



# BARGARRAN PRIMARY SCHOOL

## STANDARDS AND QUALITY REPORT June 2025

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2025-2026. 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 221. Analysis of current data shows 60% of pupils live in SIMD deciles 1-5 and 40% live in deciles 6-10. There are 15% of pupils recorded as having additional support needs including those who have 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 17% (P6.- P.7) are in receipt of free school meals.

The school has a reputation for it's strong participation 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 annual parental questionnaires indicating that they were very satisfied or satisfied with the school.

From August 2025 the school will comprise nine classes. The staffing team consists of an Acting Head Teacher, a Depute Head Teacher, six full time class teachers, six class teachers working flexible hours, one 0.8 fte (full time equivalent) Additional Support Needs Assistant, one 0.6 fte Additional Support Needs Assistant, one full time Classroom Assistant, one part time 0.6 fte Classroom Assistant and two clerical assistants. The shared campus 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.

## SUCSESSES AND ACHIEVEMENTS

An inspection team from His Majesty's Inspectorate of Education visited the school in November 2024 and assessed the work of the school across four quality indicators. The highest grading of **excellent** was awarded for Leadership of Change. The second highest grading of **very good** was awarded for the remaining three quality indicators: Learning, Teaching and Assessment, Ensuring Wellbeing, Equality and Inclusion and Raising Attainment and Achievement.

Please click on the links below to access the HMIE reports for the school.

Inspection Report

<https://education.gov.scot/media/3bzjlm4m/bargarran-ps-ins-110225.pdf>

Summarised Inspection Findings

<https://education.gov.scot/media/peqpsu42/bargarran-ps-sif-110225.pdf>

Additional Inspection Evidence

<https://education.gov.scot/media/hpvjutj1/bargarran-ps-aie-110225.pdf>

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

- Digital Schools Endorsement Award – May 2025
- Sport Scotland Silver School Sports Award – May 2025
- 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

Our Pupil Leadership achievements during session 2024/25 are as follows:

- Donations made to Water Aid, Children's Hospice and Cancer Research from fundraising activities.
- Whole School themed afternoons organised by our Pupil Parliaments: Water Conservation (Sustainability), World Book Day (Reading), Safe use of Technologies (Technologies), Walk to School Week (Health and Wellbeing) and Rights Promotion (Rights Respecting Schools)

Our Staff Leadership achievements during session 2024/25 are as follows:

- Primary 1 staff worked with HMIE inspectors to provide a national webinar to support the development of play pedagogy through sharing their own practice in this area
- Our Digital Leader is a member of authority steering group to take forward the development of Renfrewshire's digital learning strategy
- Our Rights Respecting Schools lead has supported other establishments in taking forward their R
- Rights Respecting approaches

## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Our school improvement priorities for session 2024-25 were as follows: **Raise attainment for all through developing writing methodology and cross campus moderation, improve child and staff wellbeing through consistent use of NVR approaches and develop cluster based approach to skills development through practitioner enquiry.**

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

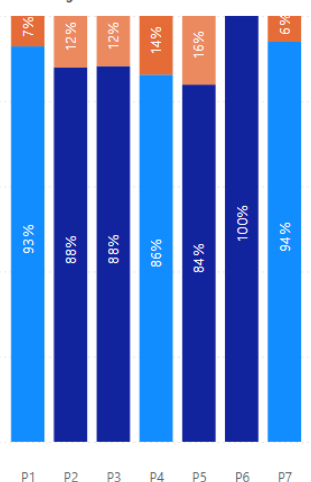
### 1. Raise attainment for all through developing writing methodology and cross campus moderation.

- All staff report that the cross-campus moderation project increased their confidence in the teaching and assessment of reading as well as their confidence in the accuracy of their own professional judgements.
- ACEL writing data shows the number of children working at or above anticipated levels in Reading has increased between June 2024 and June 2025 in almost all classes.

● 1. Achieved Expected Level ● 1. On track to achieve expected level ● 2. Not Achieved Expected Level ● 2. Not yet on track

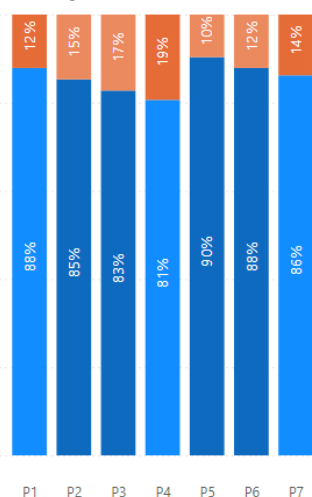
#### June 2025

2. Reading



#### June 2024

2. Reading

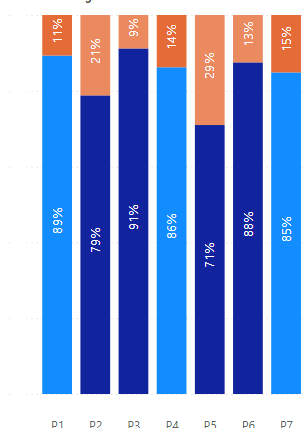


- Our whole school writing methodology has been enhanced through a staff working party developing refreshed assessment grids and pupil target sheets for all stages.
- ACEL (Achievement of a Curriculum for Excellence Level) writing data shows anomalies across some stages with regards to writing attainment. This will be closely monitored and interventions used to support learners where appropriate.
- Writing Engagement Surveys show the majority of Primary 5 to Primary 7 children showed an increase in their self-concept as writers through the continued development of our whole school writing methodology

● 1. Achieved Expected Level ● 1. On track to achieve expected level ● 2. Not Achieved Expected Level ● 2. Not yet on track

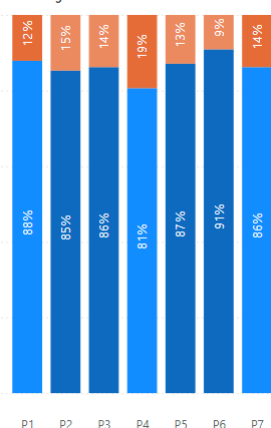
**June 2025**

3. Writing



**June 2024**

3. Writing



## 2. Improve child and staff wellbeing through consistent use of NVR approaches.

- Almost all staff have a personal plan to support their own wellbeing.
- All staff report that they feel supported with their wellbeing by colleagues and school management.
- Almost all staff have received training in the shared language used across the school and consistent whole school approaches to support child wellbeing based on NVR and use this language regularly.
- Whole school relationships policy developed by a staff working party during session 2024-25 will be introduced in August 2025 and support children and staff through outlining of a consistent approach to supporting relationships.
- Our consistent whole school approaches have formed the basis of our application for RNRA (Renfrewshire Nurturing Relationships Approach) Level 2 accreditation submitted in June 2025 with anticipated award date of September 2025.

## 3. Develop cluster-based approach to skills development through practitioner enquiry.

- Almost all staff engaged in practitioner enquiry with cluster colleagues to develop their approaches to implementing skills based activities in their class and report this has helped develop their practice in teaching of skills across the curriculum.
- 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.

## 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 Literacy throughout session 2024-25:**

- provide whole staff CLPL in Talk for Writing non-fiction methodology
- appoint a project lead to oversee the development of resources to support Talk for Writing methodology
- provide targeted interventions in Literacy to children in our identified group through additional teaching and support staff allocation
- purchase resources to support Accelerated Reading
- appoint a project lead to develop Accelerated Reading methodology with P.7 children forming a pilot group to provide home reading material from Accelerated Reading stock rather than the school reading scheme

During session 2024/25, we planned to use PEF to increase our core teacher staffing by 0.2 fte (full time equivalent) to provide targeted support for learning in Literacy. 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 0.5fte. This was impacted from January 2025 to June 2025 as the ability to carry out all of this planned work was negatively impacted by a variety of factors.

#### **As a result of this support:**

- all classes are taught Non-Fiction writing through Talk for Writing methodology
- through Writing Engagement Surveys the majority of P.5 – P.7 children report an improvement in their Self Concept as writers through the extension of Talk for Writing methodology to include non-fiction
- all stages have revised writing targets developed in line with Talk for Writing methodology
- all stages have revised writing assessment grids in line with Talk for Writing methodology
- attainment in writing increased in the majority of stages
- all members of our target group who received support made progress in Literacy
- attainment of our target group in reading increased to 83% from 81%
- whole school reading attainment increased to 91% from 86%
- attainment in our pilot group of Primary 7 children who had home access to Accelerated Reading materials increased to 94% from 88%

#### **Our strategy to close the poverty related gap in attendance:**

- identify attendance support group whose attendance is monitored on a daily basis
- appoint an attendance support lead through the use of PEF to monitor and initially contact parents when attendance concerns arise

#### **As a result of this support**

- the majority of children in the target group had an attendance rate of over 90% in session 2024 -25

PEF funding was also 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**

An inspection team from His Majesty's Inspectors of Education visited the school in November 2024 and highlighted the following strengths in the school's work.

- The highly effective and respected headteacher is providing very strong strategic leadership and direction to the work of the school. The headteacher is supported very well by the depute headteachers. Together, their strong approaches to improving the school is helping raise attainment for all children.
- Children are highly confident, happy, enthusiastic, respectful and articulate. They are proud ambassadors of their school. Staff and children's extensive work on children's rights over several years is

helping all children to understand well their place in society. This outstanding work is helping all children to achieve well in school.

- Through meaningful shared leadership at all levels, children and staff work collaboratively to ensure their vision and values are lived. This underpins all aspects of children's learning. This is leading to a school environment where children experience creativity, innovation and enquiry and results in children who are successful learners.

- Senior leaders' rigorous approaches to tracking and monitoring are leading to high levels of attainment and achievement over time.

- Teachers have developed highly effective approaches in the use of digital technology to support and enhance children's learning. Across the school, children are skilled in using digital technology creatively to support their learning.

The inspection team also identified three key areas of strength of the work of the school to share more widely

- Play pedagogy effectively supporting children's learning and engagement
- Children's leadership
- Rights based learning

After the publishing of our inspection report in February 2025 we have worked with staff from a number of establishments to share our practice in the above strengths.

### **OUR NEXT STEPS – PRIORITIES FOR 2025-26**

We have made very good progress during session 2024-25 and we will use the improvement priorities listed below to build on this progress moving forward.

- Support children across the school to set targets for learning beyond Literacy and Numeracy in order to enable children to fully understand their progress and next steps in learning.
- Develop a cluster based approach to skills development through practitioner enquiry.
- Raise attainment by refreshing whole school approaches to the teaching of phonics and spelling.
- Raise attainment for all in Literacy through development of approaches to learning, teaching and assessment of listening and talking.

**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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