



Barr and Barrhill Primary Schools and Early Years Centres

IMPROVEMENT PLAN: 2024-2025



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

- 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 1: Improvement in attainment for all, particularly in literacy and numeracy				
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)
Pupils are motivated and engaged in their learning through high quality learning and teaching opportunities. Q.I 3.2 Q.I 1.2	Learning through play and exploration further developed through the use of Play Projects, developing an approach to assessing learning through play and ensuring children understand the skills they are developing.	C McIlwraith	August 2024-June 2025	Undertake baseline assessments September 2024. Re-assess at end of May 2025. 80% of TOTAL number of children in P1, P4, P7 to attain age appropriate CfE levels and age equivalent standardised testing results. 20% children who are not achieving receive targeted support.
	Further develop Big Maths in the junior class, providing training and supports for staff, parents/carers.	Numeracy Working Party	August 2024-June 2025	P1, P4, P7 standardised assessments provided by local authority and interrogation of data informs allocation of targeted support within the school.
	Achieve 'Core' in the Scottish Book Trust Reading Schools programme.	Head Teacher	Term 1	
	Increased attainment in literacy and numeracy for all children and therefore close the attainment gap. Q.I 3.2 Q.I 3.3	Extend opportunities for EY staff to work and moderate across the EYC/P1 to support and extend learning in literacy and numeracy and further develop understanding of early level skills development.	Principal Teachers	August 2024-June 2025
Increased family engagement opportunities to support literacy and numeracy development within local and national guidelines. Q.I 2.5		Improve the language and communication skills of the younger children, through the targeted intervention Talk Boost.	Principal Teachers	August 2024-June 2025

<p>To improve children's literacy and numeracy skills in the Early Years Centre. Q.I 3.2</p>	<p>Identify good practice for teachers and EYPs to then observe across the Cluster, Authority and Regional Improvement Collaborative.</p>	<p>Head Teacher</p>	<p>Terms 1-3</p>	<p>Pupil questionnaires. Focus group feedback. Attendance monitoring.</p>
<p>To give confidence to teachers in understanding the importance of reflecting on and improving pedagogy. Q.I. 1.2 Q.I. 2.3</p>	<p>Continued focus on our practice and pedagogy in relation to Talk for Writing, with the further development of assessment pieces.</p>	<p>Literacy Working Party</p>	<p>August 2024-June 2025</p>	<p>Work scrutiny – pupil profiles, pupil work, Learning Journals. 100% of all children in our Early Years Centre achieve 8 or more of their developmental milestones.</p>
<p>To increase teacher confidence in embedding the 5 key formative assessment strategies into ongoing everyday practice to ensure measurable improvement for learners. Q.I. 1.2 Q.I. 2.3</p>	<p>Work with colleagues from Educational Psychology to improve children's working memory skills.</p>	<p>Head Teacher</p>	<p>August 2024-June 2025</p>	<p>Targeted support in the Early Years Centre from PT has a positive impact.</p>
<p>To increase teacher confidence in embedding the 5 key formative assessment strategies into ongoing everyday practice to ensure measurable improvement for learners. Q.I. 1.2 Q.I. 2.3</p>	<p>Timetabled weekly reading buddy sessions across EYC/school.</p>	<p>Principal Teachers</p>	<p>August 2024-June 2025</p>	<p>90% attendance rate in our Early Years Centre.</p>
<p>Review aspects of the school and EYC curriculum, to best</p>	<p>As part of the Improving Pedagogy & Equity (IPE) programme, teachers will attend 7 workshops, engage in professional reading, complete a professional learning log, carry out a range of tasks and highlight and share their learning and subsequent impact.</p>	<p>Head Teacher</p>	<p>August 2024-June 2025</p>	<p>Parents are more confident and informed of what their child is learning. Tests of change analysis. Skills pathways accounted for within planning folders. More updated policies available.</p>
<p>Review aspects of the school and EYC curriculum, to best</p>	<p>Review curriculum rationale, ensuring it is relevant and takes account of our unique context.</p>	<p>Head Teacher</p>	<p>August 2024-June 2025</p>	<p>Scrutiny of transition records and progression.</p>

meet the needs of all our learners. Q.I. 2.2	Curriculum working parties with a focus on high quality teaching and learning, support and challenge-extended this year to include RME.	As per staff remits	August 2024-June 2025	
	Further develop the use of pupil curricular ambassadors to drive forward curricular improvements.	Head Teacher	August 2024-June 2025	
	Deepen learning and pedagogical understanding through Leadership of Learning Days; participation in accredited achievement awards; professional learning opportunities; research and professional enquiry.	As per staff remits	August 2024-June 2025	

Priority 2: Improvement in children's and young people's health and wellbeing				
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)
Children are safe, happy and settled at school. Q.I 3.1 Q.I 2.1	Deliver targeted support and interventions for mental and emotional wellbeing e.g. Seasons for Growth.	A McBirnie C McIlwraith	August 2024-June 2025	GMWP profiles. South Ayrshire's Mental Health and Wellbeing Assessments.
Identified children who are experiencing low mood and/or anxiety are fully supported. Q.I 3.1 Q.I 2.1	Use of online health and wellbeing platform, Treehouse, to support confidence, mindset and resilience.	Head Teacher	August 2024-June 2025	Parental views. Pupil views.
	Extend family learning opportunities and parental events within the school and EYC.	Head Teacher	Dates noted on calendar	Staff meetings: check-ins. HT observations. Attendance doesn't fall below 90%.
Increased resilience in our children and young people. Q.I 3.1	Increase the range of after school/lunchtime clubs to encourage and increase the involvement of more children e.g. homework club, science.	Head Teacher	August 2024-June 2025	Late-coming reduced. Through staff discussions at planned meetings or PRD/PDR sessions.
Through increased staff confidence and capacity, children's mental wellbeing is supported. Q.I 1.2 Q.I 2.7	Increase children's understanding of diversity and inclusion, therefore promoting tolerance and acceptance of others.	E Burton	August 2024-June 2025	A marked increase in after school clubs participation. Playground observations. Parent and pupil feedback. Achievement of awards.

<p>Increased opportunities and participation in physical activity and sport for all pupils within local and national guidelines. Q.I 3.1</p>	<p>Attendance at sporting competitions and cluster events, with the support of Active Schools Staff.</p>	<p>Head Teacher</p>	<p>August 2024-June 2025</p>	<p>Children growing and eating own fruit and vegetables.</p>
<p>Staff within school will develop an awareness and understanding of The Promise and all that is included within the national guidance and local authority initiatives. Q.I 3.1</p>	<p>Further develop the outdoor areas in partnership with the local community and parents.</p>	<p>A Taylor C Menzies</p>	<p>August 2024-June 2025</p>	
	<p>Completion of The Promise Education Award.</p>	<p>Head Teacher</p>	<p>By June 2025</p>	
<p>All staff will support learners with experience of care to provide improved wellbeing and in turn work towards improved educational outcomes. Q.I 3.1</p>				

Priority 3: Improvement in employability skills and sustained positive school leaver destinations for all young people – Sustainability and Creativity

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. Q.I 2.2 Q.I 1.3</p> <p>Children’s rights are recognised and their views and opinions are listened to and acted upon. Q.I 1.2</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>Connecting Classrooms Project implemented at a whole school level.</p>	<p>C Menzies G Scott</p>	<p>August 2024- June 2025</p>	<p>Calendar of events planned.</p> <p>PL/PRD/PDR records.</p> <p>Pupil feedback.</p> <p>Parental feedback.</p> <p>Through pupil profiles.</p> <p>Wee HGIOS feedback.</p> <p>Minutes of committee meetings.</p> <p>Regular appearance in local press, social media, community newsletters.</p> <p>Pupils happy to take on leadership roles.</p> <p>E-profiles in use throughout the schools and EYCs.</p> <p>The use of digital supports is greatly increased within the classrooms.</p> <p>Staff confidence increased.</p>
	<p>Further develop opportunities to be creative e.g. sewing.</p>	<p>Principal Teachers</p>	<p>August 2024- June 2025</p>	
	<p>P6 and P7 pupils to achieve the John Muir Award.</p>	<p>C Menzies G Scott</p>	<p>Term 3</p>	
	<p>Further develop business and community links within the local area.</p>	<p>Head Teacher</p>	<p>August 2024- June 2025</p>	
	<p>Evaluate, consult on and update vision, values and aims with all stakeholders.</p>	<p>Head Teacher</p>	<p>August 2024- June 2025</p>	
	<p>Achievement of Rights Respecting Schools’ Gold Accreditation.</p>	<p>A McBirnie L Ferguson</p>	<p>Term 1</p>	
	<p>Eco-Schools’ Green Flag awarded.</p>	<p>C Menzies A Taylor</p>	<p>Term 1</p>	

<p>Q.I 2.3</p> <p>Implement the creative process to support children to develop inquisitiveness, open-mindedness, imagination and problem-solving skills.</p> <p>Q.I 3.3</p>	<p>Ensure children are aware of their role and purpose in taking forward improvements and help them to recognise the important skills they are developing through these activities.</p>	<p>E Burton</p>	<p>August 2024- June 2025</p>	<p>Monitor impact of staff development.</p> <p>Twitter and the website updated and more detailed.</p> <p>Achievement of awards.</p> <p>Children make real life links with their learning.</p> <p>Observations by HT.</p> <p>All pupils involved in performing either in an assembly or show.</p>
	<p>Continue to provide high quality staff professional learning opportunities to increase confidence and skills to support effective digital teaching across all levels e.g. coding, A.I.</p>	<p>E Burton A Taylor</p>	<p>August 2024- June 2025</p>	
	<p>Build on work already undertaken and achieve the Digital Schools' Award (Barr) and Cyber Schools' Award (Barrhill).</p>	<p>E Burton A Taylor</p>	<p>August 2024- June 2025</p>	
	<p>Develop the Creativity Framework to include meta-skills.</p>	<p>Head Teacher</p>	<p>August 2024- June 2025</p>	
	<p>Extend use of inter-house challenges and projects, linking with the local community.</p>	<p>All staff</p>	<p>August 2024- June 2025</p>	
	<p>Have a focus on World of Work/Masterclass type activities in order to Develop the Young Workforce.</p>	<p>Head Teacher</p>	<p>Term 4</p>	

Priority: Expressive Arts Framework

To focus on improving confidence and competence of staff to effectively teach Expressive Arts and provide learners with the skills, approaches, knowledge and understanding that they require throughout their lives: year 1 art and design; year 2 dance and drama; year 3 music. **(continuation of year 1)**

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 2025 Review
<ul style="list-style-type: none"> Children and young people's skills development, approaches to and knowledge and understanding in Expressive Arts is enhanced due to further staff development of pedagogy and assessment. Children and young people have a coherent and progressive learning experience in Expressive Arts across and throughout Girvan cluster schools/EYCs. There is a collegiate development of an art and design programme linked to Girvan Academy. Children, young people and staff will engage more readily with Expressive Arts and aspire to pursue a career in Expressive Arts. Staff will share experiences and good practice at all levels, moderate expectations in Expressive Arts and develop greater collegiality between cluster schools/EYCs. 	<ul style="list-style-type: none"> Individual schools will have negotiated collegiate time with staff to make these tasks happen. All teaching/EYC staff will join a group of 3. Each member of staff may be from another CFE level. September Twilight Session: the plan will be presented to all staff; staff will be notified of their trio then organise visit dates and focus area. Steering Group: provide CLPL over the session; collate a directory of professional and community links to aid with planning and delivering art and design lessons; identify and cascade up-to-date information relating to planning and assessing art and design, particularly in the development of skills. September - November: Trios will observe one colleague teaching an art and design lesson (time swapped from RCCT/collegiate time). December - January: Trios will observe second colleague teaching an art and design lesson (time swapped from RCCT/collegiate time). January - March: Trios will observe third colleague teaching an art and design lesson (time swapped from RCCT/collegiate time). 	<p>August 2024 - June 2025</p>	<p>Individual school/EYC self-evaluation of Expressive Arts.</p> <p>Cluster Art Exhibition</p> <p>Classroom observations (SMT, mentors, colleagues from across schools/EYCs).</p> <p>Staff evaluations following CLPL activities.</p> <p>Children's views on Expressive Arts.</p>	<p>Cluster questionnaire for staff and children.</p>

<ul style="list-style-type: none">• Children and young people will experience quality learning and teaching in Expressive Arts due to increased levels of confidence and expertise in staff.• Quality learning and teaching will be informed through reliable and relevant assessment information.	<ul style="list-style-type: none">• <i>May In Service</i> (half day session): session at Girvan Primary School to celebrate staff and pupil learning and present skills development framework.• CLPL will be organised throughout the year and be on an opt-in basis.			
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Appendix 1

Budget

Priority	Staffing costs (F/y)	Staffing costs (P/Y)	Resources/ other	Total
Barr PEF Mental Health First Aider improves readiness to learn; self-confidence; resilience; growth mindset and attendance of identified learners.	£6412 0.1 class teacher staffing surplus			£6480
Barrhill PEF Improved readiness to learn; self-confidence; resilience; growth mindset and attendance of identified learners.			The purchase of fresh fruit for snack, suitable footwear and clothing for physical activity: PE lessons and outdoor learning.	£2160