comfortable raising issues in a safe, open and transparent environment. Practitioners should be fully supported and trained in all aspects of RSHPE to facilitate a confident delivery of high-quality learning experiences using educational materials that are up to date, age/stage appropriate and informed by evidence. This will ensure that children avoid seeking inappropriate alternative methods to gather information about sexual health and relationships.</p>	<p>Staff evaluation of RSHPE training show increased confidence and understanding of the new materials.</p> <p>Qualitative information received from staff, parents and partners will show that almost all pupils successfully participate and engage in RSHPE programmes.</p>	<p>RSHPE:</p> <p>Staff to undertake RSHPE training from Fiona Hewitt, Health and Wellbeing Development Officer (23/3/22)</p> <p>Mrs Kellett to be a lead practitioner.</p> <p>Split materials at First and Second level into year groups. (Term 1)</p> <p>Share RSHPE information with parents. (Term 3)</p> <p>High quality, age appropriate RSHPE learning experiences delivered in line with national advice. (May – June 22)</p>
---	--	--	--

Priority 2: Develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy and numeracy

HGIOS/HGIOELC QIs QI 1.2 QIs 2.2 & 2.3 QI 3.2	NIF Priorities <ul style="list-style-type: none"> 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 Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Following two periods of school closure, we recognise the increased importance of formative assessment and use of evidence-based pedagogies in Literacy and Numeracy to identify and address gaps in the attainment and achievement of children and young people.</p> <p>Some very good practice in Reading in Barsail was impacted by Covid restrictions. Reading engagement links to reading attainment and research also shows links to Writing attainment.</p>	<p>By October 2021 teaching staff will have increased knowledge of and will evidence in their practice a range of targeted, evidence-based pedagogies in Literacy and Numeracy to support the recovery curriculum.</p> <p>By September 2021, all staff will use a range of assessment data and evidence-based approaches to raising attainment in Literacy and Numeracy to support and challenge children appropriately through considered approaches to differentiation.</p> <p>By June 2022, engagement and independent working skills will be increased using a combination of effective learning approaches, digital tools and ongoing nurture support.</p>	<p>Teachers' planning will demonstrate skilled use of formative and summative assessment to inform appropriately differentiated learning and teaching to meet the needs of individual children including appropriate use of digital technologies.</p> <p>Teachers' planning reflects the Renfrewshire Literacy and Numeracy approaches in class-based learning, learning outdoors and through homework.</p> <p>Attainment and tracking data for almost all learners shows that they are making progress in Literacy, Numeracy and Health and Wellbeing with a trend towards closing identified attainment gaps.</p> <p>Informal classroom visits and use of specific tools e.g. reader engagement surveys will highlight increasing pupil engagement, effective use of digital platforms and independent working skills.</p> <p>Pupil voice demonstrates that almost all children enjoy learning and can talk confidently about their learning and next steps.</p>	<p>Inservice / staff meetings will explore the following themes using CLPL developed through the Renfrewshire Attainment Challenge:</p> <ul style="list-style-type: none"> Differentiation (Term 1) Learning Intentions & Success Criteria (Term 2) Effective questioning (P1 – Term 1 and share with staff Term 3) Feedback (CLPL undertaken October 2020 – embed) <p>Continue to embed & extend evidence-based approaches to the teaching of literacy and numeracy:</p> <ul style="list-style-type: none"> Primary Literacy Coaching Programme Dive into Reading (August Inservice – expectations and resources to support this approach to be shared) Dive into Writing Wraparound Spelling Renfrewshire Literacy checklist Stages of Early Arithmetical Learning Concrete-Pictorial-Abstract progression Rich Mathematical Task Design (embed CLPL from Lee Gray Nov. 2020 and further develop) Numeracy Blueprint board training (Aug. 21)

(PEF) denotes interventions/activities funded through Pupil Equity Funding

<p>Raising attainment in Literacy and Numeracy is a priority. There are pupils who are off track for various reasons and have the potential to be on track.</p> <p>In August 2020 a significant gap was identified in Writing following the first school closure. Two different writing interventions trialled as part of Practitioner Enquiry last session (Talk for Writing and the Write Stuff) showed a positive impact on Writing attainment for the classes involved. All teachers expressed interest in these approaches when they were</p>	<p>By June 2022, most target pupils (identified by each class teacher in consultation with SLT) will have made more than expected progress resulting in them being on track for the aspect of Literacy and / or Numeracy where interventions were focused (Reading / Writing / Numeracy).</p> <p>By June 2022, Writing attainment for all stages will have improved compared with June 2021.</p>	<p>Evidence linked to targeted intervention will show more than expected progress for most target pupils.</p> <p>Writing attainment will improve for all year groups. There will be 10% increase for P3 and P4.</p>	<ul style="list-style-type: none"> • Renfrewshire Numeracy checklist <p>Staff undertake training by Renfrewshire Numeracy Development Officers and Modelling and Coaching Officers:</p> <ul style="list-style-type: none"> • Maths Recovery (all teachers Sept - Feb) • Limitless Maths (as CLPL for Numeracy Champion and interested staff) <p>Reading for enjoyment to be promoted throughout the school – develop reading nooks / areas in each class (when restrictions allow), improve reading displays and libraries, re-establish paired reading when children in different bubbles are allowed to mix. (Terms1-4)</p> <p>Teacher to identify target pupils for their class (pupils who are currently not on track in Reading, Writing and /or Numeracy) to form target group for PEF intervention bespoke to their class through 1:1 or small group teaching by the class teacher. Class teacher to be released through use of additional staffing allocated using PEF (September 2021 and ongoing)</p> <p>Stages to agree on their approach to teaching Writing and all classes to trial Talk for Writing and / or The Write Stuff (August 2021)</p> <p>Staff meetings and Evaluation Meetings will incorporate sharing of good practice linked to Talk for Writing, The Write Stuff and Dive into Writing. Stages to review their approach to Writing throughout the session using assessment data and adapt as necessary.</p>
--	--	---	---

(PEF) denotes interventions/activities funded through Pupil Equity Funding

<p>shared in May 21. Almost all pupils made progress from their August 20 Writing baseline results to June 21 end of year results however the Writing attainment for the majority of stages is below that of other curricular areas.</p>			<p>Clicker 8 to be used as a digital, universal and targeted support for Literacy across the curriculum. (Terms 1-4)</p>
--	--	--	--

Priority 3 Deliver high quality outdoor learning experiences in P1-7 and improve the use of community spaces and our school outdoor environment			
HGIOS/HGIOELC QIs QI 1.3 QI 2.3 QI 3.1	NIF Priorities		NIF Drivers
	<ul style="list-style-type: none"> 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 		1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Outdoor learning was developed in P1 last session and shared through practitioner enquiry in May 2021. Next steps for P1-2 were identified through the practitioner enquiry. Staff in P3-7 identified outdoor learning as an aspect they wanted to develop.</p> <p>Self evaluation of QI 2.3 asked 'How well do we use our community spaces to deliver high quality outdoor learning?' 74% felt we were good or satisfactory. This was the only question relating to QI 2.3 where the majority of staff felt we were good and not either very good or excellent.</p>	<p>By May 2022, staff skills and confidence in delivering high quality outdoor learning experiences will have significantly increased.</p> <p>By March 2022, all learners will have an improved experience in outdoor learning which is meaningful and relevant to our locality.</p>	<p>Staff outdoor learning survey issued August 2021 and repeated in May 2022 shows an increase in staff confidence.</p> <p>HGIOS 4 Self- evaluation of 2.3 will demonstrate improved teacher evaluation of how well we use our community spaces to deliver high quality outdoor learning. There will be a 30% increase in the staff percentage rating this statement very good / excellent.</p> <p>Learning conversations with pupils and HT values visits evidence increased engagement in the outdoors and development of relevant skills.</p> <p>Driver diagram with clear aim and change ideas from staff.</p> <p>Ongoing dialogue (formal and informal) with staff and AASC.</p>	<p>Investigate suitable outdoor training for all staff. (June / August 2021)</p> <p>All staff participate in high quality outdoor learning training. (Term 1)</p> <p>AASC (PEF) will support teachers to plan and implement outdoor learning experiences.</p> <p>AASC (PEF) will support teachers to risk assess outdoor learning experiences e.g. Bushcraft.</p> <p>Staff begin to plan and deliver high quality outdoor learning experiences. (Terms 1–4)</p> <p>Good practice visits undertaken (Terms 1-4)</p> <p>All classes visit / make use of relevant community space(s) and resources to support learning e.g. Boden Boo, Ranger service, Erskine beach, Lamont Farm, local community facilities. (Terms 1-4)</p> <p>Evaluate progress and next steps with outdoor learning. (Term 4)</p>

(PEF) denotes interventions/activities funded through Pupil Equity Funding

Priority 4 Empower staff to develop evidence based, relevant learning and teaching experiences and empower pupils to be leaders of learning in order to improve engagement and attainment.

HGIOS/HGIOELC QIs QI 1.2, 1.3 QI 2.3	<p style="text-align: center;">NIF Priorities</p> <ul style="list-style-type: none"> 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 	<p style="text-align: center;">NIF Drivers</p> <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
1. School Leadership	4. Assessment of Children's Progress							
2. Teacher Professionalism	5. School Improvement							
3. Parental Engagement	6. Performance Information							

Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Analysis of self-evaluation data for QI 1.3 in May 21 asked how well we created collaborative conditions for staff to learn with and from others through practitioner enquiry. 53% of staff thought we were very good and 47% of staff believed we were excellent. This was as a result of a practitioner enquiry trial last session. Practitioner enquiry had a positive impact and will be embedded this session.</p>	<p>By May 2022, there will be increased capacity and sustainability in leadership of learning and leadership of change through the small test of change PDSA and model for improvement approach. This will result in evidence-based interventions which will improve the overall quality of teaching and learning.</p> <p>During this session, all teaching staff will engage in practitioner enquiry of their choice which will increase staff confidence, encourage collaboration, involve sharing of good practice and build on our ethos of empowerment.</p> <p>N.B. Outcomes and expected impact for each practitioner / group of practitioners will be documented on their action plans.</p>	<p>All teaching staff will carry out a small test of change which has a clear rationale, opportunity for professional learning and a planned measure of impact for learners. (Documented on their action plan)</p> <p>HGIOS 4 Self- evaluation of QI1.3 will demonstrate teacher evaluation of our ability to create collaborative conditions for staff to lead with and from others through professional enquiry has been sustained or improved. (100% will rate this question very good or excellent – see rationale for May 21 results)</p> <p>HGIOS 4 Self- evaluation of QI1.3 will demonstrate sustained /improved teacher evaluation of staff ability to take responsibility for implementing change. (Current ratings - 47% very good, 53% excellent)</p>	<p>Barsail teachers share their practitioner enquiry experiences with other schools. (June 2021). This was requested by HTs following a HT learning set.</p> <p>Provide staff with template and guidance to support the planning of their practitioner enquiry individually or in groups. (August 2021)</p> <p>Staff share their rationale and model for improvement with SLT. (October 2021)</p> <p>Staff undertake small test of change during dedicated working time agreement hours and as part of their own professional learning where applicable. (August – May)</p> <p>Staff will share their journey and the impact from their practitioner enquiry. (May 2022)</p> <p>Staff will collaborate to identify the evidence-based school improvements for school year 2022-23. (May 2022)</p>

<p>Prior to school closures, our focus on Play Pedagogy had resulted in significant improvements to engagement and attainment in P1-2. We had planned to introduce Play Pedagogy in P3 and upper school staff were keen to explore play beyond the early years last session however restrictions and class maps did not allow for this. Staff identified this a priority for this session.</p>	<p>By May 2022, play pedagogy will be fully embedded in P1-2.</p> <p>By May 2022, evidence-based approaches to improving pupil choice and play beyond the early years will be researched and P3-7 practitioners will use this evidence to trial approaches to teaching and learning.</p>	<p>Pupil voice demonstrates that almost all learners enjoy learning and can talk confidently about their learning and next steps.</p> <p>Staff questionnaire response to 'Children and young people have the opportunity to lead their learning' will improve (currently 94% agree, 35% strongly agree).</p> <p>Following the recovery curriculum, teacher planning shows more breadth and reflects the school focus on Science, STEAM and Play Pedagogy.</p>	<p>Play Pedagogy will continue to be developed in P1-2 during and post recovery, in line with latest government guidance. (Terms 1-4)</p> <p>Evidence used to introduce learning zones and increase pupil choice in P3-7. (Terms 2-4)</p>
<p>Our commitment to a cluster approach to improving Science in partnership with Scottish Schools Education Research Centre (SSERC) did not progress as planned last session due to restrictions and a focus on recovery. Refocus on cluster approach to STEAM.</p>	<p>By May 2022, all practitioners will have increased confidence in the planning and delivery of Science learning experiences and the promotion of STEAM, based on current guidance from SSERC.</p> <p>By May 2022 there will be improved quality, improved consistency and less duplication in Science experiences across the school and cluster.</p> <p>By May 2022, cluster links will be firmly established leading to improved collaboration.</p>	<p>Practitioner evaluations recognise the development of critical and scientific thinking, pupil choice and independence.</p> <p>Pre and post CLPL training survey shows an increase in understanding and confidence in all staff. (Scale 1 to 5)</p> <p>Attainment and tracking data for almost all learners shows that they are making progress in literacy, numeracy and health and wellbeing with a trend towards closing identified attainment gaps.</p>	<p>The school SSERC Champion will continue to participate in SSERC and cluster meetings and disseminate information and best practice approaches to the staff team. (Terms 1-4)</p> <p>The SSERC Champion will link with Raising Aspirations in Science Education (RAiSE) Officer. (Term 2 onwards)</p> <p>Online STEAM planners being adopted by cluster schools as a result of the collaborative work of the SSERC group will be trialled in Barsail. (Terms 1-4)</p> <p>Staff will be consulted on resources required to support STEAM and the school SSERC Champion will use funding streams available to respond to requests as and when available.</p>
<p>Pupil leadership opportunities reduced in session 20-21 due to restrictions. Previously, each Friday was timetabled to include, either P1-7 multi-stage house groups for pastoral care and self-</p>	<p>By June 2022, all pupils in P4-7 will be involved in a pupil leadership group and a few P1-3 pupils will be in a pupil leadership group. They will feel a sense of ownership and the children will lead elements of school life.</p>	<p>Pupil questionnaires demonstrate that most P4-7 pupils agree that they have had leadership opportunities.</p> <p>Pupil voice demonstrates that the children enjoy leading events / initiatives / change.</p>	<p>Establish key multi-stage groups using technology to support this e.g. Eco, Pupil Council, House Captains, Restore Reps. (Term 1)</p> <p>Pupils in P4-7 classes take responsibility for an aspect of pupil leadership / an improvement priority (Term 1 onwards)</p>

(PEF) denotes interventions/activities funded through Pupil Equity Funding

<p>evaluation activities linked to How good is OUR school or multi-stage pupil leadership group time. Due to class and stage bubbles neither went ahead. We did have some pupil leadership e.g. Restore Reps were introduced and House Captains used technology to support their roles but pupil leadership was not on the same scale and did not have the same impact.</p>			<p>When easing of restrictions allows, multi-stage in person pupil leadership groups and House Groups will be re-established.</p>
---	--	--	---

Priority 5 Ensure planning supports learning, teaching and assessment.

HGIOS/HGIOELC QIs QI 1.3 QI 2.2 QI 2.3	<p style="text-align: center;">NIF Priorities</p> <ul style="list-style-type: none"> • 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 	<p style="text-align: center;">NIF Drivers</p> <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
1. School Leadership	4. Assessment of Children's Progress							
2. Teacher Professionalism	5. School Improvement							
3. Parental Engagement	6. Performance Information							

Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Planning folders are outdated resulting in duplication / unnecessary workload.</p> <p>Reducing bureaucracy is important.</p> <p>Staff digital skills improved during school closures and there was more collaboration when planning online. This was very positive.</p>	<p>During 21-22, forward planning will be streamlined, collaborative and online resulting in a reduction in bureaucracy and allowing teachers to focus more on providing high quality leaning experiences. All teachers will plan responsively and focus on pupil interests, needs and next steps.</p>	<p>Teacher evaluation meeting feedback will measure progress and next steps.</p> <p>Teacher end of year evaluation of new planning documents will show almost all teachers prefer the new digital forward plans.</p>	<p>Seek good practice in: Literacy planning and online platforms. (June 2021)</p> <p>Transfer current Renfrewshire Numeracy planning pathways online. (June 2021)</p> <p>New Science planners agreed at cluster level transferred online. (June 2021)</p> <p>Technology planners updated and trialled 20-21 transferred online. (June 2021)</p> <p>Liaise with George Milliken (Digital Skills Development Officer, Education Scotland). (June 2021)</p> <p>SMT to encourage teacher autonomy to plan relevant, responsive learning experiences across the curriculum. IDL encouraged. Social Studies, RME and Expressive Arts - previous planning formats / or personally developed planning formats acceptable.</p> <p>Trial new online planners. (Term 1)</p> <p>Staff feedback through evaluation meeting to measure progress and next steps – adapt planning format as necessary. (Term 2-3)</p>

(PEF) denotes interventions/activities funded through Pupil Equity Funding

			<p>End of year evaluation of online planning to inform next steps and make adjustments for next session. (Term 4)</p> <p>3 year plan – review planning for Health and Wellbeing, Social Studies, RME and Expressive Arts. Skills progression to be developed.</p>
--	--	--	---