Barassie Primary School and Early Years Centre Improvement Plan

2023-2024

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

GOLD – RIGHTS RESPECTING

Values

Ambition
Creativity
Honesty
Kindness
Respect

South Ayrshire Council Plan

- Spaces and Places
- Live, Work, learn
- Civic and Community Pride

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

Education Services Priorities

- Equity, Wellbeing and Inclusion
- Learning, Teaching and Assessment
- Curriculum
- Self Evaluation for Self Improvement

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

PRIORITY 1: Raising attainment in literacy for all learners.

What Outcomes do we want to Achieve?	How will we Achieve this?	Who?	When?	HGIOS 4 QIs	NIF Priorities	SAC Priorities	Success Criteria — How will we know when we've got there?	Where will we look for evidence?
1. **To develop confident and skilled readers with a lifelong love of reading and the confidence to access all aspects of education, culture and society.**	Introduce Phonics International through focused work on the science of reading as part of South Ayrshire Reads. Create a progressive phonics scoping sequence from P1-P7. Introduce a consistent approach to the teaching of phonics through embedding the phonics routine throughout the school. Continue to develop the school library to ensure ease of access and to promote independence of children. Appoint a Library Assistant to promote reading and a love of literature across the EYC and school. Replenish decodable readers for use in P1-P3 and for intervention programmes in P4-P7. Engage with the Reading Schools accreditation programme to continue developing the reading culture. Develop, create and implement a cluster calendar to celebrate reading together. Increase the focus on non-fiction texts through use of Bug Club and Big Cat resources from P1-P7. Ensure a focused approach to developing children's reading fluency by using data informed methods and measurable tests of change e.g. 'DIBELS', phonics screener and 'STAR'.	J Fleming Teaching staff F Landon Working Group J Fleming Teaching staff J Fleming	Cycle 1 (Aug – Oct) Cycle 2 (Oct-Dec)	1.2 1.3 2.2 2.3 3.2	Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children	Equity, wellbeing and inclusion Learning, teaching and assessment Curriculum	*22/23 data shows a combined total of 78% of children attained the expected level in reading at P1, P4 and P7.* *(P1 – 88%, P4 – 65%, P7 – 88%)* ***Target for 22/23: combined increase of 5% of children achieving expected level in reading.*** ✓ *Engagement in Accelerated Reader will increase.* ✓ *Improvement in phonics/fluency screeners from start to end of year.* ✓ *ACEL data for P4 will increase to reach SAC average.* ✓ *Increase in number of children at each stage (P4 and P7) achieving the expected level on GL PTE.* ✓ *Pupil comments and feedback during focus group is positive.* ✓ *All children are engaged with reading for enjoyment and this is actively promoted across the school and EYC.* ✓ *Feedback from cluster reading celebration events.* ✓ *Feedback from families is positive on the range of opportunities for them to engage with school to support children with reading and to promote reading for enjoyment at home.*	o Attainment tracker o AR tracking o PDM records o Reading for enjoyment planner for year o Parent/carer feedback o Surveys follow cluster events

	Increase family engagement and family learning opportunities with a focus on supporting learners and reading for enjoyment.		Cycle 3 (Jan – Mar)					

Outcome	How will we Achieve this?	Who?	When?	HGIOS 4 QIs	NIF Priorities	SAC Priorities	Success Criteria	
What we want to achieve							How will we know when we've got there?	Where will we look for evidence?
2. To support and develop all staff to implement best practice through a culture of shared knowledge, collaboration and enquiry.	All teaching staff to engage with professional reading on the science of reading. Teaching staff to engage with universal and bespoke CLPL as part of South Ayrshire Reads.	All Teaching staff	Cycle 1- Cycle 4	1.1 1.2 1.3 2.3 3.2	Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children	Self -evaluation for self-improvement Learning, teaching and assessment Curriculum	✓ Teacher knowledge, skills and confidence will increase ✓ Pupil enjoyment of reading will increase ✓ STINT targets will be linked directly to science of reading. ✓ Achieved Silver Reading Schools award. ✓ Early Years staff demonstrate increased confidence supporting children's communication and language development.	o SAR teacher consultation survey o Pupil focus group feedback o Staged intervention plans o EYC self-evaluation
	Teaching staff to take part in CLPL on use of Phonics International and developing a consistent and embedded phonics routine across the school.	All teaching staff	Cycle 1 (Aug – Oct)					
	Coaching Cycles will be available for staff who would like to engage. Support staff to engage with CLPL through South Ayrshire Reads on reading interventions linked to the science of reading. Staff to engage in reciprocal peer visits to share and evaluate practice. Working groups established to research, explore and enhance practice	J Fleming/SAR PT School Assistants All teaching staff Working Groups	Cycle 3 (Jan – Mar)					
	Gain Reading Schools accreditation.	Working Group	Cycle 4 (Apr-Jun)					

	EYC team to collaborate with Speech and Language to further enhance the communication friendly environment.	J Mills EYPs P Moriarty	Cycle 2 (Oct-Dec)				
	Early Level staff to engage in professional learning focused on the children's language and communication skills – implement Talk Boost Early Years.	N Ellis	Cycle 4 (Apr – Jun)				

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 QIs**	**NIF Priorities**	**SAC Priorities**	**Success Criteria** **How will we know when we've got there?**	**Where will we look for evidence?**
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.	Ensure a focus on the application of children's skills in number, money and measure through regularly solving problems in a wide range of contexts. Every class to have regularly updated numeracy and maths working wall. Continue to develop resources to support assessment.	Numeracy Lead	Cycle 1-Cycle 4	2.2 2.3 2.5 3.2 3.3	Improvement in attainment, particularly in literacy and numeracy	Learning, teaching and assessment Curriculum Improvement in employability skills	✓ GL assessment data for problem solving, conceptual understanding and mathematical reasoning has increased in line with the authority average for all stages. ✓ ACEL data will show almost all children achieving the appropriate level at P1, P4 and P7. ***22/23 data shows a total of 88% of children attained the expected level.*** *(P1 – 96%, P4 – 73%, P7 – 100%)* ***Target for 23/24: combined P1, P4 and P7 being at least 91%.*** ✓ 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. ✓ Families communicate they feel able to support and challenge children at home in numeracy and mathematics.	○ GL data from reports for PTM ○ Attainment Tracker ○ Observations of teaching and learning ○ Feedback from families via surveys ○ Record of PDM discussions with teachers
	Revisit the use of Number Talks strategies across the school. Organise whole school events to support the application of skills in a range of contexts e.g. Barvember, Money Week, Plan for family learning opportunities linked to these events.	Working Group	Cycle 1 (Aug – Oct)					
	Plan focus weeks for children to engage with project-based learning approaches to contextualise learning and allow them to explore application of skills across organisers.	All teaching staff	Cycle 2 (Oct-Dec)					
	Increase the focus on numbers zero to ten during Story and Song time to develop children's number recognition.		Cycle 1 -Cycle 4					

PRIORITY 3: Supporting the wellbeing of children and families.								
Outcome **What we want to achieve**	**Action to be taken**	**Who?**	**When?**	**HGIOS 4 QI**	**NIF Priorities**	**SAC Priorities**	**Success Criteria**	
							How will we know when we've got there?	**Where will we look for evidence?**
1. To reduce the average cost of the school day to help reduce financial barriers faced by learners and their families.	Participate and engage with SAC Phase 2 Cost of the School Day Project in collaboration with Education Scotland Attainment Advisor.	F Landon J Fleming	Cycle 1- Cycle 4	1.3 1.5 2.4 2.5 2.7 3.1	Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children	Equity, wellbeing and inclusion Self-evaluation for self-improvement	We will have successfully reduced the average cost of the school day from our assessment in June 2024 from our baseline assessment in August 2023.	o Calculation of average cost of school day (pre and post) o Social media/communication tools promoting cost of the school day support o Staff survey (pre and post) o Learner survey (pre and post) o Learner focus groups (pre and post) o Parent/carer surveys / focus groups o Staff professional development and review process (self-evaluation wheel) o Self-evaluation between school and attainment advisor of progress made against each of the areas from the cost of the school day toolkit (RAG status) o Records of engagement and participation in school events e.g. clubs, food provision, uniform banks…
	All staff to engage with CPAG e-learning module. Involve all stakeholders to develop a whole school policy outlining how we will reduce the cost of the school day for families.	All school staff F Landon	Cycle 1 (Aug – Oct)					
	Project lead to support awareness raising activities within the school community. Focus group to be established representing a variety of stakeholders from across the school community.	F Landon	Cycle 2 (Oct- Dec)					
	Create an accessible hub to support families during times of need. Action plan created with stakeholders detailing actions to be taken to reduce the cost of the school day.	F Landon	Cycle 3 (Jan – Mar)					

No.	Priority	Action	Lead	Timescale	QIs	NIF Priorities	NIF Drivers	Measures of Success	Evidence
2.	Reduce the gap in late comings and improve attendance for children through providing a positive start to the school day.	Children to be provided with a nurturing start in the mornings through emotional check-ins and a soft start across the school.	J Mills All teaching staff	Cycle 1- Cycle 4	1.5 2.6 3.1 3.2	Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children	Equity, wellbeing and inclusion Self-evaluation for self-improvement	Attendance will improve by 3% to 96% from 93%. Late comings will reduce by 30% overall and the gap between our tracked cohort will reduce to 10%. Children demonstrate increased 'readiness for learning' through teacher observations and feedback.	o Attendance tracking o PEF tracking o Whole school tracker o Pupil focus group feedback
		Extend breakfast club opening times to further support children's readiness for learning and target late comings.	F Landon	Cycle 1 (Aug – Oct)					
3.	Continue to develop the young workforce through promoting children's rights, resilience, wellbeing and problem-solving skills.	Ensure a focus on global goals and UNCRC through weekly assemblies.	J Mills	Cycle 1- Cycle	1.2 1.3 2.4 3.1	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	Equity, wellbeing and inclusion	Staff confidently planning to include MTV routines across the curriculum. Children are able to confidently talk about global goals, children's rights and dignity. Children afforded leadership roles through development of a new buddy programme to include support for peers in playground, reading, transition and conflict resolution.	o Staff planning o Pupil focus group o Assembly calendar o Plans for extending buddy programme o Feedback from children
		Deliver CLPL on new MTV routines to staff to support implementation across the curriculum.	L MacLeod	Cycle 1 (Aug – Oct)					
		Develop our 'buddy programme' to offer planned peer support for children in a variety of settings e.g. playground.	J Mills	Cycle 3 (Jan – Mar)					
		Continue to develop nurturing approaches and staff confidence when using Boxall Profiles.		Cycle 1 (Aug-Oct)					
		Further enhance children's transition to EYC through implementing a home visit programme.		Cycle 1 – Cycle 2 (Aug-Dec)					
		Re-introduce intergenerational project within the local community.		Cycle 3 – Cycle 4 (Jan-June)					

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 learning, teaching and assessment across sectors through collaborative working to raise attainment.		Building on the successes of transition in 2022/23, there is a need to further develop our approaches to planning curriculum programmes in literacy and numeracy to support effective transition. There is a strong rationale for promoting togetherness and a strong sense of belonging to the Marr cluster through our shared vision for learning. Analysis of GL and CfE data has identified the need to raise attainment in writing across the cluster. The South Ayrshire Reads programme is a key driver for improvement across the local authority.		
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, 1.3, 1.4, 1.5, 2.3, 2.6, 2.7, 3.1, 3.2, 3.3
What actions are required to reach desired outcome?		**Who**	**When**	**Resources**	**Outcome Measures**

What actions are required to reach desired outcome?	Who	When	Resources	Outcome Measures
Promote the Marr Cluster vision across the school and wider community to ensure unity of approach. Embed a shared understanding of what high-quality learning, teaching and assessment looks like. Develop approaches to celebrating success underpinned by values and rights.	All	September 2023	Marr Vision for Learning SAC Vision for Learning Promotional Posters RRS Resources	All children and young people feel a sense of belonging to the Marr cluster. Their success and achievements are celebrated through our values and commitment to children's rights.
Plan and deliver a cluster family learning event that promotes learning in literacy, numeracy and health and wellbeing. Involve a wide range of partners to support learning.	G Hobson J Fleming	May 2024	SAC and local partners Development time	Parents and carers are supported to enhance their child's learning at home, leading to improvements in literacy, numeracy and health and wellbeing.
Develop our approaches to planning of high-quality assessment of children's writing. Staff to collaborate throughout the process ensuring effective moderation and consistency of standards through Marr Cluster Creative Writing Competition.	Fiona Paterson Gillian Sargent	Feb 24 - May 24	Development time Staff self-evaluation Data (GL, CfE, SNSA)	Children and young people are benefitting from staff's shared understanding of assessment and moderation.
Promote reading for enjoyment and build a culture of reading throughout the Marr Cluster through engaging in South Ayrshire Reads CLPL and implementing South Ayrshire Reads approaches.	Julie Fleming Gillian Sargent School Librarians	August 23 – June 24	SAC Reads Strategy Library Resources Accelerated Reader and GL assessments	There is a culture of reading across the Marr Cluster. Data is identifying improvements in reading.
Lead SAC pilot to develop knowledge of terminology that is essential to supporting learners' transition from primary to secondary through Critical Literacy Transition Project and recommended list of texts.	P7 Teachers C Mair (Muirhead) G Sargent, PT English D Russell, LT Literacy	By end May 2024	Lesson plans Development time Identified resources	Learners' have increased knowledge of core terminology to support their effective transition from P7 to S1.
Provide consistent high-quality learning experiences across numeracy and Maths, using data to inform improvement planning and interventions to	F McCue, PT Maths	Aug 23 – Oct 23	GL / SNSA Assessments	Increased attainment in Numeracy across P7, S1 and S2.

support improvements in attainment. Re-launch common methodology and language of numeracy through Maths Challenge Day.	A Mendy, LT Numeracy P7 Teachers		Staff Development Time Lesson Plans Time for staff visits	
Promotion of positive relationships and engagement with secondary school for pupils identified at P5-P7 with a view to ensuring increased attendance by: • Identifying factors impacting on attendance • Raising awareness of impact of attendance on our families – including term time holidays • Working in partnership with our families who are facing challenges to build relationships and trust and strengthen communication • Working in partnership with local agencies and services to reduce barriers to attendance	G Hobson Cluster HTs D Alford K Webster Primary PEF Leads J Scott	August 2023 – June 2024	Educational Psychologist Welfare Officer Support and Development Worker Cluster Resources	Reduction in learners with less than 80% attendance. Increase overall school attendance by 3%.
Implement the Team Around the Cluster pilot, evaluating the impact on children and families.	Cluster HTs G Hobson, F Young	Oct 23 – Apr 24	Learning and Inclusion Teacher, Support and Development worker, TAC Meetings	Improved attendance and engagement. Reduction in referrals and exclusions.

LITERACY	NUMERACY	OTHER AREAS
• PEF: 1 FTE PT appointed to track, plan and implement literacy interventions • Education City: £360 • Accelerated Reader and STAR Reading Assessments: £1338 • Reading Cloud (Junior Librarian): £550 • Reading resources: £1470 • Staff training and CLPL on science of reading: £200 • Decodable readers: £1750	• PEF: 1 FTE PT appointed to track, plan and implement numeracy interventions • Education City: £360 • Times Table Rockstars: £175 • White Rose subscription and resources: £300 • Resources to support focus weeks: £400	• PEF: 1 x school assistant appointed to deliver extra-curricular activities and breakfast club • PEF: 1 x Library Assistant appointed 15 hours per week • PEF: P7 residential subsidy: £950 • Staff development – Agile leadership £500 • Educational outings for all classes part-funded £1600 • Breakfast Club food for school year - £1000 (will apply for Kellogg's grant funding)