



Barsail Primary School

School Improvement Plan

2024/25

Planning framework

As part of Children's Services, Barsail Primary 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 →

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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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

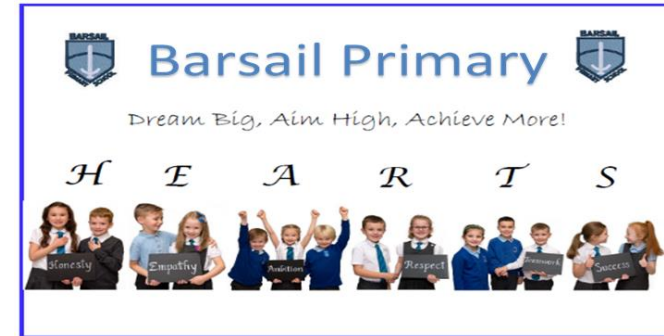
<p>Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families 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

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 SLT, teaching and support staff • Staff questionnaires • 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, PEF and SIP progress • Annual Education Scotland questionnaire • Report feedback • Parent Council • TAC meetings • Seesaw / 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 SLT – Barsail Blethers • 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 • Liaison/planning with OneRen/Educational Psychologist/Home link/Exchange/health service • Social work • Engagement with local business • Good practice visits • Regular meetings with SDO regarding budgets and funding

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' with SLT
- Regular self – evaluation sessions using HGIOS 4
- Analysis of Teacher judgement data and standardised assessment data such as SNSA
- P2 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 – 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 <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>2023-2028 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 agreed priority).</p> <p>2024-2025 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 broad general education (BGE). It was agreed that a cluster approach was required to provide a more consistent experience for pupils with a shared language of skills. Last session, each establishment undertook an awareness raising session lead by PMHS.</p> <p>May '24, Barsail P4-6 pupil average ratings were between 6-7 out of 10 in relation to how they perceive their knowledge and understanding of skills to be e.g. I am confident I can talk about the skills I can use well and those I need to work on in different situations. Average - 6.64/10.</p>	<p>2023-2028 A skills framework is created within the cluster. 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. There will be consistency in cluster schools which will impact positively on Park Mains High School.</p> <p>2024-2025 By June 2025, 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 an increased ability to identify and talk about skills.</p>	<p>Cluster staff baseline (August) and post survey (by April) to evaluate staff's confidence around skills development.</p> <p>Barsail P4-6 pupils undertook an online Skills survey May 2024 and this will be compared with P5-7 results next session as they move up a year group. There should be an improvement in average ratings.</p> <p>Skills development evident through planning, pupil Barsail Blether focus groups, class visits and cluster group evaluations.</p>	<p>Staff will receive refresher input from PMHS to raise awareness and have a shared understanding of the 6 key skills identified by PMHS and developed in partnership with local employers: Teamwork Communication Thinking skills Social skills Creativity Problem solving We will liaise with the PMHS project lead.</p> <p>Practitioner enquiry based approach. Staff will work collaboratively in stage groups across the cluster chaired by a lead practitioner within the year group to:</p> <ul style="list-style-type: none"> Share practice in relation to skills Research skills Plan for teaching skills Create proposal for implementation Trial within own class and school Evaluate project Share practice/feedback. <p>Lead practitioners from Barsail – Mrs Gooding (P2), Miss Forbes (P1).</p> <p>Working time agreement time of 8 hours dedicated to skills in addition to inservice.</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>

Improvement Priority 2 – Improving learning experiences and raising attainment in Literacy and Numeracy.

HGIOS/HGIOELC QIs 2.3 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>Reading</p> <p>Analysis of cluster data over time showed almost all learners progress from achieving 2nd level in P7 to achieving Level 5 Literacy by the end of S4. Our cluster school data highlighted that 74% of pupils who did not achieve 2nd level at the end of P7 in Literacy went on to attain Level 5 Literacy in S4. This is higher than the Renfrewshire statistics and was considerably higher than cluster Numeracy data. With this identified inconsistency staff agreed to moderate Literacy. Much of our focus has been on Writing over the last few sessions so we will moderate the assessment of Reading as a cluster.</p>	<p>Agreed standards for teaching of Reading across Barsail.</p> <p>Confidence in the accuracy of teacher judgement will improve based on a range of evidence.</p> <p>Deeper look at children on the cusp of being on track in Reading across the 7 schools leading to the sharing of good practice, moderated evidence and improved Reading attainment for individual schools.</p> <p>Target year groups: Primary 3 – currently 78% on track. Aspirational target is 90%. Some of the children who are off track were on track in P1. Primary 6 – currently 84% on track. Aspirational target is 92%. <i>There should be an increase in attainment in P3 and P6 this session and we are aiming for the aspirational target by June 2026.</i></p>	<p>Staff evaluation will show confidence in accuracy of professional judgements and ability to provide/discuss supporting evidence in tracking meetings.</p> <p>Reading approach evident through class visits, pupil Barsail Blethers and termly / weekly planning.</p> <p>Support staff to record progress of targeted pupils.</p> <p>End of year data will show an increase in P3 and P6. There will be maintained / improved high standards in all other classes.</p>	<p>August inservice – PT and Literacy Champion to lead input for Barsail regarding agreed Reading approach / standards – e.g. frequency and recording of hearing oral reading to track progress.</p> <p>Literacy Champion to create and provide bespoke training for support staff to allow them to work more effectively with PEF targeted pupils.</p> <p>Cluster stage groups already established through skills development and will be used for reading moderation activity in Term 3.</p> <p>Cluster HTs deliver shared presentation and gather menti baseline prior to moderation task in own establishment.</p> <p>Each teacher will select 2 pupils, one pupil on track (currently 0 on tracker) and one pupil on cusp of being on track (currently -1 on tracker) to gather a range of evidence and detail of current practice and targeted interventions.</p> <p>Cluster groups will meet to discuss the evidence gathered and share good practice in learning, teaching and assessment of reading.</p>

<p>Talk for Writing</p> <p>Teacher professional judgement tracking and monitoring data demonstrates an ongoing need to raise attainment and close the poverty-related attainment gap, specifically in relation to writing. Attainment in writing is lower than reading in 5 out of 7 year groups.</p> <p>Significant work has been undertaken in relation to building a reading culture and effective reading pedagogy. Greater links now need to be established between the teaching of reading and writing to create a coherent, progressive literacy curriculum.</p> <p>Following introductory training in the Talk for Writing approach in session 22/23, a strong focus is required on implementation of the approach across the school to ensure a consistent, evidence-based approach to writing across the school and maximise the impact on pupil engagement and attainment.</p>	<p>By June '25, there will be a percentage increase of writing attainment across specific stages and SIMD levels.</p> <p>Target year groups: Primary 3 – currently 84% on track. Aspirational target is 90%. Some of the children who are off track were on track in P1. Primary 6 – currently 82% on track. Aspirational target is 92%. <i>There should be an increase in attainment in P3 and P6 this session and we are aiming for the aspirational target by June 2026.</i></p> <p>By June '25, almost all children will demonstrate increased engagement, knowledge and skill in the writing process.</p> <p>By June '25, a clear, structured, progressive, consistent approach to fiction and non-fiction writing will be evident at all stages using the Talk for Writing approach in combination with additional evidence-based reading and writing pedagogies.</p>	<p>Red, amber, green (RAG) rating the Talk for Writing 'non-negotiables' collaboratively with teaching and support staff.</p> <p>Teacher professional judgement/ACEL data.</p> <p>Writing assessments.</p> <p>Standardised assessment data including SNSA/ACEL.</p> <p>Barsail blether pupil learning conversations.</p>	<p>Provision of ongoing professional learning for all teaching and support staff in the Talk for Writing approach including initial CLPL for new/returning staff in fiction and non-fiction writing and ongoing professional learning determined by staff confidence surveys, evaluations and observations.</p> <p>Writing CLPL (in-service, collegiate activities etc) will be implemented/evaluated throughout the session. This will include opportunities to plan, assess and moderate writing experiences and outcomes across our school.</p> <p>All teaching staff will be aware of the Talk for Writing 'Planning, Progression and Assessment' overviews and will use these alongside current planning formats to plan learner experiences in line with CfE and inform professional judgements on pupil progress.</p> <p>Focus on shared writing at all stages. Teaching staff will complete the 'Art of Shared Writing' reflection survey and results will be used to inform support required including professional learning, peer visits etc.</p>
<p>Numeracy</p> <p>Most class teachers use SEAL, Number Talks, active methodologies and concrete, visual and abstract approaches in their classrooms but staff identified through self-evaluation that there is a need for a refresh 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</p>	<p>Percentage increase of maths and numeracy attainment across specific stages and SIMD levels. Target year groups: Primary 3 – currently 86% on track. Aspirational target is 92%. Some of the children who are off track were on track in P1. Primary 6 – currently 86% on track. Aspirational target is 92%.</p>	<p>Pre and post teacher judgements on pupil attainment. Standardised assessment data including SNSA/ACEL at P1, P4 and P7. Tracking meetings to monitor target children.</p> <p>Ongoing evaluations will assess staff confidence and understanding of the pedagogy employed in implementing the new Renfrewshire planners. This will be measured</p>	<p>The school will embed the Renfrewshire Maths planners and assessments in session 24-25.</p> <p>Audit resources for numeracy (whole school and targeted) and purchase/create resources as required including consideration of the Leckie and Leckie resources.</p> <p>Numeracy Champions and authority coaching officer to lead Curriculum Development time which will</p>

<p>their fluency, flexibility, and confidence. It can also provide valuable formative assessment information.</p> <p>The new Renfrewshire Pathways introduce the written method for addition, subtraction, multiplication and division much later than we currently teach this. (Pathway + and – sums introduced in P5, x and division sums introduced in P6). New assessments also advocate approaches such as bar modelling.</p>	<p><i>There should be an increase in attainment in P3 and P6 this session and we are aiming for the aspirational target by June 2026.</i></p> <p>By June 2025 there will be a more consistent approach to the learning and teaching of numeracy, in particular mental, active and concrete resource led approaches.</p>	<p>through evaluation meetings, tracking meetings and SLT monitoring including class visits.</p> <p>Staff level of engagement/impact from CLPL training on active methodologies which will support embedding of new planners. This will be evident in discussion through Curriculum Development Sessions.</p>	<p>refresh, promote and advocate a variety of strategies and approaches.</p> <p>Numeracy Champions to create and provide bespoke training for support staff to allow them to work more effectively with PEF targeted pupils.</p> <p>Maths recovery to identify and close any gaps.</p> <p>Good practice visits within and outwith Barsail.</p>
<p>The Education Scotland inspection report in September 2022 identified the need for the development of consistent approaches to planning and assessment across all curricular areas to ensure a structured, progressive, and consistent approach. In session 2023-2024 we created new Health and Wellbeing, RME and Expressive Arts forward planners based on the format of our Literacy planners. We now need to review Social Studies and Science.</p> <p>Last session working parties researched and presented to the rest of the staff on one of three features of highly effective practice – feedback, metacognition and questioning. This needs to be embedded.</p>	<p>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.</p> <p>There will be a consistent and coherent approach across the school highlighting increased opportunities for children to use their learning in new and unfamiliar situations.</p>	<p>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.</p> <p>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.</p> <p>HT learning walks, peer jotter moderation, peer observations and professional discussions at evaluation meetings will monitor the implementation of policies and strategies introduced through the features of highly effective practice working parties.</p>	<p>Trial and evaluate new planners created in session 2023-2024 – Health, RME and Expressive Arts.</p> <p>Core curriculum development groups will lead these areas of change using time allocated from the working time agreement. They will focus on Social Studies and Science.</p> <p>Embed teacher professional learning in relation to features of highly effective practice – feedback, metacognition and questioning. Ensure consistent use of the feedback and questioning policies created last session and share good practice in relation to metacognition.</p>

Improvement Priority 3 – Introduce Young Leaders of Learning (YLL) to improve learner participation and support empowerment.

<p>HGIOS/HGIOELC QIs</p> <p>1.1</p> <p>1.2</p> <p>2.7</p>	<p>NIF Priorities</p> <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 	<p>NIF Drivers</p> <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
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Education Scotland have developed a Young Leaders of Learning programme (YLL). The programme aims to engage with children and young people to listen to their views and ensure they impact on school evaluation processes and feed directly into improvement priorities. Pupil participation and voice continues to be a priority in Barsail. This programme was recommended to Barsail following an authority quality assurance visit by our Education Manager.</p> <p>Barsail Primary have been working on UNCRC accreditation for the last two sessions and YLL directly links with articles 12 and 13.</p>	<p><u>2024-2026</u></p> <p>Through YLL, pupils will be further involved in school improvement and self-evaluation activities which will increase learner participation and further empower pupils.</p> <p>Collaborative working through this programme, which includes reciprocal visits, will identify what is working well, areas for improvement and effective practice.</p> <p>Year 1 findings will be documented in the school Standards and Quality report and will directly influence the next School Improvement Plan.</p>	<p><u>2024-2026</u></p> <p>Pre/post evaluation of the programme.</p> <p>YLL pupil group learning conversations and feedback from reciprocal visits.</p> <p>Evidence of positive change linked to the theme identified by YLL pupil group e.g. photos, videos, PowerPoint, surveys.</p>	<p>HT, PT and P6 teacher trained in relation to YLL. PT identified as the lead. Lead to liaise and work closely in all planning with partner school lead in Dargavel Primary School.</p> <p>YLL lead to interview applicants and form a YLL pupil group consisting of P5-7 pupils. YLL group attend the pupil training in early August.</p> <p>YLL pupil group to use the YLL question grid to identify a theme(s) from 'How Good is OUR School' and/or the Barsail SIP then use this to create an action plan.</p> <p>Support pupils to plan their activities for reciprocal visits. Undertake reciprocal visits and compile feedback.</p> <p>Support the pupil group to lead improvement in their own school following the visits.</p> <p>YLL pupil group to prepare a short report for Barsail Standards and Quality report 2024-2025.</p> <p>Identify theme for session 2025-2026 to be included in School Improvement Plan.</p> <p>UNCRC pupil group (supported by Miss Forbes) will ensure the school community are rights aware leading to Silver accreditation and then moving towards rights respecting Gold award.</p>

Improvement Priority 4 – Continue to implement Renfrewshire approaches to support inclusion and wellbeing.

<p>HGIOS/HGIOELC Qis</p> <p>1.5 2.4 3.1 3.2</p>	<p>NIF Priorities</p> <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 	<p>NIF Drivers</p> <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
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Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Supporting all children to be emotionally regulated, included, safe and ready to learn continues to be high priority at Barsail. A minority of pupils require enhanced support with this.</p> <p>Staff self-evaluation identified that a wide variety of Renfrewshire approaches have been implemented through the Renfrewshire Nurturing Relationships Approach (RNRA) core group over a number of sessions however staff feel more time is needed to fully embed key aspects.</p> <p>OneREN stopped the Assistant Active School Coordinator role which meant our targeted soft start halted in Term 4. Having enough food is something that came out of a Young Scot and CPAG survey of 5500 children as an important factor in readiness to learn (see Attainment Scotland Fund evaluation: thematic summary report 2024). We will include breakfast as part of soft start next session as a minority of pupils will benefit from this.</p>	<p>By June 2025, there will be an increase in the engagement and readiness to learn of all children and particularly children with social, emotional and behaviour needs.</p> <p>By October 2024, all classroom environments will use a consistent approach to visuals and the physical environment will include a quiet space. This will provide a calm and supportive environment.</p> <p>Overall attendance and late coming will improve by June 2025. Children who are part of the Attendance Targeted Intervention Group (ATIG) will be invited to soft start alongside children who have been identified through PEF from August 2024.</p>	<p>Glasgow Wellbeing and Motivation Profile (GWMP) survey results will show an improvement in key areas. School results showed autonomy was slightly lower than affiliation, agency and feeling healthy and safe.</p> <p>Nurture Targeted Intervention Group(NTIG) GWMP survey results will show that NTIG pupils are more included within their year groups. There will be a decrease in dysregulated behaviours.</p> <p>RNRA Gold accreditation retained. Staff views captured through professional meetings and discussions.</p> <p>Monthly universal attendance and late coming monitoring. Fortnightly monitoring for Attendance Targeted Intervention Group (ATIG).</p> <p>Completed classroom CIRCLE audits and implementation of strategies.</p>	<p>Implement:</p> <ul style="list-style-type: none"> • Emotionally based school avoidance (EBSA) resource https://www.thinglink.com/scene/1745744915955975012 • Soft Start will be run by support staff and breakfast will be available for targeted PEF children (ATIG and NTIG). • New Renfrewshire policy, 'Transition for Children and Young People with Additional Support Needs.' • New Standard Circular 57 policy. <p>Embed the following:</p> <ul style="list-style-type: none"> • Circle • RICE • NVR (include parent workshop) • PATHs • GWMP • Who Cares Scotland curriculum lessons • Use of widget resource for visuals • Staged intervention monitoring and planning documents.

		Improvements reflected within Staged Intervention Plan evaluations and pupil voice section.	
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