

Barnhill Primary School

School Improvement Report Session 2023-24



Barnhill Primary School

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This document shares and celebrates the improvements in our School and embraces all ages and stages. It is based upon our School Improvement Plan for session 2023-24

School Vision, Values, Aims:

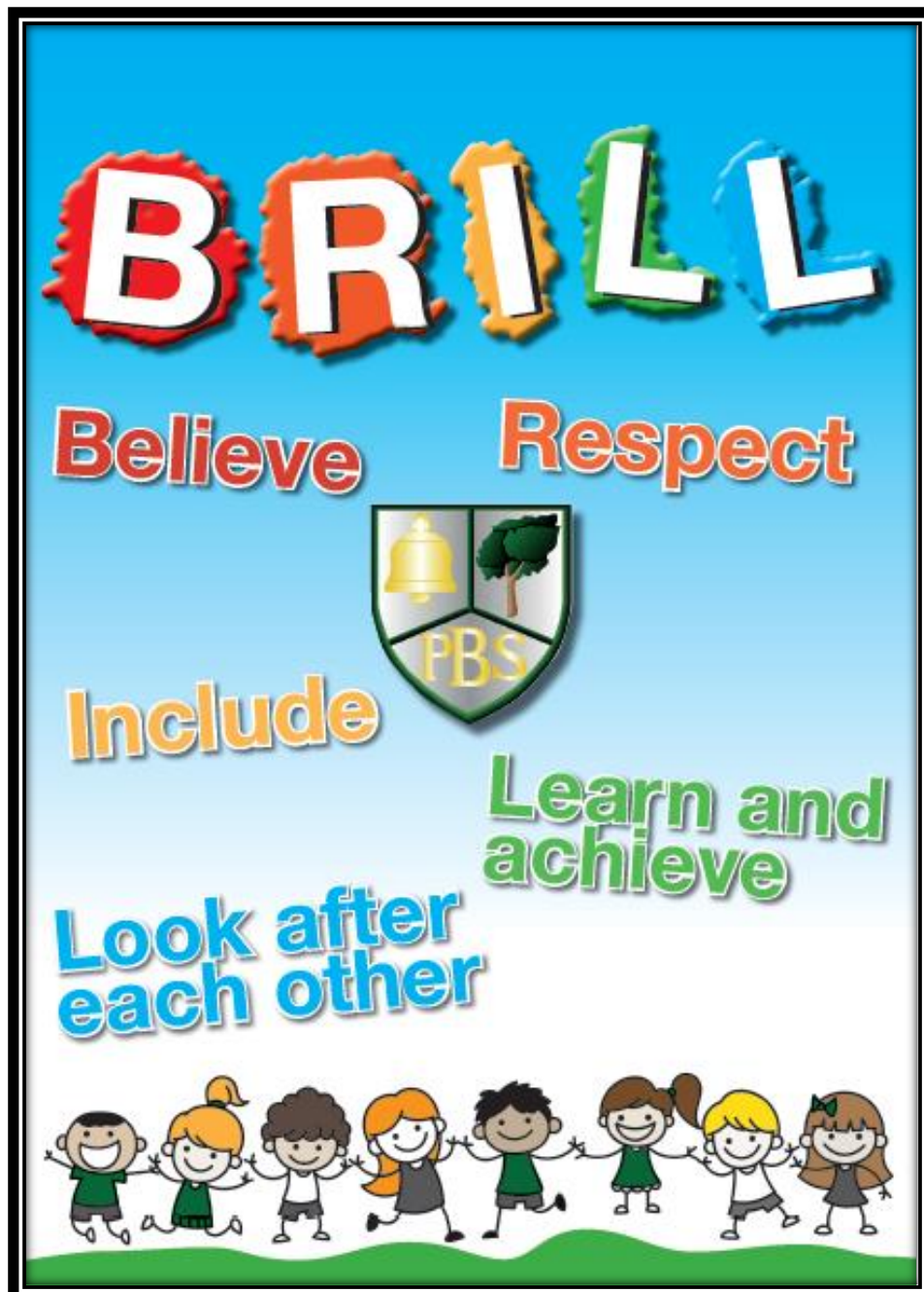
Believe

Respect

Include

Learn and achieve

Look after each other



Consultation and Collaborative Self-evaluation processes

Pupils:

- Junior Leadership Team
- Digital Leaders
- House Captains and Vice Captains
- Pupil focus groups following learning visits

Parents/Partners:

- Self-evaluation activities with Friends of Barnhill
- Parent focus groups established in the nursery setting (nursery natters)
- Feedback through Seesaw and focus groups as well as Forms.

Staff:

- Well established Steering Groups for EDLM, Oracy, UNCRC & 1+2.
- Self-evaluation activities and feedback sessions at staff meetings
- Challenge questions incorporated into professional dialogue meetings with stage partners

Attainment Data 2023-24

	Reading	Writing	Talking and Listening	Numeracy
Primary 1 (CFE Early Level)	96%	96%	98%	95%
Primary 4 (CFE 1 st Level)	87%	77%	90%	90%
Primary 7 (CFE 2 nd Level)	85%	78%	86%	82%

Our PEF Priorities for Improvement...

- **Enhance digital technology (2.2 & 2.3)**
 - High quality learning and teaching experiences
 - Increasing targeted learner's motivation and engagement.
 - Ensuring targeted children have access to tablets and internet in school
- **PEYSA (additional 10hrs)**
 - Breakfast Club
 - For individualised targeted support
 - Early intervention and prevention for vulnerable children
 - Further development of nurture room (Beehive).Staff team will continue to look at targeted support for small groups and individual children.

Review of Improvement Progress for Session 2022-23

School Improvement Priority 1: Leadership and Management

Progress and Impact:

This session, we have had an Acting Head Teacher, an Acting Depute and an Acting Principal Teacher. Despite this, the acting leadership team have shown a clear vision for school improvement and as a result, the quality of learning and teaching in most classes is strong, and attainment in literacy and numeracy is good.

We have a strong staff team who work collaboratively to establish the Barnhill shared standard for the quality of learning and teaching. This standard helps clarify high expectations and supports the drive for consistency in expectations across the school.

All priorities in the school's improvement plan have a clear focus on equity, addressing the attainment gap and raising attainment. Staff identify priorities for improvement through self-evaluation, making effective use of How good is our school? (4th edition), and analysis of attainment data.

The leadership team has a rigorous quality assurance programme to ensure they monitor the quality of learning and teaching and measure the impact of improvements. Staff are reflective and take initiative to improve the school further. This session saw the introduction of peer learning visits to further enhance the quality assurance throughout the school.

Staff have a well-developed knowledge of the social, economic and cultural context of the school. This is helping to inform their approaches to equity and their understanding of the needs of children and families.

Many children have opportunities to develop leadership skills through their involvement in leading house teams, being part of the junior leadership team, Respect Me Team and their work as digital leaders. Junior leaders take part in identifying areas for improvement and provide feedback on school priorities. They play a lead role in linking with the parent council on school priorities.

Senior leaders are working with parents to develop effective partnerships to address inequity and support children's learning. As a result, a few parents are able to engage more effectively in their child's education and to remove barriers to participation.

Next Steps

- A focus on digital learning across all stages, with continued CLPL continues to be a priority. Increase opportunities for STEM learning for all stages. Developing a sustainable approach to STEM at Barnhill through engagement with SSERC.
- A focus on a consistent approach to teaching writing across all stages. Teaching staff have volunteered to take curricular lead roles in this area.
- Continue to build purposeful feedback into lessons, ensuring that pupils are part of the target-setting process, using a range of strategies as defined in the Barnhill Standard.

School Improvement Priority 2: Learning Provision

Progress and Impact:

Our school has a strong nurturing ethos, where children are happy and are highly motivated by their learning. Across the school, children enjoy learning, are enthusiastic and keen to learn.

All staff are confident in sharing pupil learning through Seesaw.

Children work well independently, in pairs and in groups. They feel that adults listen to them and seek their views and opinions. Children provide feedback to staff to help improve experiences in classes. This supports staff to create high quality learning experiences for children.

In most classes, the quality of teaching is very good, with a few examples of excellence. In almost all lessons, staff provide clear and helpful explanations and instructions which support children's learning. Teachers use questioning effectively to check understanding and build on prior learning.

During regular meetings, senior leaders and staff discuss the needs of children with barriers to learning. Support staff and teachers offer a range of useful supports for small groups and individual children. As a result, most children with barriers to learning are making good progress. Whole staff training on inclusive practice was undertaken this session as we look to move to the "inclusive classroom".

Most staff use assessment information well to identify interventions in learning and to plan next steps for learners. Staff make good use of the National Benchmarks to support assessment and moderation across the majority of curricular areas.

Staff plan learning with their stage partners to help share the standard expected effectively. We use 'Feedback Friday' to ensure that children are involved in reviewing and identifying next steps in their learning. Children use peer assessment well in most classes, to give and receive constructive feedback.

All staff use Dundee City Council progression pathways in literacy and numeracy. This supports staff well to track progress and plan to meet most children's needs effectively in most classes.

Staff ensure children maintain high levels of attainment over time and have a clear focus on raising attainment. Overall, there is a positive trend with most children making very good progress in their learning in literacy and numeracy. A renewed focus on consistent approaches to writing will have the stretch aim of increasing writing attainment to above 90% in P1, P4 and P7.

Senior leaders and teachers have very robust arrangements in place to monitor data on children's attainment and achievements for reading, writing, talking and listening, and numeracy and mathematics.

Next Steps:

- We will further develop the assessment section to the Barnhill Standard.
- We need to ensure the barriers to learning for a few children are identified sooner. A few more children would benefit from having their learning planned using short, focused targets using ABLe.
- We will continue to develop our approach to staged intervention. The SLT will develop a whole-school staged intervention policy to ensure early identification of need for children with barriers to learning.
- The SLT will continue to develop a more streamlined approach to monitoring children's progress towards achieving their targets. These changes are needed to ensure improved outcomes for

more children with additional support needs.

School Improvement Priority 3: Successes and Achievements

The Barnhill vision BRILL is widely evident in our school. Children recognise the positive impact the school vision has on their learning in the classroom and their friendships in school. They are very well mannered and well behaved.

'Feedback Friday' provides children with opportunities to reflect on their learning and their emotional health. This is supporting children to be sensitive and have empathy for others.

Staff across the school support children with useful opportunities to discuss their health and wellbeing. In some classes, staff are beginning to use wellbeing indicators well with children to give them ownership of their own actions. Children with barriers to learning use the wellbeing indicators to identify areas in which they feel less confident.

Children in Barnhill contribute and influence the life and work of the school through a range of leadership groups.

Staff have participated in professional learning activities on children's mental health and nurturing approaches. This has helped us to better understand children's needs and use appropriate strategies to support them.

All staff understand their roles and responsibilities in relation to statutory duties. Attendance across the school is high and in recent years, there have been no exclusions. Children in the 'Respect Me' team are working well to improve relationships and promote a culture of respect.

Staff use ABLe plans, which focus on improving children's outcomes using the wellbeing indicators, to identify effective interventions.

We have a counselling in schools service for senior pupils.

We have a large group of Young Carers who meet regularly.

Teachers are committed to engaging children in physical activity and sport. A wide range of after school and lunchtime clubs are available. These could be more targeted towards individuals.

Our attendance data is very positive. We are consistently around 94-95%. Continuing to share with families the positive reasons for attending school and early identification of families who struggle with attendance will help to maintain this positive picture.

Our Pupil Equity Funding has allowed all of our P7 children to access the residential trip to Dalguise. We have also invested in numeracy and literacy resources to allow us to target identified gaps in children's attainment.

Next Steps:

- Staff should provide all children with regular opportunities to use the wellbeing indicators regularly to review their own wellbeing. This will help all children to set personalised targets and have greater ownership of improving their own health and wellbeing. This will also support senior leaders to monitor and track wellbeing across the whole school.
- The school should plan for all children to contribute to school improvement, not only to make improvements, but also to continue to ensure children feel valued within school.
- We will develop the Rainbow Room/Honey Pot nurture room approach further, to include a more

thorough assessment of children's social and emotional needs. This will allow staff to use data to plan effective interventions and measure children's progress more effectively.

- We will explore further issues of equality and diversity with children to help them understand their place in the wider Scotland context and to develop their understanding of the United Nations Conventions on the Rights of the Child (UNCRC) and the Global Development goals.