



Renfrewshire Council Children's Services

Barsail Primary School

Improvement Plan 2023-24

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. 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>
--	---	--	--	---

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 meetings / In service days / Curriculum Development Sessions • Support staff meetings • Professional review and Development and Professional Update meeting • Professional dialogues • TAC meetings / Transition / Interagency meetings • Participation on working parties • Review and update of policies / practices • Individual Forward Plan feedback/Target Setting/Monitoring Feedback 	<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 and informal discussions • Meet the Teacher • Mentimeter and voting tubs • Annual class open afternoons and feedback, both formal and informal
<p>Pupils</p> <ul style="list-style-type: none"> • Pupil Group meetings and Pupil Council meetings • P1-7 multi-stage house groups using 'How Good is OUR school?' • Class discussions • Learning conversations to review individual progress in review of the week • Discussions with SMT • Values visits by HT • Voting tubs • Annual Pupil Questionnaire • Tracking wellbeing through Glasgow Motivation and Wellbeing Profiling Tool • 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 • Regular meetings with SDO regarding budgets and funding

We have also consulted with our partners across and out with 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:

- HT class values visits and peer observations
- Monitoring of pupil work and targets
- Regular attainment and tracking meetings
- Professional dialogues
- Pupil 'Barsail Blethers'
- 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.

Improvement Priority 1 – Continue to develop an Inclusive School

HGIOS/HGIOELC QIs 1.5 2.4 3.1 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"> 1. School and ELCC Leadership 2. Teacher and Practitioner Professionalism 3. Parent / Care Involvement & Engagement 4. Curriculum and Assessment 5. School and ELCC Improvement 6. Performance Information
--	---	--

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>In response to the Morgan Report and the Council commitment to the Promise, Who Cares Scotland are working in partnership with Renfrewshire Council. In Barsail, we want to continue our nurture journey by continuing to create a supportive, understanding and care-aware school, particularly for our care experienced children.</p>	<ul style="list-style-type: none"> • By October 2023 staff have a deeper understanding of the term care experienced and the impact of being care experienced on academic achievement and behaviour in the school setting. • By June 2024 teachers have confidently delivered the lessons, particularly supporting care experienced pupils. • By June 2024 pupils have developed their knowledge of Care Experienced and developed empathy towards their care experienced peers. • By June 2024 all staff adopt simplified nurturing language in line with new policy. 	<ul style="list-style-type: none"> • Staff engagement in Professional Learning and post evaluations on staff confidence and understanding. • Increase in use of appropriate terminology linked to new policy, evident through learning walks and peer observations. • Improvements in staff knowledge of care experience is evident from self-evaluation data of HGIOS4 3.1. • Feedback from pupils during Barsail Blethers. 	<ul style="list-style-type: none"> • Who cares Scotland 'Care awareness' training for all school staff (February 2024). • Who cares Scotland 'Curriculum delivery' teacher training (by June 2024). • Updates provided by Promise Keeper (DHT). • Implement the Renfrewshire Language Policy. • Word of the week on staff bulletin to promote and raise awareness of the new policy.
<p>Supporting all children to be emotionally regulated, included and ready to learn continues to be high priority at Barsail.</p> <p>Self-evaluation highlighted an increase in children with communication difficulties and a few of our pupils continue to show dis-regulated and distressed behaviour, requiring a significant amount of time</p>	<ul style="list-style-type: none"> • By June 2024 there will be improved transitions for pupils with ASN including nursery to primary, stage to stage, primary to secondary and change of establishment within Renfrewshire. • By June 2024 there will be improved transfer of information and multi-agency collaboration within Barsail and across the authority. • All staff will be equipped with the knowledge and skills to support all children. 	<ul style="list-style-type: none"> • New Staged Intervention Planning documents • Staff self-evaluation and SLT monitoring reflects impact and positive change following training in our commitment to promoting effective and inclusive practice in: <ul style="list-style-type: none"> • The environment (physical and social) • Routines and structures • Motivation • Skills • Recognition of successful RNRA in maintaining Gold Award. 	<p>CIRCLE</p> <ul style="list-style-type: none"> • All staff will receive initial training on CIRCLE (August 23). • All staff will complete a learning space audit and make changes as appropriate. • All staff will use individual assessments to identify needs and supports for identified pupils. <p>GIRFEC</p> <ul style="list-style-type: none"> • All teaching staff will receive training on the refreshed GIRFEC policy including staged intervention process and new planning formats.

<p>being supported out of class. On the pupil questionnaire, 'Other children in my class behave well' was the lowest response with 63% agreeing.</p> <p>National GIRFEC refresh agenda led to SLT training. Inconsistent approaches to planning for staged intervention across Renfrewshire led to Early Adopter trial and full authority roll out.</p> <p>We continue to focus on the nurture principle "Environment Offers a Safe Base" through our Renfrewshire Nurturing Relationships Approach (RNRA).</p>	<ul style="list-style-type: none"> • By June '24 almost all children in the Nurture target intervention group (NTIG) have improved scores on the NTIG baseline assessment. Almost all families feel confident using these consistent strategies at home. • For identified children with ASN there will be an increase in their engagement and readiness to learn. • All classroom environments will use a consistent approach to visuals, the physical environment including a quiet space in each learning space. • Pupils will benefit from improved positive relationships. 	<ul style="list-style-type: none"> • NTIG survey will show that NTIG pupils are more included within their year groups. • Completed classroom CIRCLE audits and implementation of strategies. • Individual assessments used to identify the needs of identified children and reviewed. • Number of pupils/number of occasions a pupil accessing safe space analysed prior to tracking meetings. • GWMP survey results show an improvement in key areas. • Pre and post survey results show an increased awareness and confidence in supporting pupils who are care experienced, have experienced trauma or who demonstrate distressed behaviour. 	<ul style="list-style-type: none"> • All teaching staff will transition to using the new planning formats. • RNRA staff group led by DHT to continue to develop RNRA through RICE and NVR. • All staff to be trained on NVR by May 2024. • MVP – Senior Pupils from Park Mains High School to deliver MVP training to our P6 and P7 pupils. • New nurture target intervention group (NTIG) identified. This will be predominantly children who continue to require support regulating their behaviour. • Break and lunch support provided to NTIG. • Continue to use HEARTS hub for NTIG children, timetabled (My Time).
<p>United Nations Convention on the Rights of the Child (UNCRC) is incorporated into Scots Law and educating children about their rights remains a council and school priority.</p>	<ul style="list-style-type: none"> • Further embed a school culture of Respect which is based on the UNCRC and the school values of Honesty, Empathy, Ambition, Respect and Success. • The UNCRC will be central to Barsail's GIRFEC agenda. All staff will be knowledgeable and confident considering the children's rights when making decisions about children. • All children will be confident in their knowledge of rights and will use opportunities to exercise their rights. • All children will have their voices heard and valued, developing self-esteem and value. 	<ul style="list-style-type: none"> • Rights Respecting Schools Silver award received. • Barsail blethers demonstrate pupil awareness and understanding of UNCRC. • Classroom visits and classroom environment (inc. RICE evaluations) • GMWP data. • Pupil Focus Groups. • IDL planners. 	<ul style="list-style-type: none"> • Barsail achieved Bronze award 'Rights Committed' in June 2023. This will be further embedded and developed in 2023/24. • Practitioner lead (Miss Forbes) and RRS pupil group lead implementation of the Silver action plan. • RRS pupil group lead activities throughout the year. • Right of the fortnight at pupil assemblies to promote and raise awareness. • All staff will continue to evaluate their current practice to ensure a consistent approach to Rights Based Learning across the school. • All staff will continue to create a class charter at the start of the school session. • All staff will use the language of the articles in their restorative conversations.

			<ul style="list-style-type: none"> • Staff will incorporate the articles into their planning and learning conversations.
<p>Attendance data from June '23 has remained consistent at 94% from June '22 data.</p> <p>Our soft start approach in the morning for our Attendance Targeted Intervention Group (ATIG) has resulted in improvements for attendance from 75% for the ATIG in June '22 to 86% in June '23.</p> <p>We still have 46 children whose attendance is 90% or below, equating to 14% of our school roll. 7 of this group have attendance of 80% or below.</p> <p>Although overall attendance has improved for the ATIG, there has been an increase in late coming for the LTIG – half of the children who are in the LTIG are also in the ATIG.</p>	<ul style="list-style-type: none"> • By June 2024 overall school attendance will have improved by 2% to 96%. • New ATIG and LTIG identified with improved attendance and lateness recorded in these groups. Attendance improved to 88% in ATIG and lateness reduced to 20% in LTIG. • By June 2024, the LTIG and ATIG will have, at least, made the expected progress for an academic session. 	<ul style="list-style-type: none"> • ATIG and LTIG tracking spreadsheets. • Attendance and late coming data for school. • Attendance at soft start clubs. • Tracking data in numeracy and literacy attainment analysed in relation to attendance/late coming data. 	<ul style="list-style-type: none"> • A new Attendance Targeted Intervention Group and Late Targeted Intervention Group identified for August '23 with new tracking spreadsheets set up for each one to enable SLT to analyse fortnightly. • Pre-school soft start club run by our PEF funded Assistant Active Schools Coordinator for both TIGs. • SLT/homelink worker to build relationships further with TIG families to identify source of difficulties and remove barriers where possible. • Attendance/late coming data discussed and recorded in relation to attainment at termly tracking meetings, raising teacher awareness and improving early intervention.

Improvement Priority 2 – Improvements to Learning, Teaching and Assessment

HGIOS/HGIOELC QIs 2.2 2.3 2.4 3.2 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 <ol style="list-style-type: none"> School and ELCC Leadership Teacher and Practitioner Professionalism Parent / Care Involvement & Engagement Curriculum and Assessment School and ELCC Improvement Performance Information
---	---	--

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Writing attainment remains a whole school priority in order to embed the Talk for Writing methodology.</p> <p>Implementation of Talk for Writing in Session 2022-23 demonstrated improved attainment, examples include: P4 by 9% P5 by 3% P7 by 4%</p> <p>Whilst improvements are evident in the majority of stages, writing is still lower than listening and talking in all stages, reading in almost all stages and Numeracy and Mathematics in all stages.</p> <p>Data from staff confidence surveys 22-23 showed areas for improvement as short burst writing, poetry and drama.</p>	<ul style="list-style-type: none"> By June 2024 target year groups will demonstrate increase in teacher judgement writing data. Target ranges as follows: -P2 80% - 86% -P3 86% - 88% -P4 85% - 90% -P5 84% - 88% -P6 85% - 91% -P7 87% - 93% By June 2024, a clear, structured, progressive and consistent approach to writing will be evident at all stages using Talk for Writing Fiction and Non-fiction approaches in combination with the introduction of a reading spine. Enjoyment and engagement levels in writing across First and Second Level learners will increase by 10% by June 2024. 	<ul style="list-style-type: none"> Repeat Talk for Writing staff confidence survey and compare with results from March 2023. Pre/post teacher judgement data, writing assessments scores and SNSA data will validate improvement. Time allocated for T4W in the working time agreement for thorough planning and Peer observations and feedback. Renfrewshire's Pre/Post Writing Engagement survey for pupils. Tracking meetings 	<ul style="list-style-type: none"> Project lead, Miss Baird, will provide ongoing professional learning activities throughout the session during collegiate sessions. Introduce authority planning and assessment documents August '23. Peer observations to support identified aspects of Talk for Writing which staff identified through the confidence survey in March 2023 as areas for development. All classes will undertake between 6-8 projects by June 2024. Miss Baird to introduce TFW planning and assessments resources along with the reading spine at August Inservice. Staff practitioner enquiry groups relating to features of highly effective practice to raise attainment – feedback, questioning and metacognition.

<p>The New Renfrewshire Maths Planners will be implemented in Barsail in order to incorporate key methodologies (including SEAL which is used in P1-P3), streamline skills across a level, and support effective teaching by using high-quality rich tasks that provide breadth and depth.</p> <p>Most class teachers use SEAL, Number Talks, active approaches and concrete, visual and abstract approaches in their classrooms but there is a need for a refresh to staff and a more consistent and planned approach throughout the school to raise attainment.</p> <p>The evidence suggests that the use of these approaches, can have a positive impact on children’s mathematical abilities, particularly their fluency, flexibility, and confidence. It can also provide valuable formative assessment information.</p>	<ul style="list-style-type: none"> Percentage increase of maths and numeracy attainment across specific stages and SIMD levels. Target ranges as follows: -P2 84% - 90% -P3 91% - 95% -P4 92% - 96% -P5 86% - 92% -P6 88% - 94% -P7 85% - 90% Full transition to the new Renfrewshire Maths Progression Planners will be evident. By June 2024 there will be a more consistent approach to the learning and teaching of numeracy, in particular mental, active and concrete resource led approaches. 	<ul style="list-style-type: none"> Pre and post teacher judgements on pupil attainment. Standardised assessment data including SNSA/ACEL at P4 and P7. Tracking meetings to monitor target children. Ongoing evaluations will assess staff confidence and understanding of the pedagogy employed in implementing the new planners. This will be measured through professional dialogue at departmental meetings, tracker meetings and SLT monitoring including class visits. Staff level of engagement/impact from CLPL training on CPA approaches which will support transition to the new planners. This will be evident in discussion through Curriculum Development Sessions. Teacher engagement with new Renfrewshire Maths Assessments where pedagogy is in line with the planners. Evidenced through number of teachers using new end of pathway assessments and/or end of topic assessments which are linked to the new planners. 	<ul style="list-style-type: none"> The school as a whole will transition to the Renfrewshire Maths planners in session 23/24. This transition will incorporate elements of the revised end-of-pathway and end-of-topic assessments, aligning with current methodologies. Authority training and guidance on rationale and how to use new planners will support whole school transition June '23. Opportunities for staff to review numeracy planners and approaches and undertake collegiate approach to improvements. Audit resources for numeracy (whole school and targeted) and purchase/create resources as required. Maths recovery to identify and close any gaps. Staff practitioner enquiry groups relating to features of highly effective practice to raise attainment – feedback, questioning and metacognition.
<p>We recognise the importance of increasing employability skills so that our pupils understand the value and relevance of the skills they are acquiring for the world of work.</p>	<ul style="list-style-type: none"> A skills framework is developed within the cluster and pupils will be able to reflect upon the skills they have developed across learning experiences. (2023-2028) 	<ul style="list-style-type: none"> Staff evaluations of learning and teaching will demonstrate the impact on learners. Pupil focus groups demonstrate a clear understanding of the skills they are learning and applying in different contexts and those they need to develop further. Cluster baseline and post survey which will demonstrate an increase in awareness and confidence of pupils and staff. 	<ul style="list-style-type: none"> Staff will receive training from PMHS to raise awareness and have a shared understanding of the 6 key skills developed in partnership with local employers. Staff will plan and discuss learning experiences to develop these skills with pupils.

Improvement Priority 3 – Develop new planners and a curriculum map to ensure a consistent and coherent approach

HGIOS/HGIOELC QIs 2.3 1.3 2.2 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 and ELCC Leadership Teacher and Practitioner Professionalism Parent / Care Involvement & Engagement Curriculum and Assessment School and ELCC Improvement Performance Information
--	---	--

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>The Education Scotland inspection report in September 2022 identified the need for:</p> <p>-Up to date health and wellbeing planning to reflect recent improvements to the health and wellbeing curriculum.</p> <p>-The development of consistent approaches to planning and assessment across all curricular areas to ensure a structured, progressive, and consistent approach. Currently, teachers use a range of different planning pathways and formats.</p>	<ul style="list-style-type: none"> New health and wellbeing planners linked to the E's and O's for planning learning, teaching and assessment and the benchmarks to further support practitioners' professional judgement. The development of a new curriculum map and planning format linked to the skills development, the 4 capacities and the 7 principles of curriculum design. This will ensure a consistent and coherent approach across the school highlighting increased opportunities for children to use their learning in new and unfamiliar situations. Senior leaders and staff developing more consistent and manageable approaches to learning pathways across all curricular areas to provide greater clarity, especially for new members of staff. 	<ul style="list-style-type: none"> Ongoing evaluations will assess staff confidence and understanding of the implementation of the new planners. This will be measured through professional dialogue at evaluation meetings, tracker meetings and SLT monitoring including learning walks. All teachers will be confident in using high quality assessments across the curriculum, using the benchmarks to plan assessment and identify children's next steps. 	<ul style="list-style-type: none"> Core curriculum development groups will lead these areas of change using time allocated from the working time agreement. The core groups will look outwards to learn from research and best practice. <p>Core Groups:</p> <ul style="list-style-type: none"> -Health and Wellbeing Planners -Curriculum Map / Planning Doc