

Standards and Quality Report

Barassie Primary School and Early Years Centre



2022-2023

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 2022-23?' 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 2023 is 210 pupils in the primary and 38 pupils in the Early Years Centre. Children in P1-5 receive free school meals and 23% of children in P1-7 are entitled to a free school meal. 20% of our pupils live in in decile 1 or 2 where 1 is most deprived according to the Scottish Index of Multiple Deprivation (SIMD). 22% of our pupils living in deciles 1 and 2 are also entitled to free school meals. There are 9% children with ASN Stage 2, 6% with ASN Stage 3 and 3% of children with EAL. Our current structure is 8 classes, 2 are composite.

In June 2023 our staff consisted of a Leadership Team of Head Teacher 1 FTE, Depute Head Teacher 1 FTE and Acting Principal Teacher 1 FTE.

Primary Teaching Staff:

- 6 Class teachers at 1 FTE, 1 Class Teacher at 0.8 FTE and 2 Class Teachers at 0.6 FTE
- 2 Newly Qualified Teachers
- 0.6 Cluster Pupil Support Teacher
- 0.2 FTE Nurture (Funded by the Pupil Equity Fund, PEF)

Support Staff

- 7 School Assistants (3 full time and 4 part time)
- 3 Part-time Clerical Assistants

The school also benefits from an allocation of time from a 0.1 FTE 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.

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

We have an active Parent Council who support the work of the school and EYC. They raised funds to fully subsidise a visit to the pantomime for all children, supported our Coronation Celebrations 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 a regular insight for parents and carers to their child's learning journey in school and EYC.

We have enjoyed several Family Engagement and Family Learning events this session. Our STEM Showcase was a great success and we received positive feedback on this from those in attendance.

Our Vision, Values and Aims

Our school vision and aims were revisited last session through consultation with families, children and staff.

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.

Vision

At Barassie we:
**GROW, DREAM,
ACHIEVE,
TOGETHER**


RIGHTS RESPECTING SCHOOLS
unicef UNITED KINGDOM
SCHOOL - RIGHTS RESPECTING

Values

- Ambition
- Creativity
- Honesty
- Kindness
- Respect

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.

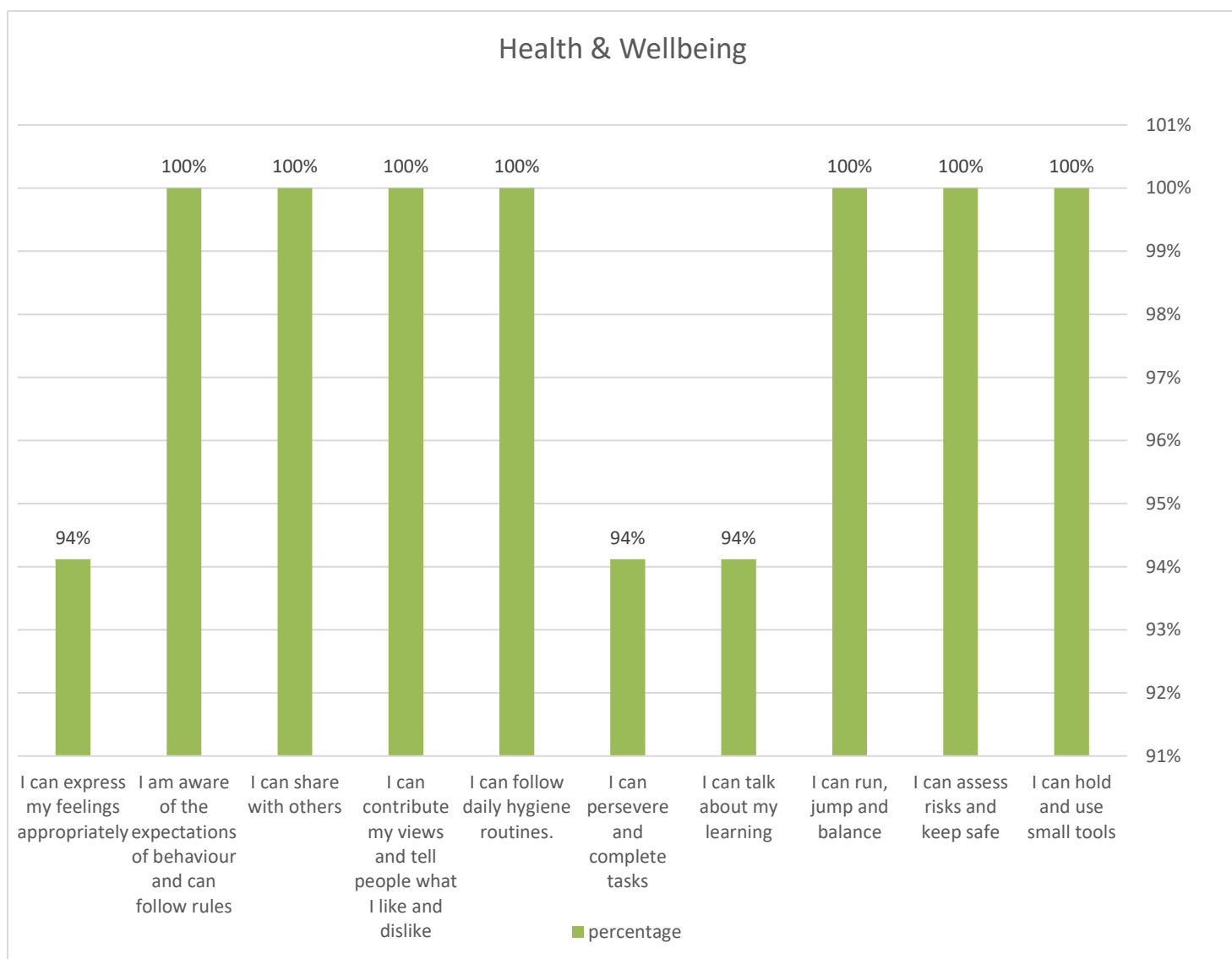
BPS and EYC Inspection Report

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.

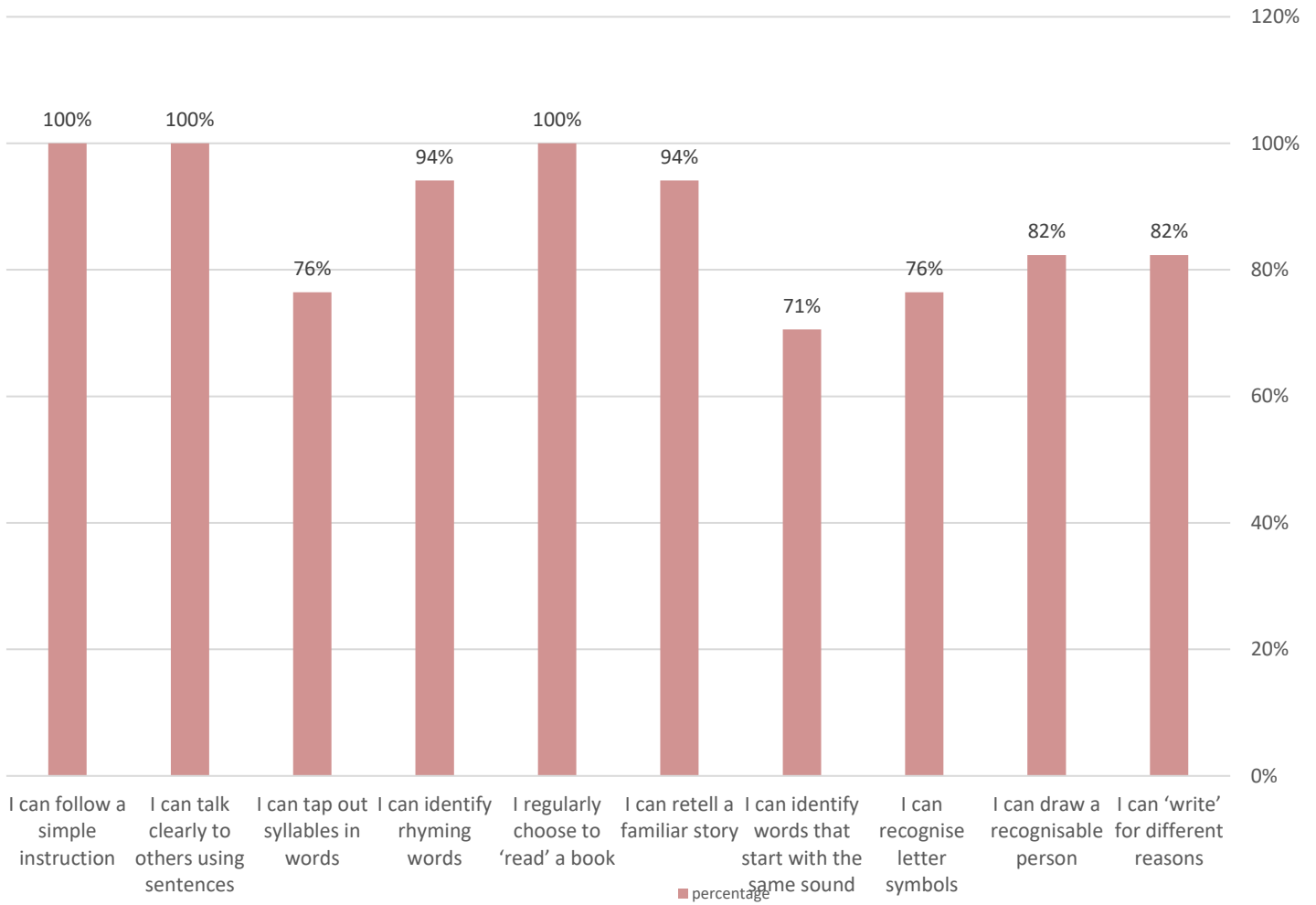
The Early Years Centre's Care Inspectorate Report was published in January 2017. All reports are available in school and on the school website

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

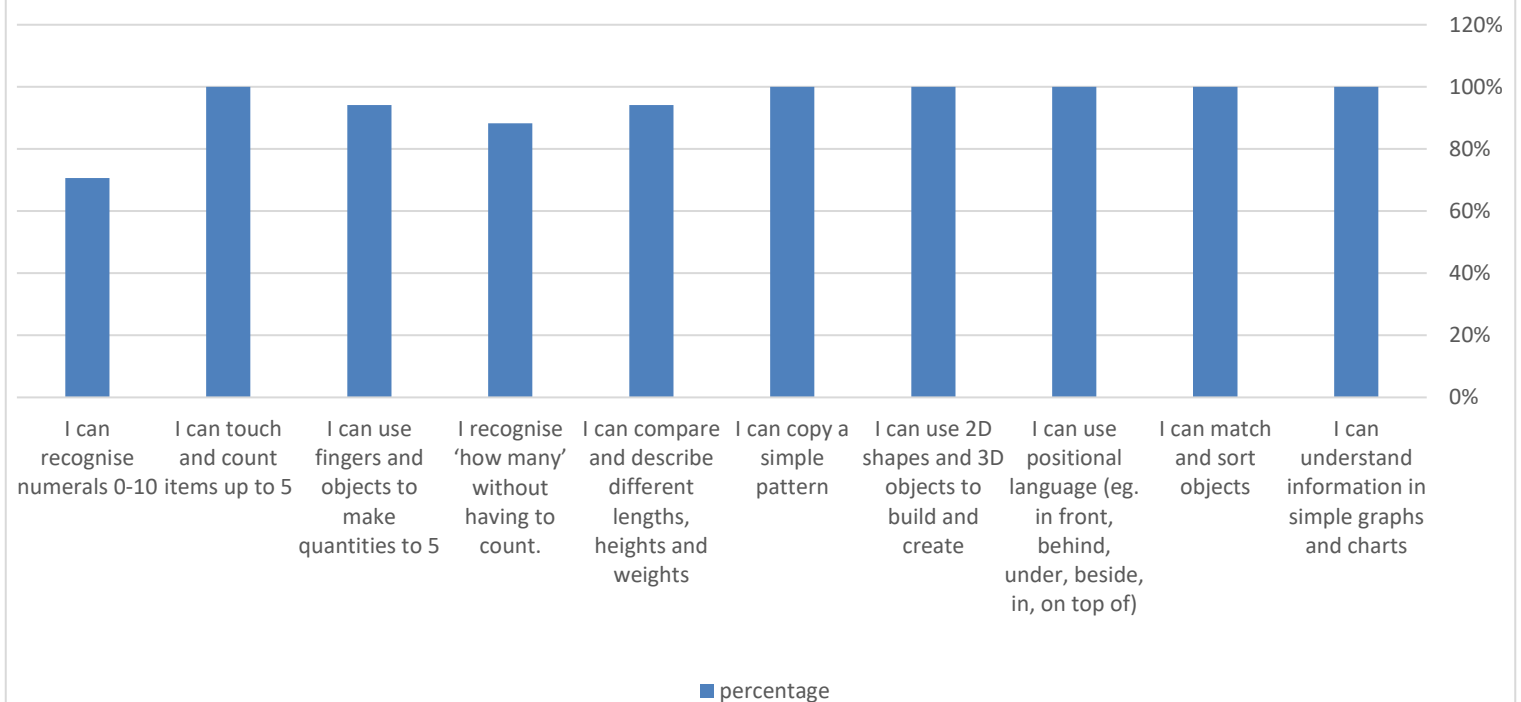
Early Years Developmental Milestones Data



Communication & Language



Maths & Numeracy



- ❖ 100% of children have achieved 8 or more milestones in Health and Wellbeing.
- ❖ 82% of children have achieved 8 or more milestones in Communication and Language.
- ❖ 94% of children have achieved 8 or more milestones in Numeracy and Mathematics.

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

The tables overleaf 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				
	2017-18	2018-19	2020-21	2021-2022	2022-2023	2017-18	2018-19	2020-2021	2021-2022	2022-2023	2017-18	2018-19	2020-2021	2021-2022	2022-2023
P1 Early Level	90	95	52	71	88	90	85	17	57	83	90.	90	69	67	92
P4 First Level	84	96	71	65	65	84	96	40	47	59	79	96	83	56	97
P7 Second Level	94	81	61	76	88	76	81	59	68	81	97	88	63	96	100

Numeracy and Mathematics

HWB

CFE Attainment Data for Numeracy and Maths and Health and Wellbeing												
% of Children Achieving the Expected Level												
Year	17-18	18-19	19-20	20-21	21-22	22-23	17-18	18-19	19-20	20-21	21-22	22-23
P1 Early Level	90	85	Not Available	60	92	96	90	95	Not Available	95	89	88
P4 First Level	84	96	Not Available	66	47	73	83	96	Not Available	88	78	87
P7 Second Level	89	92	Not Available	57	88	100	97	100	Not Available	71	76	100

Definitions

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

In P1 and 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.

In 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 P4 there are a 42% of children who experience barriers to their learning. While interventions for individuals demonstrate some progress has been made, there is further work and support required to achieve the level.

Writing

In P1 and P7 most 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 the majority of pupils assessed in writing achieved the expected level in line with their age compared with others nationally.

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 the majority of pupils assessed in this area achieved the expected level in line with their age compared with others nationally.

In P7, 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.

Attendance Rates and Absences

School	CURRENT YEAR 22-23			PREVIOUS YEAR 21-22		
	Attendance @ end of Term 3	Percentage authorised absence @ end of Term 3	Percentage un-authorised absence@ end of Term 3	Attendance @ end of Term 3	Percentage authorised absence @ end of Term 3	Percentage un-authorised absence@ end of Term 3
Barassie PS	93.3	5	1.7	90.7	7.0	2.3
South Ayrshire	92	5.7	2.3	91.7	5.6	2.6
Barassie EYC	87.8	12.2	0	81.2	18.7	0
South Ayrshire	84.1	13.4	2.4	14.9	13.0	1.8

What key outcomes have we achieved?

School Priority 1: Raising attainment in Literacy for all learners.	
<p>NIF Driver: School and ELC Improvement Curriculum and Assessment Performance Information</p>	<p>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 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement</p>
<p>Progress and Impact</p> <ul style="list-style-type: none"> ➤ Refreshed teaching of handwriting from P1-P7 has been given a focus with the introduction of the new handwriting resource. This has ensured progression in the skills being taught across the school to ensure children are appropriately supported and challenged with their written presentation. ➤ The Literacy Working Group has led the development of grammar planners to ensure progressive skills are being taught through writing lessons. They consulted with the wider teaching staff before beginning to develop their own approach to meet the needs of teachers and learners. The completed work will be shared with all teaching staff on our return in August. ➤ Teachers were encouraged to include Talk for Writing in their planning for interdisciplinary learning (IDL) to ensure relevance and depth for learners. A curricular mapping exercise was undertaken to support development of this in Term 1. This piece of work will be revisited with teachers to continue increasing confidence with planning to make meaningful links between Talk for Writing and IDL. ➤ Talk for Writing Lead Teacher timetabled for blocks in both NQT's classes and in classes where teachers were new to the level. This took the approach of modelling how to begin a unit, planning together with the class teacher for co-delivery and evaluating progress. Feedback from staff was that this was a supportive model to increase their pedagogical knowledge and in turn ensure a quality experience for children in their class. ➤ A resource bank for Talk for Writing has been established on Teams and good practice continues to be shared between staff to support each other in continuing to embed Talk for Writing in all classes. Staff will continue to share resource to further support teachers' planning of Talk for Writing. ➤ Talk for Writing is led in the EYC by the teacher who plans for small groups in order to support their development using the approach. Children have continued to respond positively to this. ➤ ZPDs on all books in school library to support use of Accelerate Reader and reading for enjoyment. This has resulted in children being more independent and accessing appropriately challenging texts more frequently. ➤ Use of STAR assessments embedded in P4-P7 and introduced in P3. Standardised data and reading ages have been used to inform planning for groups of children and individuals through the staged intervention process with a focus on both support and challenge. We will now begin to look at other aspects of the available data such as ORF to inform teacher's knowledge and planning to develop children's oral reading fluency. ➤ P3 have been introduced to Accelerated Reader as a whole class and are beginning to develop some independence with this. ➤ All classes have daily opportunities to read for pleasure and have engaged with appropriately challenging class novels throughout the year. ➤ We have invited local authors in to speak with children about their love of reading and writing and to ensure we are including a variety of relevant children's literature. ➤ Pupil Librarians have ensured all classes have had opportunities to select texts for their own class library. This has ensured children are exposed to a variety of authors and are able to discuss their recommendations with peers which has added to the 	

reading culture in the school. Pupil ownership over this ensured the selection of relevant and engaging literature matched to pupils' interests.

- Use of Giglets was evaluated this session as both children and staff were not motivated by the resource. Following consultation with staff and children it was decided we would no longer use the resource unless appropriate for individuals.
- Refreshed texts introduced across the school through introduction of Big Cat books. Mapping exercise completed to support teachers to use all available resources flexibly.
- Dyslexia inclusive resources refreshed in all classes and reintroduced to all children to support learning across the curriculum.
- Parent workshop led by teaching staff to share resources and approaches used to support dyslexic learners in school.
- Some staff have engaged with CLPL with a focus on supporting dyslexic learners.
- Awareness raising on neurodiversity carried out with whole school to develop a shared understanding of the barriers presented to some learners in our school community. A session for families was organised but has been postponed due to low numbers.
- All children identified dyslexic gifted a book to focus on their talents during Dyslexia Awareness Week to help ensure a positive mindset and to view dyslexia as a strength.
- Marr Cluster P7 transition debating competition re-established this session in collaboration with Marr English staff, S3 pupils, P7 teachers and children.
- All teaching staff involved in developing The Marr Vision as part of our cluster improvement work.
- Talk for Writing approaches are embedded as regular practice in the EYC ensuring planning is responsive to children's interests. This has had a positive impact on children's learning and literacy skills with observations highlighting the confidence of children when retelling stories (model text).
- Word Aware/Concept Cat have been re-introduced in the EYC with small groups of children. Observations of children note use of vocabulary and Concept Cat's rhyme in their play.
- Children identified who require further challenge and support in EYC from staff analysis of milestone data, ensuring a focused approach by EYPs and teacher to meet the needs of the children.

Pupil Equity Fund Initiatives

- Children have benefited from small group teacher support and boost groups through increased staffing from PEF.

Next Steps

- Implement grammar planners across all stages in August.
- Continue to make meaningful links to Talk for Writing through IDL and support teachers with the planning of this.
- Continue to share practice through staff Teams area to further support the development of Talk for Writing with new and existing staff.
- Introduce Phonics International through focused work as part of South Ayrshire Reads ensuring a clear progression from P1-P7 resulting in a consistent approach by embedding the phonics routine.
- Boost group and further support for P5 cohort (current P4s) in writing to raise attainment by at least 5% in relation to those on track within the four stages of progress.
- Continue to embed and further develop the positive reading culture at Barassie through participation in the pilot of South Ayrshire Reads.
- Appoint a library assistant to assist with making the library as accessible to all learners as possible and to support further reading for enjoyment opportunities for children.
- Develop our approaches to the teaching of reading with a focus on the science of reading and the introduction of a new progressive whole school approach to the teaching of phonics.

- Engage with the Reading Schools accreditation programme to continue developing and further embedding our positive reading culture.
- Replenish decodable readers for use in P1-P3 and for reading intervention programmes in P4-P7.
- Have an increased focus on non-fiction texts from P1-P7 through Big Cat resources.
- Ensure a focused approach to developing children's reading fluency by using a data informed methods and measurable tests of change.
- Continue to signpost staff to relevant CLPL opportunities for supporting neurodivergent learners.
- Implement Early Talk Boost in the EYC to accelerate children's progress in language and communication. All staff to participate in CLPL.
- EYC team to collaborate with Speech and Language to further enhance the communication friendly environment.

School Priority 2: Literacy: To Raise Attainment in Numeracy and Mathematics for all Learners.

NIF Driver:

Parent/carer involvement and engagement
School and ELC improvement
Curriculum and assessment

Links to HGIOS 4 / HGIOELC

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

Progress and Impact

- Numeracy and Mathematics lead provided professional learning opportunities for new staff and NQTs through modelling, team teaching and peer moderation exercises to increase teacher confidence in applying Concrete, Pictorial, Abstract pedagogy in practice.
- Curricular workshop with a focus on numeracy delivered to parents as part of our Curricular Evening in September. We did not have the uptake we had hoped for this family learning event so numbers in attendance were not great.
- 'Numicon Big ideas' used as Second Level intervention and to inform teacher's planning for staged intervention targets.
- CPA approaches continue to embed across the school and introduction of White Rose Maths resources and assessments has further developed this. Teachers are confident discussing pupils progress and learning in relation to Numeracy and Mathematics.
- Teachers moderated approaches to assessing numeracy and have made use of elements of White Rose Maths assessments amongst other resources from NRICH and Education Scotland to create high quality assessment tasks.
- P4-P7 children continue to grow in confidence discussing their chosen strategies to solve a calculation or problem. More emphasis on this to ensure application of skills would be beneficial.
- P7 teacher has liaised with cluster secondary and P7 colleagues to ensure consistency in use of language and experiences across Numeracy and Mathematics.
- EYC environment adapted to ensure ease of access to materials and resources for children. All items clearly labelled to promote independence. Staff observations have highlighted an increased number of children engaging in this area of the playroom.
- Resources have been updated in EYC to ensure a wider variety for children to access and develop their numeracy and maths skills. Children now participate in numeracy and maths learning across all areas in the EYC playroom, garden and at beach schools.

Pupil Equity Funded Initiatives

- School Assistants have continued with targeted interventions and have fed back to classroom teachers through verbal communication and Staged Intervention processes.

- Children have benefited from small group teacher support and boost groups through increased staffing from PEF.

Next Steps

- Ensure a focus on application of skills in numeracy to other areas of maths across the school e.g. money and time.
- Organise further opportunities for parental involvement and family learning e.g. 'Barvember', Maths Day, use of Family Maths Toolkit and Money Week.
- Revisit the teaching and focus on Number Talk strategies in term 1 and continue to develop application of taught strategies through providing opportunities to solve problems involving number to ensure the language of maths is embedded.
- Every classroom to have a refreshed numeracy working wall.
- Continue to develop assessment resources matched to our curriculum.
- To increase opportunities for children to further develop number recognition from zero-ten in the EYC e.g. incorporate more songs and stories with a number focus during Story and Song time.

School Priority 3: Supporting Children's Health and Wellbeing

NIF Driver:

Curriculum and Assessment
School and ELC Improvement
Parent/Carer Involvement and Engagement

Links to HGIOS 4 / HGIOELC

- 1.1 Self-evaluation for self-improvement
- 2.1 Safe-guarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.7 Transitions
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

Progress and Impact

- Wellbeing Wednesday developed into Feel Good Friday for session 2022-2023. Focus on key aspects of HWB curriculum planned for across the school with pupil voice groups and assemblies playing a key role in the planning of this. This was highlighted in our parent/carers survey responses:

"You can really see the focus on health and wellbeing of the children throughout daily practice. The opportunities the children get are fantastic - beach days, Feel Good Fridays, school discos, open days to name a few."

- Pupil voice calendar developed to tie in with key themes during Feel Good Fridays.
- Family Curricular Evening planned and delivered with a focus on Seesaw, supporting dyslexic learners, assessment, approaches to literacy at First Level, play-based learning, CPA and Making Thinking Visible. Those who attended this event provided good feedback, however numbers in attendance were much lower than anticipated.
- Information leaflet to support families with providing feedback on Seesaw created and shared by Digital Lead in school.
- More families actively engaging with their child's Seesaw profile rather than simply using as a means of communication with the class teacher. This will continue to be developed and families will be supported as we move towards a new platform in August in line with SAC policy.
- Sharing the Learning events planned in line with Pupil Progress Meetings as part of our reporting strategy. Our STEM Showcase was very well attended and feedback about the event was positive:

"My kids had a wonderful time at the STEM event! They learned so much and were excited to share their experience with me. They were completely engaged.....I'm thrilled my kids had this opportunity and look forward to them attending future STEM events."

"STEM Day was amazing! The kids were fantastic and really knew what they were talking about and explained everything really well. One of the best parents' days I have been to. Enjoyed by the parents and kids. Very interesting!"

- Nurture groups established with P1-4 group and P5-7 groups.
- Staff CLPL delivered by Nurture teacher on completing Boxall Profiles resulting in a better understanding and agreed approach to including targets in Staged Intervention plans through a more streamlined approach. Some targeted pupils have made good progress and as a result no longer require Staged Intervention plans in place. Parent/carer comments in our recent survey have highlighted the support offered as good practice:

"I have been more than happy with the level of pace and challenge as well as the social and emotional support my child has received from her class teacher and other staff in the school."

- Our EYC have provided many opportunities for family learning including PEEP, family STEM mornings, evening stay and plays, open evenings throughout the year, family art and craft sessions and bake together sessions. These sessions have been well attended and have also been instrumental in supporting the transition of children who are going to be starting in the EYC in the coming months.
- Outdoor learning opportunities have been planned for all classes throughout the session with support from our school lead, SAC Outdoor Learning Teacher and Thriving Communities.
- Overview of minimum outdoor learning experiences for children shared and issued with all teaching staff.
- We formed a parent and child gardening group which was successful. Children and families valued the time together engaging in gardening activities. We will look to extend this next session to try and include a wider range of families.
- Primary One children took part in an intergenerational gardening project with the local sheltered housing units in Term 3. Feedback shared by children and residents was most positive.
- A successful whole school Outdoor Day was planned by our school lead. This supported staff with planning and sharing of ideas whilst ensuring progressive experiences for children were in place.
- All children have experienced food technology. Class Teachers mainly planned for this through their interdisciplinary approaches.
- We have had a real focus on STEM with STEM week organised by our Science and Digital Technology leads in the school to ensure engaging and progressive experiences for all children to participate in.
- Our Science leads have developed lessons and resources to support colleagues with using the SAC progression framework for this curricular area. Children have benefitted from high quality teaching and learning in this area through delivering as NCCT.
- MTV CLPL offered to staff through SAC opportunities and for families during our Curricular Evening. MTV lead ensures routines are shared with staff via MS Teams and has supported NQTs in developing their knowledge of MTV.
- P6 transition DYW and 1 +2 Languages Day at Marr College was a positive experience for pupils who were engaged with the 'I can' statements from the Career Education Standard.
- DHT engaged in Compassionate Connected Classrooms project with a focus on improving resilience skills in target group of children. RISE questionnaires for 100% of participants highlighted needs in at least 40% of areas from initial assessment. Following the sessions 25% of participants had needs identified in 25% of areas. All participants demonstrated gains in their overall resilience score.
- All EYC staff have attended Nurture CLPL.
- EYC Teacher and key workers have completed Boxall profiles to identify areas of development for specific children.

- Nurture and PATHS continue to be delivered in small, targeted groups with progress in children's interactions being noted. Good practice has been shared with other centres.
- Play on Pedals planned for regularly for EYC children to engage with to develop their cycling abilities.
- Curricular mapping exercise completed by HWB Working Group to develop approaches to ensure progression from Early to Second Level with our RSHP curriculum.
- Progressive framework to support the planning and teaching of quality lessons created and implemented this session. Staff now feel more confident in delivering this area of the HWB curriculum.
- Letters issued to parents and carers with two information sessions organised and offered for families to attend.

Pupil Equity Funded Initiative

- Daily Breakfast Club has provided a calmer start to the school day for most who attend by offering a space to check-in with staff and peers. The impact on attendance has been positive with the target of 90% being exceeded and attendance for PEF cohort is now at 91%. Attendance at the end of Term 3 for the whole school is reported at 93.3%. 80% of our PEF cohort attend on a daily basis.
- We have not had the desired impact on late coming with late coming for our targeted group of children increasing to 33% of this cohort have one or more late comings across the session.
- Play therapy sessions are scheduled weekly for targeted children and will continue during the Summer holidays to ensure the needs of the child are met in terms of sessions.
- Alternative Curriculum planned and delivered for target group of children with a focus on developing team work skills, self-esteem and problem-solving skills.
- Family engagement calendar developed through planning Sharing the Learning events and PEF initiatives in collaboration with Thriving Communities. Uptake during the Winter months was low and the Thriving Communities sessions were rescheduled for term 4 which was more successful.
- 100% of targeted cohort have engaged with opportunities for personal achievement.

Next Steps

- Extend Breakfast Club to start at 8:20am to further support children's readiness for learning and to ensure they still experience social time with peers in the morning.
- Target late comings
- Revisit new MTV routines at the start of the session and have a focus for staff to include in their planning. MTV lead to deliver session as part of in-service day training for staff in August in-service.
- Further work to develop children's understanding of dignity to be done through weekly assemblies next session.
- Global Goals to be revisited with all children through planned assembly calendar and in class experiences.
- Participate in Cost of the School Day project with support from Education Scotland Attainment Advisor.
- Re-introduce intergenerational project for EYC to engage with local sheltered housing residents.
- Continue to embed nurturing approaches with the EYC and increase staff confidence implementing Boxall profiles.
- Further enhance children's transition to EYC through implementing a home visit programme.

Evaluation Summary

Quality Indicator	School Self Evaluation
1.3 Leadership of Change	<p>Good</p> <ul style="list-style-type: none"> ➤ Staff are clear on our strengths as a school and EYC through our self-evaluation processes and use of data to inform practice. This evidence has been used to shape our rationale for future improvements. ➤ Senior leaders create conditions to support creativity, innovation and enquiry. All staff are encouraged to engage in distributive leadership opportunities to collaborate and lead areas of school improvement throughout the year. ➤ Appointed PEF PT has continued to develop the wider team's 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 our ambitious vision remains at the centre. ➤ Pupil voice plays a key role in leading change across the school through involvement in committees and pupil voice assemblies led by House Captains. ➤ Children have active leadership roles across the school community ensuring they have regular opportunities to contribute effectively to the wider life of the school. <p>There are key strengths in this aspect of the school's work and we will continue to strive for further improvement by continue to embed these approaches and ensuring new staff, children and families are aware of key pedagogy, our strengths and areas of development at Barassie.</p>
2.3 Learning and teaching	<p>Good</p> <ul style="list-style-type: none"> ➤ The ethos and culture of our school reflects our clear commitment to children's rights and promoting positive relationships at all levels. Children's views are sought, valued and acted upon. ➤ Children engage well in their learning in our supportive learning environment. ➤ Our approaches to tracking and monitoring are well-understood by the staff team and are used effectively to plan for and secure improvements for learners, including those in targeted groups. ➤ Most lessons are well planned and differentiated with children having regular opportunities to engage in outdoor learning, use digital technology and in Primary 1, play-based learning. ➤ Teachers carry out planned class-based assessments on a regular basis as well as appropriate standardised assessments. <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 act to address the areas for improvement in line with the priorities set out in our improvement plan for next session through engaging with educational research.</p>

<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>Very Good</p> <ul style="list-style-type: none"> ➤ Outdoor spaces continue to be 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. Opportunities were created to support and develop the skills of children targeted through our PEF cohort. ➤ We are sensitive and responsive to the wellbeing of each individual child and colleague. We consider each child as an individual with their own needs and strive to adapt to support these by working closely with children, families and partner agencies. ➤ We continue to 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 and our work as a Gold Rights Respecting School. ➤ Nurturing approaches are used in all classes and our PEF PT leads nurture groups to provide further targeted support to individuals. ➤ Our free breakfast club is well attended and supports children to have a settled start and emotional check-in with key members of staff. <p>There are notable strengths 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>
<p>3.2 Raising attainment and achievement</p>	<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. ➤ We have an increasing trend with combined P1, P4 and P7 ACEL data, however recognise these do not yet reflect pre-pandemic levels. ➤ The majority of children across P1, P4 and P7 are attaining the expected levels in Literacy and most are attaining the expected levels in Numeracy. P4 data lowers this number for this session. ➤ Attendance levels are high and improving, especially for those children in our targeted cohort. <p>There are important strengths in this aspect of our work. We will seek to improve further the areas of important strength, and also act to address the areas for improvement. Our attainment levels are showing signs of recovery towards pre-pandemic levels and in some instances exceeding them, particularly at Early and Second Levels. We will continue to work towards having almost all children attaining appropriate levels or exceeding them.</p>

What are the key priorities for improvement in 2023/24?

Based on the progress made with the School Improvement Plan 2022-2023, the school's self-evaluation, the National Improvement Framework and South Ayrshire Council's priorities, our identified areas for improvement for 2023-24 are:

1. To raise attainment in literacy for all learners by: developing confident and skilled readers with a lifelong love of reading and the confidence to access all aspects of education, culture and society; and supporting and developing staff to implement best practice through a culture of shared knowledge, collaboration and enquiry.
2. To raise attainment in numeracy and mathematics for all learners by ensuring 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.
3. To support the wellbeing of children and families by: reducing the cost of the school day to help reduce financial barriers faced by children and their families; to reduce the gap in late comings and improve attendance for children through providing a positive start to the school day; and continuing to develop the young workforce through promoting children's rights, resilience, wellbeing and problem-solving skills.

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. In our Early Years Centre, we have a newly appointed Senior Early Years Practitioner who has already made positive contributions during the period of acting up.

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. School Improvement meetings have a clear focus on professional learning to enhance learning and teaching in literacy.

A distributed leadership approach has continued to increase 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 action plans and begin to work in improvement cycles to develop and evaluate our progress of improvements. 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 through in-service days and twilights.

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.