



BARGARRAN PRIMARY SCHOOL

STANDARDS AND QUALITY REPORT

June 2024

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-2025. 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 220. Analysis of current data shows 60% of pupils live in SIMD deciles 1-5 and 40% live in deciles 6-10. There are 26% of pupils recoded as having additional support needs including; single and multi-agency child's plans using the Renfrewshire Council Children's Services staged intervention framework. 19% of pupils attending the school are in receipt of clothing grant and 9% (P5.-P.7) are 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 2024 the school will comprise eight classes. The staffing team consists of a Head Teacher, a 0.6 full time equivalent (fte) Depute Head Teacher, 0.4 fte Depute Head Teacher, five full time class teachers, six class teachers working flexible hours, one full time Additional Support Needs Assistants, one 0.4 fte Additional Support Needs Assistant, one full time Classroom Assistant, one part time 0.6 fte Classroom Assistant and two clerical assistants. The shared environmental services team comprises of three 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.

SUCCESSSES AND ACHIEVEMENTS

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

- Digital Schools Digital Wellbeing Award – May 2024
- 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 2023-24 were as follows: improve attainment, particularly in literacy and numeracy and close the attainment gap between the most and least disadvantaged pupils and improve employability skills and sustained, positive leaver destinations.

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

1. Improve attainment, particularly in literacy and numeracy and close the attainment gap between the most and least disadvantaged pupils.

- Almost all stages showed an increase in attainment in Numeracy between June 2023 and June 2024.
- Almost all stages showed an increased attainment in Writing between June 2023 and June 2024.
- The school average attainment in Numeracy, Reading, Writing and Listening and Talking increased between June 2023 and June 2024.
- The attainment of our target group of pupils increased in Numeracy, Reading, Writing and Listening and Talking between June 2023 and June 2024.
- The attainment gap in Numeracy and Writing decreased between June 2023 and June 2024.
- Almost all staff have received training from the local authority Numeracy Development Officer, and all staff who received training agreed or strongly agreed in a Microsoft Forms survey that the training supported learning and teaching in Numeracy.
- The results of a Primary 4 to Primary 7 Microsoft Teams survey showed that almost all children agreed that the changes to teaching methodology in Numeracy and resources purchased helped them with their Numeracy work.
- The results of a Primary 4 to 7 Microsoft Teams survey showed that almost all children agreed that the changes to class and school environments had made the school a nicer place to learn.

2. Improve employability skills and sustained, positive leaver destinations.

- Almost all staff have received training in the shared language used across cluster schools to discuss skills development with children.
- Most children report, through focus groups and a recent Microsoft Teams survey, to having a greater awareness of skills they are developing through learning activities across the curriculum.
- Most teaching staff agreed or strongly agreed that they have a greater awareness of the identified cluster key skills and use this with discussing learning with children.

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 purchases 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 spending with the views of all in the school community taken into account.

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

- improving the overall quality of learning and teaching.
- providing targeted interventions
- purchase resources to support learning and teaching in Numeracy
- improve parental engagement

During session 2023/24, we planned to use PEF to increase our core teacher staffing by 0.5 fte (full time equivalent) to provide targeted support for learning in numeracy. The additional staffing planned to provide Senior Management Team (SMT) with time to provide pupil support rather than undertake class teaching commitment by increasing the allocated management time from 0.3fte to 0.8fte. This was impacted in the first term by staff absence and SMT members supporting children with emotional difficulties during planned allocated pupil support time. As the session progressed it became clear from mid-term tracking data that attainment in literacy, particularly in Primary 1 to 4, was a more pressing priority to Numeracy and focus of the targeted support was switched.

All staff attended three curriculum development evenings provided by the authority Numeracy Development Officer in school and attended one Numeracy curriculum development session of their choice from the authority calendar.

As a result of this support:

- attainment in Numeracy in all stages from Primary 3 to 7 increased by between 1% to 7%
- attainment of our target group of children in receipt of free school meals and clothing grant in Numeracy increased by 5% to 81% from 76%
- attainment gap between our target group of children in receipt of free school meals and clothing grant and the school average attainment decreased by 2% from 9% to 7%
- average attainment in Numeracy increased by 3% to 88% from 85%

To improve parental engagement, parents were provided with an engagement session focused on using Maths games to support home learning. This was well attended and received positive feedback from participants.

As a result of the mid-term tracking meetings there was a change of emphasis in the use of PEF funding from January 2024 to supporting Reading in Primary 1 to 4. SMT and pupil support time was used to work with identified children on a regular basis was switched from Numeracy to Reading.

As a result of this support:

- attainment in reading at all stages from Primary 1 to Primary 4 increased from mid-term tracking in December 2023 to professional judgements in June 2024.
- attainment of our target group of children in receipt of free school meals and clothing grant in Reading increased by 3% to 81% from 78%
- average attainment in reading increased by 4% to 86% from 82%
- attainment gap between our target group of children in receipt of free school meals and clothing grant and the school average attainment increased by 1% to 5% from 4%

Session 2023/24 was the second session of our implementation of Talk for Writing methodology across the school to teach writing in fiction genres. PEF funding paid for a member of staff leading the project to have time out of class and resources were bought to support the methodology.

As a result of this support:

- attainment in Writing in all stages from Primary 3 to 7 increased from between 1% to 8%
- attainment of our target group of children in receipt of free school meals and clothing grant in Writing increased by 5% to 81% from 76%
- attainment gap between our target group of children in receipt of free school meals and clothing grant and the school average attainment decreased by 3% from 8% to 5%
- average attainment in Writing increased by 2% to 86% from 84%
- resources were developed to support the assessment of writing in line with Talk for Writing methodology.

During session 2023/24 we developed our school environments through whole staff engagement with the CIRCLE (Child Inclusion Research into Curriculum Learning Education) framework. PEF was utilised to develop the school environment through the purchasing of resources and to create an identified area for children to complete work outwith the shared base environment of the school.

As a result of this support:

- almost all Primary 4 to Primary 7 children report that the school environment is a nicer place to learn.
- most staff report that engagement with the CIRCLE resource has supported the development of the school environment.

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 5 to 7 is equal to, or above, attainment prior to the Covid pandemic.
- School average attainment in Numeracy, Reading, Writing and Listening and Talking has increased in each of the last two school sessions.
- Our whole school approaches to Health and wellbeing result in a caring and nurturing environment for all children.
- 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 and Digital Wellbeing 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.
- Our approaches to developing Pupil Voice through Pupil Parliaments and Pupil Voice Board.
- All parents who responded to the most 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 2024-25

We have made very good progress during session 2023-24 and we will use the improvement priorities listed below to build on this progress moving forward.

- Raise attainment for all in Literacy through developing non-fiction writing methodology and cross campus reading moderation
- Improve child and staff wellbeing through the consistent use of NVR approaches
- Develop a cluster based approach to skills development through practitioner enquiry

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

Mr A Lyle, Head Teacher

Bargarran Primary School

Barrhill Road, Erskine, PA8 6BX

Phone: 0300 300 1447 Extension 1

Email: bargarranenquiries@renfrewshire.gov.uk

Web Site: <https://blogs.glowscotland.org.uk/re/bargarran/>