



SCHOOL CONTEXT

AUGUST 2025

SCHOOL ROLL: 360

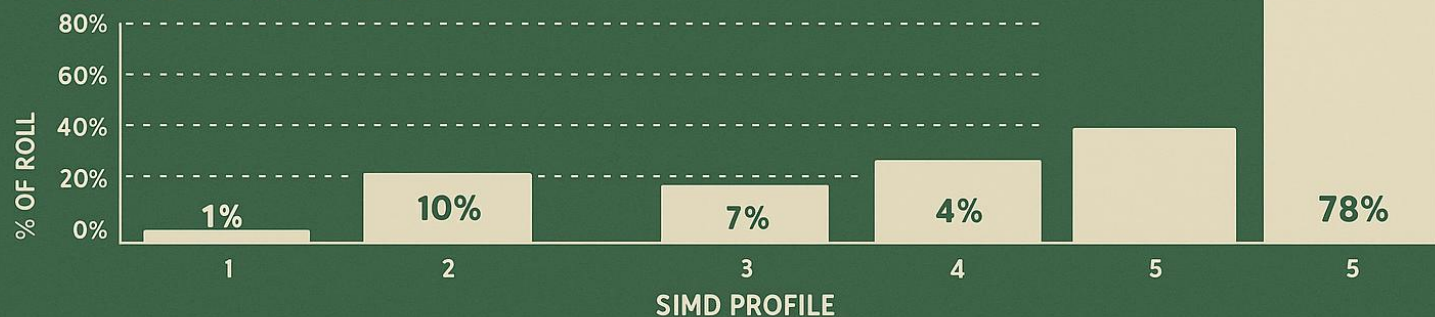
SCHOOL ATTENDANCE: 95.4%

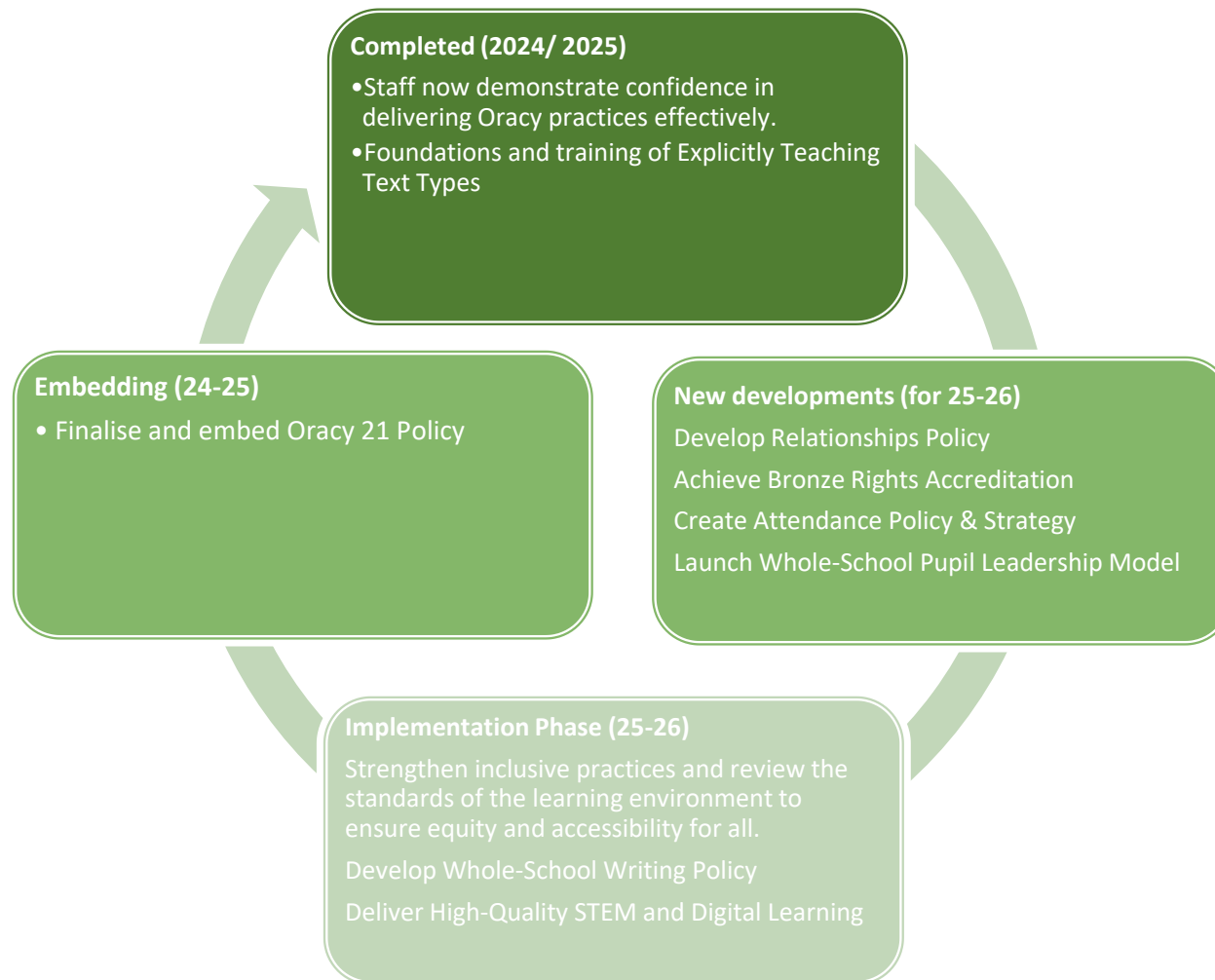
- SESSION 2025-2026 ATTENDANCE TARGET 96.5%

PERCENTAGE ASN: 20%

PEF ALLOCATION: £24,000

SIMD PROFILE





Vision statement and aims to be renewed during session 2025-26.



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School Priorities 2025-2026



Presence

To improve attendance and reduce persistent absence through clear policy, early intervention, and stronger family engagement, leading to measurable gains across all learners, including key groups, by June 2026.

Participation

To develop a whole-school inclusive culture where positive relationships, pupil voice, rights, and targeted support lead to improved wellbeing, participation and attainment for all learners.

Progress

To raise attainment in writing and strengthen STEM and digital learning through consistent pedagogy, progression frameworks, and a focus on oracy and creativity across all stages.

School Improvement and PEF Plan 2025 – 2026 and Standards and Quality Report 2026



SCHOOL VERSION SIP Priority 1

Specific area for improvement

To develop a whole-school inclusive culture where positive relationships, pupil voice, rights, and targeted support lead to improved wellbeing, participation and attainment for all learners.

Rationale for Improvement
(based on evidence from key stakeholders)

This priority is informed by 1:1 meetings with all staff and ongoing self-evaluation, highlighting the need for greater consistency in relationships, values, inclusion, and pupil voice to support wellbeing and raise attainment.

Equity Gap (if relevant)

Improved attainment and evidence of progress of children facing barriers to learning.

NIF PRIORITIES Placing the human rights and needs 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	NIF DRIVERS School Leadership Assessment of Children's Progress	EDLM PRIORITY  Participation	PEF (where applicable) <i>Intervention for equity & cost</i>  2. Social and Emotional Wellbeing 6. Differentiated support 11. Professional learning and leadership	HGIOS QI  3.1 Enquiring wellbeing, equality and inclusion 3.2 Raising attainment and achievement
Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When
1. By June 2026, the implementation of the new Relationships Policy and refreshed Vision, Values and Aims will establish a consistent whole-school approach, evidenced by almost all staff agreeing that expectations, approaches and routines are applied consistently across the school.	Actions required for intended outcome 1: - Co-create the Relationships Policy with staff, pupils and parents. - Refresh and relaunch Vision, Values and Aims (VVAs) across the school and nursery. - Provide staff CLPL on restorative approaches and consistent expectations, led in partnership with the pedagogy team and DEPS. - Introduce Decider Skills through the Soar programme for identified children, embedding	1. Measured by staff, pupil and parent surveys; behaviour data; and feedback from learning visits. 2. Measured by RRSA audit tool, successful UNICEF submission, and surveys showing increased rights awareness.	1. Lead – Anne McGregor (HT) 2. Leads – Sarah Calder (Class Teacher) and Sarah Dall (SEYP) 3. Lead – Phil Smith (DHT) 4. Lead - Lindsay Alexander (PT)	1. June 2026 2. June 2026 3. Ongoing throughout the session 4. Ongoing throughout the session 5. Ongoing throughout the session

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2. The school will achieve Bronze: Rights Committed accreditation by June 2026. 3. All children will take on a leadership role by June 2026, with increased involvement in the TATC process and ABLe planning. 4. ALL learning spaces will reflect consistent inclusive practice in line with the Dundee Inclusive Practice standard. 5. By June 2026, targeted support will effectively meet the needs of identified learners, leading to measurable improvements in their wellbeing and progress.	key emotional regulation strategies within our Relationships Policy to support whole-school consistency. Actions required for intended outcome 2: • Introduce the RRSA Three Strands across the school community. • Ensure all staff understand and commit to the UNICEF RRSA journey. • Establish a pupil rights group and begin “Right of the Month” activities. Actions required for intended outcome 3: • Develop a whole-school pupil leadership framework. • Ensure leadership opportunities are built into class and whole-school planning. • Involve children in regular ABLe planning and TATC discussions. • Track and celebrate pupil leadership across the school year. Actions required for intended outcome 4: • Audit current learning environments using the Dundee Inclusive Practice Standard. • School Improvement Partnership Groups will carry out a learning walk to evaluate classrooms against the Dundee Inclusive Practice Audit. Findings will shape updates to the Learning Environment Standard. • Update the Learning Environment Standard to reflect inclusive expectations. • Further develop the Honeypot and Beehive spaces. PT to engage in outward visits to explore best practice in other schools. • Provide staff with guidance and time to adapt learning spaces.	3. Measured by leadership tracking, evidence in planning folders, and pupil feedback on participation. 4. Measured by termly audits using the Dundee Inclusive Practice checklist, photos, staff reflections, and pupil feedback. 5. Measured by tracking data, individual progress, and reductions in attainment gaps.	supported by the pedagogy team and HT. 5. SLT – HT, DHT, PT and SEYP	
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	• All teaching staff to engage in professional reading (The Inclusive Classroom – A new approach to differentiation). • All teaching staff to engage in one cycle of practitioner led inquiry related to developing an inclusive classroom. Actions required for intended outcome 5: • Hold fortnightly ASN/GIRFEC meetings to coordinate interventions. • Strengthen partnerships with AIS, LSG, SALT and others. • Use tracking data to evaluate impact and adjust supports.			
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SCHOOL VERSION SIP Priority 2

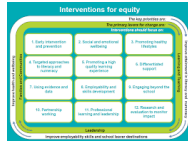
Specific area for improvement

To raise attainment in writing and strengthen STEM and digital learning through consistent pedagogy, progression frameworks, and a focus on oracy and creativity across all stages.

Rationale for Improvement
(based on evidence from key stakeholders)

Attainment data highlights writing as a key area for improvement, particularly for identified groups.. Strengthening oracy will support writing development, while a structured approach to STEM and digital learning will ensure all learners experience high-quality, future-focused learning across the curriculum.

Equity Gap (if relevant)

NIF PRIORITIES Improvement in attainment, particularly in literacy and numeracy Improvement in skills and sustained, positive school-leaver destinations for all young people	NIF DRIVERS School Leadership School Improvement Teacher Professionalism	EDLM PRIORITY  Progress	PEF (where applicable) <i>Intervention for equity & cost</i>  4. Targeted approaches to literacy and numeracy 12. Research and evaluation to monitor impact 5. Promoting a high quality learning experience	HGIOS QI  2.3 Learning, Teaching and Assessment 2.2 Curriculum 3.2 Raising attainment and achievement
Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When
1. Writing Attainment Stretch aim of 90% of children in P1 on track in writing by June 2026. Stretch aim of 85% of children in P2 on track in writing by June 2026. Stretch aim of 85% of children in P4 on track in writing by June 2026.	Actions required for intended outcomes 1: - Maintain a focus on targeted children and implement in-class support to raise writing attainment for identified groups. Introduce the use of Clicker. - Continue the implementation of Explicitly Teaching Writing across all stages.	1. Writing Attainment Measure & Evidence: - Attainment data from tracking meetings and SNSA results - Progress of targeted groups through class-based assessments	1. Literacy Leads – Anwi Stewart (Class Teacher) and Jenna Vance (Class Teacher) supported by HT.	



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Stretch aim of 85% of children in P5 on track in writing by June 2026. Stretch aim of 85% of children in P7 on track in writing by June 2026. 2. All learners will have regular opportunities to develop STEM and digital skills through creative, innovative, and purposeful learning experiences.	• The SIP Group will carry out learning visits in term 3 to review writing practice across classes. Findings will be shared with staff and used to inform next steps towards achieving our stretch aims for attainment by June 2026. • Use the SIP Group to drive and evaluate improvements in writing attainment. • Use consistent success criteria to support high-quality feedback and learner understanding. • Develop a Writing Policy that captures agreed approaches, progression, and expectations. • Bring together existing work to create a clear Oracy Policy, recognising its role in supporting writing. • A continued focus on oracy will support the development of writing across all stages Actions required for intended outcome 2: • Create a clear STEM Framework outlining progression from P1–P7. • Develop a dedicated STEM/Digital classroom to support innovation and collaboration. • Review, update and share the school’s Digital Learning Strategy. • Begin working towards the Digital Schools Award. • STEM Lead to attend SSERC’s Inspiring a Sustainable Approach to STEM (2024–2027). • Digital and STEM Leads to model and team-teach effective STEM and digital learning across the school.	• Consistent use of success criteria visible in pupil work, learning conversations, and jotter monitoring • Feedback from moderation activities and professional dialogue • Completed Writing and Oracy Policies shared with staff and used in practice • SIP Partnership group evaluations and progress reports 2. STEM and Digital Learning Measure & Evidence: • STEM Framework in place and used across P1–P7 • Pupil engagement observed in learning visits and pupil focus groups • Digital Learning Strategy finalised and shared • STEM/Digital classroom in active use • Teacher feedback and evidence of team teaching/modelling in planning folders and lesson observations	2. STEM and Digital Leads – Lois Robertson (Class Teacher) and Deuan Jones (Class Teacher) supported by DHT.	
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SCHOOL VERSION SIP Priority 3

Specific area for improvement

To improve attendance and reduce persistent absence through clear policy, early intervention, and stronger family engagement, leading to measurable gains across all learners, including key groups, by June 2026 reducing persistent absence.

Rationale for Improvement (based on evidence from key stakeholders)

Strengthening systems, developing a clear attendance policy, and increasing early intervention will ensure a consistent, supportive approach that improves outcomes for all learners, particularly those at risk of disengagement.

Equity Gap (if relevant)

NIF PRIORITIES Placing the human rights and needs 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		NIF DRIVERS School Improvement Parental Engagement	EDLM PRIORITY  Presence	PEF (where applicable) <i>Intervention for equity & cost</i>  1. Early Intervention and Prevention 10. Partnership working	HGIOS QI  2.1 Safeguarding and child protection 3.1 Enquiring wellbeing, equality and inclusion
Intended Outcome (impact)	Actions required to reach desired outcome		Measurement & Evidence	Who	When
1. All instances of unexplained, regular, or long-term absence are identified and addressed through clear procedures, individualised support plans, and regular monitoring, resulting in a measurable reduction in prolonged absences by June 2026.	Actions required for intended outcomes 1, 2 & 3: - Develop a whole-school Attendance Policy in consultation with stakeholders, ensuring clear expectations, procedures and supports are outlined. Launch the policy through a school-wide sharing event. - Carry out robust monthly analysis of attendance and attainment data to identify		Measure & Evidence: Whole-school and class-level attendance data analysed monthly. Attendance rates for key groups (ASN, LAC, CE, YCs) tracked and compared termly.	LEAD – DHT supported by HT	

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2. Overall attendance increases from 95.4% to 96% by June 2026, supported by targeted interventions and consistent messaging to families. 3. Attendance of identified individuals improves by June 2026, with evidence of improved engagement and outcomes.	trends, key groups, and individuals requiring support. • Provide targeted interventions for identified individuals. • Include attendance discussions in termly attainment meetings with class teachers to identify patterns early and plan timely interventions.	Number of pupils with attendance below 90% reduced over the session. Number of individual attendance support plans implemented and reviewed. Launch and distribution of Attendance Policy; stakeholder feedback from the sharing event. Tracking notes from SLT/class teacher discussions on attendance and attainment links. Termly summary reports showing trends, actions taken, and improvements achieved.		
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Summary of PEF Spend			
Area of expenditure	Details	Reference to Plan	Budgeted allocated
Clicker (Crick Software)	Child-friendly writing tool with speech feedback, word prediction, and scaffolding to support pupils with ASN and writing barriers. Promotes independence and improves outcomes.	Raising attainment in writing; inclusion and accessibility; effective use of digital tools	£3,000
Soar with Karen	Targeted wellbeing sessions for identified pupils to support emotional regulation, confidence, and readiness to learn.	Wellbeing and engagement; equity and inclusion	£10,000
Digital Technologies	Devices and tools to support digital equity, accessibility, and engagement across the curriculum.	Inclusion; closing the digital gap; enhancing learning experiences	£5,000
RWI Portal & Dev Day	Online phonics portal and dedicated staff development day to ensure consistent, high-quality early literacy teaching.	Early literacy; closing attainment gaps; building staff capacity	£1,500
Flexible Learning Spaces	Resources to create adaptable, inclusive learning environments that support collaboration, focus, and regulation particularly for targeted learners.	Inclusion; learner engagement; supporting wellbeing and varied learning needs	£4,500

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Driving Excellence and Equity - Standards and Quality Report

Name of school: Barnhill Primary School

Date of report: June 2025

School Context

Barnhill Primary School and Nursery is located in the east of Dundee, with a current roll of approximately 360 pupils. The school serves a diverse community, with children and families from a wide range of social and economic backgrounds. Based on SIMD data, around 2% of our pupils live in the 20% most deprived areas of Scotland (Quintile 1), 11% in Quintile 2, 8% in Quintile 3, 4% in Quintile 4 and 75% in Quintile 5. This range of backgrounds reflects the diverse community we serve and highlights the importance of ensuring that every child feels valued, included and supported. At Barnhill, we have high expectations for all learners and are committed to providing the right support, challenge and opportunities to help every child achieve their potential.

Attendance currently sits at around 95%, and 20% of learners are identified as having additional support needs. The school receives £24,000 in Pupil Equity Funding, which is used to support targeted approaches to improving outcomes and reducing the attainment gap.

Barnhill is a values-led school, underpinned by our BRILL values: Believe, Respect, Include, Learn and Achieve, and Look after each other. Children's rights are held in high regard and are reflected in our ethos, relationships and daily practice across the school.

This session, the school achieved Silver accreditation as a UNICEF Rights Respecting School and is now working towards Gold. We make effective use of our local environment to support learning, including regular visits to Barnhill Rock Gardens, Broughty Ferry Beach and local parks, supporting health and wellbeing, outdoor learning and wider achievement. We also make good use of public bus services to access the wider local area, enabling children to take part in a broader range of learning experiences and helping them develop confidence and independence within their community.



SIP priority 1

Progress

Good progress has been made across all of our planned priorities this session. Our new Relationships Policy and refreshed Vision, Values and Aims have been developed in partnership with staff, pupils and parents, ensuring they reflect what matters most to our school community. Staff have begun professional learning focused on de-escalation strategies and consistent approaches to supporting positive relationships, with full implementation of the Relationships Policy planned for next session.

Early feedback from staff has been very positive, with growing confidence and clarity around expectations and approaches across the school. Children are becoming increasingly familiar with our refreshed Vision, Values and Aims and are beginning to make meaningful links between these and their everyday experiences at Barnhill. Staff report a clearer sense of direction, greater consistency in expectations and a stronger shared understanding of our improvement priorities.

The school has successfully achieved Silver accreditation through the UNICEF Rights Respecting Schools programme, exceeding the initial target of Bronze. There is clear evidence that children's rights are increasingly understood and embedded across the school community. Staff and pupils can articulate rights and their relevance to everyday experiences. As noted by the assessor, pupils demonstrate a strong understanding of rights and feel empowered to influence school life, with one child commenting, "Barnhill School isn't just run by the staff, it's run by the pupils equally; we have just as much say as the teachers do." The work of the Rights Knights pupil group and our Article of the Month activities has supported this progress, with rights-based language becoming increasingly visible across classrooms, assemblies and daily interactions.

All children have been given opportunities to take on leadership roles across the school. A whole-school framework is now in place, with leadership increasingly embedded within class and whole-school planning. Children are becoming more involved in ABLe planning and TATC discussions, with growing confidence in sharing their views and contributing to decisions about their learning.

The development of the Barnhill Standard has been particularly valuable in establishing common expectations across the school and helping to ensure a consistent experience for all children. Improvements to spaces such as the Honeypot and Beehive have strengthened support for targeted learners, while professional learning has helped develop a stronger shared understanding of inclusive practice across the school. Targeted support has also been strengthened through regular ASN/GIRFEC meetings and improved partnership working with external agencies.



School Improvement and PEF Plan 2025 – 2026 and Standards and Quality Report 2026

Next steps

- Embed the Relationships Policy and refreshed Vision, Values and Aims across the school, ensuring expectations and routines are visible and consistently understood and applied by all. Continue to support staff with implementation through targeted CLPL to ensure approaches are fully embedded in practice.
- Begin the journey towards Gold accreditation through the UNICEF Rights Respecting Schools, recognising this as a longer-term (approximately 18-month) process, with a focus on deepening and evidencing rights-based practice.
- Introduce IEPs to replace ABLe Plans and establish a targeted support team within the school to drive forward provision for targeted learners, ensuring a clearer, more consistent and inclusive approach to planning, tracking and support. Implement the Barnhill Inclusive Practice Standard to strengthen high-quality universal support, with targeted support (TST) clearly aligned for identified learners.

SIP priority 2

Progress

Good progress has been made in improving writing attainment across the school. Attainment data indicates a more positive picture this session, with improvements noted across a number of stages. In particular, writing attainment has increased at P1, P4 and P7. This has been supported by a continued focus on the consistent implementation of Explicitly Teaching Text Types (ETTT) across the school. Staff report greater confidence in the teaching of writing, and there is evidence of increased consistency in approaches across classes.

Pupil focus groups during the SIP visit provide strong qualitative evidence of impact. All children demonstrated a clear understanding of what successful writing looks like and could confidently refer to learning intentions and success criteria. They described how feedback supports improvement and were able to identify a range of tools and strategies used to support their writing. Almost all children recognised that acting on feedback improves the quality of their work and were able to talk about strengths in their writing with increasing confidence.

The development of the Writing Policy is underway, alongside a clearer focus on oracy to support writing across the school.

In relation to STEM and digital learning, good progress has been made. The Spark Room is now established and in use, providing a dedicated space to support creativity, collaboration and innovation. Staff have begun to develop and deliver more engaging STEM and digital learning experiences.



Next Steps

- Continue to embed consistent approaches to writing through the implementation of the school's writing guidelines and ongoing professional learning. Finalise and implement the Writing and Oracy policies to ensure consistency across all stages. Engage all teaching staff in the National Improving Writing Programme, aligning this with the writing guidelines to strengthen practice across the school, and track the impact on identified pupils through attainment data, writing samples and professional dialogue.
- Review and develop the curriculum in line with the curriculum improvement cycle, with a continued focus on strengthening STEM as part of this work.

SIP priority 3

Progress

Good progress has been made in strengthening attendance processes and systems across the school. A clear Attendance Policy is now in place, providing a more consistent framework for expectations, procedures and support. Staff have a clearer understanding of roles and responsibilities, and attendance is now a more regular feature of professional dialogue.

More robust systems are in place to monitor attendance, with increased focus on identifying unexplained, regular and long-term absence. Targeted support has been implemented for identified individuals, with evidence of improvement for a number of children.

Overall attendance remains broadly in line with last session. However, there is clear evidence of individual improvements where targeted interventions have been applied. Attendance is now discussed more routinely within attainment meetings, supporting earlier identification of concerns and more timely responses.

Next Steps

The next stage of this work will focus on further strengthening the analysis of attendance data. This will include a sharper focus on trends over time, more detailed analysis of key groups, and increased teacher ownership of attendance, ensuring staff use attendance information proactively to identify concerns, target support and measure impact.



School Improvement and PEF Plan 2025 – 2026 and Standards and Quality Report 2026

Improvement in Literacy attainment

The percentage of pupils achieving the expected level in literacy increased from 75% in Session 2024–25 to 84% in Session 2025–26, representing good progress and leaving the school just four percentage points short of its stretch target of 88%.

Literacy attainment has improved across the school this session, with particularly positive progress in writing. At P1, writing attainment increased from 78% in 2024/25 to 89.7% in 2025/26. At P4, writing increased from 79% to 82.7%, while P7 increased from 77% to 84.3%. Reading also improved across all three stages, with P1 increasing from 82% to 94.9%, P4 from 87% to 90.4% and P7 from 89% to 94.1%.

The progress of the current P7 cohort is particularly encouraging. This cohort achieved 84% in writing and 86% in reading when they were in P4 in 2022/23 and have now increased to 84.3% and 94.1% respectively. Attainment at P1, P4 and P7 remains strong overall, with over 80% of learners achieving expected Curriculum for Excellence levels across literacy.

A key driver of improvement has been the consistent implementation of Explicitly Teaching Text Types (ETTT). Targeted in-class support and regular attainment meetings have enabled support to be directed where it is needed most. This has contributed to improved outcomes for targeted learners.

Literacy	20/21	21/22	22/23	23/24	24/25	25/26
P1	100%	98%	94%	95%	78%	89.7%
P4	75%	63%	80%	77%	69%	82.7%
P7	90%	91%	84%	75%	75%	82.3%

		Reading				Writing				Listening & Talking				
	Stage	Level	22/23	23/24	24/25	25/26	22/23	23/24	24/25	25/26	22/23	23/24	24/25	25/26
	P1	Early	98%	96%	82%	94.87%	96%	96%	78%	89.74%	98%	98%	93%	97.44
	P4	First	86%	87%	87%	90.38%	84%	77%	79%	82.69%	96%	90%	87%	98.08%
	P7	Second	87%	85%	89%	94.12%	84%	78%	77%	84.31%	91%	86%	88%	96.08%



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Improvement in Numeracy attainment

Overall attainment in numeracy has increased from 84% last session to 85% this session. While this reflects some improvement, attainment remains below our stretch target and there is a need to accelerate progress to ensure more learners achieve expected levels.

Performance across stages is mixed. Attainment in P1 increased from 87% in 2024/25 to 92.3% in 2025/26, while P7 attainment increased from 78% to 82.4%. However, attainment in P4 reduced from 87% to 78.9%. Although attainment above 80% remains positive overall, we are committed to achieving the highest possible outcomes for all learners. Further analysis will be undertaken next session to identify the factors contributing to this decline and inform targeted improvement actions.

Looking at cohort progress, the current P4 cohort were in P1 in 2022/23, when numeracy attainment was 100%. They are now at 78.9%, showing a decline over time which we need to better understand and address. The current P7 cohort were in P4 in 2022/23, when attainment was 94%, and are now at 82.4%. While P7 attainment has improved since last session, this also shows a decline over the longer term.

Next session, we will carry out a sharper analysis of numeracy attainment to identify where gaps are emerging and what targeted support is needed to improve outcomes for learners.

Numeracy	19/20 (current P7)	20/21	21/22	22/23	23/24	24/25	25/26
P1	98%	100%	100%	100%	95%	87%	92.31%
P4	89%	81%	81%	94%	90%	87%	78.85%
P7	79%	90%	88%	86%	82%	78%	82.35%

		Numeracy			
Stage	Level	22/23	23/24	24/25	25/26
P1	Early	100%	95%	87%	92.31%
P4	First	94%	90%	87%	78.85%
P7	Second	86%	82%	78%	82.35%



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Improvement in HWB and positive impact of opportunities for wider achievement

There is evidence of improvement in Health and Wellbeing across the school, with children increasingly engaged, included and ready to learn. Targeted support has been strengthened through initiatives such as the SOAR project, delivered in partnership with Karen French. SOAR provides support for children experiencing anxiety, bereavement, attendance difficulties and challenges with emotional regulation. Both parents and staff report a positive impact, with improvements noted in children's confidence, engagement, attendance and readiness to learn.

Additional opportunities, including a cooking group and Dundee United Community Trust sports provision, have helped children develop confidence, social skills and a stronger sense of belonging. Our achievement of Silver UNICEF Rights Respecting School status has further strengthened our inclusive ethos, with children demonstrating a growing understanding of their rights and the importance of respect, inclusion and positive relationships.

Children have also benefited from a wide range of wider achievement opportunities. Forty pupils participated in Glee Club, which reached the regional finals, while activities such as Lego League, Euroquiz, Rotary and athletics have provided further opportunities for success. Increasingly, children are leading clubs and activities themselves, developing confidence, leadership skills and a sense of responsibility.

Evaluative comments on attendance and exclusion data

Attendance remains broadly in line with previous years at around 95%. While this is positive overall, attendance will be analysed more closely next session to identify patterns and ensure support is targeted effectively for those children whose attendance is impacting on their learning and wellbeing.

Exclusions have increased slightly this session. However, this should be viewed within the context of a stronger focus on recording and tracking behaviour incidents. Regular ASN/GIRFEC meetings, targeted interventions and strengthened partnership working have improved our ability to respond to concerns at an earlier stage.

We have developed a new Relationships Policy, underpinned by children's rights and restorative approaches, which will be fully implemented next session. This provides a more consistent framework for supporting positive relationships, reducing dysregulation and ensuring children receive the right support at the right time. Alternative approaches to exclusion, including targeted support, nurture provision and restorative conversations, are used wherever possible.

As implementation of the Relationships Policy continues and we progress towards UNICEF Rights Respecting Schools Gold accreditation, we anticipate a reduction in exclusions and further improvements in attendance, wellbeing and engagement.



Evaluation of and the impact of PEF, interventions to tackle inequity and COSD

PEF funding has been used to provide targeted support for children facing barriers to learning, with a particular focus on improving wellbeing, inclusion and attainment.

A significant proportion of funding has supported the SOAR project, delivered in partnership with Karen French. Feedback from children, families and staff highlights a positive impact on wellbeing, confidence, attendance and engagement in learning. Children involved have been better able to access school successfully and participate more fully in school life.

Funding has also supported the introduction of Clicker to help children experiencing literacy difficulties. Although implementation is still at an early stage, staff report increased engagement, confidence and independence for identified learners, particularly when completing writing tasks.

Investment in digital devices has improved access to learning and enabled children to make greater use of supportive digital tools. Alongside this, the development of flexible learning spaces, including the Honeypot and Beehive, has strengthened our ability to provide targeted support in environments that meet individual needs.

Reducing the cost of the school day remains an important priority. Support is available for all school trips and activities where required, ensuring that no child misses out due to financial circumstances. The Parent Council recently surveyed families to better understand the affordability of school events and activities. We will continue to make information about available support as clear as possible. The increased use of public transport for educational visits has also helped reduce costs while maintaining a wide range of learning opportunities for children.



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HGIOS? Quality Indicators	School Grade	HMI grade (in the last 4 years)	Quality indicators for early learning and childcare	Nursery grade	Nursery HMI grade (in last 4 years)	Most recent care inspectorate grade
QI 1.3: Leadership of change	Good	n/a	Leadership and Management	Very Good	n/a	Very Good across all areas assessed.
QI 2.3: Learning, teaching, and assessment	Good	n/a	Children play and learn	Very Good	n/a	
QI 3.1: Ensuring wellbeing, equity, and inclusion	Good	n/a	Children are supported to achieve	Very Good	n/a	
QI 3.2: Raising attainment and achievement	Good	n/a	Children are supported to achieve	Very Good	n/a	
QI 2.7 partnerships	Good	n/a				

School Improvement Priorities for next academic year 2026/27

Presence	Strengthen attendance systems through more rigorous analysis of data, with a clear focus on identifying trends over time and targeted groups to inform timely, targeted interventions.
Progress	Improve writing attainment through the implementation of Barnhill's Writing Guidelines, embedding Explicitly Teaching Text Types (ETTT) and the introduction of the National Improving Writing Programme. Undertake a detailed analysis of attainment and progress data in numeracy to better understand cohort trends, identify barriers to progress and inform targeted interventions to improve outcomes for all learners.
Participation	Strengthen inclusion, wellbeing and participation through a consistent rights-based culture and effective universal and targeted support. Develop Barnhill's Curriculum Rationale and Curriculum Innovation in line with Curriculum Improvement Cycle expectations and timescales.

Click here [School Improvement Plan 2026-27.docx](#) to link to next year's SIP and SQR.

