



Barr and Barrhill Primary Schools and Early Years Centres

IMPROVEMENT PLAN: 2021-2022



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 local economy
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 people
The 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 (many outcomes 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)
Pupils are motivated and engaged in their learning through high quality learning and teaching opportunities. Q.I 3.2 Q.I 1.2 Increased attainment in literacy and numeracy for all children and therefore close the attainment gap. Q.I 3.2 Q.I 3.3 Increased family engagement opportunities to support literacy and numeracy	Increase opportunities for learning through play and exploration in the senior classes.	L Ferguson A Mc Birnie	August 2021-June 2022	Undertake baseline assessments September 2021. Re-assess at end of May 2022. 90% of TOTAL number of children in P1, P4, P7 to attain age appropriate CfE levels and age equivalent standardised testing results. 10% children who are not achieving receive targeted support.
	At first and second level, engage children in further opportunities to learn in relevant and meaningful contexts.	All teaching staff	August 2021-June 2022	P1, P4, P7 standardised assessments provided by local authority and interrogation of data informs allocation of targeted support within the school.
	Fully implement the Talk for Writing programme and Number Talks across the school and share supports with parents/carers.	All teaching staff	August 2021-June 2022	Reading, writing and maths assessments moderated across the two schools.
	Participate in the Building Blocks of Literacy programme, delivered by the SWEIC.	E Burton S Logan	August 2021-June 2022	Reading, writing and maths is tracked and discussed through learning conversations and tracking meetings.
	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 Kosak E McKie S Logan	August 2021-June 2022	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 and communication.	C Chesterman E Millarvie E Burton A Kosak E McKie S Logan	August 2021-June 2022	<p>Classroom observations – including pupil views.</p> <p>Staged intervention paperwork – action plans are clear and evaluated.</p> <p>CLPL records.</p>
	Further increase levels of engagement in learning through the use of the outdoors and loose parts.	All teachers All EYPs	August 2021-June 2022	<p>Pupil questionnaires.</p> <p>Focus group feedback.</p>
	Extend Making Thinking Visible routines within the EYC.	All EYPs	August 2021-June 2022	<p>Attendance monitoring.</p> <p>Work scrutiny – pupil profiles, pupil work.</p>
	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	<p>90% of all children in our Early Years Centre achieve their developmental milestones.</p> <p>Targeted support in the Early Years Centre from PT has a positive impact.</p> <p>90% attendance rate in our Early Years Centre.</p>
	Reintroduce early literacy and numeracy programmes in the EYC as restrictions allow e.g. PEEP, Bookbug, Stay and Play.	All EYPs	August 2021-June 2022	<p>Parents are more confident and informed of what their child is learning.</p> <p>All pupils will have an e-profile and be able to share them with their parent(s).</p>

<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>	<p>Work with staff to ensure the outcomes and impact of all initiatives are measurable and can be evidenced.</p>	<p>P Murphy</p>	<p>Terms 2-4</p>	<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>Review with all staff, the school's assessment and moderation strategy to ensure consistency and impact.</p>	<p>P Murphy</p>	<p>Term 1</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
	<p>Build on current moderation opportunities and extend to other curricular areas, building staff confidence in use of 4 stages of progress.</p>	<p>P Murphy E Burton All teachers</p>	<p>August 2021-June 2022</p>	
<p>Review aspects of the school and EYC curriculum, to best meet the needs of all our learners.</p> <p>Q.I. 2.2</p>	<p>Review skills pathways at all stages to ensure a progressive and structured approach to learning within a multi-composite class.</p>	<p>P Murphy E Burton S Logan</p>	<p>August 2021-June 2022</p>	<p>Skills pathways accounted for within planning folders.</p> <p>Updated policies available.</p> <p>Professional dialogue.</p>
	<p>Update curricular policy statements to reflect current best practice and updates.</p>	<p>As per staff remits</p>	<p>August 2021-June 2022</p>	<p>Through classroom observations.</p> <p>Focus groups with pupils and parents.</p>
	<p>Further develop the use of pupil curricular ambassadors to drive forward curricular improvements.</p>	<p>P Murphy All teachers</p>	<p>Term 1</p>	<p>CLPL records.</p> <p>Scrutiny of transition records.</p>

	Deepen learning and pedagogical understanding through participation in accredited achievement awards; professional learning opportunities; research and inquiry.	All staff	August 2021-June 2022	
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Priority 2: Improvement in children's and young people's health and wellbeing (many outcomes 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)
Children are safe, happy and settled at school. Q.I 3.1 Q.I 2.1 Identified children who are experiencing low mood and/or anxiety are fully supported to return to school. Q.I 3.1 Q.I 2.1 Increased resilience in our children and young people following an extended period of time away from school. Q.I 3.1 Through increased staff confidence and capacity, children's	Extend soft start into the routines of formal learning.	All staff	August/September	Wellbeing Webs. South Ayrshire's Mental Health and Wellbeing Assessments. Parental views.
	Finalise Health and Wellbeing for All document and create a mental health strategy and tracking system.	S Logan	Term1/2	Pupil views. Staff meetings. HT observations.
	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 2021-June 2022	Attendance doesn't fall below 90%. Late-coming reduced.
	Support the role and increase availability of our Mental Health First Aider.	P Murphy S Logan A Mc Birnie	August 2021-June 2022	Through staff discussions at planned meetings or PRD/PDR sessions.
	Develop creative ways to extend family learning opportunities and parental events within the school and EYC.	All teaching staff All EYPs	August 2021-June 2022	

<p>mental wellbeing is supported.</p> <p>Q.I 1.2 Q.I 2.7</p>				
<p>Increased opportunities and participation in physical activity and sport for all pupils within local and national guidelines.</p> <p>Q.I 3.1</p>	<p>Continue the daily delivery of physical activity to increase focus and concentration.</p>	<p>All staff</p>	<p>August 2021-June 2022</p>	<p>Fitness testing carried out twice over the session.</p>
	<p>Delivery of Bikeability sessions to senior pupils, if guidelines allow.</p>	<p>M Sinclair L Stewart</p>	<p>Term 3/4</p>	<p>A marked increase in after school clubs participation.</p>
	<p>Enter and attend a range of competitive sporting events, if guidelines allow.</p>	<p>P Murphy Active Schools staff</p>	<p>August 2021-June 2022</p>	<p>Pupils receiving Bikeability level 2.</p>
	<p>Increase the range of after school/lunchtime clubs.</p>	<p>P Murphy Active Schools staff</p>	<p>August 2021-June 2022</p>	<p>Playground observations.</p> <p>Parent and pupil feedback.</p>
	<p>Achieve Gold in the School Sports Award.</p>	<p>P Murphy Active Schools staff</p>	<p>August 2021-June 2022</p>	<p>Achievement of awards.</p>
	<p>Deliver the Play on Pedals programme to EY children.</p>	<p>All EYPs</p>	<p>Term 3/4</p>	<p>EY pupils completing Play on Pedals programme.</p> <p>Children growing and eating own fruit and vegetables.</p>

	<p>Work with Active Schools staff to create an outdoors education map; support leadership opportunities for senior pupils; increase parental involvement.</p>	P Murphy Active Schools staff	Term 1/2	
	Develop garden/allotment areas.	P Murphy M Sinclair L Stewart	August 2021-June 2022	

Priority 3: Improvement in employability skills and sustained positive school leaver destinations for all young people – Sustainability and Creativity (many outcomes 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)
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	Increased and regular use of outdoor spaces to promote creativity, curiosity and enquiry.	All staff	August 20201-June 2022	LFS audit and evaluation. Achievement of RRS silver level in both schools.
	Foster links with SWEIC family schools to increase global citizenship work in the senior classes.	A McBirnie L Ferguson	August 2021-June 2022	Calendar of events planned. CLPL records. Monitor implementation of LFS policy.
	Further develop partnership and community links to extend local knowledge and understanding e.g. Ayrshire Rivers' Trust.	All teaching staff	August 2021-June 2022	Pupil feedback. Parental feedback.
	Refresh engagement of children in meaningful discussion about their skills development through the use of the Career Education Standard (3-18).	All teachers	Term 4	Through pupil profiles.
Children's rights are recognised and their views and opinions are listened to and acted upon. Q.I 1.2	Achievement of Rights Respecting Schools' silver award with children's rights remaining a high and visible priority throughout the school and EYC.	A McBirnie L Ferguson	Term1	Wee HGIOS feedback. Minutes of committee meetings Regular appearance in local press. Achievement of silver level RRSA.

	Pupil led inter-generational project with local community members.	All staff	Term 2	Pupils happy to take on leadership roles.
Q.I 2.3	Continue to provide high quality staff CLPL opportunities to increase confidence and skills to support effective teaching across all levels.	E Burton A Taylor	August 2021-June 2022	E-profiles in use throughout the schools and EYCs. Glow usage increased within the classrooms. Staff confidence increased.
	Timetabled and regular use of e-profiling across the school and EYC to evidence and celebrate pupils' achievements and attainments.	All teachers All EYPs	August 2021-June 2022	Monitor impact of staff development. Twitter and the website more detailed. Achievement of awards.
	Build on work already undertaken and achieve the Digital Schools' Award (Barr) and Cyber Schools' Award (Barrhill).	E Burton A Taylor	August 2021-June 2022	
Q.I 3.3	Creative projects implemented across the school with a further focus on extending learning within drama.	L Ferguson	August 2021-June 2022	CLPL records. Children make real life links with their learning. Observations by HT.
	Loose parts play an integral part of rooms/playground to develop imagination and problem solving.	All teachers All EYPs	August 2021-June 2022	All pupils involved in performing either in an assembly or show. Pupil feedback.

	All pupils will have the opportunity to perform for an audience.	All teachers All EYPs	Assembly times on calendar	Parental feedback. Money raised from the Enterprise project.
	Inter-house challenges and projects reinstated.	All staff	August 2021-June 2022	

Priority: SCIENCE FRAMEWORK To focus on improving confidence and competence of Staff to teach effectively STEM education and provide learners with STEM skills, approaches, knowledge and understanding that they require throughout their lives. HGIOS 4 / HGIOELC Q.1s1.1, 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 2022 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, approaches to and 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 and approach skills and understanding of science is enhanced due to staff confidence in applying TAPS focussed assessment. ➤ Children and young people have a coherent and progressive learning experience in science across and throughout Girvan cluster schools. There is a collegiate development of a science programme of study based on TAPS activities. ➤ Children, young people and staff will engage more readily with science enquiry and aspire to pursue a career in science. 	<ul style="list-style-type: none"> ➤ Cluster Science Steering group consisting of school mentors for Science will continue to access CLPL directly from SSERC and other sources and take the lead within each cluster school. ➤ Mentors will apply for further grants and funding through SSERC and the Edina Trust to source science resources for schools. ➤ Staff throughout the cluster will implement STEM based activities in classrooms and develop a consistent approach to enquiry skills and approaches using TAPS resources and supplementary resources from Primary Science Teaching Trust (PSTT) and Explorify. ➤ Primary/Secondary links will be established to create a programme of study to ensure a seamless transition of skills, approaches, knowledge and understanding from Early level to third/fourth level within science enquiry. ➤ Mentors within schools will use the TAPS Pyramid to support a whole school approach to developing and embedding science within individual schools. ➤ Mentors will collect a range of evidence from across stages within their schools based on the TAPS Pyramid, bringing this evidence together in a showcase to moderate expectations in science. 	August 2021 to June 2022	<p>Individual school self-evaluation of science based on TAPS Pyramid.</p> <p>Classroom observations (SMT, mentors, stage partners from across schools)</p> <p>Staff evaluations following CLPL activities.</p> <p>Children's views on science.</p> <p>Class case studies.</p>	Cluster questionnaire for staff and children.

<p>➤ Staff will continue to share experiences and good practice at all levels, moderate expectations in science and develop greater collegiality between cluster schools.</p>	<p>➤ Early Years staff will undertake Fostering Curiosity in Early Years science CLPL and develop a consistent understanding of enquiry skills and approaches throughout the cluster.</p>			
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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. Increased staff knowledge and understanding of barriers relating to the poverty related attainment gap.	£5606 0.1 class teacher support £6563 10 hours school assistant support			£8454 PEF £3273 COVID funding £442 school funded
Barrhill PEF Mental Health First Aider improves readiness to learn; self-confidence; resilience; growth mindset and attendance of identified learners.	£5606 0.1 class teacher support		£485 available to spend	£2818 PEF £3273 COVID funding