



BARGARRAN PRIMARY SCHOOL

STANDARDS AND QUALITY REPORT

June 2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024. I hope that you find it helpful and informative.

Mr A Lyle

Head Teacher

OUR SCHOOL

Bargarran Primary School is a non-denominational school situated in the town of Erskine. The school opened in 1971 and moved to a new shared campus building in April 2018. The building has four multi base teaching areas each with formal, informal and external teaching provision. The school has three learning resource areas and shares the use of a conference room, gym hall, studio area, lunch hall and a playground with St John Bosco Primary School.

Bargarran Primary School currently has a role of 204. 11% of children attend the school as the result of placing requests. Analysis of current data shows 60% of pupils live in SIMD deciles 1-5. There are 49% of pupils recoded as having additional support needs including; support monitoring, IEPs, CSPs and Child's Plans for academic, emotional, social or behavioural reasons. 19% of pupils attending the school are in receipt of clothing grant and 9% (P5.-P.7) and in receipt of free school meals.

The school has a reputation for participating in the local community and has an active and supportive parent council. The school is highly regarded amongst parents and carers with almost all respondents to the parental questionnaires indicating that they were very satisfied or satisfied with the school

From August 2023 the school will comprise eight classes. The staffing team consists of a Head Teacher, a 0.6 fte Depute Head Teacher, 0.6 fte Acting Depute Head Teacher, eight class teachers, 2 full time Additional Support Needs Assistants, one part time Additional Support Needs Assistant, one full time Classroom Assistant, one part time Classroom Assistant, a home link worker who is shared with other local schools, two clerical assistants and a music instructor. The shared environmental services team comprises of two service delivery officers, catering and cleaning staff. Together, staff provide a warm and supportive environment for learning where children are valued and supported to reach their full potential.

OUR VISION, VALUES AND AIMS

Our School Vision

"At Bargarran Primary School we learn and grow together"

Our School Values

- be happy
- be honest
- be kind
- be respectful
- be responsible
- be all you can be!

Our School Aims

- to provide stimulating and supportive learning environments that support positive and inclusive relationships for all pupils.
- to engage parents and carers in their child's education.
- to ensure all staff feel valued and are provided with opportunities to develop professionally.
- to build and strengthen links with a range of partners that benefit the school and the wider community.

SUCSESSES AND ACHIEVEMENTS

We have a long history of whole school wider achievements including the following:

- Keep Scotland Beautiful School Garden Award (Level 2) – 2023
- John Muir Outdoor Learning Award - 2023
- Eco Schools Green Flag Award – 2013, 2017, 2019, 2021 and 2023
- Rights Respecting Schools Gold Level Award – 2019 & 2022
- Reading Schools Core Award – 2022
- Fairtrade Fairachiever School – 2016, 2019 & 2022
- Digital Schools Award – October 2021
- John McDowall Renfrewshire Fairtrade School of the Year 2019

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Our school improvement priorities for session 2022-23 were as follows: raise attainment in Literacy with a priority focus on writing, develop learning and teaching through outdoor learning and child led approaches and develop approaches to parental engagement.

The progress made during the session towards these priorities is as follows:

1. Raise attainment in Literacy with a priority focus on writing

- Almost all stages showed an increase in attainment in writing from June 2022 to June 2023.
- The average attainment in writing across all stages increased from 72% in June 2022 to 84% in June 2023.
- Almost all staff have been trained in the Talk for Writing fiction methodology, with the methodology taught in all classes, leading to a rise in attainment in writing in almost all stages.
- All staff agreed or strongly agreed in a recent Microsoft Forms survey that their confidence teaching writing has increased since the training and introduction of the Talk for Writing methodology.
- New planning formats have been created for all stages to support the integration of Talk for Writing methodology with other aspects of Literacy work, with the introduction of these formats scheduled to take place from August 2023.

2. Develop learning and teaching through outdoor learning and child led approaches

- Almost all staff received training in delivering outdoor learning, all report to have an increased confidence in delivering outdoor learning opportunities and this is supported by children who report an increase in outdoor learning experiences.
- Increased opportunities afforded to all classes in outdoor learning have resulted in the development of the school garden and the awarding of national accreditations to the school through the John Muir Award and It's Your Garden Level 2 award.
- Children in the almost all classes experience a play pedagogy approach to learning experiences on at least one occasion each week, they report this positively engages them with their learning and allows them to be more independent in their approach to learning.

3. Develop approaches to parental engagement

- At the majority of stages parents and carers were provided with a parental engagement opportunity that would enable them to support their child with learning at home. Most parents who completed feedback on these opportunities expressed it would support their child with learning at home.
- All parents and carers were provided with the opportunity to respond to a range of surveys on current school procedures. The responses from the surveys have been utilised to agree a revised Parental Engagement Calendar to be implemented from August 2023.

PUPIL EQUITY FUNDING

Quality assurance information from all stakeholders in our school community is used effectively to inform PEF (Pupil Equity Funding) spending. The views of our parents, partners and children are sought and we use a variety of methods to gain their views. Results are shared with all stakeholders and used to inform interventions, resource purchase and the focus of professional learning.

Consultation information is used alongside monitoring and tracking evidence to help us to decide upon our priorities. This ensures a collegiate approach to school improvement and pupil equity fund spending with the views of all in the school community taken into account.

Our strategy to close the poverty related attainment gap in Writing:

- improving the overall quality of learning and teaching.
- providing targeted interventions
- improved parental engagement

During session 22/23, we planned to use PEF to increase our core teacher staffing by 0.7 FTE (Full Time Equivalent) to provide targeted support for learning in writing. As the session progressed this was impacted due to staffing issues.

A project lead was appointed and a teacher was engaged to provide the project lead time out with the class to develop a whole school approach. This included working with a partner school also introducing Talk for Writing as a strategy to raise attainment in Writing. We also purchased a range of teaching, textbook and physical resources

24 children received targeted Writing support through additional staffing or class teacher input

As a result of this support:

- 88% of this group have made at least 1 year's progress in Writing, with 3 children moving up 2 levels and 3 now working at higher-than-expected levels.
- 79% of this group are now on track achieving appropriate CfE levels, an increase of 8%.

To improve parental engagement, the majority of stages provided a parental engagement session. These were based on Phonics in the early primary and on Teams and Canva in the older stages. Consultation was undertaken with parents and a revised programme of parental engagement events will be introduced from August 2023. This will include the following: Meet the Teacher, Tracking Reports, Home Liaison Folders, an Open Afternoon and a revised reporting format.

PEF funding was used to ensure all children had access to a range of curriculum enhancement activities including a whole school pantomime visit and a residential trip.

KEY STRENGTHS OF THE SCHOOL

- Attainment at all stages in Primary 4 to 7 is equal to, or above, attainment prior to the Covid pandemic.
- Our whole school approaches to Health and wellbeing result in a caring and nurturing environment for all children.
- Our play-based pedagogy in Primary 1 and 2, facilitated by specialised trained teaching staff, resulting in children learning successfully through an evidence based approach.
- Our playground area and school garden area provide a range of opportunities for outdoor learning.
- Our approaches to digital learning, employed by teaching staff to support children's learning, has been recognised through the awarding of a Digital Schools Award.
- Our whole school approach to the implementation, and teaching of Children's Rights, has been recognised through the re- accreditations of Gold Rights Respecting Schools Award status.
- All parents who responded to a recent survey reported to being satisfied with the school.
- A recent Microsoft Forms survey found almost all children enjoy learning at school and are happy with the quality of learning and teaching.
- School staff work together well as a team and are committed to providing a high quality school experience for our children.

OUR NEXT STEPS – PRIORITIES FOR 2023-24

We have made **good** progress during session 2022-23 and we will use the improvement priorities listed below to build on this progress moving forward.

- improvement children's and young people's health and wellbeing through professional learning in approaches to support the readiness of children for school and the development of inclusive learning environments.
- improve employability skills and sustained, positive leaver destinations through working with cluster schools on a five year programme to develop skills identified by local employers.
- improve attainment, particularly in literacy and numeracy and close the attainment gap between the most and least disadvantaged pupils; through embedding the Talk for Writing approach to develop children's fiction writing and developing whole school practice in the teaching of numeracy.

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

Contact Details

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HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.

Feedback can be provided through the school e-mail bargarranenquiries@renfrewshire.gov.uk