

Barassie Primary School and Early Years Centre Improvement Plan



2024 - 2025



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



Values

Ambition
Creativity
Honesty
Kindness
Respect

South Ayrshire Council Plan

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

Children's Services Plan

- **The Promise:** Our commitment to Keeping the Promise
- **Family:** Promoting whole family wellbeing
- **Included:** Early help for children with diagnosed or undiagnosed additional support needs
- **Healthy:** Improving physical and mental health for children and young people
- **Voice:** Involving children and young people in local decision making
- **People:** Collaborative learning and reflection opportunities for the workforce

Education Services Priorities

- Engaged and Included
- Outstanding learning, teaching and assessment
- Developing our curriculum
- Self Improving Service

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 and young people
- Improvement in employability skills and sustained positive school leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

PRIORITY: To improve the quality and consistency of learning, teaching and assessment across the school and EYC to raise pupil attainment.

What Outcomes do we want to Achieve?	How will we Achieve this?	Who?	When?	HGI OS 4 QI	NIF Driver	SAC Education Services Priorities	Success Criteria	
South Ayrshire Reads							How will we know when we've got there?	Where will we look for evidence?
<p>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.</p> <p>2. To support and develop staff to implement best practice through a culture of shared knowledge, collaboration and enquiry.</p> <p>3. To promote the implementation of an excellent reading curriculum which prioritises best practice, challenge and adapted teaching for children with additional support needs</p> <p>4. To gather, use and analyse data effectively to drive change and improvement in children's reading skills, reading confidence and reading attainment.</p>	<p>Identify a Reading Leader with responsibility for facilitating and leading reading development within our school and EYC.</p> <p>Work collaboratively with our partnership schools to ensure collective efficacy and an established approach to looking outwards through peer learning visits, modelled lessons and professional discussions.</p> <p>Implement and embed our phonics policy.</p> <p>Evaluate pupil readiness for learning and reading for pleasure at key transition points (P4 and P7).</p> <p>All staff to engage in collaborative launch for Phase 1 schools.</p> <p>Staff to re-engage in Universal CLPL linked to the Science of Reading where required.</p> <p>Staff to engage in Bespoke CLPL linked to the Science of Reading.</p> <p>Library Assistant to promote reading and a love of literature across the EYC and school.</p> <p>Engage with the Reading Schools accreditation programme to continue developing the reading culture to achieve Silver status.</p> <p>Plan and deliver family engagement and family learning opportunities with a focus on supporting their child's reading development and reading for enjoyment.</p> <p>Teachers to engage with implementation of relevant assessments and data analysis to inform planning and next steps.</p> <p>Deliver Talkboost programme to targeted groups of children.</p> <p>Engage in Communication Friendly Environment accreditation process in EYC and school.</p> <p>Early Years team to engage in CLPL on phonological awareness, vocabulary and early writing skills.</p> <p>All teachers to engage in CLPL around effective differentiation.</p>	<p>JF AR, JPS (EYC)</p> <p>Teachers EYPs SAs</p> <p>Reading Leaders</p> <p>CM, PM, RT, LB, JR</p> <p>Teachers EYPs SAs</p> <p>Teachers SAs</p> <p>Teachers SAs EYPs</p> <p>DMc</p> <p>All staff</p> <p>NT, LD, AR, JPS Teachers</p> <p>Teachers</p> <p>EYPs</p> <p>EYPs CFE Champs</p> <p>EYPs</p> <p>Teachers</p>	<p>Aug</p> <p>Aug-June</p> <p>Aug</p> <p>June</p> <p>Aug</p> <p>Aug-June</p> <p>Aug-June</p> <p>Aug - June</p> <p>Aug - June</p> <p>Oct - Apr</p> <p>Aug-June</p> <p>Aug - June</p> <p>Aug-June</p> <p>Aug- May</p> <p>Nov</p>	<p>1.1 1.2 1.3 1.4 2.2 2.3 2.4 2.5 2.6 3.2</p>	<p>Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children</p>	<p>Outstanding learning, teaching and assessment Developing our curriculum</p>	<p>23/24 data shows a combined total of 84% of children attained the expected level in reading at P1, P4 and P7. <i>(P1 – 85%, P4 – 82%, P7 – 85%)</i></p> <p>✓ Target for 24/25: combined increase of 2% of children achieving expected level in reading.</p> <p>✓ <i>Engagement in Accelerated Reader will increase.</i></p> <p>✓ <i>Increase in children achieving 'mastery' highlighted on phonics screener</i></p> <p>✓ <i>Increase in children in P4 and P7 reading at an appropriately fluent level as evidenced by DIBELS assessments.</i> Target: P4 and P7 – 75%</p> <p>✓ <i>ACEL data for P4 Literacy will increase to reach SAC average.</i></p> <p>✓ <i>Increase in number of children at each stage (P3 and P6) achieving the expected level on GL PTE.</i></p> <p>✓ <i>Pupil comments and feedback during focus group is positive.</i></p> <p>✓ <i>All children are engaged with reading for enjoyment and this is actively promoted across the school and EYC.</i></p> <p>✓ <i>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.</i></p> <p>✓ <i>Achievement of language and communication developmental milestones will increase to 70% of children achieving 8 or more.</i></p>	<ul style="list-style-type: none"> o Attainment tracker o AR tracking o Fluency assessment tracking o Phonics assessment tracking o PDM records o Pupil feedback o Parent/carer feedback o Developmental Milestones

What outcomes do we want to achieve?	How will we achieve this?	Who?	When?	HGIOS 4 QI	NIF Driver	SAC Education Services Priorities	Success Criteria	
							How will we know when we've got there?	Where will we look for evidence?
Numeracy and Mathematics 1. For children to develop a deep, conceptual understanding of mathematics, problem solving skills, mathematical reasoning and in turn improve attainment.	<p>All teaching staff to engage in CLPL on Number Talks to ensure a consistent approach across the school and cluster.</p> <p>Ensure a focus on application of skills in numeracy to other areas of maths across the school through project-based learning and relevant contexts for learning.</p> <p>Provide increased and regular opportunities for children to develop mathematical reasoning and problem-solving skills.</p> <p>All teachers to engage in the cluster approach to CLPL on mental agility mathematical reasoning and word problems.</p> <p>Continue to develop a numeracy rich environment indoors through careful planning to embed opportunities to explore number e.g. QR codes for independent access to online resources.</p> <p>Ensure every area has opportunities for number exploration.</p> <p>Identify numeracy lead practitioner to engage with the Nurturing Mathematical Thinkers project.</p>	<p>Teachers Cluster Numeracy Lead</p> <p>Teachers</p> <p>Teachers</p> <p>Cluster Numeracy Lead</p> <p>EYPs J Mills</p> <p>EYPs J Mills</p> <p>A Glasgow</p>	<p>Sep-Nov</p> <p>Sep-June</p> <p>Aug-June</p> <p>Sep-Nov</p> <p>Aug – Dec</p> <p>Aug-June</p> <p>Aug-Nov</p>	<p>1.4</p> <p>2.2</p> <p>2.3</p> <p>2.5</p> <p>3.2</p> <p>3.3</p>	<p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged young people</p>	<p>standing learning, teaching and assessment</p> <p>Developing our curriculum</p>	<p>23/24 data shows a combined total of 84% of children attained the expected level.</p> <p>(P1 – 80%, P4 – 86%, P7 – 85%)</p> <p>Target for 24/25: overall average being at least 84% and an increase for P1 to 85%.</p> <ul style="list-style-type: none"> ✓ GL assessment data for problem solving, conceptual understanding and mathematical reasoning has increased for P3 and P6. ✓ ACEL data will show almost all children achieving the appropriate level at P1, P4 and P7. ✓ 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. ✓ Teachers confidence increased in planning using project-based approaches. ✓ Achievement of numeracy developmental milestones will increase to 82% of children achieving 8 or more. ✓ Early Years staff confidence in supporting children's mathematical development will have increased. 	<ul style="list-style-type: none"> ○ GL data from reports for PTM ○ Attainment Tracker ○ Observations of teaching and learning ○ Feedback from families via surveys ○ Record of PDM discussions with teachers ○ Quality assurance activities in EYC ○ Developmental milestones

What outcomes do we want to achieve?	How will we achieve this?	Who?	When?	HGIOS 4 QI	NIF Drivers	SAC Education Services Priorities	Success Criteria	
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Improving Pedagogy, Equity and our Curriculum 1. To raise attainment and close the poverty-related attainment gap. 2. To give confidence to teachers in understanding the importance of reflecting on and improving pedagogy. 3. Increase teacher confidence in embedding the five key formative assessment strategies into ongoing everyday practice to ensure measurable improvements for learners. 4. To support and develop staff to implement best practice through a culture of collaboration and enquiry to innovate and elevate our curriculum offering within our unique context.	<p>All teachers to engage in the Improving, Pedagogy and Equity programme and workshops.</p> <p>All teachers to engage in and reflect on professional reading with 'Embedded Formative Assessment' by Dylan Wiliam.</p> <p>Work collaboratively to reflect on and evaluate our current curriculum offering.</p> <p>Explore and develop skills-based frameworks and approaches to promote deep learning and transferrable skills and progression in learning.</p> <p>Use a skills-based approach to support individual learners' target setting.</p> <p>Embed new Making Thinking Visible routines from P1-P7</p> <p>Engage in professional learning with a focus on curriculum innovation and curriculum making at all levels.</p> <p>Revisit and develop our curriculum rationale in line with the 7 principles for curriculum design.</p> <p>Increase opportunities for children to lead their own learning and to develop leadership skills.</p> <p>Increase opportunities for children to develop their awareness and knowledge of the UNCRC.</p> <p>Develop links to implement a sustainable intergenerational project and learning opportunities.</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers EYPs SAs</p> <p>SLT Teachers</p> <p>Teachers SLT</p> <p>Teachers LAMac</p> <p>Teachers EYPs SAs SLT</p> <p>Teachers</p> <p>EYPs DHT</p> <p>EYPs DHT</p>	<p>Sep-May</p> <p>Sep – May</p> <p>Aug – June</p> <p>Aug – Dec</p> <p>Aug- Dec</p> <p>Jan-June</p> <p>Aug-June</p> <p>Aug-June</p> <p>Jan - June</p>	<p>1.1</p> <p>1.2</p> <p>1.4</p> <p>1.5</p> <p>2.2</p> <p>2.3</p> <p>2.7</p> <p>3.2</p> <p>3.3</p>	<p>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 and young people Improvement in employability skills and sustained positive school leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy</p>	<p>Engaged and Included Outstanding learning, teaching and assessment Developing our curriculum</p>	<ul style="list-style-type: none"> ✓ Teachers plan for, share and ensure that the learners understand the focus of the learning and the criteria for successful learning. ✓ Teachers use questioning, discussions and tasks to motivate learners, encourage deep thinking and to find out where the learners are in their learning. ✓ Teachers give feedback in a way that identifies strengths and next steps in an ethos where errors are welcome. ✓ Teachers provide opportunities for learners to support each other in terms of peer tutoring, working collaboratively and peer assessment. ✓ Teachers support learners in understanding what and how they are learning ✓ Children able to discuss their thinking and reasoning confidently. ✓ Feedback from learners demonstrates they feel our curriculum reflects the principles for curriculum design. ✓ Feedback from learners highlights that children enjoy learning at school. ✓ Children are able to talk about opportunities they have to contribute to the life of the school and to lead learning for themselves and others. ✓ Teacher observations of learning highlight that children are able to think creatively within new and unfamiliar contexts and demonstrate life-long transferrable skills. ✓ We have an updated curriculum rationale which reflects our unique context, and has been shared with our wider community. ✓ Number of staff engaged in curriculum innovation projects. 	<ul style="list-style-type: none"> ○ Teacher self-evaluation (pre and post) ○ Classroom observation notes, feedback (peers, SLT). ○ Staff professional development and review process. ○ Staff planning and evaluation documents. ○ Tracking data on learner progress. ○ Assessment data – summative and formative including teacher professional judgement. ○ Pupil surveys ○ Notes from PDM meetings to discuss attainment and progress

Key - PEF Interventions, EYC Priority

Marr Cluster Improvement Priorities 2024-25



Cluster Improvement Priority		Rationale for Improvement Priority based on evidence			
<p>To further embed cluster improvements in literacy and numeracy through effective moderation practices and shared professional learning.</p> <p>Our staff team has a shared understanding of The Promise and what we each can do to support our Care Experienced children and young people.</p>		<p>Our cluster approaches to improving practice in assessment and teaching of literacy has led to strong cluster working and shared professional learning to improve literacy outcomes. This model should be replicated with a focus on improving numeracy. Data (GL and professional judgement) highlights a need to improve young people's mental agility, mathematical reasoning and understanding of number. To face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population (Principles and Practice in Numeracy and Maths).</p> <p>The Promise is a national and local drive to improve the educational outcomes of care experienced children and young. Delivering The Promise award programme will help to address the key priorities of the Promise – to reduce the stigma that many care experienced people feel by promoting consistency of messaging around The Promise and the use of non-stigmatised language.</p>			
SAC Priority	NIF Priority	NIF Driver	HGIOS? 4		
Closing the attainment gap between the most and least disadvantaged children Improvement in achievement, 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
Promote the Marr Cluster vision across the school and wider community to ensure unity of approach and develop approaches to celebrating success underpinned by values and rights.		All	August 2025	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.
<p>Raise awareness and understanding of The Promise (the commitment made by the Scottish Government to improving the experiences and outcomes for Scotland's care experienced children and young people) and our responsibilities as corporate parents.</p> <p>Help practitioners understand the needs of children and young people who are Care Experienced and what we can do to support them.</p>		All staff led by SLT	2 x 1.5 Hour Professional Learning Sessions (Twilight/In-Service TBC)	Development time SAC Resources / online module	<p>Young people will feel that they are respected and valued members of the school community (survey results).</p> <p>Staff will be able to identify the key principles of the Promise (training assessment results and staff views gathered through professional dialogue)</p> <p>Marr Cluster Schools will achieve 'The Promise Award' through engaging in professional learning focused on this.</p>
Engage with parents and carers to explore themes for family learning sessions. Identify preferred formats. Use feedback to plan school and cluster family learning events.		F Paterson	End September	MS Forms Development time	Parents and carers are supported to identify themes to enhance their child's learning at home, leading to improvements in literacy, numeracy and health and wellbeing.

Embed our approaches to learning, teaching and assessment of children's writing. Moderate children's writing across early, first, second and the beginning of third level. Build on our approaches to shared professional learning across the cluster.	Fiona Paterson Gillian Sargent	Feb 25 - May 25 Moderation 27 th May	Development time Staff self-evaluation Data (GL, CfE, SNSA)	Children and young people are benefitting from staff's shared understanding of assessment and moderation.
Launch Numeracy common language document. Replicate cluster literacy model to lead improvements in moderation and assessment in numeracy. Plan and deliver cluster CLPL sessions on mental agility, word problems and mathematical reasoning.	P Crossan Cluster Numeracy Leads	September to November 2024	Development time	Children and young people are benefitting from staff's shared understanding of assessment and moderation in Numeracy. Teachers are improving their practice in developing children's mental agility and understanding of number.
Continue to embed the Family First model and identify how we can use this support to reduce barriers to learning and attendance experienced across the cluster. Develop a Marr Cluster Attendance Policy and parent/carers attendance leaflet. Analyse attendance data for P5-P7 pupils and increase attendance by: <ul style="list-style-type: none"> 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 F Young D Alford K Webster Primary PEF Leads J Scott	August 2024 – June 2025	Educational Psychologist Welfare Officer Support and Development Worker Cluster Resources Learning and Inclusion Teacher, Support and Development worker, TAC Meetings	Reduction in learners with less than 80% attendance. Increase overall school attendance by 3%. Improved attendance and engagement. Reduction in referrals and exclusions.

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 Accelerated Reader and STAR Reading Assessments: £1250 Library system: £350 Reading resources: £1000 	<ul style="list-style-type: none"> PEF: 1 FTE PT appointed to track, plan and implement numeracy interventions Education City: £360 Times Table Rockstars: £190 White Rose subscription and resources: £300 Resources to support focus weeks: £400 CLPL for staff: £200 	<ul style="list-style-type: none"> PEF: school assistant appointed to deliver extra-curricular activities and breakfast club PEF: 1 x Library Assistant appointed 15 hours per week Educational outings for all classes part-funded £1600 Breakfast Club food for school year - £1500 (will apply for Kellogg's grant funding to support) Learning Journals: £850