



BARGARRAN PRIMARY SCHOOL

STANDARDS AND QUALITY REPORT

June 2026

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2026-2027. I hope that you find it helpful and informative.

Mrs Kirsten Ross

Head Teacher (Acting)

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 231. Analysis of current data shows 60% of pupils live in SIMD deciles 1-5 and 40% live in deciles 6-10. There are 28% 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.

The school has a reputation for its strong participation in the local community and has an active and supportive Parent Partnership group. 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 2026 the school will comprise ten classes. The staffing team consists of a Head Teacher, two Depute Head Teachers (0.4 & 0.6 FTE), four full time class teachers, three class teachers (0.6 FTE), five class teachers (0.8 FTE), one class teacher 0.2 (FTE).

Two full time Additional Support Needs Assistants, one 0.8 (FTE) Additional Support Needs Assistant, one 0.6 (FTE) Additional Support Needs 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

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
- 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 & 2025
- Reading Schools Core Award – 2022
- Fairtrade Fairachiever School – 2016, 2019 & 2022
- Digital Schools Award – October 2021

Our Pupil Leadership achievements during session 2025/26 are as follows:

- Donations made to Lisa's Gift, CHAS Children's Hospice
- Events organised by our Pupil Parliaments: rights Respecting Parliament – Parental workshop
- Joint campus fundraising between Bargarran Primary and St John Bosco Primary throughout the session has supported the local foodbank – Erskine Pantry.

Our Staff Leadership achievements during session 2025/26 are as follows:

- School has achieved its third Gold Rights Respecting School Award
- Our Digital Leader is a member of authority steering group to take forward the development of Renfrewshire's digital learning strategy.
- The school has two representatives from the upper and lower school who have engaged in the Local Authority Literacy Champions and have developed Talking and Listening tracking and assessment and completed activities during Book Week Scotland.
- Our Numeracy Lead organised a Maths Scotland event.
- Primary 1 and 2 staff have continued to share good practice in play pedagogy to colleagues in the Authority and out with, continuing the excellent work highlighted by Education Scotland.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Our school improvement priorities for session 2025-26 were as follows:

1. Improvement Priority 1 – Raise Attainment in literacy through high quality learning and teaching

Reading:

- Cluster moderation supported staff in their confidence to assess children's attainment, this has led to increased accuracy in teacher judgement.
- Staff have reflected on their own good practice and shared this with colleagues, leading to enhanced learning and assessment approaches across the school.
- Primary 5 Reading targets have been excelled, moving from 84% to 93.2% on track.
- Almost all classes have either maintained or increased attainment levels or improved the number of children who are on track. There is a lower number of current Primary 1 pupils on track and therefore targeted intervention will be in place 2026 – 2027.
- Both Primary 2 and Primary 5 have had a large increase in the number of children on track for Reading.
- There has been a dip in the number of pupils expected to be on track in Primary 4 which will be closely monitored and interventions put in place next session.

	Reading				
	21/22	22/23	23/24	24/25	25/26
Current P1					78.60%
Current P2				96.20%	100%
Current P3			87.90%	97%	100%
Current P4		83.30%	94.40%	97.20%	86.10%
Current P5	81%	91%	100%	84%	92.30%
Current P6	80.60%	100%	81.20%	96.90%	97%
Current P7	NR	93.10%	93.60%	93.80%	100%

Writing:

- New methodologies have been supported through CLPL to enhance the teaching and learning of spelling skills in Primary 1 – Primary 7.
- Resources have been developed and purchased, assessment approaches refreshed, and staff guidance produced to support the teaching of phonics and spelling to enable full implementation in session 2026 – 27
- In writing, Primary 4 has repeated the pattern highlighted in Reading with a dip in the number of pupils expected to achieve first level. This will be closely monitored with targeted pupils tracked throughout the next session.
- All other stages have either maintained or increased the number of pupils on track for achieving expected levels in Writing.
- Primary 1 levels in Writing are lower than in previous years and again will be closely monitored and interventions put in place to raise attainment next session.

	Writing				
	21/22	22/23	23/24	24/25	25/26
Current P1					81.00%
Current P2				92.90%	100.00%
Current P3			87.90%	97%	97%
Current P4		88.90%	94.40%	100%	77.80%
Current P5	71.40%	91.30%	100%	88%	88.50%
Current P6	90.30%	100%	81.20%	97%	97%
Current P7	NR	82.80%	93.60%	91%	90.60%

Numeracy:

- Numbers of pupils who achieved Early Level in Primary 1 is in line with previous year groups.
- Almost all classes have either maintained or increased the number of pupils who have either achieved or are on track to achieve expected level.
- Primary 4, whilst still higher than comparator schools, have had a dip in attainment which is more in line with the data recorded in 2022 – 2024. This will be closely monitored and appropriate interventions put in place to support learners.

	Numeracy				
	21/22	22/23	23/24	24/25	25/26
Current P1					90.50%
Current P2				96.40%	100%
Current P3			84.80%	93.90%	94%
Current P4		86.10%	94.40%	97.20%	91%
Current P5	90.50%	95.60%	90.90%	88%	100%
Current P6	90.30%	100%	93.80%	100%	100%
Current P7	NR	86.20%	100%	100%	96.90%

2. 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.

- All staff have developed an age and stage appropriate approach to recording, sharing and reflecting on targets using the Dojo platform.
- There has been an increase in the number of pupils showing an awareness of targets during SLT observations, HT focus groups and pupil surveys throughout the session.
- There has been a small increase in the number of parents having an awareness of their child's targets. It would be expected that once the parental questionnaire is carried out again during Parents' Night 2026, there would be a more significant increase.
- From August 2026, all classes will set targets with pupils which will be shared and reflected on. They will cover: Literacy, Numeracy, Health and Wellbeing and BGE.

3. Improvement Priority 2 – 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.
- Cluster leads have developed a whole cluster tracking document which will provide consistency across the cluster and improve transition to Park Mains High School.
- 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.

4. Improvement Priority 3 – Refresh whole school approaches to the teaching of phonics and spelling.

- All classes have benefited from improved spelling programmes. As these are still in the early stages of implementation, data is limited with regards to ACEL data and Spelling assessments. Initial feedback from staff has been:
 - Engagement in the refreshed approach and resources has been well received by both staff and pupils.
 - Targeted interventions have proved successful in supporting learners with their initial recognition of phonics.
- Primary 4 to Primary 7 have developed a spelling programme that is responsive to the needs of pupils and is in line with the needs which had been identified at the start of the intervention. It has led to a coherent assessment programme which can be used to identify development needs of pupils and aligns with the Literacy planners.
- Further work will be carried out by Working Party Leads to track the improvements that are made by groups. Tracking and planning documents will be reflected on at various points throughout the year in line with the Quality Assurance calendar and by June 2027, following a year of full implementation of the revised programmes, it is expected that there will be an increased number of children on track with phonics and with a spelling age equal to or greater to chronological age.

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 2025-26:

- Attainment in Literacy for target group will increase and gap between target group and school will decrease from June 2025 to June 2026.
- Number of children working above anticipated levels in Literacy will increase.
- 0.2 PEF Unpromoted Teacher to provide targeted support for pupils
- 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.

As a result of this support:

- Targeted groups of pupils received support for learning once a week.
- Interventions were planned carefully in partnership with class teachers and were monitored by SLT during tracking meetings as well as monitoring of assessment information.
- From the pupils identified as requiring additional support to raise attainment (55 across the school) 58% made improvements in Literacy.
- Pupils benefited from this small intervention group and class teachers were able to build upon this during their class work.
- Data was available from target teacher and planning was done in conjunction with class teacher.

PEF funds were also allocated to improve the spaces in the school used by pupils to regulate and provide social and emotional wellbeing support. These spaces included the P1 – P3 Hive, P4 – P7 Nurture Room & Barney's Den (used by P4 & P5)

- Consultation with pupils meant that the spaces reflected their needs and wants which included what the spaces would be used for/would continue to be used for as well as how the space would be used.
- Pupils chose the furniture and resources for the spaces and feedback from pupils during HT focus groups has been positive.
- Pupils were able to talk about the benefits of the spaces for their emotional regulation and wellbeing during the Rights Respecting Gold accreditation.
- Primary 4 – Primary 7 pupils now have a space they can use for: regulation, pastoral check-ins, Visiting specialists (e.g. social work, family wellbeing), Seasons for Growth Groups.
- Barney's Den has been developed to be a space that more than one pupil can utilise. As a result, small groups of targeted pupils use the space for learning support, emotional regulation and friendship groups.

PEF funding was utilised throughout the session for targeted pupils to access a range of clubs which included: Arts and Crafts. Clubs were well received and taken up by pupils that had been highlighted as targeted pupils. A few targeted pupils opted not to participate and spaces were therefore offered to other pupils.

KEY STRENGTHS OF THE SCHOOL

- Our school values of Honesty, Kindness, Respect, Responsibility, Happiness and an ethos of 'be all you can be' are reflected strongly in the positive culture of the school community. All children, parents, partners and staff commit wholeheartedly to demonstrating these values in all actions.
- The quality of leadership across the staff team is a key strength. Senior leaders inspire and empower all staff to take on additional leadership responsibilities. Children at all stages contribute to school improvement through various pupil leadership opportunities including Pupil Parliaments.
- Bargarran is a caring and inclusive school where all staff and pupils demonstrate a nurturing and welcoming ethos. There is a strong sense of teamwork across the school including supportive colleagues and effective partnerships with parents.
- A highly motivated and dedicated staff team who go above and beyond to provide engaging learning experiences and opportunities for our children.
- Our play-based pedagogy in Primary 1 & 2, led by specially trained teaching staff, resulting in children learning successfully through an evidence-based approach. This has been highlighted as good practice by Education Scotland and the staff team ably share this practice with colleagues from both within and outwith the Local Authority.
- 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 has gained our third gold Rights Respecting School award this session which is reflected in the overall rights based and inclusive culture of the 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.
- 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.

OUR NEXT STEPS – PRIORITIES FOR 2026-27

We have made very good progress during session 2025-26 and we will use the improvement priorities listed below to build on this progress moving forward.

- **Improvement Priority 1 – Cluster based approach to skills development through practitioner enquiry.**
- **Improvement Priority 2 – Raising Attainment in literacy, numeracy and Health and Wellbeing through high quality learning and teaching**
- **Improvement Priority 3 – Enhancing engagement, wellbeing and attainment through high-quality outdoor learning experiences.**

- **Improvement Priority 4: To enhance self-evaluation and school improvement activities by further involving learners in the process.**
- **Improvement Priority 5– Improving wellbeing outcomes for all children.**

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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