



Barsail Primary School



STANDARDS AND QUALITY REPORT

June 2021

This annual report will inform you of the school's progress and achievements in 2020-2021 and it will share a summary of our plans for 2021-2022. I hope that you find it helpful and informative.

Mrs Emma Mavers

Head Teacher

OUR SCHOOL

Barsail Primary is a non denominational school in Erskine with 332 pupils. Approximately a third of children attend the school as a result of placing requests. 15% of pupils in P4-7 are registered for free school meals. 17% of pupils receive footwear and clothing grants.

The school has a reputation for its dynamic participation in the local community. We have an active and supportive Parent Council. Barsail Primary is well regarded amongst parents with 100% of respondents to the March 2021 questionnaire indicating: their child likes being at school; their child receives the help needed to do well; their child is making good progress at school; the school is well led and managed and they are satisfied with the school.

OUR VISION, VALUES AND AIMS

Inspiring the Barsail family to:
'Dream Big, Aim High, Achieve More!'

We want all of the Barsail family to hold these **VALUES** in their **HEARTS**:

Honesty

Empathy

Ambition

Respect

Teamwork

Success



We aim to:

- Create a welcoming, inclusive ethos which encourages, challenges and supports all learners to realise their potential
Reworded by P4-7 – Work to our limits and beyond, having fun as we go.
- Provide an environment where pupils, parents and staff are respected and valued, partnerships are fostered and success is celebrated
Reworded by P4-7 – All of the Barsail family get involved and when we do well we share and celebrate our achievements.
- Support and encourage high quality leadership at all levels ensuring forward thinking, creativity and innovation through a shared vision of excellence
Reworded by P4-7 – We can lead and improve our school.
- Create a safe, stimulating environment which is well resourced and organised with skilled, motivated staff who have high expectations and standards for all
Reworded by P4-7 – Everyone and everything in our classrooms and playgrounds should help us do our best.
- Provide a broad, balanced, coherent and progressive curriculum which offers challenge and enjoyment appropriate to each learner's needs
Reworded by P4-7 – Learning should be fun and just right for each one of us.
- Develop confident, resilient, independent thinking learners who can work effectively on their own and in a team using effective Literacy, Numeracy and IT skills
Reworded by P4-7 – We can work together or on our own using skills we are learning.
- Ensure high levels of attainment and achievement for all through the best quality learning and teaching experiences
Reworded by P4-7 – All of the boys and girls should have a go and reach for the stars.



SUCCESSSES AND ACHIEVEMENTS

During the session 2020-21 we have celebrated many successes and achievements at Barsail Primary. It is amazing to reflect on our journey since August. This has been a year like no other but despite unprecedented times, the Barsail family continues to thrive. This has been encapsulated in an iMovie for all of our partners to enjoy.

We shared this with staff during the May inservice, pupils enjoyed watching it as part of an assembly and parents have accessed it through Seesaw. Please follow this link to join us in celebrating our successes. We hope that the Barsail family agrees that we demonstrate our school vision "Dream Big, Aim High, Achieve More!"

<https://youtu.be/ISV2pkGyHzs>

Please note the video is stored on an unlisted channel on Youtube which can only be accessed by sharing the link.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- This session, all teachers undertook practitioner enquiry and most staff led an area of responsibility. This empowered staff and led to a collaborative approach. The impact has been greater consistency across the school, increasing quality of learning and teaching and staff identifying next steps for the School Improvement Plan based on evidence and small tests of change.
- Staff have engaged in leadership training opportunities through Excellence in Headship, the Scottish Coaching and Leading for Improvement Programme, Scottish Schools Education Research Centre (SSERC), learning sets and practitioner enquiry. This has developed leadership knowledge, skills and capacity. It has also led to increased collaboration and school improvement.
- 100% of staff reported they felt supported during school closures. Regular Teams meetings (whole staff, pastoral groups and stage meetings) allowed SLT and peers to provide support for wellbeing as well as feedback to inform next steps.
- All staff agree they have regular opportunities to undertake leadership roles (63% strongly agree). All staff agree the school is well led and managed (94% strongly agree). 100% of respondents to the parental questionnaire believe that the school is well led and managed.

Teacher Professionalism

- All teachers contributed to the sharing of resources, teaching videos, links and planning to provide a streamlined approach to home learning. This ensured a reduction in workload and bureaucracy. Parents rated remote learning 4.2/5, 96% of parents felt clear about the expectations all/most of the time and 50% of parents felt home learning had improved since the first lockdown.
- All teachers showcased their practitioner enquiry to colleagues in Barsail and a few teachers presented to other Renfrewshire schools, sharing good practice and generating ideas for future improvement.
- All staff demonstrate high professional standards and engage in career long learning to further increase their skills. Examples from this session include Renfrewshire Numeracy Modelling and Coaching Officer sessions, Outdoor Learning training, Dive into Data, practitioner enquiry and Renfrewshire Nurturing Relationships Approach (RNRA) core group. These have had a notable impact on practice as documented in the end of year movie and through the Professional Review and Development process.
- All support staff have undertaken professional learning (ASN training, Jenny Mosley 'Happier Playgrounds and Calmer Dining Halls' and Relationship policy training), enhancing skills and knowledge.

Parental Engagement

- Most parents supported their child(ren) to engage with home learning meaning they have literally seen their child's learning and teaching, experiencing it in new and direct ways. Parents reported that they appreciated: high quality and good variety of Seesaw activities, teaching videos allowing pupils to work more independently; Teams calls; flexibility of weekly grid; personalised feedback; provision of devices and phone calls and messages to parents.
- Parents positively evaluated our new, online approach to homework with 77% feeling the amount of homework is just about right (increase of 21% in a year). There was a 24% increase of parents feeling their child enjoys homework and a 32% decrease in parents feeling homework causes tension at home.
- Parent Council initiatives and parent volunteers have enhanced pupil experiences and supported other parents in numerous ways e.g. uniform swap, funding new Smartboards, P6-7 online cycling proficiency, school gardening, play pedagogy resources, IT support for a virtual Nativity and all pupils received a gift.

Assessment of Children's Progress

- All staff feel that the new Writing criteria (created last session and trialled this session) is more effective in supporting professional judgements and providing user friendly feedback to pupils and parents. The use of learning conversations and sharing the assessment on Seesaw, means pupils are more fully aware of their progress and next steps. Writing attainment showed a dip after the first lockdown however all year groups improved between August and June despite a second period of school closures.
- All pupils are encouraged to regularly reflect on their learning through the use of Reflective Prompt Questions. Pupil self-evaluations are used responsively to plan next steps and provide support and/or challenge.
- All teachers use digital tools and assessments (e.g. SNSA, Sumdog, Accelerated Reading, Big Cats online) diagnostically to inform teaching and learning. Summative and formative assessments are shared with pupils and parents in a variety of ways (verbally, through Seesaw, during Parents' Evenings, end of year reporting).

School Improvement

- Barsail gained Digital School accreditation. The verification process highlighted: the very good progress made in the digital literacy of all stakeholders; effective planning, learning and teaching and improved hardware and resources.
- All staff were involved in creating our revised Relationships policy, including nurturing scripts and an updated classroom plan. All support staff were involved in the creation of a playground plan. All teachers identified this as very good or excellent practice which has been embedded across the school and has positively impacted school ethos and the promotion of positive relationships. Almost all staff are very good at using nurturing language, co-regulation and restorative practice. Numerous other schools have sought advice from us to influence their policies and the Principal Teacher has presented our journey to other authorities. Our approach has resulted in us being put forward for SEL Worldwide School accreditation. We have applied for a gold award from the Renfrewshire Nurturing Relationships Approach award scheme and we have featured as an example of good practice in their training courses.
- Significant improvements were made to outdoor learning particularly in P1-2 linked to Play Pedagogy. It has increased pupil-initiated learning and has positively impacted pupil motivation and engagement.
- Barsail hubs were established January - March to support the children of key workers and vulnerable pupils. Our provision supported core learning and provided opportunities for wider achievement and skills development.

Performance Information

- Rigorous tracking of home learning engagement led to support and interventions being put into place to help our families. The spreadsheet developed by Barsail, with the support of the authority Management Information Officer, was disseminated across the authority to support all schools.
- Staff are aware of how Barsail is performing compared to Renfrewshire averages and comparator schools. They also have all available data for their children. The impact is that teachers are more aware of factors which may influence attainment and interventions are appropriately planned and implemented to support and challenge children.
- As our nurture principle this session is 'Nurture is important for wellbeing and self-esteem,' we closely monitored the wellbeing of pupils, staff and families through surveys. The Glasgow Motivation and Wellbeing Profiling tool was introduced to efficiently track and monitor pupil wellbeing levels. All class teachers evaluated the data generated and set targets to improve specific areas of wellbeing.

KEY STRENGTHS OF THE SCHOOL

3 key strengths of the school

- **The Barsail family** - our vision, values, collaborative approach and togetherness have enabled us to make very good progress during difficult global circumstances. We believe relationships and wellbeing are vitally important.
- **Leadership** - Distributed leadership at all levels in the school is very good. Staff and pupils are empowered. Strengths are recognised and developed. We are collectively responsible. The Senior Leadership Team provide strong leadership. We have a culture which encourages sharing of good practice and embraces change.
- **Communication** - The use of Seesaw is definitely a strength of Barsail, enabling teachers and families to communicate effectively and engage in meaningful learning and feedback. In our parental questionnaire, 100% of parents felt they received information about how their child is doing at the right time. Whilst parents have been unable to join us in the school building, we have been innovative in our digital communication.

Quotes from parents, pupils and staff

"Well managed, well run school with a clear direction. School at forefront of innovative ideas. Friendly, caring, fun, motivating staff who treat pupils as if they are their own children." (Parent)

"♥ Wonderful staff team. ♥ Very supportive to children & families. ♥ Approachable. ♥ Modern approach to learning ♥ Learning is current, challenging, yet fun where possible. ♥ The staff team always show a real desire, enthusiasm & energy to be the best they can in every area possible, which I feel is very positive in encouraging and motivating the pupils." (Parent)

"Hard working skilled team, not just teachers. Encouraging our children to aim high because you aim high and believe they can do well. Strengths - adaptability and the quality of work for children and parents throughout Covid19 lockdown." (Parent)

"Nurturing environment where children are taught to respect the school values - this is really evident in the children. The SMT show very strong leadership to ensure everyone is performing to their full potential. The school also encourages children to take part in activities and performances, which results in confident children." (Parent)

"I would just like to thank Barsail staff for all of their support and dedication at an incredibly difficult time for everyone, it is greatly appreciated and a fantastic example of just what can be achieved when we all work together, thank you." (Parent during school closure)

"I enjoy Teams meetings, they are fun and I get to see my friends again." (Pupil during school closures)

"We think you are doing a fantastic job of online learning." (Pupil during school closures)

"All of the teachers are lovely. Every member of staff helps us and never lets us down. We are a welcoming school and we make everyone feel comfortable." (Pupil)

"The Barsail family is so nurturing." (Pupil)

"We get lots of exciting opportunities and learning is fun." (Pupil)

"We have a strong belief that the children are the core of our day to day business. They are the priority and we pride ourselves in this. We also strive to look out for each other and the pupils care about the staff too. The Barsail family is evident throughout the school." (Staff)

"Our team is a strength - we work so well together. We always look out for each other and do what we can to support each other. I feel very lucky to be part of the Barsail family. Leadership opportunities - we are always encouraged to look inwards and outwards, reflect on our practice and improve upon it to ensure our learners are getting the best possible experience. I have appreciated and enjoyed the opportunities I've had in terms of leadership. The SMT - all members of the SMT have an open door and I know I can speak to any one of them about anything. They are always there to provide support and to listen. I think the thing I appreciate most about our SMT is the trust and autonomy we have as class teachers. Furthermore, I am not afraid to voice my opinion, even if it differs from theirs and they will consider what everyone has to say and not hesitate to change plans as a result." (Staff)

Pupil Equity Funding (PEF)

Almost all target pupils have made good progress through 1:1 support and / or small group interventions from the class teacher / PEF teacher / support staff.

All class teachers provided support for target pupils who had low engagement during school closures to narrow any gaps in learning during Term 4.

The PEF teacher provided early intervention support in Primary 1-2. Most pupils attained expected levels despite isolation periods and online learning due to school closures.

All children had access to online books and texts during school closures.

OUR NEXT STEPS - PRIORITIES FOR 2021-2022

We believe that we have made very good progress during session 2020-2021 and we will use the improvement priorities listed below to build on this progress moving forward.

- Promote and improve the Health and Wellbeing of all stakeholders
- Ensure a relentless focus on Literacy and Numeracy, to raise the bar and close the gap.
- Further develop outdoor learning and improve the use of our school grounds and community spaces.
- Empower staff to develop evidence based, relevant learning experiences and empower pupils to be leaders of learning.

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

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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.