

Standards and Quality Report

Barassie Primary School and Early Years Centre



2021-2022

Introduction and context of Barassie Primary School and Early Years Centre

The purpose of this report is to provide an answer to the question, 'How good was our school in 2021-22?' This report:

- tells you about the quality of education in the school and how the children benefit from learning at Barassie
- is an opportunity to share the school's achievements with staff, pupils and the wider community
- allows us to celebrate successes and identify and share priorities for next session

Barassie Primary School is situated to the north of the town of Troon close to Barassie beach in a local authority housing estate. The catchment area of the school consists of this housing estate as well as two private estates and children from Dundonald Camp, quarters for the Armed Forces.

As part of South Ayrshire Council's Public Private Partnership bid, we have a fabulous building. The school has spacious accommodation and has been custom designed and built to suit the needs of education in the 21st Century. Class bases are semi-open plan with each one having their own garden. We have a Library/ICT suite, music/drama room, gymnasium, changing rooms, dining hall, pupil support room and purpose built Early Years Centre.

The school is non-denominational and co-educational offering education from 3 year olds in the Early Years Centre to Primary 7. The roll in June 2022 is 210 pupils in the primary and 48 pupils in the Early Years Centre. Children in P1-5 receive free school meals and 20% of children in P1-7 are entitled to a free school meal. 16% of our pupils live in in decile 1 or 2 where 1 is most deprived according to the Scottish Index of Multiple Deprivation (SIMD). 39% of our pupils living in deciles 1 and 2 are also entitled to free school meals. There are 8% children with ASN Stage 2, 7% with ASN Stage 3 and 2% of children with EAL. Our current structure is 8 classes, 2 are composite.

In June 2022 our staff consisted of a Leadership Team of Head Teacher 1 FTE, Depute Head Teacher 1FTE and Acting Principal Teacher 1FTE.

Primary Teaching Staff:

- 8 Class teachers at 1 FTE, 1 Class Teacher at 0.8 FTE and 1 Class Teacher at 0.2 FTE
- 1 Newly Qualified Teacher
- 0.6 Cluster Pupil Support Teacher
- 0.6 Closing the Gap Teacher
- 0.2FTE Nurture (Funded by the Pupil Equity Fund, PEF)

Primary Support staff

- 7 School Assistants (4 Full Time and 3 Part Time)
- 1 Early Years Practitioner in Primary 1

The school also benefits from an allocation of time from a 0.1.Woodwind instructor and a Youth Music Initiative Instructor for a block in the school year.

The Early Years Centre has 1 FTE Teacher, 6 Full time Early Years Practitioners (EYP) and 1 Senior Early Years Practitioner. Our EYC provides 1140 hours from 9am-3pm for a maximum of 48 children aged 3-5 years old.

School Support Staff – 3 Part time Clerical assistants

We work closely with our Cluster Schools (Marr College, Dundonald, Muirhead, Troon and Struthers) with 100% of pupils this session transferring to Marr College.

Our active Parent Council were unable to meet as usual due to the restrictions in place as a result of the COVID-19 pandemic. They continued to meet termly online with the final

meeting being in person and offered a great support to the school and parents during a time when the normal open-door policy was unable to be in place.

The Parent Council and Fundraising group merged towards the end of the session last year. They raised funds to support literacy development across the school, supported the EYC Leavers Party and P7 Leavers Treat. They also gifted all pre-school and P7 children with a tie as part of their transition from Early Years to Primary 1 and Primary 7 to S1.

We have continued to engage with families using the Seesaw platform following a successful pilot and implementation during the period of school closures. This has provided an invaluable line of communication between class teachers and families. It has also provided an insight to children's learning during a time when restrictions were in place.

Following the reduction of restrictions in Term 4 we have enjoyed opportunities for family learning with our planned Sharing the Learning Afternoon and our Jubilee Garden Party.

Our Vision, Values and Aims

Our school vision and aims have recently been redesigned following a consultation with children, families and staff.



Our Response to the Ongoing Covid-19 Pandemic

Following our return to school in August 2021 we had a focus on the key curricular areas of Literacy, Numeracy and Health and Wellbeing.

On the whole our staffing was largely unaffected by Covid-19 cases and close contact isolation until Term 2 when we had a number of outbreaks across the school and EYC with the emergence of the Omicron variant. The pace this situation evolved at was a challenge for staffing and we found ourselves in a position where we could not allow supply staff in our school. We experienced a similar picture towards the end of Term 3 where Covid rates were very high in our community once again. In addition to staff absences we experienced high rates of pupil absence due to positive cases and isolation but also due to parents and carers experiencing anxiety about sending their child to school when cases were at their peak.

A challenge for our school as a result of the pandemic was the restrictions on classes and staff coming together. As a staff, we recognised the impact this had on wellbeing across the school and as a result our Health and Wellbeing working group devised a plan to implement Wellbeing Wednesdays which were greatly received by children and staff alike. We were creative in our approaches to teaching and learning across stages and made good use of our outdoor environment and the beach to give our EYC, P1, P2, P6 and P7 children a 'buddy' experience.

Although the ongoing pandemic has presented many challenges, it has also afforded us the opportunity to focus on quality teaching and learning experiences, upskilling our team and ensuring that promoting positive Health and Wellbeing for all is at the centre of what we do.

Attainment and Achievements

In October 2018 Barassie Primary and Early Years Centre were inspected by a team from Education Scotland. They inspected us on Quality Indicators 2.3 Learning Teaching and Assessment and 3.2 Raising Attainment and Achievement/ Securing Children's Progress and gave a positive report highlighting areas of good practice.

BPS and EYC Inspection Report

The school had a positive School Improvement Visit in February 2018 where a team from the local Authority consisting of six Quality Improvement Officers, Inclusion Manager and visiting Head Teacher spoke to parents, staff and pupils as well as visiting all classes and the Early Years Centre.

The Early Years Centre's Care Inspectorate Report was published in January 2017. All reports are available in school and on the school website

<https://blogs.glowscotland.org.uk/sa/barassiepsandeyc/>

Developmental Milestones Data

Health and Wellbeing statements	Achieved		Working towards		Not appropriate	
	%	Number	%	Number	%	Number
I can cope with everyday / new situations.	96%	22	4%	1	0%	0
I am aware of the expectations of behaviour and can follow rules.	100%	23	0%	0	0%	0
I can share, co-operate and play with others.	100%	23	0%	0	0%	0
I can persevere and complete tasks.	100%	23	0%	0	0%	0
I can show I understand that eating more of some types of foods and less of others is good for health.	87%	20	13%	3	0%	0
I can run / jump / balance.	100%	23	0%	0	0%	0
I engage in daily physical activity.	100%	23	0%	0	0%	0
I can demonstrate fine motor skills.	100%	23	0%	0	0%	0
I can throw and catch a ball.	96%	22	4%	1	0%	0
I can demonstrate daily hygiene routines, for example, hand washing, teeth brushing.	100%	23	0%	0	0%	0
Number and Percentage achieving 8 or more milestones	100%	23	0%	0	0%	0
Number and Percentage achieving all 10 milestones	83%	19	17%	4	0%	0

Communication & Language statements	Achieved		Working towards		Not appropriate	
	%	Number	%	Number	%	Number
I can listen and say words that rhyme.	91%	21	9%	2	0%	0
I can draw a recognisable person.	70%	16	30%	7	0%	0
I can identify and tap out syllables in words.	91%	21	9%	2	0%	0
I can recognise and name some letters.	70%	16	30%	7	0%	0
I can listen, understand and respond appropriately.	100%	23	0%	0	0%	0
I can talk using longer sentences with some detail.	100%	23	0%	0	0%	0
I can retell a story I have heard.	87%	20	9%	2	4%	1
I can draw a picture and tell my own story about it.	83%	19	13%	3	4%	1
I can do pretend writing using a range of materials and explain what my writing means.	91%	21	9%	2	0%	0
I can talk about what I am learning.	78%	18	17%	4	4%	1
Number and Percentage achieving 8 or more milestones	83%	19	13%	3	4%	1
Number and Percentage achieving all 10 milestones	52%	12	43%	10	4%	1

Maths & Numeracy statements	Achieved		Working towards	
	%	Number	%	Number
I can talk about more and less to compare quantities.	87%	20	13%	3
I can touch and count items accurately and consistently in a range of contexts.	91%	21	9%	2
I know that the last number I say is the amount I have counted.	87%	20	13%	3
I can count using a (floor) number track, knowing that I can start from 0 or other numbers.	83%	19	17%	4
I can use the language of measurement and comparison appropriately during play activities (eg bigger, long, longer heavy and heavier).	91%	21	9%	2
I can recognise and copy a simple pattern.	91%	21	9%	2
I can recognise and describe common 2D shapes and 3D objects.	83%	19	17%	4
I can use positional language (eg. in front, behind, under, beside, in, on top of).	91%	21	9%	2
I recognise 'how many?' in regular dot patterns to 5, without having to count (subitising).	61%	14	39%	9
I can match / sort using my own criteria.	96%	22	4%	1
Number and Percentage achieving 8 or more milestones	83%	19	17%	4
Number and Percentage achieving all 10 milestones	52%	12	48%	11

We are continually striving to increase levels of attainment and providing opportunities for all pupils to achieve.

The tables below show the percentage of pupils that are achieving Curriculum for Excellence levels expected or higher than expected for their age.

CfE ATTAINMENT DATA FOR LITERACY AND ENGLISH – READING, WRITING, LISTENING AND TALKING															
% of Children Achieving the Expected Level															
READING					WRITING					LISTENING AND TALKING					
	2016-17	2017-18	2018-19	2020-21	2021-2022	2016-17	2017-18	2018-19	2020-2021	2021-2022	2016-17	2017-18	2018-19	2020-2021	2021-2022
P1 Early Level	84	90.5	95	52.2	71.4	84.8	90.5	85.7	17.4	57.1	90.5	90.5	90	69.6	67.9
P4 First Level	88.2	84.1	96	71.4	65.2	88.2	84.1	96	40.5	47.8	88.2	79.5	96	83.3	56.5
P7 Second Level	87.5	94.9	81	61	76	87.5	76.9	81	59	68	87.5	97.4	88	63	96

Numeracy and Mathematics

HWB

CFE Attainment Data for Numeracy and Maths and Health and Wellbeing														
% of Children Achieving the Expected Level														
Year	16-17	17-18	18-19	19-20	20-21	21-22	16-17	17-18	18-19	19-20	20-21	21-22		
P1 Early Level	100	90.5	85.7	Not Available	60.9	92.9	93	90	95	Not Available	95.6	89.3		
P4 First Level	94	84.1	96	Not Available	66.7	47.8	97	83	96	Not Available	88.1	78.3		
P7 Second Level	88	89.7	92	Not Available	57	88	94	97	100	Not Available	71	76		

Definitions

Almost all Over 90%	Most 75% – 90%	The majority 50% - 74%	Less than half 15% - 49%	Few Up to 15%
------------------------	-------------------	---------------------------	-----------------------------	------------------

Reading

In P1 and P4, the majority of pupils assessed in reading achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally. In P1 there are a 38% of children who experience barriers to their learning and at P4 52%. While interventions for individuals demonstrate some progress has been made, there is further work and support required to achieve the level.

In P7, most pupils assessed in reading achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

Writing

In P1 the majority of pupils assessed in writing achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P4 less than half the pupils assessed in writing achieved the expected level in line with their age compared with others nationally.

In P7, the majority of pupils assessed in writing achieved the expected level in line with their age compared with other pupils nationally.

We have a target to continue to improve writing achievement in this coming session through introducing a new teaching resource to support the development of handwriting and through continuing to embed our Talk for Writing approaches.

Mathematics

In P1 almost all pupils assessed in numeracy and mathematics achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P4 less than half the pupils assessed in this area achieved the expected level in line with their age compared with others nationally.

In P7, most pupils assessed in numeracy and mathematics achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

Barassie Primary staff, young people, parents and partners worked together last session to achieve national awards. We have worked hard to embed and maintain the high standards required by our Rights Respecting School Gold Award status achieved in June 2017 and had our status as a UNICEF Gold Rights Respecting School reaccredited in January 2022.

Attendance Rates and Absences

School	CURRENT YEAR 21-22			PREVIOUS YEAR 20-21		
	Percentage total absence @ end of Term 3	Percentage authorised absence @ end of Term 3	Percentage un-authorised absence@ end of Term 3	Percentage total absence @ end of Term 3	Percentage authorised absence @ end of Term 3	Percentage un-authorised absence@ end of Term 3
Barassie PS	9.3	7.0	2.3	4.1	3.1	1.0
South Ayrshire	8.3	5.6	2.6	4.4	2.7	1.7
Barassie EYC	18.8	18.7	0	4.8	4.6	0.2
South Ayrshire	14.9	13.0	1.8	8.2	6.9	1.4

What key outcomes have we achieved?

School Priority 1: Recovery (Supporting and Improving Children's Health and Wellbeing)	
NIF Priority: School Leadership Assessment of Children's Progress Parental Engagement School Improvement	Links to HGIOS 4 / HGIOELC 1.3 Leadership of Change 1.5 Management of Resources to Promote Equity 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6 Transitions 3.1 Improving Wellbeing, Equality and Inclusion 3.2 Raising Attainment and Achievement
Progress and Impact <ul style="list-style-type: none"> ➤ Rights Respecting Schools continued to be embedded through the 'Right of the Month' and the focus in home learning and teacher's planning. ➤ Achieved Gold re-accreditation in March 2022. ➤ Whole school focus on COP 26 and climate change during Term 2. Widely publicised in local and national media channels and publications to share children's knowledge of Global Goals and links to Eco Schools. Children enthused by their experiences and having the platform to share their views out with our school. ➤ Children, staff and families consulted to develop our school vision and aims. ➤ New aspirational vision and aims established and shared with all stakeholders. ➤ PATHS embedded in EYC and transferred to P1 as a consistent approach to supporting children's wellbeing. ➤ Targeted groups established to support children's wellbeing on return to school. ➤ Zones of Regulation lessons covered as a focus at the start of the session with all classes P1-P7. Children familiar using the language of the zones during restorative conversations. ➤ Loose parts play embedded in EYC, P1 and P2 classes as part of planned learning experiences. ➤ Playground committee established to ensure children's voices across the school are heard in the development of the playground and available resources. ➤ Almost all classes making effective use of Seesaw to journal children's learning. ➤ Children becoming increasingly more independent in use of Seesaw to document their learning journey. ➤ EYC have firmly embedded twice weekly beach school experiences into their practice. ➤ P7 children completed John Muir Award. ➤ Outdoor learning is a focus in the majority of classes. ➤ All classes, EYC to P7, have experience of food technology through curricular lessons and working with Phunky Foods. ➤ Electives planned as part of Wellbeing Wednesday to include outdoor learning experiences for children in mixed age groups. ➤ DYW experiences and career information was a focus during STEM Week with virtual meetings and presentations due to restrictions in place. ➤ Transition calendar created by Marr College colleagues. Conversations around transition started early in session with children with virtual experiences to engage in learning with staff in key curricular areas. ➤ EYC to P1 transition programme developed to ensure all children and families had opportunities to have meaningful experiences and begin developing relationships prior to starting in P1. ➤ Wellbeing Wednesday planned and implemented across the school from P1-P7 as a focus to promote both staff and children's wellbeing. ➤ We had a successful Sharing the Learning afternoon in Term 4 which received positive feedback from families. ➤ EYC 'Stay and Play' sessions were planned to ensure they were accessible by all through offering day and evening sessions. 	

Pupil Equity Fund Initiatives

- HWB groups established during initial return to school to support children with emerging needs.
- Nurture groups established although not always consistently implemented due to staffing restraints posed by the pandemic.
- No -cost Breakfast Club established for targeted pupils once restrictions on mixing of classes allowed due to reduced outbreaks of Covid-19.
- PEF PT successful in gaining grant to support the funding of Breakfast Club.
- PEF appointed School Assistant facilitated weekly after school home learning and games clubs for targeted groups of children.
- Family outdoor evenings planned and implemented in conjunction with Thriving Communities. PEF PT identified targeted families.
- Alternative Curriculum approaches planned and facilitated by PEF PT. Participation for some pupils not possible due to outbreak and absences associated with the pandemic.
- Outdoor experiences planned with Dolphin House staff in local environment for P1-P3.
- Outdoor learning days for each class planned during Term 3.
- Residential experience facilitated for P4-P7 with positive feedback and new experiences for children.

Next Steps

- To increase opportunities for pupil voice experiences through developing a pupil voice calendar.
- Workshops for families to support engagement in learning using Seesaw.
- Organise and deliver a family curricular evening to support understanding of key practices and initiatives across the school and EYC.
- Develop a family engagement calendar.
- Develop our approaches to teaching RSHP curriculum from Early to Second Level.
- Continue to develop outdoor learning opportunities and beach school experiences across all levels.
- Continue to develop food technology, gardening and STEM as part of our curriculum at Barassie.

School Priority 2: Literacy: To Raise Attainment in Literacy for all Learners

NIF Priority:
Assessment of Children's Progress
Teacher Professionalism
Performance Information
School Leadership

Links to HGIOS 4 / HGIOELC

- 1.1 Self-evaluation for Self-improvement**
- 1.2 Leadership of Learning**
- 1.3 Leadership of Change**
- 2.2 Curriculum**
- 2.3 Learning, Teaching and Assessment**
- 2.4 Personalised Support**
- 3.2 Raising Attainment and Achievement**

➤ Progress and Impact

- EYC frameworks on Seesaw have improved tracking across Early level of developmental milestones.
- Staff participated in termly professional dialogue meetings and discussed pupils' progress and any further support or challenge required using evidence to support discussions.
- Evidence of progress made in targeted intervention groups with ASFL and Closing the Gap teachers.
- School assistant time carefully planned to ensure targeted interventions take place regularly.
- Introduction of Word Wasp has had a positive impact at Second Level.
- All teaching staff have completed training in both fiction and non-fiction for Talk for Writing as part of the authority strategy.
- One member of staff from each level has attended a full day's training with Pie Corbett.
- All classes follow most elements of the Talk for Writing planner and currently engaging in professional dialogue to continue making the necessary adaptations to support embedding the approach across the school and EYC.
- Use of Talk for Writing has helped with a focus on vocabulary and encouraging children to use vocabulary in their own work.
- Teaching staff report an increase in children's confidence when retelling a story and innovating it through Talk for Writing approaches and the use of story mapping.
- Teachers have become more confident in delivering Talk for Writing.
- Team teaching opportunities planned and implements in some classes.
- P6 leadership opportunity as pupil librarians has worked very well to continue developing our reading culture and enjoyment of reading across the school.
- Pupil librarians trained in the use of Junior Librarian.
- All staff have received initial Gidgets training.
- P6 and P7 using literature circles to develop children's ability to read to learn through higher order questioning.
- An outdoor library area and resource cart has been developed in consultation with pupils for use at playtimes and lunchtimes.
- P3-P7 have engaged with the Accelerated Reader programme.
- Daily reading for pleasure takes place in all classes most days.
- Whole school and class displays developed to promote and encourage reading through Accelerated Reader.
- P3-P7 have all participated in STAR reading assessments and the data has been analysed by class teachers to measure progress and the need for intervention.
- Cluster debate competition has been arranged and will form a transition project during term 1 of next session.
- New reading resource (Collins Big Cat) invested in to provide children with engaging reading materials.
- New 'Phonic Books' materials to support struggling and reluctant readers at Second Level have had a positive impact on engagement and in turn attainment of individual children.

Pupil Equity Funded Initiative

- Recovery boost groups were formed from P2-P7 with a focus on closing the gap and supporting those with identified needs and evident gaps in learning. Children

with emerging needs and low confidence were also included in the boost groups on a weekly basis. Acting PEF PT led the formation of these groups.

- Acting PEF PT has developed PEF tracking format and used this to track and monitor attainment and interventions for targeted cohort of children.

Next Steps

- P7 pupils to engage in cluster debating unit of work and competition.
- Work towards 'Dyslexia and Inclusive Practice Award'. This was not carried forward this session due to other priorities in light of recovery. Work in identifying dyslexic learners continued with individual strategies and supports in place however more work is needed to develop the whole school awareness of dyslexic inclusive practice.
- Introduce and develop North Lanarkshire Active Literacy approaches to spelling at Second Level.
- Continue to embed the use of Accelerated Reader and move to set children individual targets.
- Form a parent group to support the continuing labelling of books to use with Accelerated Reader to ensure ease of access for children.
- Develop the use of 'Giglets' across the school and host a parent information workshop on the resource.
- Implement banded approach to using Big Cat resources with current resources.
- CLPL for teaching and support staff on class-based interventions to increase our universal support for learners across the school and EYC.
- Engage with the new grammar progressive planner that has been developed.
- Introduce Nelson Handwriting as a focus of improving handwriting and presentation across the school.
- Ensure all classes access the school library on a weekly basis.
- Acting PT to introduce planning format created for 'Talk for Writing'.
- 'Talk for Writing' focuses to continue to be developed in line with a curricular mapping exercise for IDL. Advice was given by Sue Cove to focus on building the skillset in individual classes for a longer period of time before devising a map to integrate 'Talk for Writing' to our IDL Matrix.
- Continue to access CLPL for teaching staff to continue building confidence in delivering Talk for Writing.
- New staff to have a period of modelling and team teaching of Talk for Writing and Active Literacy.

School Priority 3: To Raise Attainment in Numeracy and Mathematics for all children.**NIF Priority:****School Leadership****Assessment of Children's Progress****Links to HGIOS 4 / HGIOELC****1.2 Leadership of Learning****2.2 Curriculum****2.3 Learning, Teaching and Assessment****2.4 Personalised Support****3.2 Raising Attainment and Achievement****Progress and Impact**

- Second level classes are confident in selecting Number Talks strategies to solve a variety of calculations and explaining their chosen method.
- Using TEAMS planners has ensured a consistent approach and progression across all stages.
- Staff participated in termly professional dialogue meetings and discussed pupils' progress and any further support or challenge required.
- GL assessment administered twice this session and data used to discuss notable strengths and areas of development for individuals, classes and stages.
- Recover boost groups formed and maths recovery approaches used to support children's learning in Term 1.
- In Term 4 numeracy boost groups formed from identified gaps in learning and targeted using Numicon Big Ideas resource. Children engaged in learning during these sessions and developing confidence manipulating the concrete materials.
- Making Thinking Visible routines being used to promote discussion around strategies used to solve a problem.
- Use of consistent mathematical language in EYC has had a positive impact on children's understanding of number using subitising.
- Numeracy Champion hosted some numeracy drop in sessions for staff focussing on key areas of numeracy (CPA, bar modelling to support fractions, decimals and percentages, Number Talks and Big Maths).
- Teaching staff have begun to use private channel on staff TEAM to upload shared resources.

Pupil Equity Funded Initiative

- Recovery boost groups formed following initial GL PTM assessments in P2-P7.
- Children's learning at home supported through after school club led by PEF appointed School Assistant.

Next Steps

- To continue to support children through targeted intervention using 'Numicon Big Ideas'.
- Continue to provide opportunities for professional learning through modelling, team teaching and peer moderation experiences.
- Plan and deliver curricular workshops to develop and support parents and carers understanding of the approaches used in school.
- Introduce key elements of White Rose Maths to support a consistent approach to developing problem solving, conceptual understanding and mathematical reasoning across the school.
- Develop plans for teaching of numeracy and maths through real life contexts.
- Host a regular after school maths club for First and Second Level.

Evaluation Summary

Quality Indicator	School Self Evaluation
1.3 Leadership of Change	<p>Good</p> <ul style="list-style-type: none"> ➤ All stakeholders were involved in the creation of our new school vision, ensuring it is ambitious and focuses on improvements in outcomes for all. ➤ Senior leaders carefully guide the strategic direction and pace of change to ensure a focus on quality learning and teaching. ➤ Appointed PEF PT has developed knowledge of social, economic and cultural context of the local community and has used this knowledge well to support all staff in having a clear understanding ensuring it has shaped the new, ambitious school vision. ➤ All staff are involved in the process of change and in evaluation the impact of improvements through regular planned self-evaluation activities. ➤ Practitioners have regular opportunities to review pedagogical approaches, in particular play-based learning, Talk for Writing, reading for enjoyment and its impact on attainment and CPA approaches in numeracy and mathematics. <p>There are key strengths in this aspect of the school's work and we will continue to work towards improving this further by continue to embed these approaches and ensuring new staff are aware of key pedagogy adopted at Barassie.</p>
2.3 Learning and teaching	<p>Good</p> <ul style="list-style-type: none"> ➤ The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes. Relationships with parents continued to develop through the introduction of 'sharing the learning' events, stay and play sessions and whole school/EYC celebrations. ➤ Learners have continued to develop their learning journals using Seesaw. They have become more aware of strengths and next steps and are confident sharing their learning with others. ➤ Learners have played an active role in developing our school vision and play an active role in wider school life by taking on leadership roles such as Rights Respecting Champions, Digi Leaders, House Captains, Playground Committee and Pupil Librarians. ➤ All staff have been upskilled in the use of digital technologies. Learners make very good use of Teams, Seesaw, visualisers and iPads to support and enhance their learning across the curriculum. <p>There are important strengths in the school's work in learning and teaching and these have a significantly positive impact on almost all young people. The school will improve further the areas of important strength, and also</p>

	act to address the areas for improvement in line with the priorities set out in our improvement plan for next session.
3.1 Ensuring wellbeing, equity and inclusion	<p>Very Good</p> <ul style="list-style-type: none"> ➤ The whole learning community has a shared understanding of wellbeing and the children's rights. We were successful in gaining our Gold RRSA Re-accreditation as recognition for our effective practice in continuing to embed children's rights to our practice. ➤ Outdoor spaces have been developed and are used effectively to promote positive relationships and wellbeing as well as learning about the outdoors. Our EYC has a well established 'beach school' programme with skilled staff who are trained in this area. ➤ All staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague. Support is targeted and monitoring systems are in place to ensure equity and that we are meeting the needs of all children. Our PEF PT has developed approaches to closely track and monitor progress of individuals. ➤ We ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole school community through adopting our 'Ready, Respectful and Safe' approaches. <p>There are major strengths in Barassie in this aspect of our work. The school will make continued use of self-evaluation to plan further improvements and will work towards continuing to improve our provision in line with our school improvement plan.</p>
3.2 Raising attainment and achievement	<p>Good</p> <ul style="list-style-type: none"> ➤ Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment. Targeted interventions in literacy and numeracy are having a positive impact on attainment for almost all children. ➤ The majority of children are attaining the expected levels in Literacy and most children are attaining the expected levels in Numeracy. ➤ We have effective systems in place to promote equity of success and achievement for all our children and young people. We ensure all children have opportunities to experience success and have their achievements recognised and celebrated. <p>There are important strengths in his aspect of our work. The school will seek to improve further the areas of important strength, and also act to address the areas for improvement. Our attainment levels dipped since last recorded in session 2018/19 but show signs of recovery, particularly at Early and Second Levels. We will continue to ensure almost all children and young people are attaining appropriate levels or exceeding them.</p>

What are the key priorities for improvement in 2022/23?

Based on the progress made with the School Improvement Plan 2020-21, the school's self-evaluation, the ongoing situation with the Covid-19 Pandemic, the National Improvement Framework and South Ayrshire Council's priorities, our identified areas for improvement for 2022-23 are:

1. To raise attainment in Literacy and English - Further develop Talk for Writing approaches across the school, continue to develop the whole school reading culture through the use of Accelerated Reader and promoting reading for enjoyment and developing children's handwriting and presentation of written work. We will also continue to support and challenge children in the development of literacy skills through embedding and refreshing good dyslexia friendly practice across the school.
2. To raise attainment in Numeracy and Mathematics – introduce elements of White Rose Maths to our practice, continue to embed use of 'Numicon Big Ideas' to support children's learning through targeted interventions and enhancing teaching of maths through real life contexts.
3. To improve children and young people's health and wellbeing – Continue to implement and develop 'Wellbeing Wednesday', increase opportunities for pupil voice through development of a calendar and developing our approach for teaching dignity and positive relationships.
4. To increase family engagement to support and celebrate children's learning across the curriculum.
5. To continue developing the young workforce through promoting children's wellbeing, resilience and problem-solving skills – outdoor learning, STEM and food technologies.

Underpinning these is the National Improvement Framework priority development of skills for work which permeates all areas of the curriculum and will be addressed also through work towards our Digital Schools Award.

We will further develop measures to ensure our most vulnerable children are supported through the Pupil Equity Fund.

What is the capacity for improvement?

The school and EYC are well placed for improvement with an established Senior Leadership team and experienced staff team in place.

The staff team are well placed to build on training and professional development this session to improve the quality of learning and teaching for our young people. All staff are committed to Career Long Professional Learning and engage in Professional Development Review meetings annually.

A distributed leadership approach has increased the capacity for improvement with class teachers and school assistants developing and leading areas of particular interest and expertise too. Next session we have two NQTs, 1 FTE PEF PT and little change to the teaching and support staff team. Our working groups will develop their own in-depth action plans to work towards our improvement priorities. This session we have made small changes to the stages where staff teach to continue building our capacity for improvement from Early to Second Level.

As a cluster, we have a clear approach to improvement and have ensured protected time for collegiate working across our schools and sectors.

We are focused to identify our key strengths and next steps on our improvement journey. Our next steps will also continue to be guided by educational research and the data available to us. Knowing ourselves well we are well placed to continue on our journey of improvement with confidence, building on our current successes to ensure the best possible outcomes for all children.