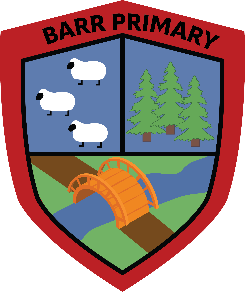


**Barr and Barrhill Primary Schools and Early Years Centres**

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| **IMPROVEMENT PLAN: 2025-2026** |



**VISION**

Grow – Learn – Thrive…..Together!

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**

Barr – Kindness Teamwork Respect Creativity

Barrhill – Kindness Teamwork Respect Inclusion

**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.

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| **Priority 1: Improvement in attainment for all, particularly in literacy** | | | | |
| **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)** |
| To give confidence to teachers in understanding the importance of reflecting on and improving pedagogy.  QI. 1.2  QI. 2.3 | Enhance staff capacity in teaching reading and writing through whole-school activities and professional development sessions led by a Scottish Book Trust author. | E McBean | August 2025- June 2026 | Undertake SAR baseline assessments September 2025. Re-assess at end of May 2026.  P1, P4, P7 standardised assessments provided by local authority and interrogation of data informs allocation of targeted support within the school.  Reading, writing assessments moderated across the two schools.  Reading & writing is tracked and discussed through learning conversations and tracking meetings.  Classroom observations – including pupil views.  Staged intervention paperwork – action plans are clear and evaluated.  PL/PRD/PDR records.  Work scrutiny – pupil profiles, pupil work, Learning Journals.  100% of all children in our Early Years Centre achieve 8 or more of their English developmental milestones. |
| Increased family engagement opportunities to support literacy development within local and national guidelines.  QI. 2.5 | Family learning workshops led by a Scottish Book Trust author to support parents in promoting literacy at home. | E McBean | Term 3 |
| Develop confident and skilled readers with a lifelong love of reading and the confidence to access all aspects of education, culture and society  QI. 2.3  QI. 2.5  To improve children’s literacy skills in the Early Years Centre.  QI. 2.3 | Achieve ‘Gold’ in the Scottish Book Trust Reading Schools programme. | E McBean | August 2025- June 2026 |
| Improve the language and communication skills of all young learners.  QI. 1.5  QI. 1.2  QI. 2.4 | Accreditation in SACFE (South Ayrshire Communication Friendly Environment) | E Burton  C McIlwraith | August 2025- June 2026 |

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| Gather, use and analyse data effectively to drive change and improvement  QI. 2.3 | Continued focus on our practice and pedagogy in relation to Talk for Writing, with the further development of an assessment tracker and opportunities to moderate writing across partner  ship school. | E Burton  A McBirnie  C McIlwraith  L Ferguson | August 2024-June 2025 |  |

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| **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.  QI. 3.1  QI. 2.1  Increased resilience in our children and young people.  QI. 3.1 | Enhance the impact of assemblies by delivering them through a diverse selection of health and wellbeing reading books, with a targeted focus on building resilience, embracing diversity, developing a positive mindset, and boosting confidence among pupils. | A McBirnie  C McIlwraith | August 2025-June 2026 | RISE HWB tracker.  Parental views/feedback.  Pupil views/feedback.  HT observations.  Whole school attendance maintained avg 93% and above SAC.  Late-coming reduced BH DATA  Through staff discussions at planned meetings or PRD/PDR sessions.  BH – 10-20% increase in after Active Schools clubs participation.  Achievement of awards. |
| Collaborate with Educational Psychology colleagues to support and enhance positive wellbeing. | E McBean | Term 2 |
| Continue to promote high attendance and ensure pupils have the supports needed to foster good attendance habits | E McBean | August 2025-June 2026 |
| Increased opportunities and participation in physical activity and sport for all pupils within local and national guidelines.  QI. 3.1 | Increase attendance at sporting competitions and cluster events (at least 3), with the support of Active Schools Staff, through multi-schools team approach. | E McBean | August 2025-June 2026 |
| Children’s rights are recognised and their views and opinions are listened to and acted upon.  QI. 1.2  QI. 3.1 | Achievement of Rights Respecting Schools’ Silver re-accreditation. | A McBirnie  L Ferguson | Term 1 |

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| **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)** |
| Develop a whole school and community approach to Learning for Sustainability: global citizenship, sustainable development education, outdoor learning.  QI. 2.2  QI. 1.3  To develop inquisitiveness, open-mindedness, imagination and problem-solving skills.  QI. 3.3 | Engage all pupils to develop their understanding of Meta-Skills through assembly programme. | E McBean | August 2025-June 2026 | Pupil feedback.  Parental feedback.  Learning Journals  Regular appearance in local press, social media, community newsletters.  Staff confidence increased.  Achievement of awards.  Children make real life links with their learning.  **Pre- and post-intervention surveys or self-assessments** to gauge growth in pupils' confidence and ability in key meta-skills  All pupils involved in performing either in an assembly or show. |
| To use assembly programme to recognise relevant Meta-Skills used by young people in their learning experiences, either in class or out with school. | E McBean | August 2025-June 2026 |
| Embed Developing the Young Workforce (DYW) skills and initiatives throughout the academic year, hosting a celebration event and a meaningful work experience opportunity. | E Burton  C McIlwraith | August 2025-June 2026 |
| All P6 and P7 pupils to achieve the John Muir Award through Inverclyde residential experience. | E Burton  C McIlwraith | Term 4 |
| Strengthen partnerships with local businesses and the wider community to enhance learning and career pathways through career fayre/market stall and facilitating work experience. | E McBean | August 2025-June 2026 |
| To give confidence to teachers in understanding the importance of reflecting on and improving pedagogy.  QI. 1.2  QI. 2.3 | CLPL for staff to implement Meta-Skills through medium planning. | E McBean | August 2025-June 2026 |
| Gather, use and analyse data effectively to drive change and improvement  QI. 2.3 | Implement a detailed tracking system to monitor personal achievements and participation in extracurricular clubs, both in and out of school, with a clear link to skill development | E McBean | August 2025-June 2026 |

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Description automatically generated **Improvement Planning - South Ayrshire Reads - 2025-2026**

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| **Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment** [**Educational Services Improvement Plan 2023 - 2026**](https://www.south-ayrshire.gov.uk/media/10258/SAC-Education-Services-Improvement-Plan-V3-2023-26/pdf/SAC_Education_Services_Improvement_Plan_V3_2023-26.pdf?m=1697645102307) | | | | | |
| **SAR Strategic Plan Priority:** To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire [**South Ayrshire Reads Strategy Document**](https://www.south-ayrshire.gov.uk/media/11615/SAC-South-Ayrshire-Reads-Strategy-2023/pdf/SAC_South_Ayrshire_Reads_Strategy_2023_V.1.pdf?m=1711031295250) | | | | | |
| **ALL SOUTH AYRSHIRE SCHOOLS**  **2025-2026** | | | | | |
| **SAR Strategic Aim** | **Actions** | **Intended Impact** | **Resources** | **SAR Lead** | **Completion**  **Date** |
| **To *develop confident and skilled readers in South Ayrshire* with a lifelong love of reading and the confidence to access all aspects of education, culture and society**  **To *support and develop all education staff in South Ayrshire* to implement best practice through a culture of shared knowledge, collaboration and enquiry** | By **June 2025**, ALL Phase 3 schools will have appointed a reading leader and, in collaboration with the South Ayrshire Reads team, planned how this role will be used to support reading development over the coming year. | The **values, vision and aims** of  South Ayrshire Reads  is consistent and clear to all stakeholders | * Role of reading leader discussed at planning meeting. * Reading leader workshop dates agreed. * Reading Leader meeting dates shared and agreed. * RL MS TEAM accessed for updates, relevant information and collaboration. | **SAR PT’s** | **June 2025** |
| By **June 2025** ALL Phase 3 schools will have an identified SAR link person to direct enquiries / requests to. | * ***South Ayrshire Reads*** strategy document * Access to SAR Professional Learning ThingLink * Link to SAR update video to be shared with school community | **SAR Team** | **June 2025** |
| By **August 2025** ALL Phase 3 practitioners will have had the opportunity to take part in a SAR collaborative launch. | * August Inservice Day SAR Launch * Collaboration across the Phase 3 cohort | **SAR Team** | **August 2025** |
| By **June 2026**, ALL Phase 3 schools will have participated in one reading leader-led workshop within their own setting, supporting the ongoing development of reading practice. | * All Reading Leaders may attend four half-day sessions (September 2025, November 2025, January 2026, and April 2026) focused on building capacity and providing the knowledge and skills needed to lead impactful reading workshops within their own schools—both with staff and with parents—as part of a wider drive to raise attainment in reading. | **LW** | **June 2026** |
| By **June 2026** ALL Phase 3 education staff will have had the opportunity to engage in bespoke high-quality CLPL. | * All CLPL is grounded in the Science of Reading, with a particular focus on embedding phonological awareness, phonics, fluency, and vocabulary—tailored to the specific needs of each school. | **SAR PT’s** | **June 2026** |
| By **June 2026** ALL Phase 3 education staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest. | * Additional sessions—such as Critical Literacy, Disciplinary Literacy, Play-based Literacy, and Debating—will be planned, created, and delivered by the SAR Team to build on and enhance existing knowledge and practice. | **SAR Team** | **June 2026** |
| By **June 2026** ALL Phase 3 education staff will have had the opportunity to develop their practice in collaboration with the SAR team. | * Collaborative activities include workshops, professional discussions, coaching sessions, and model video analysis. | **SAR PT’s** | **June 2026** |
| By **June 2026** ALL Phase 3 establishments will have had the opportunity to engage with assessment implementation and data analysis from their setting. | * Access to CLPL sessions focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps. * Opportunity to attend workshops and drop-in sessions focused on data literacy. | **HMcB** | **June 2026** |
| By **June 2026** ALL Phase 3 school will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities | * Reading Schools and Reading for Enjoyment CLPL opportunities * Communication Friendly Environments * Developing Writing through SAR | **JM**  **HMcB**  **SL** | **June 2026** |
| By **June 2026** ALL parents will have had opportunity to engage with workshops and learning sessions based on supporting their child’s reading development co-led by Reading Leader. | * Reading Leader will attend SAR led session prior to delivery of Parent Engagement Workshop * Notification of and access to authority SAR family engagement session / resources | **Reading Leaders & SAR PT’s**  **SL** | **June 2026** |

A light bulb with a spiral wire

Description automatically generated**Improvement Planning 2025-2026 - Cluster Improvement**

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| **South Ayrshire Service Plan Priority 2: Outstanding Learning, Teaching and Assessment**  We want all our children and young people to experience the highest quality learning and teaching in our schools. We are committed to ensuring a relentless focus on learning, teaching and assessment at the heart of all that we do. | | | | | |
| **ALL SOUTH AYRSHIRE SCHOOLS 2025-2026** | | | | | |
| **Aims** | **Actions** | **Intended Impact** | **Resources** | **Measures** | **Completion**  **Date** |
| ***To improve quality and consistency of learning, teaching and assessment across all our EYCs and schools.***  ***To improve quality and consistency of experiential learning experiences/approaches across early level and beyond.***  ***To improve the range and quality of outdoor learning experiences across our EYCs and schools.***  ***To improve the quality and consistency or our approaches to using digital learning.***  ***To ensure all staff have access to a comprehensive professional learning offer that supports our continual drive for improvement.*** | Initial meeting with HTs, SAL and Digital Team to propose a 3-year cycle to improve the quality and consistency of outdoor learning, experiential learning, and digital learning approaches across our Cluster EYCs and schools. | To improve the quality and consistency of outdoor learning, experiential learning and digital learning approaches across our EYCs and schools.  To improve the quality and consistency of outdoor learning, experiential learning and digital learning approaches across our EYCs and schools. |  | Staff survey (pre and post).  Pupil Voice.  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. | **June 2025** |
| **Practitioner Survey created, distributed, and completed** by all relevant EYPs, and teachers involved in the Cluster Project. | Microsoft Form: Girvan Cluster Practitioner Survey. | **June 2025** |
| SAL Team to collate all baseline data and sort **all** practitioners into 3 groups (outdoor, experiential, and digital learning) depending on confidence level.  **Year 1 – least confident (rating 1-6)**  **Year 2 – average level of confidence (rating 7-8)**  **Year 3 – most confident (rating 9-10)**  HTs Inform EYPs and teachers of their group. |  | **June/August 2025** |
| Leadership Opportunity  **Key Leads to be identified** to work with SAL and Digital Team throughout the Cluster Project (1or 2 Key Leads with high level of confidence per group). |  | **June 2025** |
| SAL and Digital Team to **meet Key Leads** to establish role and responsibilities.  SAL, Digital Team and Key Leads to plan outdoor learning, experiential learning, and digital learning inputs x4. |  | **August 2025 – February 2026** |
| Each group to meet separately.  All EYPs and teachers:   * attend **Introduction/Training Session 1**to obtain **overview** of the Girvan Cluster Project: **Explanation** of 3-year cycle. * **participate in self-evaluation activities** with Cluster colleagues. * SAL, Digital Teams, and Key Leads to **use self-evaluation activity information to create bespoke training** sessions to meet the needs of each group. |  | **September 2025** |
| Each group to meet separately.  All EYPs and teachers attend **Training Sessions 2-4** led by SAL, Digital Team, and Key Leads.  Test of Change  All EYPs and teachers complete **gap tasks** between each training session in their **own setting**. |  | **Sept 2025 – Jan 2026** |
| Each group to meet separately.  All EYPs and teachers attend session focusing on **Enquiry** led by SAL, Digital Team, and Key Leads.  **Expectation of showcase shared**.  Groups **form trios**.  Trios agree on a **line of enquiry** to focus on. |  | **February 2026** |
| **Trios** participate in **peer observations**.  SAL, Digital Team, and Key Leads support if required. |  | **Feb – April 2026** |
| Each group to meet separately.  Cluster Showcase:  All EYPs and teachers to attend and **share practice** with their group.  All EYPs and teachers’ **complete self-evaluation** at the end of Year 1. | Microsoft Form: Self-evaluation | **May 2026** |
| SAL Team to revisit baseline data.  Sortpractitioners into 3-groups (outdoor, experiential, and digital learning) for **Year 2 (average level of confidence).**  Identify Year 2 Key Leads. |  | **June 2026** |

**Budget**

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| **Priority** | **Staffing costs (F/y)** | **Staffing costs (P/Y)** | **Resources/ other** | **Total** |
| **Barr PEF**  **Learning and Teaching**  Pupils develop stronger oral skills, reading comprehension, vocabulary and writing skills through engagement in participation storytelling activities.  **Staff Development**  Teachers develop skills in participation storytelling techniques to enhance literacy instruction.  **Families/Community**  Increased parental and community involvement in supporting children’s literacy development through storytelling   * A new community partnership to support literacy activities | £0 | £0 | 14 sessions (14 full days) delivered by Renita Boyle – author, illustrator, and Scottish Book Trust reader in residence. | £6480 |
| **Barrhill PEF**  Daily breakfast soft start, incorporating a Health and Wellbeing (HWB) check-in | £0 | £0 | Light breakfast items | £2160 |