



Barr and Barrhill Primary Schools and Early Years Centres

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.

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

<p>Gather, use and analyse data effectively to drive change and improvement</p> <p>QI. 2.3</p>	<p>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.</p>	<p>E Burton A McBirnie C McIlwraith L Ferguson</p>	<p>August 2024- June 2025</p>	
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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.
	Collaborate with Educational Psychology colleagues to support and enhance positive wellbeing.	E McBean	Term 2	Late-coming reduced BH DATA
	Continue to promote high attendance and ensure pupils have the supports needed to foster good attendance habits	E McBean	August 2025-June 2026	Through staff discussions at planned meetings or PRD/PDR sessions. BH – 10-20% increase in after Active Schools clubs participation.
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	Achievement of awards.
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	

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	

Improvement Planning - South Ayrshire Reads - 2025-2026

Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment Educational Services Improvement Plan 2023 - 2026					
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					
ALL SOUTH AYRSHIRE SCHOOLS 2025-2026					
SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
<p>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</p> <p>To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry</p>	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.	<p>The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders</p>	<ul style="list-style-type: none"> 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.		<ul style="list-style-type: none"> 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.		<ul style="list-style-type: none"> 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.		<ul style="list-style-type: none"> 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.		<ul style="list-style-type: none"> 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.		<ul style="list-style-type: none"> 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.		<ul style="list-style-type: none"> 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.		<ul style="list-style-type: none"> Access to CLPL sessions focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps. 	HMcB	June 2026

			<ul style="list-style-type: none"> ○ Opportunity to attend workshops and drop-in sessions focused on data literacy. 		
	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		<ul style="list-style-type: none"> ○ 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.		<ul style="list-style-type: none"> ○ 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

Improvement Planning 2025-2026 - Cluster Improvement

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.	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.		Staff survey (pre and post).	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.			Pupil Voice.	June/August 2025
To improve quality and consistency of experiential learning experiences/approaches across early level and beyond.	<u>Leadership Opportunity</u> 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).			Classroom observation notes, feedback (peers, SLT).	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.			Staff professional development and review process.	August 2025 – February 2026
To improve the range and quality of outdoor learning experiences across our EYCs and schools.	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.			Staff planning and evaluation documents.	September 2025
	Each group to meet separately.				

<p><i>To improve the quality and consistency of our approaches to using digital learning.</i></p> <p><i>To ensure all staff have access to a comprehensive professional learning offer that supports our continual drive for improvement.</i></p>	<p>All EYPs and teachers attend Training Sessions 2-4 led by SAL, Digital Team, and Key Leads. <u>Test of Change</u> All EYPs and teachers complete gap tasks between each training session in their own setting.</p>	<p>To improve the quality and consistency of outdoor learning, experiential learning and digital learning approaches across our EYCs and schools.</p>		Tracking data on learner progress.	Sept 2025 – Jan 2026
	<p>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.</p>			Assessment data – summative and formative including teacher professional judgement.	February 2026
	<p>Trios participate in peer observations. SAL, Digital Team, and Key Leads support if required.</p>				Feb – April 2026
	<p>Each group to meet separately. <u>Cluster Showcase:</u> 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.</p>		Microsoft Form: Self-evaluation		May 2026
	<p>SAL Team to revisit baseline data. Sort practitioners into 3-groups (outdoor, experiential, and digital learning) for Year 2 (average level of confidence). Identify Year 2 Key Leads.</p>				June 2026

Budget

Priority	Staffing costs (F/y)	Staffing costs (P/Y)	Resources/ other	Total
<p><u>Barr PEF</u></p> <p>Learning and Teaching Pupils develop stronger oral skills, reading comprehension, vocabulary and writing skills through engagement in participation storytelling activities.</p> <p>Staff Development Teachers develop skills in participation storytelling techniques to enhance literacy instruction.</p> <p>Families/Community Increased parental and community involvement in supporting children's literacy development through storytelling</p> <ul style="list-style-type: none"> 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
<p><u>Barrhill PEF</u></p> <p>Daily breakfast soft start, incorporating a Health and Wellbeing (HWB) check-in</p>	£0	£0	Light breakfast items	£2160