

Barassie Primary School and Early Years Centre Improvement Plan

BARASSIE



PRIMARY

2022-2023



Our Vision

At Barassie we:

Grow, Dream, Achieve, Together

Our Values

Ambition

Creativity

Honesty

Kindness

Respect



RIGHTS
RESPECTING
SCHOOLS



GOLD - RIGHTS RESPECTING

Our Aims

At Barassie we aim to provide high quality experiences which allow children to:

GROW: We nurture all pupils as they progress through their journey at Barassie and beyond.

DREAM: We inspire and celebrate all, despite differences, in our positive and inclusive environment.

ACHIEVE: We support our pupils to be the best that they can be.

TOGETHER: We work collaboratively with children, staff, families and our local community.

**South Ayrshire
Council Plan**

Effective Leadership that promotes fairness
Closing the Gap
Grow well, live well, age well
South Ayrshire works
Stand Up for South Ayrshire
A better place to live

**Children's Services
Plan**

Outstanding universal provision
Tackling Inequalities
Love and support for our Care Experienced young people and young carers
Good physical and mental wellbeing
Promoting Children's Rights

**Educational Services
Plan and National
Improvement
Framework Priorities**

Placing the human rights 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
Improvement in employability skills and sustained positive school leaver destinations for all young people
Improvement in attainment, particularly in literacy and numeracy

**National
Improvement
Framework- Drivers**

School and ELC Leadership
Teacher and practitioner professionalism
Parent/ carer involvement and engagement
Curriculum and assessment
School and ELC Improvement
Performance Information

PRIORITY 1: Raising attainment in literacy for all learners

Outcome What we want to achieve	Action to be taken	Who	When	HGIOS 4 QI	NIF Driver	SAC Priorities	Success Criteria	
							How will we know when we've got there?	Where will we look for evidence?
1. Children will increase attainment in writing and further develop their writing skills across the curriculum.	Introduce a focused, clear and progressive framework for handwriting using Nelson handwriting.	J Fleming	Aug 22	1.1	School and ELC Improvement / Curriculum and Assessment	Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> ✓ ACEL data for P1, P4 and P7 will increase to the same or above the authority average. 21/22 data shows a total of 58% of children attained the expected level. (P1 – 57%, P4 – 47%, P7 – 68%) Target for 22/23: at least 70% at each stage attaining expected level. ✓ Children can articulate next steps in learning in relation to writing targets. ✓ Staff making consistent use of planning formats to plan clear, progressive and consistent learning and teaching experiences. ✓ All staff feel confident embedding Talk for Writing approaches to practice. ✓ Presentation of written work will have improved across the school and be confirmed through moderation activities. ✓ SWST results show age appropriate scores for learners. ✓ Evidence of application of children's spelling skills at 	Attainment Tracker/Professional Dialogue Meeting Minutes Jotters Teacher's planning files Displays Seesaw Journals Profiles
	New grammar planners to be used across all stages.	J Fleming	Aug 22	1.2				
	Continue to develop planning formats for Talk for Writing across all levels.	F Landon	Aug – Oct 22	1.3				
	Continue to make meaningful links through IDL and Talk for Writing through a curricular mapping exercise.	Class teachers, SLT	Aug 22- Dec 22	2.2				
	Experienced staff to model and team teach with new staff across the school.	F Landon, L Dodds	Aug 22- Oct 22	2.3				
	Develop a school resource bank for Talk for Writing organised by story type and model texts.	Class teachers, F Landon	Aug 22 – June 23	3.2				
	Implement consistent approach to teaching of spelling at Second Level using Active Literacy.	J Fleming	Aug 22- June 23					

	Continue to embed Talk for Writing practice in the EYC.	P Moriarty	Aug 22- June 23				Second level in written work across the curriculum. ✓ Small groups will take part in regular Talk for Writing sessions.	
Outcome What we want to achieve	Action to be taken	Who	When	HGIOS 4 QI	NIF Driver	SAC Priorities	Success Criteria	
							How will we know when we've got there?	Where will we look for evidence?
2. Children will increase attainment in reading and further develop their reading skills across the curriculum.	<p>Continue to update library organisation to support effective reading for enjoyment through use of ZPDs.</p> <p>Continue to implement 'STAR' assessments 4 times per school year and use data to inform planning and to set individual targets.</p> <p>Continue to timetable daily reading for enjoyment experiences in all classes.</p> <p>Introduce Accelerated Reader to new P3 cohort as a reading for enjoyment programme.</p> <p>Engage with resources on Gilets from P1-P7.</p> <p>Introduce refreshed texts for teaching</p>	<p>Working Group, J Fleming</p> <p>Class Teachers</p> <p>Class Teachers</p> <p>J Fleming, Class Teacher</p> <p>Class Teachers</p>	<p>Aug 22- Dec 22</p> <p>Aug 22, Nov 22, Feb 23, June 23</p> <p>Aug 22- June 23</p> <p>Sep 22</p> <p>Aug 22- June 23</p> <p>Sep 22- Nov 22</p>	<p>1.1</p> <p>1.3</p> <p>2.2</p> <p>2.3</p> <p>2.4</p> <p>3.2</p>	School and ELC Improvement / Curriculum and Assessment/ Performance Information	Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy	<p>ACEL data for P1, P4 and P7 will increase to the same or above the authority average. 21/22 data shows a total of 71% of children attained the expected level. (P1 – 71%, P4 – 65%, P7 – 76%) Target for 22/23: increase of 5% at each stage attaining expected level with overall average being at least 75%.</p> <ul style="list-style-type: none"> ✓ 'STAR' reports used to inform target setting and planning. ✓ Children actively participating in the Accelerated Reader programme through reading for enjoyment. ✓ Evidence of growth between STAR assessment periods. ✓ Children can access and select books from the library with ease. 	<p>Attainment Tracker/Professional Dialogue Meeting Minutes</p> <p>Jotters</p> <p>Teacher's planning files</p> <p>Displays</p> <p>'STAR' reports</p> <p>Pupil voice comments</p> <p>Reading engagement surveys</p>

	reading by introducing 'Big Cat' books using a book banding approach from First to Second Level.	Working Group, J Fleming						
Outcome What we want to achieve	Action to be taken	Who	When	HGIOS 4 QI	NIF Driver	SAC Priorities	Success Criteria	
							How will we know when we've got there?	Where will we look for evidence?
3. Children will be supported/challenged in development of literacy skills.	<p>Work towards Dyslexia and Inclusive Practice Award</p> <p>Form literacy working group to take a lead on embedding and refreshing good dyslexia friendly practice across the school.</p> <p>All staff to engage in CLPL with a focus on support dyslexic learners.</p> <p>Use data from literacy milestones to inform planning for small group work.</p> <p>Re-introduce Word Aware and Concept Cat.</p>	<p>All staff</p> <p>J Fleming, Working Group</p> <p>J Fleming, Working Group, All Staff</p> <p>P Moriarty N Monteith</p> <p>P Moriarty N Monteith</p>	<p>Oct 22- May 23</p> <p>Aug 22</p> <p>Sep 22 – Apr 23</p> <p>June 2023</p> <p>June 2023</p>	<p>1.2</p> <p>2.2</p> <p>2.3</p> <p>2.4</p> <p>3.1</p> <p>3.2</p>	School and ELC Improvement / Curriculum and Assessment	Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> ✓ Staff will be more confident in selecting the most appropriate resources and interventions. ✓ Targeted children will make progress with interventions. ✓ Dyslexia and inclusive practices will be embedded within planning and classroom practice. ✓ Children able to articulate effective supports in place for them. ✓ Targeted children will make progress in literacy developmental milestones ✓ All children will participate in Concept Cat sessions 	<p>Moderation of learning and teaching notes</p> <p>SWST/SWRT (pre/post intervention)</p> <p>Pupil voice comments</p> <p>Profiles, Seesaw Journals</p>

PRIORITY 2: Raising attainment in numeracy and mathematics for all learners

Outcome What we want to achieve	Action to be taken	Who	When	HGIOS 4 QI	NIF Driver	SAC Priorities	Success Criteria	
							How will we know when we've got there?	Where will we look for evidence?
<p>1. Children will experience a consistent approach in maths and numeracy throughout the school to develop a deep, conceptual understanding of mathematics, problem solving skills, mathematical reasoning and increased confidence and motivation resulting in improved attainment.</p>	Professional learning to be planned and delivered to new staff through modelling, team teaching and peer moderation experiences.	C Nelson	Aug – Oct 22	1.1 1.2 2.2 2.3 2.4 2.5 3.2	Parent/carer involvement and engagement School and ELC Improvement Curriculum and Assessment	Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> ✓ GL assessment data for problem solving, conceptual understanding and mathematical reasoning has increased in line with the cluster average for all stages. ✓ ACEL data will increase to the same or above the authority average at P1, P4 and P7. <p>21/22 data shows a total of 77% of children attained the expected level. (P1 – 93%, P4 – 48%, P7 – 88%)</p> <p>Target for 22/23: overall average being at least 80% and an increase for P4 to 70%.</p> <ul style="list-style-type: none"> ✓ Children able to confidently demonstrate and discuss strategies used to solve problems. ✓ Children able to apply understanding of key concepts in new and unfamiliar situations. ✓ Staff able to confidently discuss and moderate children's progress in numeracy and maths. ✓ All staff delivering a progressive and comprehensive programme of 	<p>Attainment tracker</p> <p>GL assessment data</p> <p>Jotters</p> <p>Seesaw</p> <p>Displays</p> <p>Parent/carer feedback surveys</p> <p>Records of moderation</p> <p>Online planning</p> <p>Record of class and intervention based assessments</p> <p>Seesaw Journals</p> <p>Profiles</p> <p>PCLP</p>
	Curricular workshops to be planned and delivered to support families.	C Nelson	Sep 22- Feb 23					
	Continue to embed use of 'Numicon Big Ideas' to support children's learning through targeted intervention at Second Level.	C Nelson	Aug 22 – June 23					
	Introduce White Rose Maths end of topic assessments, schemes of learning and resources to support problem solving, conceptual understanding and mathematical reasoning through a consistent approach across the school.	Working Group	Sep 22- June 23					
	Planned opportunities for moderation of assessment to promote consistent and sustainable change.	J Fleming	Oct 22- May 23					
	Working Group	Aug 22 – June 23						

	<p>To plan for teaching of numeracy and maths through real life contexts across all stages.</p> <p>Facilitate a regular after school maths club for First and Second Level.</p> <p>Use data from numeracy milestones to inform planning for small group work.</p> <p>To purchase more maths resources.</p> <p>To incorporate more opportunities for numeracy and maths throughout the playroom.</p>	<p>Working Group</p> <p>P Moriarty All EYC Staff</p>	<p>Sep 22 - May 23</p> <p>Aug 22- June 23</p>				<p>numeracy and mathematics across all stages.</p> <ul style="list-style-type: none"> ✓ Increase in assessment scores for pre and post intervention using 'Numicon Big Ideas'. ✓ Families communicate they feel able to support and challenge children at home in numeracy and mathematics. ✓ Targeted children will make progress in numeracy milestones. ✓ Children will enjoy using the new resources and make progress in numeracy. ✓ Children will participate in numeracy and maths learning across all areas in the EYC playroom and garden. 	
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PRIORITY 3: Supporting children's health and wellbeing

Outcome What we want to achieve	Action to be taken	Who	When	HGIOS 4 QI	NIF Driver	SAC Priorities	Success Criteria	
							How will we know when we've got there?	Where will we look for evidence?
1. Children will exercise their pupil voice in relation to their needs and rights as a whole school focus for wellbeing.	Continue to implement 'Wellbeing Wednesday' and develop the focus for each one with pupil voice group.	Working Group	Sep 22- June 23	1.1 2.1 3.1	School and ELC Improvement	Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> ✓ Feedback from children reflects inclusion of their views in planning of experiences. ✓ Pupil voice groups and experiences planned as part of annual calendar. 	Children's SIP display Records of pupil voice activities
	To increase opportunities for pupil voice experiences through developing a pupil voice calendar.	SLT	Aug 22					
2. Increase family engagement to support and celebrate children's learning across the curriculum.	Workshop for families on supporting learning and providing meaningful feedback to engage in children's learning.	C Martin/R Bamford	Sep 22	2.3 2.5 2.7 3.1	Parent/carer involvement and engagement Curriculum and assessment	Improving children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> ✓ Evidence of family engagement on children's Seesaw journal. ✓ Quality of interactions on Seesaw has improved. ✓ Families and children both report they have had meaningful opportunities to have learning conversations with each other. ✓ Children confident discussing their strengths, next steps and setting targets. ✓ Feedback from families and children. 	Seesaw journals Completed parent/carer surveys Completed family engagement calendar Profiles PCLP Seesaw Blog
	Create an information leaflet on using Seesaw to provide meaningful feedback and engage in children's learning.	C Martin/ R Bamford	Sep 22					
	Plan for 3 'Sharing the Learning' events across the school year to facilitate learning conversations between families and children.	All teachers, SLT	Sep 22, Mar 23, May 23					
	Organise and deliver a family curricular evening. Develop a family engagement calendar.	All teachers, SLT F Landon	Sep 22 Sep 22					

	Provide more opportunities for parents/carers to come in and play and learn with their children: <ul style="list-style-type: none"> Regular Family Baking Sessions Regular PEEP sessions Introduce Family Craft Class Re-introduce Stay and Play Weeks 	All EYC staff	June 23					
Outcome What we want to achieve	Action to be taken	Who	When	HGIOS 4 QI	NIF Driver	SAC Priorities	Success Criteria	
							How will we know when we've got there?	Where will we look for evidence?
3. To increase readiness for learning from EYC-P7.	<p>Devise a timetable to facilitate a nurture group for P1-P4.</p> <p>Staff training to be delivered on completing Boxall profiles to identify children and to set appropriate targets as part of the Staged Intervention process.</p> <p>Organise and run a daily breakfast club.</p> <p>Work with play therapist as part of targeted intervention.</p>	<p>J Mills</p> <p>J Mills</p> <p>F Landon/J Samson</p> <p>F Landon/J Mills</p>	<p>Aug 22</p> <p>Aug-Sep 22</p> <p>Aug 22</p> <p>Oct 22 – June 23</p>	<p>2.4</p> <p>3.1</p> <p>3.2</p>	Curriculum and assessment	Improvement in children and young people's health and wellbeing Placing the human rights of every child and young person at the centre of education	<ul style="list-style-type: none"> ✓ Positive outcomes highlighted in Boxall profiles. ✓ Streamlined approach adopted to include nurture targets in Staged Intervention processes. ✓ Children participating in nurture groups demonstrate greater readiness to learn in the classroom setting. ✓ Children's attendance at breakfast club is impacting positively on late comings and attendance – attendance at end of term 4 to rise to 93% from 91.2% in June 2022. ✓ Children have made marked improvements in 	<p>Staged Intervention paperwork</p> <p>Attainment meetings</p> <p>Teacher observations</p> <p>Pupil support files</p>

							relation to 'Strengths and Difficulties',	
<p>4. To continue developing the young workforce through promoting children's wellbeing, resilience and problem-solving skills.</p>	<p>Plan for regular outdoor learning opportunities across the curriculum using SAC support materials, beach school leaders and support from Thriving Communities.</p> <p>Provide regular experience of food technology, gardening and STEM as part of our curriculum.</p> <p>Develop alternative curriculum content to include 'real life' contexts to develop team work skills, self-esteem and problem-solving skills.</p> <p>Deliver CLPL on new MTV routines to staff to support implementation across the curriculum.</p>	<p>E Purdie. Class Teachers</p> <p>All teachers, L Blaikie, N Tait, L Dodds</p> <p>F Landon</p> <p>L MacLeod,</p>	<p>Aug 22- June 23</p> <p>Aug 22- June 23</p> <p>Sep 22 – May 23</p> <p>Oct 22- Feb 23</p>	<p>2.2</p> <p>2.3</p> <p>2.4</p> <p>3.1</p> <p>3.2</p> <p>3.3</p>	<p>Curriculum and assessment School and ELC Improvement</p>	<p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p>	<ul style="list-style-type: none"> ✓ All children have experience of developing their skills regularly in the outdoors. ✓ Feedback from children and staff. ✓ Children able to recognise and apply transferable skills to problem solve in a variety of situations. ✓ Observations of skills developed during alternative curriculum experiences highlight improvements for those involved. ✓ Children are able to discuss success in their learning and skills development in relation to the 'I can' statements from the Career Education Standard. 	<p>Teachers' planning</p> <p>Records of learning conversations with children</p> <p>Teacher observations</p>

<p>5. To embed an inclusive, rights-based approach to develop children's understanding of dignity and positive relationships through our RSHP curriculum.</p>	<p>Complete a curricular mapping exercise from Early to Second Level using UNCRC and rshp.scot resources.</p> <p>Create a progressive framework and overview for EY – P7 in relation to relationships, sexual health and parenthood.</p> <p>Deliver a parent workshop to increase awareness of the key themes and content delivered as part of the RSHP curriculum.</p>	<p>Working Group</p> <p>Working Group</p>	<p>Sep 22- June 23</p> <p>Nov 22- Feb 23</p> <p>Apr 23</p>	<p>2.1</p> <p>2.2</p> <p>2.3</p> <p>2.5</p> <p>3.1</p>	<p>Curriculum and assessment</p>	<p>Placing the human rights of every child and young person at the centre of education</p> <p>Improvement in children and young people's health and wellbeing</p>	<ul style="list-style-type: none"> ✓ Progressive programme of RSHP lessons devised and collated from EYC-P7. ✓ Staff using resources and school progression to deliver lessons in RSHP. ✓ Children able to discuss the meaning of dignity in relation to positive relationships. ✓ All children feel included through an inclusive approach to teaching of knowledge and skills as part of our RSHP programme. ✓ Parents and carers feel informed about the curricular content delivered as their child progresses through our school. ✓ Staff feel confident delivering a high quality and inclusive RSHP curriculum. 	<p>RSHP lesson plans and overviews</p> <p>Online planning</p> <p>Parent/carer feedback</p> <p>Teacher assessment information</p> <p>Feedback from staff</p> <p>Displays</p> <p>Jotters/children's work</p>
<p>6. To develop a whole EYC approach to nurture.</p>	<p>Staff to attend 2 day Nurture Training.</p> <p>Boxall Profiles will be completed for key children.</p> <p>Establish Nurture groups for intensive targeted support for identified children.</p> <p>PATHS will continue to be developed.</p> <p>Re-introduce intergenerational project with local sheltered housing residents.</p>	<p>N Ellis A Glasgow</p> <p>N Monteith P Moriarty All key workers</p> <p>N Monteith P Moriarty</p> <p>F O'Pray</p> <p>A Glasgow D Smith</p>	<p>Sep 22</p> <p>Sep 22</p> <p>Sep 22</p> <p>June 23</p> <p>Dec 22</p>	<p>2.3</p> <p>2.4</p> <p>3.1</p>			<ul style="list-style-type: none"> ✓ All children and staff will be included in embedding the nurture principles in the EYC. ✓ Boxall profile targets will be featured in Personal Care and Learning Plans ✓ A nurture group will be established and take place twice weekly. ✓ Children will attend weekly PATHS sessions and confidently use the strategies taught. 	<p>Boxall Profiles</p> <p>PCLP</p> <p>Seesaw Journals</p> <p>Seesaw Blog</p> <p>Local Press</p>

	Re-introduce Random Acts of Kindness in the community.	All staff	Dec 22				<ul style="list-style-type: none"> • Children will build relationships with the local sheltered housing residents. • Children and staff will be involved in planning and delivering random acts of kindness. • Children will participate in regular Play on Pedals sessions. 	
	Introduce Play on Pedals	A Glasgow F O'Pray	June 23					

Key - PEF Interventions, EYC Priority

Cluster Improvement Priority		Rationale for Improvement Priority based on evidence		
To enhance our approaches to curricular transitions, ensuring continuity in pedagogy and a shared understanding of expectations across sectors through collaborative working to raise attainment.		As a result of restrictions that have limited the progress of our cross-sector working, there is a need to review and refresh our approaches to planning curriculum programmes to support effective transition. Literacy and numeracy data have identified areas of focus to support improving attainment. There is a strong rationale for not only reconnecting, but promoting togetherness and a strong sense of belonging to the Marr cluster through our shared vision for learning.		
SAC Priority	NIF Priority	NIF Driver	HGIOS? 4	
Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy	1, 2, 4, 5	School and ELC Leadership Teacher and practitioner professionalism Curriculum and assessment School and ELC Improvement	1.1, 1.2, 1.4, 1.5, 2.2, 2.3, 3.2, 3.3	
What actions are required to reach desired outcome?		Who	When	Resources
Provide opportunities for effective communication between sector practitioners across the cluster to ensure joint planning of curriculum programmes with appropriate assessment and continuity in pedagogy for learners.		Cluster HTs G Hobson, DHT PT Transition?	September Twilight November Twilight Feb '23 In-service	Development time Staff self-evaluation Data (GL, Wellbeing) LTA Guide
Working in partnership across cluster ELC, primary and secondary to develop a shared understanding of what high-quality learning, teaching and assessment looks like, based on South Ayrshire's Vision for Learning.		Cluster HTs	By end November 2022	SAC Vision for Learning OECD Learning Organisations Photography /Graphic Design
Provide consistent high-quality learning experiences across listening and talking helping to ensure smooth transition through Marr Cluster Debating Competition.		G McKellar J Fleming D Russell	By end November 2022	Lesson plans PPTs S3 Videos S3 Students
Enhance P6 transition through development and implementation of a languages and pathways project. Provide consistent high-quality learning experiences and promote 1 + 2 model within Modern Languages		J Norrie, PT Mod Lang R McLaughlin, PT DYW P6 Teachers L Blaikie	By end May 2023	Lesson plans Development time Time for visits Any Identified resource needs
Up level and refresh the current P7 / S1 Critical Literacy Transition Project to ensure a high-quality and consistent experience for learners and raise attainment within literacy. Develop a shared understanding of standards within second and third level across primary and secondary.		P7 Teachers G Bell (Muirhead) G Sargent, PT English D Russell, LT Literacy	By end May 2023	Lesson plans Development time Any Identified resource needs
Provide consistent high-quality learning experiences across numeracy and Maths, using data to inform improvement planning and interventions to support improvements in attainment.		F McCue, PT Maths A Mendy, LT Numeracy	By end May 2023	GL / SNSA Assessments Staff Development Time Lesson Plans Time for staff visits

LITERACY	NUMERACY	OTHER AREAS
<ul style="list-style-type: none"> • PEF: 1 FTE PT appointed to track, plan and implement literacy interventions • Education City: £360 • Word Wasp (literacy intervention): £195 • Accelerated Reader and STAR Reading Assessments: £1300 • Reading Cloud (Junior Librarian): £550 • Talk for Writing CLPL for new staff or staff at new stages: £700 • Resources to support Talk for Writing: £1000 • Active literacy CLPL and resources- £1000 • Resources to support dyslexic learners £500 	<ul style="list-style-type: none"> • PEF: 1 FTE PT appointed to track, plan and implement numeracy interventions • Education City: £360 • White Rose Maths subscription and resources £500 • Classroom resources to support additional challenge and support • GL PTM Assessments: £5.45 per child • EYC numeracy resources: £400 	<ul style="list-style-type: none"> • PEF: 1 x school assistant appointed to deliver extra-curricular activities and breakfast club • Staff development – professional reading resources £300 • Digital resources updated as required • Educational outings for all stages part-funded • Outdoor learning supported across all stages • Seesaw for Schools Subscription: £1800 • STEM Week allocation for resources and visits/visitors: £600 • HWB resources - £500