



Barnhill Primary School – Key Context



SCHOOL ROLL

357



Approximately 25%
of learners have
additional support needs



ATTENDANCE

95.68%

Academic Year to Date



PEF ALLOCATION

£26,950

Targeted investment to improve
equity, wellbeing and attainment

SIMD PROFILE

Percentage of pupils by SIMD Quintile



OUR COMMUNITY

Barnhill Primary School serves a diverse community, with children and families from a wide range of social and economic backgrounds.

Based on SIMD data:

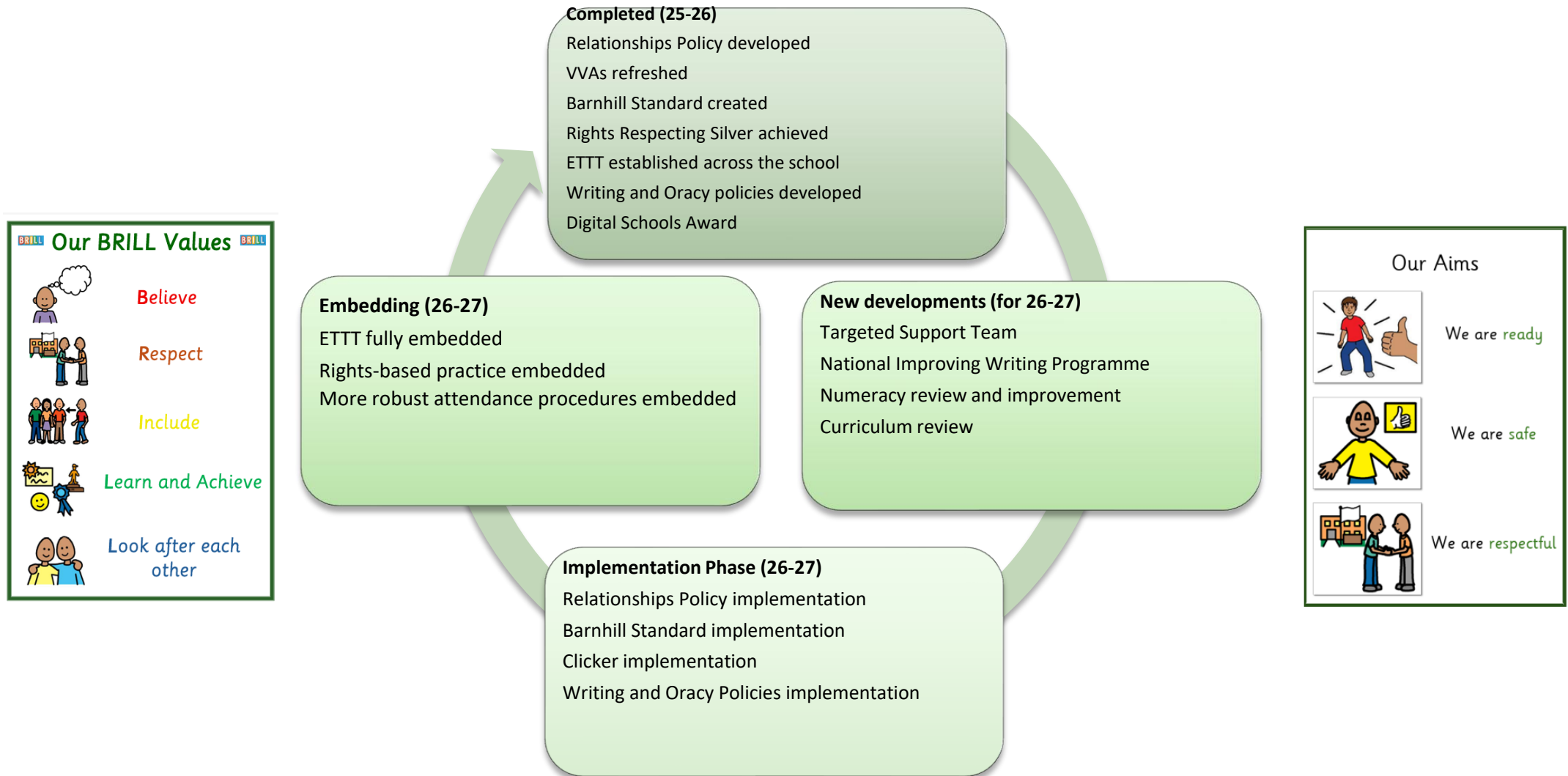
- 2% of pupils live in the 20% most deprived areas of Scotland (Quintile 1)
- 11% live in Quintile 2
- 8% live in Quintile 3
- 4% live in Quintile 4
- 75% live in Quintile 5



Approximately 25% of learners
have additional support needs.



School Improvement and PEF Plan 2026 – 2027 and Standards and Quality Report 2027



Barnhill Primary School – a community where belonging, positive relationships and high expectations support every child to thrive.

Believe

Respect

Include

Learn and achieve

Look after each other



School Priorities 2026-2027



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.

Participatipon

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.



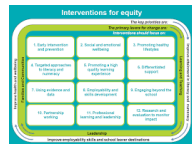
School Improvement and PEF Plan 2026 – 2027 and Standards and Quality Report 2027

SCHOOL VERSION SIP Priority 1

Specific area for improvement

Rationale for Improvement
(based on evidence from key stakeholders)

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 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. Children experience high-quality, inclusive learning environments that consistently meet the universal expectations outlined in the Barnhill Standard for Inclusive Practice by December 2026. 2. Staff, pupils and parents report increased consistency in approaches to relationships, behaviour and support. Children report feeling safe, and exclusion rates reduce as a result of	Intended Outcome 1 - Provide Barnhill Learning Environment Starter Packs and expectations to all teaching staff in August 2026. - Undertake quality assurance of all learning environments in September 2026 and implement agreed actions by December 2026. - Work with the School Improvement Partnership (SIP) to validate improvements in learning environments and practice since the previous SIP visit in February 2026.	100% of classes and flexible spaces meet the Barnhill Standard for Inclusive Practice. - Learning walks and QA evidence demonstrate consistent, high-quality inclusive practice. - Staff, pupils and parents report increased consistency in relationships, behaviour and support. - Reduction in exclusions and behaviour incidents.	Anne McGregor (HT) – Inclusion Lead Sarah Calder (UNCRC Lead & Targeted Support Teacher) Sarah Dall (UNCRC Lead - Nursery) Shannon Roberston (UNCRC Lead – upper school)	

Believe

Respect

Include

Learn and achieve

Look after each other



School Improvement and PEF Plan 2026 – 2027 and Standards and Quality Report 2027

the consistent implementation of the Relationships Policy by June 2027. 3. All children requiring targeted support have clear, measurable short- and long-term targets in place by October 2026. 4. Children receiving targeted support make measurable progress towards individual wellbeing and attainment targets. 5. Staff demonstrate increased confidence and consistency in planning for, delivering and evaluating targeted support. 6. Children demonstrate an increased understanding of rights, global citizenship, equity and sustainability through rights-based learning and leadership, resulting in the school achieving UNICEF Rights Respecting Schools Gold Accreditation by December 2027. 7. Rights-based approaches are visible across classrooms, the playground and dining hall, with children actively involved in developing and reviewing charters. 8. A clear Curriculum Rationale is agreed and understood, with all staff able to articulate how it informs future curriculum development and learner experiences at Barnhill.	Intended Outcome 2 - Gather baseline staff, pupil and parent feedback on relationships, behaviour and support. - Launch and fully implement the Relationships Policy, supported by CLPL focused on restorative and relational approaches Intended Outcome 3 - Establish a Targeted Support Team which meets fortnightly to review referrals, interventions, learner progress and support plans. - Transfer all ABL Plans to IEPs by October 2026. - Provide professional learning and support from DEPS on writing measurable targets and planning effective interventions. - Review and streamline targeted support paperwork, including the introduction of Additional Support Plans (ASPs) for medical and wellbeing needs. - Introduce Pupil Passports for children requiring targeted support, co-produced with learners and families, to ensure staff have a shared understanding of learners' strengths, needs and strategies for success. Intended Outcome 4 - Use fortnightly Targeted Support Team meetings to monitor learner progress and evaluate the impact of interventions. - Ensure targeted support staff attend relevant CLPL and share effective practice across the school. - Implement a termly review process to evaluate progress against IEP targets and adapt interventions where required. Intended Outcome 5 - CLPL on universal and targeted support, including IEP planning and evaluation. - Establish moderation and professional dialogue opportunities focused on targeted support.	100% of identified learners have a current IEP with measurable targets. - Children receiving targeted support demonstrate progress towards wellbeing and attainment targets. - Staff report increased confidence in planning, delivering and evaluating targeted support. - Rights-based approaches are visible across the school. - Children demonstrate increased understanding of rights, global citizenship and sustainability. - Increased participation in meaningful pupil leadership opportunities. - UNICEF Rights Respecting Schools Gold Accreditation on track to be achieved by Dec 2027. - A shared Curriculum Rationale is agreed and understood by staff and stakeholders.	Nicky Swan (Targeted Support Teacher) DEPS, LSG and Pedagogy Team to support with training and building capacity All staff	
---	---	---	---	--

School Improvement and PEF Plan 2026 – 2027 and Standards and Quality Report 2027



	Intended Outcome 6 • Begin implementation of the RRSA Gold Action Plan. • Develop progressive learning opportunities linked to rights, global citizenship and sustainability across the curriculum. Intended Outcome 7 • Establish pupil groups to develop and review playground and dining hall charters. • Review current pupil leadership opportunities and develop a progressive framework to ensure leadership roles are meaningful, inclusive and have a clear impact on school improvement. • Continue Rights of the Month activities and whole-school events including World Children's Day and Culture Day. Intended Outcome 8 • Engage staff with the Pedagogy Team to review the Barnhill curriculum during November 2026 INSET. • Gather pupil, staff and parent voice to inform the development of a Barnhill Curriculum Rationale.			
--	---	--	--	--



School Improvement and PEF Plan 2026 – 2027 and Standards and Quality Report 2027

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		NIF DRIVERS	EDLM PRIORITY	PEF (where applicable) <i>Intervention for equity & cost</i>	HGIOS QI
Improvement in attainment, particularly in literacy and numeracy Improvement in skills and sustained, positive school-leaver destinations for all young people		School Leadership School Improvement Teacher Professionalism	 Progress	 4. Targeted approaches to literacy and numeracy 12. Research and evaluation to monitor impact 5. Promoting a high quality learning experience	 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. Demonstrable improvement gains for learners achieving success criteria aligned to explicit teaching aims (focused on Tools for Writing). 2. Learners are empowered to see themselves as writers and engage in writing activities.	Intended Outcomes 1-8 All teaching staff will participate in the National Improving Writing Programme and engage in collaborative practitioner inquiry focused on improving writing attainment. This will form this session's School Inquiry Group (SIG).	Intended Outcomes 1-8 - Percentage of learners achieving agreed success criteria. - Run charts demonstrating progress and added value for individual learners and targeted groups.	Writing – Lindsay Alexander (PT) – SLT Lead Nicky Swan – Literacy Lead All teaching staff		

School Improvement and PEF Plan 2026 – 2027 and Standards and Quality Report 2027



3. Learners confidently talk about their learning intentions and steps to success and next steps. 4. Learners have a firm grasp of the Tools for Writing and can create a variety of texts for different purposes. 5. Learners can use complex sentences and rich vocabulary to convey their ideas and relevant information. 6. Increase in Writing attainment. 7. Narrowing of attainment gap between the least and most deprived groups. 8. A clear understanding of the factors contributing to declining numeracy attainment is established through analysis of attainment data, learning visits, pupil voice and staff consultation. 9. Numeracy improvement priorities are identified and an evidence-based action plan is developed to address areas for improvement.	• Review and refresh the Barnhill Writing Guidelines to incorporate learning from the National Improving Writing Programme and ensure consistency in the teaching of writing. • Embed Explicitly Teaching Text Types (ETTT) • Use teaching aims, run charts and regular data analysis to monitor progress and evaluate impact. • Undertake learning visits, moderation and quality assurance activities to ensure consistency in writing learning, teaching and assessment, with the School Improvement Partnership Group supporting evaluation through data analysis, pupil focus groups and learning observations. Intended Outcome 9 • Conduct an audit of numeracy resources, programmes and interventions across the school. • Undertake focused learning visits and attainment data analysis to identify strengths, gaps and areas for development in numeracy. • Review the impact of current interventions, including Power of 2, and refine approaches where required. • Use Supporting Learners Teachers to deliver targeted interventions to address identified gaps in learning. • Develop a numeracy improvement action plan informed by attainment data, pupil voice, staff consultation and quality assurance evidence.	• Increase in the percentage of learners achieving expected CfE Writing levels. • Reduction in the writing attainment gap between the least and most deprived learners. • Increased learner confidence, engagement and participation in writing. • Improved teacher confidence in delivering high-quality writing learning experiences. Intended Outcome 9 • Clear numeracy improvement priorities are identified and a robust evidence-based action plan is in place by June 2027. • Baseline data and quality assurance evidence clearly identify strengths, barriers and next steps for improving attainment in numeracy. • Targeted interventions demonstrate measurable progress for identified learners.	Numeracy – Phil Smith (DHT) – SLT Lead Deuan Jones – Numeracy Lead All teaching staff	
--	---	--	---	--



School Improvement and PEF Plan 2026 – 2027 and Standards and Quality Report 2027

SCHOOL VERSION SIP Priority 3

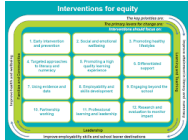
Specific area for improvement

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) Intervention for equity & cost  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. Attendance data is used effectively to identify trends, patterns and targeted groups, resulting in timely interventions and improved attendance for identified learners. 2. Attendance and punctuality improve for targeted groups and individuals through increased awareness, early intervention, consistent	- DHT and School & Family Development Worker (SFDW) will review attendance and lateness data fortnightly to identify trends, targeted groups and learners requiring support. - DHT and SFDW will maintain records of interventions, actions and outcomes to support timely follow-up and evaluation of impact	- Attendance and lateness data is reviewed fortnightly and informs targeted interventions. - Attendance plans are in place and regularly reviewed for identified learners.	Phil Smith (DHT) – SLT Lead SFDW All teaching staff	

Believe

Respect

Include

Learn and achieve

Look after each other

School Improvement and PEF Plan 2026 – 2027 and Standards and Quality Report 2027



implementation of attendance procedures and increased staff ownership of attendance. 3. Reduction in the number of learners with attendance below 90% and those experiencing persistent lateness.	• Develop and implement classroom attendance support packs to ensure teachers take an active role in supporting learners with poor attendance or punctuality and helping them re-engage with learning. • Ensure teachers access and use attendance data through Pupil Tracking to identify concerns, address gaps in learning and provide appropriate wellbeing support. • Attendance plans will be reviewed regularly by the DHT and SFDW, with support and interventions adapted in response to need. • Promote the importance of good attendance and punctuality through ongoing engagement with children, families and staff, supported by PEF-funded School & Family Development Worker capacity.	• Attendance and punctuality improve for targeted groups and individuals.		
---	---	---	--	--



School Improvement and PEF Plan 2026 – 2027 and Standards and Quality Report 2027

Summary of PEF Spend			
Area of expenditure	Details	Reference to Plan	Budgeted allocated
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 (until March 31 st)
Inclusive Practice	Resources, learning environments and professional learning which support inclusion, emotional regulation, collaboration and independence, reducing barriers to learning for targeted learners. This includes paintwork to create calmer, more welcoming corridors and classroom environments, targeted resources, P2 teacher BSL training at college, and professional learning with Autistically Scott to strengthen staff understanding of autism and neurodiversity.	Inclusion; learner engagement; supporting wellbeing and varied learning needs	£10,000 – this includes carry over
SFDW (0.5)	Targeted support for children and families to improve attendance, wellbeing, engagement and participation, with a focus on early intervention and equity.	Attendance; wellbeing; equity and inclusion	£5000
Digital technology	Purchase of digital devices and resources to reduce barriers to learning, improve digital literacy and support attainment.	Digital innovation; equity; raising attainment	£5000
Subscriptions	Targeted online platforms and digital subscriptions to support learning, teaching and assessment. RWI Portal & Dev Day Oxford University RWI Phonics Nessy Learning White Rose £270 Sumdog	Raising attainment	£5000



Driving Excellence and Equity - Standards and Quality Report

Name of school: Barnhill Primary School

Date of report: June 2027

School Context

SIP priority 1 -

Progress

Next steps

Believe

Respect

Include

Learn and achieve

Look after each other

School Improvement and PEF Plan 2026 – 2027 and Standards and Quality Report 2027



--

SIP priority 2 -

Progress

Next Steps

SIP priority 3 -

Progress

Next Steps

Improvement in Literacy attainment (include data over time for P1,4, and P7 and comment specifically on how you are closing the poverty related attainment gap 200 words max)

Be sure to capture where current p4s were in P1 and where current P7s were in P4 and P1

Share any good news stories here re attainment in literacy in specific year groups following targeted interventions

Include any improvements related to the work in SIG/EDLM



School Improvement and PEF Plan 2026 – 2027 and Standards and Quality Report 2027

Literacy	19/20 (current P7)	20/21	21/22	22/23	23/24	24/25	25/26
P1							
P4							
P7							

		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%		96%	96%	78%		98%	98%	93%	
P4	First	86%	87%	87%		84%	77%	79%		96%	90%	87%	
P7	Second	87%	85%	89%		84%	78%	77%		91%	86%	88%	

Improvement in Numeracy attainment (include data over time for P1,4, and P7 and comment specifically on how you are closing the poverty related attainment gap 200 words max)

Be sure to capture where current p4s were in P1 and where current P7s were in P4 and P1

Share any good news stories here re attainment in literacy in specific year groups following targeted interventions

Include any improvements related to the work in SIG/EDLM

Numeracy	19/20 (current P7)	20/21	21/22	22/23	23/24	24/25	25/26
P1							
P4							
P7							

		Numeracy
--	--	-----------------

Believe

Respect

Include

Learn and achieve

Look after each other



School Improvement and PEF Plan 2026 – 2027 and Standards and Quality Report 2027

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

Improvement in HWB and positive impact of opportunities for wider achievement (200 words max)

Improvement in employability skills and positive leaver destinations (secondary schools only) - (200 words max)

Ensure evaluative writing here and not a list of what is being done but how it impacts positively on pupils. Include quantitative and qualitative data to support your evaluations

Include any improvements related to the work in SIG/EDLM

How are you tracking skills across the curriculum? What difference is this making? How do you know?

Include annual participation measure (SDS)



School Improvement and PEF Plan 2026 – 2027 and Standards and Quality Report 2027

Evaluative comments on attendance and exclusion data (200 words max)

Include how you are making progress towards your school stretch targets.

Include any improvements related to the work in SIG/EDLM

Have exclusion/attendance rates gone up/down? Why? Is there a plan in place to support pupils? Are there successful alternative to exclusion that can be written about here? Click [here](#) for Local Authority data for your information.

Evaluation of and the impact of PEF, interventions to tackle inequity and COSD (200 words max)

Ensure evaluative writing here and not a list of what is being done but how it impacts positively on pupils, especially those most affected by inequality. Include quantitative and qualitative data to support your evaluations

Any additional information – Schools may also wish to add further credibility to their reports through independent validation, endorsement or confidence statements, for example based on:

- an inspection from HMI;
- an independent validated self-evaluation; and/or

Believe

Respect

Include

Learn and achieve

Look after each other



School Improvement and PEF Plan 2026 – 2027 and Standards and Quality Report 2027

- Planet Youth data
- specific endorsements/confidence statements from pupil councils, parent councils or local community groups such as employer or partner groups

Attainment senior phase all other subjects –
 1 or more awards at SCQF level 4 or better
 1 or more awards at SCQF level 5 or better
 1 or more awards at SCQF level 6 or better

HGIOS? Quality Indicators	School Grade	HMI grade (in the last 4 years)	Nursery grade	Nursery HMI grade (in last 4 years)	Most recent care inspectorate grade
QI 1.3: Leadership of change	Good	n/a	Very Good	n/a	Very Good across all areas assessed.
QI 2.3: Learning, teaching, and assessment	Good	n/a	Very Good	n/a	
QI 3.1: Ensuring wellbeing, equity, and inclusion	Good	n/a	Very Good	n/a	
QI 3.2: Raising attainment and achievement	Good	n/a	Very Good	n/a	
QI 3.2: Securing progress (nursery)					
Additional QI of school/nursery's choice e.g. 2.7 partnerships					



School Improvement Priorities for next academic year 2026/27

Presence	
Progress	
Participation	

Click [here](#) to link to next year's SIP and SQR (you need to create a hyperlink to your next plan)