



Barr and Barrhill Primary Schools and Early Years Centres

IMPROVEMENT PLAN: 2026-2027



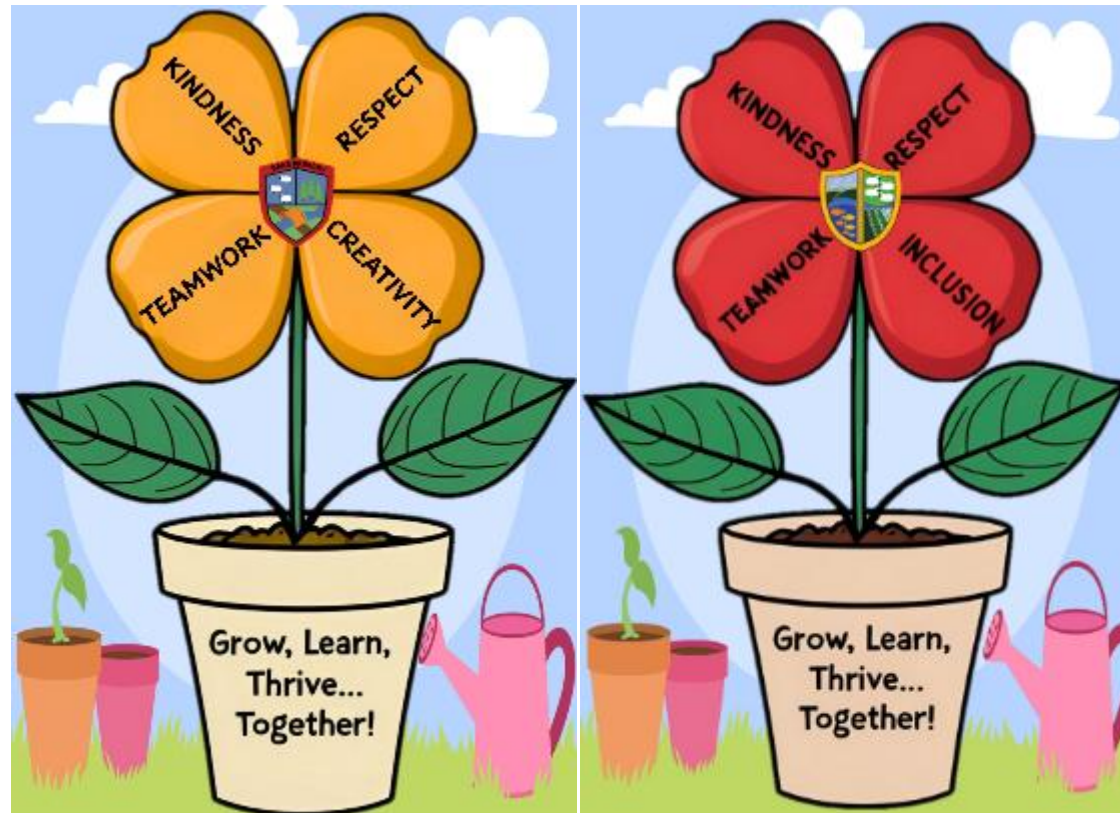
VISION

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

Link to new Curriculum
Rationale -
<https://www.thinglink.com/view/scene/1961398477011288932>



Link to new Curriculum
Rationale -
<https://www.thinglink.com/view/scene/1961447355483947876>



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 work force

Education Services Priorities

- Included, engaged and involved
- Delivering excellence in learning, teaching and assessment
- Transforming our curriculum
- Towards a self-improving education system

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

School Improvement Priorities – 2026 - 2027

Literacy

Strategic Aim 1: Develop confident and skilled readers with a lifelong love of reading and the confidence to access all aspects of education, culture and society

Intended Impact: Achievement of Gold accreditation 'Reading Schools' award.

Actions	Resources	Measures	Lead	Completion Date
Collation of session 25-26 evidence to support accreditation	Reading schools evidence – feedback, photos, quotes, planned events	Accreditation	E McBean E Burton C McIlwraith	September 2026

Strategic Aim 2: Improve learners' attainment and achievement in writing by developing transferable skills and strengthening high-quality, consistent assessment practices across the school.

Intended Impact: Visible progression of skills across all curricular areas. Staff have increased confidence in assessing skills progression. Planning consistently includes clear success criteria and skills-based learning intentions. Effective use of data to inform teaching and interventions.

Actions	Resources	Measures	Lead	Completion Date
- Develop a whole-school Writing Toolkit, incorporating a clear skills progression which is genre-specific and agreed programmes of learning from P1-P7. - Strengthen staff confidence and consistency in assessment practices - Improve use of data to inform teaching, tracking, and targeted interventions	- CfE Benchmarks - Progression frameworks - Planning templates - Good Practice – SA schools - Bank of writing pieces for moderation	- Planning consistently demonstrates clear skills progression and high-quality success criteria - Learner conversations and jotter evidence show increasing understanding and application of skills - surveys/professional dialogue - Moderation evidence - Assessment data aligns more closely across classes/stages	E McBean E Burton C McIlwraith	June 2026

Attendance

Strategic Aim: Build strong, trust-based partnerships with families

Intended Impact: Improved parental engagement and faster resolution of concerns. Stronger consideration of GIRFEC and holistic view of the child/family

Actions	Resources	Measures	Lead	Completion Date
Solution-focused communication	- Family First Team - Community links	Parent feedback	E McBean	December 2026

• Early-stage meetings (pupil voice on agenda/minutes). • Practical family supports	• Training on solution-oriented practices and meetings	• Improved attendance following meetings (> 1% increase) • Pupil and staff feedback throughout engagement	Family First Team	
--	--	---	-------------------	--

Rights Respecting Schools

Strategic Aim: Children's rights are recognised and their views and opinions are listened to and acted upon.

Intended Impact: Achievement of Rights Respecting Gold accreditation.

Actions	Resources	Measures	Lead	Completion Date
• Embed rights within curriculum • Pupil Voice - Children can confidently explain and apply their rights • Children lead meaningful change locally and globally • Demonstrate a culture of respect, dignity, and inclusion	• UNCRC simplified versions (child-friendly and full versions) • Articles of the Week • Curriculum mapping templates linking UNCRC articles • High-quality texts and media linked to rights • Rota-Kids • Youth Leadership of Learning	• UNICEF RRS Award Guidance & Gold descriptors • Rights Respecting Schools Self-Evaluation Audit tool	A McBurnie L Ferguson	June 2026

Meta Skills & Opportunities for Personal Achievement

Strategic Aim: To develop, recognise, and celebrate learners' personal achievements through the explicit teaching and tracking of meta-skills, using My World of Work to enhance self-awareness, skills articulation.

Intended Impact: Children have increased ability to identify, articulate, and evidence their skills and achievements. Consistent use of meta-skills language across the school. More meaningful profiling and tracking of achievement. A visible culture where all achievements are valued and celebrated.

Actions	Resources	Measures	Lead	Completion Date
• Embed Meta-Skills Across Learning • Use My World of Work to Build Learner Profiles • Strengthen Learner Voice and Reflection • Staff Professional Learning	• Meta Skills framework & progression • New short term planning model • My World of Work platform • Active Schools	• All P5-7 learners have a live MyWoW profile • Meta-skills evident in all aspect of curriculum planning and conversations • Every learner can articulate their strengths and skills	E Burton C McIlwraith	June 2026

Parental and Partner Engagement	Youth Leadership of Learning pilot programme	Wider achievement is consistently recorded and celebrated		
---	--	---	--	--

Early Years Improvement Priorities 2026 - 2027				
Rights Respecting Schools				
Strategic Aim: Children's rights are recognised and their views and opinions are listened to and acted upon.				
Intended Impact: Achievement of Rights Respecting Gold accreditation.				
Actions	Resources	Measures	Lead	Completion date
- Focus 'right of the month' - Pupil Voice - Children can confidently explain and apply their rights - Children are involved in leading meaningful change locally and globally - Demonstrate a culture of respect, dignity, and inclusion	- UNCRC simplified versions (child-friendly and full versions) - Articles of the month - Curriculum mapping templates linking UNCRC articles - Rota-Kids	- UNICEF RRS Award Guidance & Gold descriptors - Rights Respecting Schools Self-Evaluation Audit tool	C Chesterman F Brown E McKie A Clark	June 2026
Play, Learn & Develop				
Strategic Aim 1 : To enhance the quality of play-based learning experiences to ensure all children are appropriately challenged, progress is clearly tracked, and families are actively engaged as partners in their child's learning journey.				
Intended Impact: Improved play-based learning will lead to children who are more engaged, appropriately challenged, and making clearer progress, with better-quality assessment information and stronger partnerships with families supporting learning both in settings and at home.				
Actions	Resources	Measures	Lead	Completion date
- Ensure all children experience appropriately challenging, sustained shared thinking opportunities - Increase staff confidence in: ➤ Extending language ➤ Asking higher-order questions ➤ Differentiating within play	- QR codes for parent feedback - Varied communication platforms for parents and parent feedback tools - Identified opportunities for children to lead own learning - Talking buttons - Environment audit tools	- SLT & Peer observations - Environmental Audits - Feedback & interaction from parents and families ➤ Digital engagement levels increase - Pupils voice evident - Targeted children show accelerated progress and tracking reflects this.	C Chesterman F Brown E McKie A Clark	June 2026

• More informative personal planning that is embedded with pupil voice and observations during engagement. Document used as a working tool and regularly evaluated. • SLT/Peer observations focused on: ➢ Depth of interaction ➢ Extending learning in play • Regular professional dialogue sessions • Increased parent engagement (attendance, online interaction, feedback)	• Visits to other centres to observe recommended areas of good practice. • Early level benchmarks and progressive pathways			
Strategic Aim 2: To enhance children's early writing skills by providing engaging, play-based opportunities, strengthening staff practice in teaching writing, and supporting parents to contribute to their child's writing development.				
Intended Impact: Children demonstrate increased confidence, independence and progression in writing through high-quality, play-based and cross-curricular experiences, supported by strong fine motor development, consistent teaching approaches, and active parental engagement.				
• Actions	• Resources	• Measures	Lead	Completion date
• Progression in writing (mark-making → words → sentences) • Appropriate challenge (support & stretch) • Clear next steps and assessment • Cross-curricular - Play-based writing opportunities • Parental involvement (writing at home)	• Home learning packs ➢ Mark-making materials, simple tasks • Guidance leaflets/videos ➢ Explain stages of writing development • Realising the Ambition (Education Scotland) • Strong guidance on emergent writing through play • Curriculum for Excellence – Early Level Literacy & English Benchmarks • Modelling writing strategies ➢ Shared writing ➢ Interactive writing	• Evidence of progress over time in writing • Most children demonstrate progression from: Mark-making → sounds/words • Learning observations show: ➢ Writing embedded across all areas of learning, including: ○ Play (role play, construction, outdoors) ○ Topic work ○ PE contexts ➢ Staff modelling writing effectively ➢ Appropriate challenge and differentiation • Staff can clearly articulate: ➢ Writing progression	E Burton C McIlwraith C Chesterman F Brown E McKie A Clark	June 2026

	• Writing across the environment • Open-ended materials • Fine motor development tool • Mark-making resources • Observation and assessment tools	➤ How they support and challenge learners • Parents report improved understanding of: ➤ How writing develops ➤ How to support at home		
--	--	--	--	--

Budget

Priority	Staffing costs (F/y)	Staffing costs (P/Y)	Resources/ other	Total
<u>Barr PEF</u> Breakfast Soft Start: Implement a calm, welcoming start to the day where all children have access to a healthy breakfast, promoting readiness to learn, improved attendance, and emotional wellbeing. Cook School Programme (weekly): Provide opportunities for children to engage in practical cooking experiences, increasing their knowledge of nutrition, food preparation skills, and confidence in making healthy choices. Playtime Healthy Snack Cart: Introduce a snack cart offering fresh, healthy options at playtimes to encourage balanced eating habits and reduce reliance on less nutritious alternatives. Pack-a-Snack Supplementation: Support and enhance children's existing LA pack-a-snacks on Outdoor Learning days by providing additional healthy options where needed.	£0	£0	• Light breakfast items • Fairtrade playtime snack cart • Ingredients to support seasonal cook school – linking with IDL	£6480
<u>Barrhill PEF</u> Breakfast Soft Start: Implement a calm, welcoming start to the day where all children have access to a healthy breakfast, promoting readiness to learn, improved attendance, and emotional wellbeing. Cook School Programme (monthly): Provide regular opportunities for children to engage in practical cooking experiences, increasing their knowledge of nutrition, food preparation skills, and confidence in making healthy choices. Playtime Healthy Snack Cart: Introduce a snack cart offering fresh, healthy options at playtimes to encourage balanced eating habits and reduce reliance on less nutritious alternatives.	£0	£0	• Light breakfast items • Fairtrade playtime snack cart • Ingredients to support seasonal cook school – linking with IDL	£2160

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 2026-2027

Aims	Actions	Intended Impact	Resources	Measures	Completion Date
To improve quality and consistency of digital 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.	Meeting with HTs, SAL and Digital Team to reflect, review and evaluate Year 1 of the Cluster Project. Impact Report shared with HTs. New Digital, Experiential and Outdoor Learning groups formed based on initial survey carried out in June 2025 and HT requests. 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 and share expectations (attend 5 inputs, gap tasks, enquiry and sharing session).	To improve the quality and consistency of outdoor learning, experiential learning and digital learning approaches across our EYCs and schools.	Year 1 Impact Report	Staff survey (pre and post).	June 2026
	<u>Baseline Evaluation</u> Practitioner self-evaluation survey created, distributed, and completed by all relevant EYPs, and teachers involved in the Cluster Project. SAL/Digital Team to collate all baseline data.		Microsoft Form: Girvan Cluster Year 2 Practitioner Baseline Survey	Pupil Voice.	June 2026
	<u>Leadership Opportunity</u> Key Leads to be identified to work with SAL and Digital Team throughout the Cluster Project (1 or 2 Key Leads with high level of confidence per group). SAL and Digital Team to meet Key Leads to establish clear role and responsibilities.			Classroom observation notes, feedback (peers, SLT).	June/August 2026
	SAL, Digital Teams and Key Leads to plan, design and create 4 bespoke professional learning inputs (digital, experiential and outdoor learning) to meet the needs of all practitioners in each group.			Staff professional development and review process.	Aug 2026 – Jan 2027
	Each group to meet separately. <u>Professional Learning</u> All EYPs and teachers attend professional learning Inputs 1-4 led by SAL, Digital Team, and Key Leads. Expectation of showcase and enquiry shared throughout Inputs 1-4.		All presentations, handouts, gap tasks and resources from		Sept 2026 – Jan 2027

To improve the quality and consistency of 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.	<u>Test of Change</u> All EYPs and teachers complete gap tasks between each training session in their own setting. Protected time given during each input to share practice and support and challenge each other. <u>Practitioner Enquiry</u> By the end of Input 4, SAL and Digital Teams to place practitioners into trios (practitioners across different schools). Each trio must agree on a line of enquiry to focus on and complete Assess and Plan sections of the Assess, Plan, Do, Review template provided.	To improve the quality and consistency of outdoor learning, experiential learning and digital learning approaches across our EYCs and schools.	Inputs 1-4 available on Cluster Teams/Padlet Assess, Plan, Do, Review templates	Staff planning and evaluation documents. Tracking data on learner progress. Assessment data – summative and formative including teacher professional judgement.	
	<u>Mid-Point Evaluation</u> SAL and Digital Team to create and distribute a mid-point practitioner self-evaluation. All relevant EYPs, and teachers in each group to complete mid-point survey. SAL/Digital Team to collate and analyse all data.		Microsoft Form: Girvan Cluster Year 2 Practitioner Mid-point Survey		February 2027
	Trios engage in practitioner enquiry. Practitioner enquiry guide provided, including templates and examples. SAL, Digital Team and Key Leads support if required.		Practitioner enquiry guide Assess, Plan, Do, Review template		Feb – April 2027
	Each group to meet separately. <u>Cluster Sharing Session:</u> All EYPs and teachers to attend and share their enquiry with their group. All Assess, Plan, Do, Review sheets to be completed. All EYPs and teachers complete a self-evaluation at the end of Year 2.		Microsoft Form: Girvan Cluster Year 2 Practitioner End Survey		May 2027
	Meeting with HTs, SAL and Digital Team to reflect, review and evaluate Year 2 of the Cluster Project. Impact Report shared with HTs. Form Digital, Experiential and Outdoor Learning groups for Year 3 (highest level of confidence) based on initial survey carried out in June 2025 and HT requests. Identify Year 3 Key Leads.		Year 2 Impact Report		June 2027

South Ayrshire Service Plan Priority

Priority: Improving Our Curriculum

ALL SOUTH AYRSHIRE SCHOOLS 2026-2027

Aims	Actions	Intended Impact	Resources	Measures	Completion Date
<i>To increase all teacher understanding of the purpose and relevance of the CIC and the rationale behind curriculum reform.</i>	- The school will identify a curriculum lead to support the implementation of curriculum reform and act as a link with authority-wide developments. - The curriculum lead will participate in authority Train-the-Trainer professional learning to ensure consistent messaging and build internal capacity. - All staff will engage in planned CLPL to build understanding of curriculum reform during the two allocated twilight sessions using materials created by Curriculum PTs.	<i>Staff are clear on the key terminology around curriculum and educational reform.</i> <i>Staff can clearly articulate why curriculum change is being made.</i> <i>All staff are clear on the national timeline for implementation of the CIC</i>	Presentation created by Curriculum PTs	Staff survey (pre and post twilight sessions) Evaluation	August 2026 September 2026 January 2027
<i>To provide clear and consistent communication for all staff and stakeholders in relation to Scotland's Curriculum</i>	- Staff will access the authority's central digital hub for curriculum resources, exemplars and professional learning materials. - All staff will attend the relevant authority curriculum conference. - Content will be created centrally to raise awareness of the CIC and used by schools to engage wider school community. - The Curriculum PTs will offer support with parental engagement as requested. - School leadership team will receive regular CIC information via director's education update.	<i>Staff will feel supported during the early stages of transition.</i> <i>Staff feel well informed and confident in discussing curriculum changes with colleagues, learners and families.</i> <i>Parents and stakeholders will better understand Scotland's curriculum and the future changes.</i>	Central digital padlet Exemplars and professional learning materials Schools preferred media platforms	Analytics from shared online space (comments, resources, access to the toolkit and materials)	June 2027 May 2027 December 2026 June 2027

	- All Head Teachers will attend two authority HT Curriculum Conferences.				
<i>To establish an understanding of a concept-based curriculum and to introduce the Know-Do-Understand model.</i>	- 'Curriculum of Hope' professional reading distributed during the 'Train-the-Trainer' session for key leads. - Values from the 'Curriculum of Hope' text shared with all staff during twilight sessions . - Key leads to gather staff feedback at the beginning of the first twilight. - Key leads to repeat the staff survey at the end of the second twilight to gauge progress.	<i>All staff understand the principles of a concept-based curriculum.</i> <i>All staff will have had opportunities to engage with the values and principles of 'A Curriculum of Hope'.</i>	'A Curriculum of Hope' professional reading Microsoft form for twilight	Pre/Post Survey Data	October 2026 February 2027