



Barsail Primary School

School Improvement Plan

2025/26

Planning framework

As part of Children's Services, Barsail has developed this school improvement plan in line with the national and local priorities listed below.

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in achievement, particularly in literacy and numeracy.

National Improvement Framework 7 Key Outcomes

- A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

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

Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty	Place children and young people's human rights at the heart of the planning and delivery of services that affect them	Protect the most vulnerable members of our communities, including children and young people who are at risk	Support and nurture our children, families and communities	Create the best possible learning estate to allow children and young people to thrive	Raise attainment and enhance learning and teaching in an inclusive environment
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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	
Staff <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	Parents <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
Pupils <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• Discussions with SLT – Barsail Blethers• Values visits by HT• Surveys• Annual Pupil Questionnaire• Tracking wellbeing through Glasgow Motivation and Wellbeing Profiling Tool	Partner agencies/ cluster schools/ local business/ local community <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. The priorities and actions within our school improvement plan meet the needs of the school and articulate with the local and national priorities.

How will we 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.

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.

Improvement Priority 1 – Cluster based approach to skills development.

NIF Priorities

Placing the human rights and needs of every child and young person at the centre of education
Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children and young people

Improvement in skills and sustained, positive school-leaver destinations for all young people

Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes (see page 2 for full descriptors)

Develop knowledge, skills, values and attributes to support children and young people to thrive

Excellent partnerships in line with GIRFEC

Inclusive and relevant curriculum and assessment

High levels of achievement across the curriculum with action to close the poverty-related attainment gap

Highly skilled practitioners and leaders driving excellent learning, teaching and assessment

Improving relationships behaviour and attendance with increased engagement in learning

Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>2023-2028 Cluster</p> <p>As part of their learner journey, all children and young people are entitled to experience a coherent curriculum from 3 – 18, in order that they have the opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world.</p> <p>Through cluster HT professional dialogue, it was evident that differing approaches to skills development was impacting on the application of skills as pupils progressed through the BGE. It was agreed that a cluster approach was required to provide a more consistent experience for pupils with a shared language of skills. In 24-25 100% of Barsail staff stated that their skills group collaborated, shared good practice and worked effectively together. This positive experience will be built upon with the introduction of peer observations in 25-26. Improvements were noted in 5 out of 6 of the statements on the teacher skills survey.</p> <p>Comparing the Skills pupil surveys in May '24 (P4-6) and May '25 (same cohorts but now in P5-7), pupil average ratings for each statement increased by an average of 0.84. The statements were out of 10. There was an improvement noted for every statement and the increase ranged from 0.55 to 1.11. 2024-25 was year 2 of the 5 year plan and there has been a positive impact noted on both pupil and teacher surveys however there is room for improvement in both.</p>	<p>2023-2028</p> <p>A skills framework is developed within the cluster and pupils will be able to reflect upon the skills for learning, life and work they have developed as an integral part of their education/learning experiences and be clear about how all their achievements relate to these.</p> <p>2025-2026</p> <p>By the end of the session, almost all teaching staff will demonstrate awareness, knowledge and confidence in skills development which will positively impact planned learning experiences.</p> <p>By the end of the session, almost all pupils will demonstrate their ability to identify and talk about the 6 identified skills through various learning experiences across the curriculum.</p>	<p>Quality Assurance observations within each establishment will evidence skills development.</p> <p>Qualitative feedback from peer observations across the cluster (February inservice).</p> <p>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.</p>	<p>Cluster focus on the 6 key skills identified by PMHS and developed in partnership with local employers: Teamwork Communication Thinking skills Social skills Creativity Problem solving</p> <p>Lead practitioners from Barsail – Mrs Gooding (P2), Miss Forbes (P1).</p> <p>Lead practitioners to devise</p> <ul style="list-style-type: none"> • Presentation of skills resource overview • Draft pathway of skills progression • Deliver presentation during collegiate session to all staff including input on the Skills section of the Renfrewshire Way toolkit. <p>Staff will work collaboratively in stage groups across the cluster chaired by a lead practitioner within the year group to focus on</p> <ul style="list-style-type: none"> • Sharing practice/feedback through peer observations <p>Working time agreement time of 3 collegiate hours over the session and 1.5 hours during February Inservice.</p> <p>Collegiate calendar/INSET to include dedicated time for staff training, sharing of good practice and evaluation (Peer observations within other establishments).</p>

Improvement Priority 2 – Improvement in attainment in literacy through high quality self-evaluation, collaboration and effective learning and teaching.

NIF Priorities

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Improvement in children and young people's health and wellbeing

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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>CLUSTER READING MODERATION</p> <p>Analysis of cluster data over time showed almost all learners progress from Level 2 to achieving Level 5 Literacy by the end of S4. In comparison to local authority data our cluster schools highlighted that 74% of pupils who did not achieve 2nd Level at the end of P7 went on to attain Level 5 in S4. With this inconsistency, staff agreed to focus moderation on our assessment of Reading.</p> <p>50% of cohorts either maintained or reduced attainment in Reading compared with the previous year. A focus on Reading comprehension and moderation at a cluster level should improve attainment for each cohort.</p>	<p>2024 - 2030</p> <p>Tracking pupil attainment over time will demonstrate an increase in the number of pupils achieving second level Reading by the end of P7 who will go on to attain Level 5 Literacy by the end of S4.</p> <p>By May 2026, confidence in the accuracy of teacher judgement will improve based on a range of evidence.</p> <p>By May 2026, across the seven schools, there will be a deeper look at children who are on the cusp of being on track and those who are being challenged leading to improved attainment in Reading:</p> <p>Target year groups 25-26 for Reading with aspirational targets for May 26 –</p> <p>P3 – teacher judgement currently 87%, aspirational target is 92%</p> <p>P4 - teacher judgement currently 81%, aspirational target is 88%</p> <p>P7 - teacher judgement currently 86%, aspirational target is 90%.</p>	<p>Reading approaches evidenced through Barsail Blethers, class visits, termly and weekly planning and evaluations of learning and teaching.</p> <p>Through discussions at tracking meetings, staff will provide a range of assessment information which will support accuracy of professional judgement.</p> <p>Reading assessments tracked (IDL, STAR Reader, miscue analysis, ongoing classroom assessments and observations)</p>	<p>Cluster stage groups established through skills development and previous reading moderation activity from session 24-25 will continue to moderate Reading. This session we are focusing on comprehension.</p> <p>Stage groups to meet during February Inservice Day (after Skills input) to discuss current practice in the teaching and assessment of reading comprehension.</p> <p>P1-5 teachers will select 3 pupils - one pupil on track, one pupil on the cusp of being on track and one child being challenged. Teachers to gather a range of evidence including children's work and assessment data focusing on reading comprehension.</p> <p>P6 & P7 teachers will work with the Park Mains English department staff to share practice linked to the learning and teaching of reading comprehension e.g. TEAR (technique, evidence, analysis, refer to question) / PC EAR (point, context, evidence, analysis, respond). Staff to agree on aspects to develop as a small test of change in terms 3 and 4.</p> <p>Cluster groups will meet to discuss the evidence gathered and assessment of reading comprehension on Tuesday 28th April.</p> <p>In addition to cluster work:</p> <ul style="list-style-type: none"> Literacy Champion will lead support staff training to enhance their skills in supporting oral reading and comprehension skills.

			<ul style="list-style-type: none"> • P3 teacher to research and trial small test of change in relation to comprehension Term 1.
<p>Improving Our Schools</p> <p>A few members of staff have undertaken Improving Our Classrooms (IOC) and two members of staff have been IOC mentors. There has been a positive impact on teaching and learning and attainment for the targeted intervention groups (TIG) involved. Improving Our Schools (IOS) is an opportunity for senior leaders in Barsail to undertake high quality training leading to more effective self-evaluation, bespoke staff training and improved teaching, learning and attainment.</p> <p>Our self-evaluation of the Talk4Writing (T4W) approach shows that we been successful in improving the engagement of our pupils in writing, however, teachers identified improving the use of shared writing to model key features of a text as a next step.</p> <p>A June '25 survey noted that teachers feel the most important IOS features of highly effective practice in order to raise attainment in writing are:</p> <ul style="list-style-type: none"> • differentiation including active learning • learning intentions and success criteria • effective feedback. <p>Using support staff skilfully was also highlighted as being important as this has been successful this session with spelling interventions.</p> <p>We audited the children who are currently off track in writing in P1-6 (next sessions P2-7) to identify which aspects of writing are causing barriers:</p> <ul style="list-style-type: none"> • vocabulary (including connectives and openers) 76% of P2-6 • Structure 75% of P2-6 • Spelling 67% of P2-6 • Punctuation 64% of P2-6 • Phonological awareness impacts P1-2 and letter formation impacts P1. 	<p>Target year groups 25-26 for Writing with aspirational targets for May 26 – P2 – teacher judgement in P1 currently 84%, aspirational target is 90% P4 - teacher judgement in P3 currently 81%, aspirational target is 90% P7 - teacher judgement in P6 currently 82%, aspirational target is 88%.</p> <p>By June 2025, 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>By June 2025, all teaching staff (including new staff members) will be confident in the delivery of Talk for Writing which will impact upon pupil's engagement and attainment in this curricular area.</p> <p>By June 2025, all senior leaders and teaching staff will be more confident in evaluating their own practice, identifying area(s) for improvement and implementing change as appropriate.</p> <p>By June 2025, all senior leaders will have connections in schools across different authorities through networking opportunities at IOS training providing opportunities for sharing good practice.</p>	<p>SLT will engage in in the continual audit of 'Improving Our Schools' timeline of implementation.</p> <p>IOS pre and post staff questionnaires focusing on Q1 2.3, 3.2 and the IOS features of highly effective practice (June 25 and May 26).</p> <p>Ongoing evaluation of staff confidence, understanding and progress in the IOS professional journals.</p> <p>Analysis of ACEL data through various lenses and dashboard information pre and post interventions.</p> <p>Learning trio visit feedback.</p> <p>Termly tracking meetings focused on targeted challenge questions in line with IOS interventions.</p> <p>Feedback from pupil groups through Barsail Blethers – pre and post intervention to measure impact.</p> <p>Feedback from parents/carers via events, surveys and Seesaw feedback.</p>	<p>Engagement of all staff in the IOS framework and calendar of CLPL finalised by Sep 25.</p> <p>SLT will engage in professional dialogue and act on advice from West Partnership Leads through participation in planned meetings and visits.</p> <p>Engagement with schools participating in the IOS framework to share ideas, good practice and improvement.</p> <p>All staff will have the opportunity to undertake evidence-based research relating to effective practices in the teaching of writing.</p> <p>All teachers to research and consider ways to reduce the identified gender gap.</p> <p>TIG will receive additional support from ASNA/CT for writing.</p> <p>The breadth and frequency of functional writing will be increased at second level.</p> <p>Engagement in writing moderation around the Teaching and Learning Cycle including trio visits.</p>

ACEL data demonstrates an attainment gap and a gender gap in writing. ASN is impacting attainment in writing.

	Whole school	Children not on track in Writing
FME/CG	12%	27%
Gender Male	52%	69%
Gender Female	48%	31%
ASN	21%	62%
Literacy support need	15%	44%
Average Attendance	95%	94%
Average Late coming	4	6

	P1, 4, 7 percentage who achieved expected level in Writing
No entitlement to FME/CG	92%
Entitled to FME/CG	53%

At Park Mains High School there is a much bigger focus on personal and functional writing rather than imaginative. At present we undertake imaginative and functional T4W projects. We are considering the balance at second level to support transition.

Improvement Priority 3 – Review of Relationships Policy and House System through engagement in Young Leaders of Learning.

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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Text in blue was written by our P6 Young Leaders of Learning (YLL). Text in black is additional information.</p> <p>Improvement Priority 1: Update Relationships Policy Video</p> <p>We watched Dargavel's relationships policy video. It was very child friendly and involved lots of children, parents and staff. It was easy to understand and was very professional. Barsail's video is quite old and heavily features an ex-member of staff and does not include current pupils.</p> <p>Analysis of Education Scotland questionnaire for staff, parents and pupils in February '25, identified that Barsail is at a pivotal stage in cultivating strong positive relationships in Barsail.</p> <p>The majority of parents strongly agreed that the school encourages children to treat others with respect and the rest agreed.</p> <p>The majority of staff strongly agreed that children and young people are encouraged and supported to treat others with respect and the rest agreed.</p> <p>In contrast, a few staff strongly agreed and the majority agreed that children and young people are well behaved. A few staff disagreed.</p> <p>The majority of pupils agree that other children behave well and show HEARTS values, a quarter disagree.</p>	<p>A child friendly video will be easier to understand for everyone, especially younger children. It will encourage better relationships.</p> <p>By December '25, all staff will consistently implement the new agreed Relationships policy leading to improved relationships and behaviour.</p>	<p>Feedback from staff, parents, pupils, restore reps and play leaders.</p> <p>Improved relationships among everyone.</p> <p>Surveys and Barsail Blethers</p> <p>Tracking of behaviour which leads to agreed, consistent and appropriate consequences.</p> <p>Improved statistics in relation to the teaching staff survey statement, 'Children and young people are well behaved.'</p>	<p>We are going to create a new relationships policy video which will include current children, parents and staff.</p> <p>We are going to contact a professional videographer to do this for us.</p> <p>Classroom plan displayed in widgits in every classroom.</p> <p>Relationships policy will be reviewed by all stakeholders. This will include clearer, more consistent, tiered consequences. This work will link with the enhancement of our house system set out in the other YLL priorities.</p> <p>Increase the use of HT walking desk to provide responsive support.</p>

<p>Improvement Priority 2: Focussed weekly value</p> <p>We received feedback from Dargavel that it might be a good idea to have more focus on each individual value. Dargavel have a 'Value of the Month' and values awards are linked to this value. In Barsail, we can get an award for any value every week. This sometimes means values that are harder to demonstrate are missed and not a lot of focus is given to them.</p>	<p>Having a focussed value will help children understand all the values better and what they actually mean, and how to show them.</p>	<p>Feedback from pupils – do they understand the values better and how to show them?</p> <p>Feedback from staff – are pupils demonstrating our values more?</p> <p>Surveys and Barsail Blethers</p>	<p>We are going to speak to Mrs Mavers about having a 'Value of the Week.' Awards at assemblies will link to this value and we will have a wild card week where children can achieve an award for any value. Mrs Mavers will add the 'Value of the Week' to our weekly bulletin too.</p> <p>We are going to speak to class teachers to get feedback from their class around what each value looks like. Ways to show each value will then be displayed in every classroom and around the school.</p>
<p>Improvement Priority 3: Introduce House Challenges</p> <p>When we visited Dargavel we saw a House Challenge in action. In Barsail we have house groups but not house challenges.</p>	<p>House challenges will help pupils bond with other pupils in their house and demonstrate our value of teamwork.</p>	<p>Feedback from pupils and staff.</p> <p>Surveys and Barsail Blethers.</p> <p>Improved relationships in the House Groups and a better sense of identity.</p>	<p>We are going to introduce house challenges in Barsail each term including house chants and new shields for each house. We will speak to Mrs Mavers and will also consult with pupils to find out what kind of house challenges they would like to see.</p> <p>We are going to ask Dargavel what house challenges they do for ideas.</p>
<p>Improvement Priority 4: Introduce Playground Charter & display Right of the Fortnight in every class</p> <p>When we visited Dargavel, we saw the 'Right of the Fortnight' displayed in every class. They also had a playground charter. In Barsail, we do have a 'Right of the Fortnight' – this is discussed at assembly every week and is also on seesaw, but it is not displayed in the school. We don't have a playground charter.</p>	<p>A playground charter will improve behaviour in the playground.</p> <p>Displaying the 'Right of the Fortnight' in every class will help pupils know and remember what the right is every day.</p>	<p>Feedback from staff in the playground, restore reps and play leaders.</p> <p>Pupils will be able to tell us what the right of the Fortnight is.</p>	<p>We are going to link in with our rights committee and pupil council to create a playground charter. We are going to speak to the rights committee about displaying the right of the fortnight in every class.</p>