



Barr and Barrhill Primary Schools and Early Years Centres

IMPROVEMENT PLAN: 2020-2021



VISION

Our School Community is a place where everyone is encouraged to grow and learn in an inclusive and nurturing environment. Pupils are motivated and challenged to be the very best they can be.

VALUES

Kindness Respect Confidence Honesty Achievement

AIMS

- To create a welcoming atmosphere with a positive ethos where there is a safe, relaxed and secure teaching/learning environment.
- To involve and encourage parents, carers, partner agencies and the wider community to play an active role in supporting learning and celebrating success both at school and at home.
- To ensure that school staff work within a professional environment where they can take advantage of opportunities for further training and development in order to enhance learning and teaching, ensuring that we offer the highest quality learning experiences for our pupils.
- To promote the well-being of all children through opportunities to develop socially, emotionally, physically and intellectually, developing a positive attitude and high self-esteem.
- To provide the highest quality of learning and teaching by providing experiences that enable children to enjoy their education, through a variety of teaching approaches and learning styles.

South Ayrshire Council Plan

Effective Leadership that promotes fairness
Reduce poverty and disadvantage
Health and care systems that meet people's needs
Make the most of the localeconomy
Increase the profile and reputation of South Ayrshire and the council
Enhanced environment through social, cultural and economic activities

Children's Services Plan

Ensure South Ayrshire's children get the best start in life, it is the best place to grow up, and all children and young people are successful learners, confident individuals, responsible citizens and effective contributors.
Reduce the gap in outcomes between the most deprived and least deprived children and young people in South Ayrshire.
Ensure children and young people who are looked after or are care leavers are cared for and supported to improve their life experiences and life chances.
Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.
Ensure children and young people have a voice in influencing service delivery that affects their lives.

Educational Services Plan and National Improvement Framework Priorities

Improvement in attainment, particularly in literacy and numeracy
Closing the attainment gap between the most and least disadvantaged children
Improvement in children and young people's health and wellbeing
Improvement in employability skills and sustained positive school leaver destinations for all young peopleThe proportion of young people and adults with relevant qualifications is increased.

National Improvement Framework- Drivers

School Leadership
Teacher professionalism
Parental engagement
Assessment of children's progress
School Improvement
Performance Information

Priority 1: Improvement in attainment for all, particularly in literacy and numeracy (carried forward from last year's SIP)				
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
<p>Pupils are motivated and re-engaged in their learning through high quality learning and teaching opportunities.</p> <p>Q.I 3.2 Q.I 1.2</p> <p>To raise attainment in literacy and numeracy for all children and therefore close the attainment gap.</p> <p>Q.I 3.2 Q.I 3.3</p> <p>Increased family engagement opportunities to support literacy and numeracy</p>	Increase opportunities for learning through play and exploration.	E Burton S Logan	August 2020-June 2021	Undertake baseline assessments September 2020. Re-assess at end of May 2021.
	At first and second level, engage children in further opportunities to learn in relevant and meaningful contexts.	All teaching staff	August 2020-June 2021	90% of TOTAL number of children in P1, P4, P7 to attain age appropriate CfE levels and age equivalent standardised testing results.
	Further develop the Talk for Writing programme across the school and share supports with parents/carers.	A McBirnie L Ferguson	August 2020-June 2021	10% children who are not achieving receive targeted support.
	Extend opportunities for EY staff to work across the EYC and Primary 1 to support and extend learning.	C Chesterman E Millarvie E Burton A Clark E McKie S Logan	August 2020-June 2021	P1, P4, P7 standardised assessments provided by local authority and interrogation of data informs allocation of targeted support within the school.
	Continue to deploy school assistants to support in the delivery of targeted interventions with identified learners.	P Murphy M Sinclair L Stewart	August 2020-June 2021	Reading, writing and maths assessments moderated across the two schools. Reading, writing and maths is tracked and discussed through learning conversations and tracking meetings. Planning templates evaluated and reviewed accordingly.

<p>development within local and national guidelines.</p> <p>Q.I 2.5</p> <p>To improve children's literacy and numeracy skills in the Early Years Centre.</p> <p>Q.I 3.2</p>	Further develop approaches in the EYC and P1 to improve vocabulary.	C Chesterman E Millarvie E Burton A Clark E McKie S Logan	August 2020-June 2021	Classroom observations – including pupil views. Staged intervention paperwork – action plans are clear and evaluated. CLPL records.
	Increase levels of engagement in learning through the use of the outdoors and loose parts.	All teachers All EYPs	August 2020-June 2021	Pupil questionnaires. Focus group feedback. Attendance monitoring.
	Extend Making Thinking Visible routines within the EYC.	All EYPs	August 2020-June 2021	Work scrutiny – pupil profiles, pupil work. 90% of all children in our Early Years Centre achieve their developmental milestones.
	Continue to engage in high quality pedagogical staff training opportunities.	All teachers All EYPs M Sinclair L Stewart	August 2020-June 2021	Targeted support in the Early Years Centre from PT has a positive impact. 90% attendance rate in our Early Years Centre. Parents are more confident and informed of what their child is learning.
	Identify good practice for teachers to observe within the SWEIC rural family relating to multi-composite learning and teaching and parental involvement.	P Murphy	Term 2/3	All pupils will have an e-profile and be able to share them with their parent(s).

	Continue early literacy and numeracy programmes in the EYC e.g. PEEP, Bookbug, Stay and Play.	All EYPs	August 2020-June 2021	
<p>Develop a range of valid, reliable and relevant assessment tools and approaches to support improvement of children and young people's learning.</p> <p>Q.I 3.2</p>	Work with staff to ensure the outcomes and impact of all initiatives are measurable and can be evidenced.	P Murphy	Term 3/4	<p>Tracking meetings held termly with HT to discuss learners' progress and next steps.</p> <p>Use of the BGE tracking tool to help moderate teachers' judgements of CfE achievement.</p> <p>Data analysis information:</p> <ul style="list-style-type: none"> • whole school • stage • class • cluster • family comparative • Standardised Assessments • End of unit information • Developmental milestones • Rich tasks moderated
	Review with all staff, the school's assessment and moderation strategy to ensure consistency and impact.	P Murphy	Term 1/2	
	Further develop PEF profiles for identified pupils.	P Murphy All teachers	Term 1	
	Build on current moderation opportunities and extend to other curricular areas, building staff confidence in use of 4 stages of progress.	P Murphy E Burton All teachers	August 2020-June 2021	
Review aspects of the school and EYC curriculum, to best meet the needs of all our learners following return to school.	Review skills pathways at all stages to ensure a progressive and structured approach to learning within a multi-composite class.	P Murphy E Burton S Logan	August 2020-June 2021	<p>Skills pathways accounted for within planning folders.</p> <p>Updated policies available.</p> <p>Professional dialogue.</p>

<p>Q.I. 2.2</p> <p>Ensure pupils' learning during lockdown is recognised, celebrated and built upon.</p> <p>Q.I. 2.2</p>	Update Curriculum Rationale and curricular policy statements to reflect current best practice and updates.	As per staff remits	August 2020-June 2021	<p>Through classroom observations.</p> <p>Focus groups with pupils and parents.</p> <p>CLPL records.</p> <p>Scrutiny of transition records.</p>
	Provide high quality CLPL opportunities to develop and extend staff expertise and confidence.	P Murphy	August 2020-June 2021	
	Ensure expectations at times of curricular transitions are clear, relevant and meaningful.	S Logan	August 2020-June 2021	
	Ensure learning takes place in the best context, including outdoors.	All teachers All EYPs	August 2020-June 2021	
	Identify pupils to become curricular ambassadors.	All teachers	Term 1	
	Deepen learning through participation in accredited achievement awards.	P Murphy	August 2020-June 2021	

Priority 2: Improvement in children's and young people's health and wellbeing (the focus of our recovery plan)				
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
<p>To ensure children are safe, happy and settled at school.</p> <p>Q.I 3.1 Q.I 2.1</p> <p>To support children who are experiencing low mood and/or anxiety on return to school.</p> <p>Q.I 3.1 Q.I 2.1</p> <p>To improve resilience in our children and young people following an extended period of time away from school.</p> <p>Q.I 3.1</p> <p>To increase staff confidence and capacity to support children's mental wellbeing.</p>	Soft start into the routines of formal learning, taking account of pupils' experiences of lockdown.	All staff	August/September	<p>Wellbeing Webs.</p> <p>South Ayrshire's Mental Health and Wellbeing Assessments.</p> <p>Parental views.</p> <p>Pupil views.</p> <p>Staff meetings.</p> <p>HT observations.</p> <p>Attendance doesn't fall below 90%.</p> <p>Late-coming reduced.</p> <p>Through staff discussions at planned meetings or PRD/PDR sessions.</p>
	Create a mental health strategy and tracking system.	S Logan	Term1/2	
	Audit school resources to identify gaps.	E Burton S Logan	Term 1	
	Provide high quality CLPL opportunities for all staff.	P Murphy	August 2020-June 2021	
	Investigate and develop best practice in Care Plans to ensure targets are clear for children and their parents.	E Burton S Logan All EYPs	August 2020-June 2021	
	Support the role and increase availability of our Mental Health First Aider.	P Murphy S Logan A McBirnie	August 2020-June 2021	
	Identify a quiet area within the classrooms for pupils to access, if required.	All teaching staff	August 2020-June 2021	
	Develop creative ways to extend family learning opportunities within the school and EYC.	All teaching staff All EYPs	August 2020-June 2021	

Q.I 1.2 Q.I 2.7				
Increased opportunities and participation in physical activity and sport for all pupils within local and national guidelines. Q.I 3.1	Continue the daily delivery of physical activity to increase focus and concentration.	All staff	August 2020-June 2021	<p>Fitness testing carried out twice over the session.</p> <p>A marked increase in after school clubs participation.</p> <p>Pupils receiving Bikeability level 2.</p> <p>Playground observations.</p> <p>Parent and pupil feedback.</p> <p>Achievement of awards.</p> <p>EY pupils completing Play on Pedals programme.</p> <p>Children growing and eating own fruit and vegetables.</p>
	Delivery of Bikeability sessions to senior pupils, when guidelines allow.	M Sinclair L Stewart	Term3/4	
	Enter and attend a range of competitive sporting events, when guidelines allow.	P Murphy Active Schools staff	August 2020-June 2021	
	Increase the range of after school/lunchtime clubs.	P Murphy Active Schools staff	August 2020-June 2021	
	Achieve Gold in the School Sports Award.	P Murphy Active Schools staff	August 2020-June 2021	
	Deliver the Play on Pedals programme to EY children.	C Chesterman A Clark	Term 3/4	
	Work with Active Schools staff to create an outdoors education map; support leadership opportunities for	P Murphy Active Schools staff	Term 1/2	

	senior pupils; increase parental involvement.			
	Develop garden/allotment areas.	P Murphy M Sinclair L Stewart	August 2020-June 2021	

Priority 3: Improvement in employability skills and sustained positive school leaver destinations for all young people – Sustainability and Creativity (carried forward from last year's SIP)

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
<p>Develop a whole school and community approach to Learning for Sustainability: global citizenship, sustainable development education, outdoor learning.</p> <p>Q.I 2.2 Q.I 1.3</p>	Development of outdoor spaces to promote creativity, curiosity and enquiry.	P Murphy	August 2020-June 2021	LFS audit and evaluation.
	Foster links with SWEIC family schools to increase global citizenship work in the junior classes.	A McBirnie L Ferguson	August 2020-June 2021	Achievement of RRS silver level in both schools.
	Further develop partnership links to extend local knowledge and understanding e.g. Ayrshire Rivers' Trust.	All teaching staff	August 2020-June 2021	Calendar of events planned.
	Update Outdoor Learning policy to ensure cognisance of the current situation and developments undertaken.	E Burton S Logan A McBirnie L Ferguson	Term 1	CLPL records.
	Engage children in meaningful discussion about their skills development through the use of the Career Education Standard (3-18).	All teachers	August 2020-June 2021	Monitor implementation of LFS policy.
	Further develop the concept of Fairtrade through school award, tuckshop.	E Burton S Logan	August 2020-June 2021	Pupil feedback.
				Parental feedback.
				Through pupil profiles.

<p>Ensure continued development of children's rights and pupil voice.</p> <p>Q.I 1.2</p>	<p>Achievement of Rights Respecting Schools silver award.</p>	<p>A McBirnie L Ferguson</p>	<p>Term1/2</p>	<p>Wee HGIOS feedback.</p> <p>Minutes of committee meetings</p> <p>Regular appearance in local press.</p> <p>Achievement of silver level RRSA.</p> <p>Pupils happy to take on leadership roles.</p>
	<p>Children's rights remain a high and visible priority throughout the school and EYC.</p>	<p>All staff</p>	<p>August 2020-June 2021</p>	
	<p>Wee HGIOS used with pupils as a tool for self-evaluation and improvement.</p>	<p>P Murphy</p>	<p>August 2020-June 2021</p>	
	<p>Pupil led inter-generational project with local community members.</p>	<p>All EYPs</p>	<p>When guidelines allow</p>	
<p>Develop the skills and confidence of staff in the appropriate and effective use of digital technology to support learning and teaching.</p> <p>Q.I 2.3</p>	<p>Continue to provide high quality staff CLPL opportunities to increase confidence and skills to support effective teaching across all levels.</p>	<p>E Burton A Taylor</p>	<p>August 2020-June 2021</p>	<p>E-profiles in use throughout the schools and EYCs.</p> <p>Glow usage increased within the classrooms.</p> <p>Staff confidence increased.</p> <p>Monitor impact of staff development.</p> <p>Twitter and the website more detailed.</p> <p>Achievement of Digital Schools' Award.</p>
	<p>Use e-profiling across the school and EYC to evidence and celebrate pupils' achievements and attainments.</p>	<p>All teachers All EYPs</p>	<p>August 2020-June 2021</p>	
	<p>All classes to use Glow blogs to communicate learning with parents.</p>	<p>All teachers</p>	<p>1 blog update per term</p>	
	<p>Build on work already undertaken and achieve the Digital Schools' Award.</p>	<p>E Burton A Taylor</p>	<p>August 2020-June 2021</p>	

	Celebrate National Digital Learning Week.	All teachers All EYPs	Date TBC	
Support the creative process by developing inquisitiveness, open-mindedness, imagination and problem solving skills. Q.I 3.3	Creative project planned and delivered across all areas of expressive arts.	L Ferguson	August 2020-June 2021	CLPL records. Children make real life links with their learning. Observations by HT. All pupils involved in performing either in an assembly or show. Pupil feedback. Parental feedback. Money raised from the Enterprise project.
	Loose parts play an integral part of classrooms and EYC to develop imagination and problem solving.	All teachers All EYPs	August 2020-June 2021	
	All pupils will have the opportunity to perform for an audience.	All teachers All EYPs	When guidelines allow	
	Inter-house enterprise project.	All staff	Term 4	

Priority: SCIENCE FRAMEWORK

To focus on improving confidence and competence of Staff to effectively teach STEM education and provide learners with STEM skills and knowledge that they require throughout their lives.

HGIOS 4 / HGIOELC Q.Is1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2 / SACP 1,2/ CSP 1,2 / ESP 2, 3, 4 / NIF 1, 2

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)	JANUARY 2021 REVIEW
Cluster Priority STEM group (Lead Science Steering Group)				
<ul style="list-style-type: none">➤ Children and young people will experience quality learning and teaching in science due to increased levels of confidence and expertise in staff.➤ Children and young people's skills development knowledge and understanding in science subjects is enhanced due to further development in pedagogy and assessment skills in staff.➤ Children and young people's science enquiry skills and understanding of science is enhanced due to staff confidence in applying TAPS focussed assessment.	<ul style="list-style-type: none">➤ T Cluster Science Steering group consisting of school mentors for Science will continue to access CLPL directly from SSERC and take the lead within each cluster school.➤ Staff from Early Years, Primary and Secondary Science will engage in online collaborative training led by mentors with external support available from SSERC.➤ SSERC meet - Microbes for Minors & Titanic and one other SSERC meet of choice will take place throughout the session 2020/2021➤ Mentors to apply for further grants and funding through SSERC, to source science resources for schools.➤ Cluster Science Steering group to showcase 2nd year of practice.➤ Staff throughout the cluster will implement more STEM based activities in classrooms and more varied approaches to learning and teaching.➤ Mentors will introduce the TAPS focussed assessment within each school.	August 2020 to June 2021	<p>Cluster Staff Wheel of Science questionnaire on levels of confidence within the science organisers. (September 2020 and June 2021)</p> <p>SSERC showcase for mentors.</p> <p>Classroom observations</p> <p>Staff evaluations following CLPL activities.</p>	Cluster questionnaire for staff and children.

<ul style="list-style-type: none"> ➤ Children will experience coherent and progressive learning and teaching in science across and through the Girvan cluster because of the collegiate development of science programme of study. ➤ Children, young people and staff will engage more readily with science enquiry and aspire to pursue a career in science. ➤ Staff will continue to share experiences and good practice at all levels, and develop greater collegiality between cluster schools. 	<p>(https://pstt.org.uk/resources/curriculum-materials/assessment)</p> <ul style="list-style-type: none"> ➤ Primary/Secondary links will be established to create a programme of study to ensure a seamless transition of skills, knowledge and understanding from Early level to third/fourth level within science enquiry. 			
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