



IMPROVEMENT PLAN: 2018-2019



**Barassie Primary and Early Years Centre School
Improvement Plan incorporating
Teaching Learning Collaborative Schools
Improvement Plan**

Achieving excellence and equity for all learners
and closing attainment gaps.



VISION

Be all you can be
Achieving and attaining high standards
Respectful and resilient
Active and enjoying a healthy lifestyle
Safe and happy
Supportive and nurturing
Inclusive
Enterprising, Eco friendly and aiming for excellence

VALUES

- ❖ Ambition
- ❖ Respect
- ❖ Inclusion
- ❖ Nurture
- ❖ Responsibility

AIMS

- To encourage a 'can do' attitude, to inspire our pupils and teachers to be aspirational and ambitious
- To recognise and provide opportunities for children to celebrate personal achievements and achieve high standards in attainment in all areas of Curriculum for Excellence through excellent learning and teaching
- To show respect for people and property and to be resilient when meeting challenges in learning and life
- To promote a healthy lifestyle through learning about food and nutrition and experiencing the benefits of physical activity
- To enable children to develop their skills and abilities in a secure environment while enjoying their learning
- To have a welcoming ethos where children feel nurtured and supported in their learning and members of the team feel valued
- To be an inclusive school where equality and a sense of belonging are promoted and we work as a team with partners to promote lifelong learning
- To be enterprising, promote a sustainable lifestyle and continuously improve on the journey to excellence

South Ayrshire Council Plan

1. Maximise the potential of our children and families
2. Improve the way we work as a council
3. Maximise the potential of our economy
4. Maximise the potential of our adults and older people
5. Maximise the potential of our communities
6. Maximise the potential of our environment²

Children's Services Plan - Draft

1. 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.
2. Reduce the gap in outcomes between the most deprived and least deprived children and young people in South Ayrshire.
3. 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.
4. Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.
5. Ensure children and young people have a voice in influencing service delivery that affects their lives.

Educational Services Plan

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained positive school leaver destinations for all young people

National Improvement Framework

1. School Leadership
2. Teacher professionalism
3. Parental engagement
4. Assessment of children's progress
5. School improvement
6. Performance information

| Priority 1: To improve attainment in Literacy for all learners | | | | | | |
|---|--|---|---|--------------------|--|---|
| Outcome required (What do we want to achieve?) | Action to be taken | Who? | When? | HGIOS 4 Drivers | Success Criteria | |
| | | | | | How will we know when we've got there? | Where will we look for evidence? |
| 1. Children will experience appropriate pace and challenge in literacy | <ul style="list-style-type: none"> ➤ Staff will use new SA Literacy Skills Framework to embed progression ➤ Learners will be able to set challenging targets for their next steps in literacy ➤ Staff will engage in Peer Observation in Literacy across other schools in South Ayrshire | <p>P1 teacher and SA</p> <p>Lit working group/ CTs</p> | <p>Aug 2018-September 18</p> <p>By Feb 19</p> | 1.1, 2.3 | <ul style="list-style-type: none"> • -Pupils will have improved understanding of skills leading to improvement in attainment overall. • -Professional learning from peer observation is shared and implemented | <p>Holistic assessment shows children having made progress</p> <p>Lesson observations</p> <p>Planning</p> |
| 2. Children will develop vocabulary, an ability to express themselves and to listen | <ul style="list-style-type: none"> ➤ Talk Boost recourse will be used to develop children's conversation skills ➤ Training for staff ➤ Big Books used for IDL topics ➤ Three Read will be implemented for targeted groups in EYC –P3 ➤ Word Aware will be embedded across the whole school ➤ Use the resource Teaching Children to Listen with P1 and P2 | <p>P1 teacher and SA</p> <p>SLT – Louise McIntosh</p> <p>SAs</p> <p>All staff</p> | <p>Sept 2018-June 2019</p> <p>September 18</p> <p>September 2018-March 2019</p> <p>October 2018</p> | 1.2, 2.2, 2.4, 2.7 | <ul style="list-style-type: none"> • The vocabulary gap will be reduced, and all children will have oral skills to enhance participation and achievement in all areas of the curriculum. • Children will use orally and in writing words learned • Children will attach meaning to words and make connections with texts. • P1 Teacher and SA will feel confident to deliver Talk Boost strategies and other literacy interventions and feel supported by SLT colleagues | <p>Jotter work</p> <p>Learning conversations</p> |
| 3. Identified pupils will be supported / challenged in development of literacy skills | <ul style="list-style-type: none"> ➤ Use of literacy interventions such as ReadingWise Comprehension ReadingWise Decoding, 5 minute Boxes, will be targeted and streamlined ➤ Boost groups to be established and extension tasks identified | <p>Leadership, CTs, PSTs</p> | <p>Aug 2018-June 2019</p> | 2.4, 3.2 | <ul style="list-style-type: none"> • Staff will be more confident in selecting the most appropriate resources and interventions balanced with time in class learning • targeted children will make good progress | <p>Lesson observations</p> <p>Results from assessments for interventions</p> <p>Staged Intervention evaluations</p> |
| 4. Children will further develop their writing skills | <ul style="list-style-type: none"> ➤ Embed use of Active Literacy ➤ Transition literacy projects will be shared at TLC Group and implemented | <p>CTs, HT and M Blair, CTs</p> <p>Leadership, TLC group</p> | <p>Aug 2018-Oct 18</p> <p>Sept- Feb 19</p> | 2.8, 3.2 | <ul style="list-style-type: none"> • Children will be actively engaged in relevant, progressive writing experiences • Curricular transition in Early Level EYC – P1 and P7-S1 will be enhanced with children having skills and a shared context to progress | <p>Writing jotters</p> <p>Displays</p> |

| | | | | | | |
|---|--|----------------------------|--------------------|----------|--|--|
| 5. Children will engage in reading for enjoyment and improve their reading skills | ➤ A reading culture will be further developed | TLC, HT and CTs | Aug 2018-19 | 2.2, 3.2 | <ul style="list-style-type: none"> • Attainment in reading will improve • Parents use information and strategies for supporting their children at home • Shared experience of books by each class | SNSAs Engagement in reading Class assessment |
| | ➤ Involve parents in supporting learning literacy at home through use of information events, leaflets and sharing learning opportunities | HT, DHT, CT | Aug 18-May 19 | | | |
| | ➤ Continue Shared Reading Project | PST, CT | Sept – Dec 2018 | | | |
| | ➤ EYC will offer PEEP and Bookbug Sessions for parents | K Wilson, V Thompson, EYPs | Sept 18 - May 2019 | | | |
| | ➤ Exciting new texts (Pie Corbett Reading Spine) introduced across the whole school | | | | | |

| Priority 2 To improve attainment in Numeracy and Mathematics for all learners | | | | | | |
|---|--------------------|------|-------|-----------------|---|---|
| Outcome required <i>(What do we want to achieve?)</i> | Action to be taken | Who? | When? | HGIOS 4 Drivers | Success Criteria | |
| | | | | | <i>How will we know when we've got there?</i> | <i>Where will we look for evidence?</i> |
| | | | | | | |

| | | | | | | |
|--|--|---|--|---------------------------------------|---|---|
| <p>Pupils will develop:</p> <ol style="list-style-type: none"> 1. Mathematical mindsets 2. A deep conceptual understanding of mathematics 3. Analytical, reasoning and problem solving skills 4. Transferrable skills which can be applied in a range of contexts 5. Increased confidence and motivation | <ul style="list-style-type: none"> ➤ Staff will develop a comprehensive understanding of mathematics pedagogy and subject knowledge (incorporating CPA, Mastery, Problem Solving & Reasoning, Number Talk, Visual Thinking) ➤ engage in professional dialogue collaboratively to promote consistent and sustainable change ➤ attend Numicon training and trial in classes ➤ Use new SA Skills Framework ➤ Conduct baseline and final assessments and pupil surveys ➤ Deliver specific lessons on Mathematical Mindset ➤ Promote conceptual understanding throughout lessons (incorporating CPA, Mastery, Problem Solving & Reasoning, Number Talk, Visual Thinking) | <p>SM / CTs</p> <p>CTs</p> <p>LT SM CT(p2) A Carter</p> | <p>April 2018- April 2019</p> <p>Sept 18</p> | <p>1.2, 1.3,1.4, 2.2, 2.3</p> | <ul style="list-style-type: none"> • Staff have a shared understanding of progression pathway for mathematics • Staff demonstrate reflective and responsive practice, based on learner's needs • Class teachers work collaboratively with colleagues to plan, moderate and assess learning • CTs Assess consistently to measure conceptual understanding • Pupil progress is monitored and next steps identified | <ul style="list-style-type: none"> • Attendance records • Staff survey analysis • Evaluations of training sessions • SLT Monitoring • Teacher planning files • Evaluations of lesson study / peer visits between TLC schools • Pupil survey results report • Data analysis of formative assessments (baseline and final) and standardised assessments |
|--|--|---|--|---------------------------------------|---|---|

| | | | | | | | |
|--|-----|--------------|--------------------------|----------|---|---|---|
| <ul style="list-style-type: none"> ➤ Provide opportunities for pupils to: <ul style="list-style-type: none"> ➤ Analyse and solve problems ➤ Share, develop and discuss strategies collaboratively with peers ➤ Record and model mathematical thinking visually ➤ Explain and justify their choices ➤ Self-select level of challenge ➤ Peer and self-assess ➤ Identify next steps ➤ Apply skills in a range of contexts ➤ Model strategies (by both CT and pupils) using CPA approach ➤ Track and analyse progress using CfE Benchmarks / SAC Framework ➤ Facilitate information session and parental workshops ➤ Write and issue guidance on how parents can support their children's learning ➤ Provide information on how technology can be used to support children ➤ Progress shared with parents at teacher consultations | SM | Nov18 | | | <ul style="list-style-type: none"> • Pupils can solve problems using a range of strategies • Pupils can explain their thinking visually and verbally • Pupils demonstrate ability to employ progressively more efficient strategies and justify choices • Pupils demonstrate a positive shift in attitudes towards mathematics • The gaps in pupil understanding in certain areas of mathematics is closed • Pupils are able to make connections between mathematical concepts apply understanding in any context | <ul style="list-style-type: none"> • LT Monitoring – class visits and learning conversations • Lesson study feedback • Gap analysis based on baseline assessment | |
| | CTs | Sept18 | 2.3, 2.4 | | | | |
| | | CT | ongoing | | | <ul style="list-style-type: none"> • Rise in standardised attainment figures • Gap reduced between the highest and lowest achieving learners | <ul style="list-style-type: none"> • Learning conversations with sample group of pupils indicate a commonality of mathematical language and learning • Attendance records (Info Sessions & Workshops) |
| | | CT | ongoing | 3.2 | | | |
| | | CT/ LT SM | 3x per year Sept 2018 | 2.5 | | <ul style="list-style-type: none"> • High level of engagement from parents attending info sessions / workshops • Parents develop increased confidence re supporting children's learning at home | <ul style="list-style-type: none"> • Analysis of parental feedback from above |
| | | SM | Apr19 | 2.7 | | | |
| | | LAM SM | Jan19 | | | <ul style="list-style-type: none"> • Parents demonstrate a positive shift in attitudes towards mathematics • Parents have an improved understanding of their children's progress | <ul style="list-style-type: none"> • Parent survey results report |
| | | CTs | Apr19 | 2.3, 3.2 | | | |
| | CTs | | | | | | |

SM Scott Morrow PT Maths one day per week at Barassie

| Priority 3: HEALTH AND WELLBEING To develop resilient and responsible citizens | | | | | | |
|---|--|----------------------------|---------------------|--|---|--|
| Outcome required (What do we want to achieve?) | Action to be taken | Who? | When? | HGIOS 4 Drivers | Success Criteria | |
| | | | | | How will we know when we've got there? | Where will we look for evidence? |
| 1. To enhance and embed outdoor learning as a context for skills application and for mental, emotional, social and physical wellbeing. | ➤ Collaborate with CLD to arrange outdoor learning activities for all year groups and targeted groups using PEF | M Forrest | Aug 2018- June 2019 | 2.7 | <ul style="list-style-type: none"> All P1-7 pupils will have engaged in outdoor education activities and P4-7 gained RSPB Wild Life Challenge Award All pupils will regularly engage in the outdoor education across curricular areas Families have opportunities to join with outdoor learning | Well-being webs Feedback from pupils, parents and staff (surveys). |
| | ➤ Provide CLPL training for teachers/staff members to deliver activities. Outdoors | P Moriarty | 29 August 18 | 1.2 | | |
| | ➤ Evaluate, plan and run National Outdoor Learning Day. | L McClurg | 17 May 19 | 2.5 | | |
| 2. Children will develop self – regulation and skills to work and play well with others. | <ul style="list-style-type: none"> ➤ Introduce Peer Mediation ➤ Embed restorative practices and develop new Relationships Policy | P Moriarty SLT and LA M | By Oct 18 | 3.1 | <ul style="list-style-type: none"> Children will be able to follow scripted conversations to participate in conflict resolution Relationships Policy developed and shared with parents | |
| | <ul style="list-style-type: none"> ➤ Ensure staff are planning and delivering HWB curriculum with the new South Ayrshire HWB planner, ICE Pack resource, PE overview ➤ Use new tracking for H& Wellbeing | J Mills Class teachers | Aug 2018- June 2019 | 2.2, 3.1,3.2 | <ul style="list-style-type: none"> Staff will confidently plan for H&WB Learning Journey jotters will reflect progression in learning about H&WB Ensure equality of opportunities for personal achievement | Planning folders Lesson observations |
| 3. To plan a 'Mental Health Strategy' which will build capability within the school community to support pupils experiencing mental health issues and their families. | <ul style="list-style-type: none"> ➤ Identifying and provide nurture for identified pupils ➤ Introduce Seasons for Growth groups for children who have experienced loss or bereavement ➤ Planned events/sessions/activities for pupils, parents and staff (brew and a blether, break time and lunch time club, Wellbeing Wednesdays) ➤ Allotment project in EYC ➤ Work with CAMHS to support identified pupils and their families | DHT P Moriarty SDW | Aug 2018- June 2019 | 1.1 1.2 1.5 2.1 2.2 2.5 2.7 3.1 | <ul style="list-style-type: none"> Raise awareness of mental health and reduce stigma through Mental Health week, staff training, parent workshops and partner working Staff trained to implement strategies and resources in order to support the mental health and wellbeing of pupils Develop and embed systems to ensure early identification and intervention to effectively support those pupils who are displaying indicators of mental ill health including an intervention pathway before and throughout the CAMHS process Ensure processes and practices are in place and outlined within a whole school 'Mental Health Strategy' and reviewed annually | Boxall profiles SDQ's Well-being webs Feedback from events Impact on individual pupils |

Priority 4: ASSESSMENT AND MODERATION SCHOOL IMPROVEMENT PLANNING –BARASSIE PRIMARY 2018/19

| | | | | | | |
|---|--|--|--------------------------------|----------------------------|--|---|
| <p>4. To improve pupil's fine and gross motor skills.</p> | <ul style="list-style-type: none"> ➤ Assess new P1 pupils on their fine and gross motor skills ➤ Continue to run fine and gross motor skills interventions with identified P2-P4 pupils ➤ Use Seaside Adventures in EYC and Jungle Journey in P1 | <p>CT and A Clark Active Schools Coordinator</p> <p>EYPs and A Clark</p> | <p>Aug 2018- June 2019</p> | <p>3.2, 3.1, 2.4</p> | <ul style="list-style-type: none"> • Pupils will have improved their fine and gross motor skills | <p>Results of fine and gross motor skills assessments</p> |
| <p>5. To develop life skills.</p> | <ul style="list-style-type: none"> ➤ Offer all P5-P7 pupils the opportunity to complete their level 1 and 2 Bikeability certificate Pilot Level 3 ➤ Ensure all EYC pupils engage in the balance bike and pedal bike programme. ➤ Train another member of staff in Play on Pedals ➤ Deliver Heart Start training P1-P7 | <p>A Swan</p> <p>R Bamford</p> <p>SAs, DHT</p> | <p>Aug 2018- June 2019</p> | <p>3.1, 3.2</p> | <ul style="list-style-type: none"> • The number of P5-7 pupil's achieving their level 1 and 2 will have increase • The number of P1 pupil's pedalling a bike will have increased • All pupils' will have achieved the appropriate level of training in Heart Start and received a certificate | <p>Achievement lists of pupil's across the school</p> |
| <p>6. To improve pupil's fitness and health through healthy eating and daily physical activity.</p> | <ul style="list-style-type: none"> ➤ .EYC offer PEEP Make and Taste sessions for parents and children ➤ Introduce 'Fruit Friday' for the school ➤ Healthier options at tuck shop ➤ Introduce 'Couch to 5k' as part of the daily mile to increase motivation and pupils earn a Dojo point of they complete the session ➤ Record daily mile times once a month to measure impact ➤ Support the Parent led Breakfast Club by building relationships with parents and providing learning opportunities for children and families | <p>Class teachers</p> <p>A Clark, SA; R Eggo SDW</p> | <p>Aug 2018- June 2019</p> | <p>3.1</p> <p>2.5, 2.7</p> | <ul style="list-style-type: none"> • Daily mile results will have improved • More pupils will be eating healthier snacks at break time | <p>Daily mile results</p> |

| Outcome required (What do we want to achieve?) | Action to be taken | Who? | When? | HGIOS 4 Drivers | Success Criteria | |
|---|---|---|--------|-----------------------|---|--|
| | | | | | How will we know when we've got there? | Where will we look for evidence? |
| 1. Effective tracking and monitoring using the new four stage SEEMiS Tracker to increase pace of learning 2. Support improvement of children and young people's learning 3. Use feedback from moderation exercises to improve the quality of learning, teaching and assessment 4. Engage in professional dialogue collaboratively to promote consistent and sustainable change | <ul style="list-style-type: none"> ➤ Use SA Frameworks and personalise planning for Barassie. Use CfE Benchmarks in Literacy and Numeracy to plan assessment. Begin to use Benchmarks in assessing all curricular areas. ➤ Develop holistic assessments in maths ➤ Development of evidence demonstrating achievement of a level in numeracy and maths ➤ Staff will receive training in new tracking system ➤ Regular reports to parents will be prompts for conversations about children's learning ➤ Use thinking routines from Making Thinking Visible to assess during learning ➤ Staff will contribute to Cluster, TLC and Authority working groups and peer learning visits. ➤ Develop a range of valid, reliable and relevant assessment tools and approaches | TLC Group rep – LA MacLeod L McClurg All CTs Involve children in the planning process | 10//18 | 2.3, 2.2, 1.3 | Staff will: <ul style="list-style-type: none"> • Be confident using SA Frameworks to plan in all curricular areas • Use the new tracking system to confidently set targets to predict children's levels • Bundle outcomes appropriately and use holistic assessments in numeracy as well as literacy • Rich dialogue with parents will increase parent's ability to support their children's learning • Teachers will: <ul style="list-style-type: none"> • Confidently use Thinking Routines in their learning and teaching • Develop a consistent understanding of achievement of a level and across the BGE in school, cluster authority and collaborative | <ul style="list-style-type: none"> • Attendance records (training sessions and support clinics) • Staff survey analysis • Evaluations of training sessions • SLT Monitoring • Teacher planning files MTV displays and children able to articulate thinking process • Evaluations of lesson study / peer visits between TLC schools |

| | | | | | | |
|--|--|-----------------------|--------------------|----------------------|--|--|
| <p>Pupils will develop: 5. Their self and peer assessment skills using Success Criteria</p> | <ul style="list-style-type: none"> ➤ Involve children in EYC and primary in the planning process. ➤ Provide opportunities for pupils to co construct Success Criteria use self-evaluation, peer and self-assessment - including learning journeys to identify next steps in learning ➤ Pupils will be involved in pupil teacher dialogue about their progress in the BGE and future targets | <p>CTs</p> <p>CTs</p> | | <p>2.3, 2.2, 1.3</p> | <ul style="list-style-type: none"> • Pupils will confidently contribute to setting Success Criteria • There will be evidence in jotters of self and peer assessment • Children will be able to identify and record their next steps in learning • Pupils will demonstrate understanding of their progress in the BGE and know what level they are working on | <ul style="list-style-type: none"> • Data analysis of formative assessments (baseline and final) • Data analysis of standardised assessments • LT Monitoring – class visits and learning conversations • Lesson study feedback • Gap analysis based on baseline assessment • Learning conversations with sample group of pupils indicate an understanding of their progress in the BGE |
| <p>6. Children will be supported in their learning</p> | <ul style="list-style-type: none"> ➤ Facilitate information session and parental workshops in school and EYC ➤ Write and issue guidance on how parents can support their children’s learning ➤ Progress shared with parents at teacher/ EYP consultations | | <p>3x per year</p> | <p>2.7, 2.5</p> | <ul style="list-style-type: none"> • High level of engagement from parents attending info sessions / workshops • Parents develop increased confidence re supporting children’s learning at home • Parents have an improved understanding of their children’s progress | <ul style="list-style-type: none"> • Attendance records (Info Sessions & Workshops) • Analysis of parental feedback from above • Parent survey results report |

| Maintenance Agenda - To continue to develop the Broad General Education at Barassie Primary | | | | |
|---|--|--|--|---|
| 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) |
| 1. To review and embed Barassie Assessment framework for Barassie Primary | Begin to use CfE Benchmarks in all curricular areas to plan assessment Review what assessments are carried out when to ensure clarity and consistency | SLT | August 2018 | Quality assurance programme - monitoring of planning/assessments/lesson observations/ pupils' work /profiles/learning logs/ |
| 2. Continue to develop the use of ICT | Class Blogs EYC to continue with 2build a profile to record and report children's progress New drive to use Group Call communication system, expressions app Twitter Develop website | Digital Champion HT, CAs, Coryla Jones All staff | October 2018 September 2018 Throughout 2018-19 | Monitoring of pilot Class Blogs Use of Group call Feedback on use of Twitter from parents Focus group on communication |
| 3. Continue to develop the school grounds and soil to fork | Class responsibility for allotments EYC Allotment at Fullerton Woods and school grounds | Pauline Moriarty, S Campbell EYP, Linda McClurg | March 2019 | Monitor class use of allotments in school photographs and plans |
| 4. Develop the use of L3 from P5 and continue to embed 1+2 Languages as well as Gaelic | Articulate Languages Camp P7 L3 Topics developed for P5 and P6 EYC French and home language awareness | P7 CT, HT Morgan Stones | September 2018 January 2019 | Evaluations from Articulate Camp |
| 5. Develop and extend partnership working in the community | Local business links to be developed Link with sheltered housing to be developed | DHT | December 2019 | Input from business links evaluated by children, staff and partners Evaluation from a Focus group of pupils |

