



Renfrewshire Coucil

Barsail Primary School

Barsail Primary

STANDARDS AND QUALITY REPORT

June 2022

This annual report will inform you of the school’s progress and achievements in 2021-2022 and it will share a summary of our plans for 2022-2023. I hope that you find it helpful and informative.

Mrs Emma Mavers

Head Teacher



SUCCESSES AND ACHIEVEMENTS

During the session 2021-22 we have celebrated many successes and achievements at Barsail Primary. It is amazing to reflect on our journey since August. Our journey 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/USqLLDbJeVY](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fyoutu.be%2FUSqLLDbJeVY&data=05%7C01%7Cemma.mavers%40renfrewshire.school%7Ce1a4718e249b44c14e0c08da551bd982%7C0da1dde9559847fe891e370cb713d6b0%7C0%7C0%7C637915875340593219%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=tgLV1H3KDNfnWFnI8B%2BG6xVrf%2BYjI8vRvckrv8fzKPk%3D&reserved=0)

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

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**:

 **H**onesty

 **E**mpathy

 **A**mbition

 **R**espect

 **T**eamwork

 **S**uccess

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 to 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.*

OUR SCHOOL

Barsail Primary is a non denominational school in Erskine with 313 pupils. Approximately a third of children attend the school as a result of placing requests. 14% 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 99% of respondents to the March 2022 questionnaire indicating: their child likes being at school; staff treat their child fairly and with respect; their child finds their learning activities hard enough; they are satisfied with the quality of teaching at the school and overall they are satisfied with the school. 100% would recommend the school to other parents.

**School and ELCC Leadership**

* All members of the Senior Leadership Team (SLT) are committed to their own career long professional learning which models their high expectations of staff to be lifelong learners. The Head Teacher (HT) has engaged in professional development, including a local authority learning set, Stepping Back and Excellence in Headship. HT is an Improving Our Classrooms (IOC) mentor, helping to support staff across Renfrewshire Council with their professional development. DHT took part in West Partnership Parental Involvement training, Self-Evaluation for Continuous Improvement and Supporting Conversations and Evaluation sessions. PT has participated in a PT learning set and completed the West Partnership family learning and Parental Engagement training.
* Almost all teachers undertook practitioner enquiry and all staff led an area of responsibility. This empowered staff and led to a collaborative approach. The impact has been greater consistency across the school and increasing quality of learning and teaching.
* All pupils have had opportunities for class and/or multi-stage leadership roles within the school. Our House Captains consulted all children and led school assemblies, developing their leadership skills and ensuring assemblies were topical, interesting and relevant to our school setting. Children led various activities and presentations during Pupil Leadership Week including a whole school Science Fayre. Primary 5 led an enterprise project which captured the attention of the whole school – BP Sports.
* 100% of teachers strongly agree the school is well led and managed. 76% strongly agree and 24% agree that they have regular opportunities to undertake leadership roles.
* Almost all parents agreed the school is well led and managed, leading to confidence in all school matters and excellent home-school partnerships.

**Teacher and Practitioner Professionalism.**

* All staff demonstrate high professional standards and engage in career long learning to further increase their skills. Examples from this session include Maths Recovery; Relationships, Sexual Health and Parenthood training; Limitless Learning; Outdoor Learning training; Talk for Writing; Primary Engineering rail project and Alistair Bryce-Clegg Play Pedagogy training. These have had a notable impact on practice as documented in the end of year movie and through the Professional Review and Development process.
* We were delighted to have two teachers participate in West Partnership’s IOC programme, gaining them Masters credits. This resulted in data informed, self-evaluative improvements to practice which were shared with Barsail staff and colleagues including Head Teachers across the Authority. One teacher is undertaking a Masters degree.
* After the success of last year’s Practitioner Enquiry, almost all teachers have undertaken a practitioner enquiry project, implementing a small test of change. All teachers had the autonomy to choose their own focus to maximise impact within their classroom. All teachers showcased their practitioner enquiry to colleagues in Barsail, sharing good practice and generating ideas for future improvement. All practitioner enquiries resulted in positive impact on the targeted pupils/groups/class involved.
* As a result of a practitioner enquiry last session, almost all staff have participated in Talk for Writing training this session. HT and Literacy Champions undertook leadership training and teaching and support staff attended the Local Authority Training. This will assist us in ensuring consistency of experience for all pupils and it is helping to generate a shared vision for writing across the school.
* All support staff, a few teachers and all SLT have been trained in Non-violence resistance (NVR), enabling staff to utilise strategies in school and refer parents to attend NVR sessions where appropriate.

**Curriculum and Assessment**

* We updated our digital Curriculum Rationale this session with new video links created by staff leads and pupil leaders. This thorough document showcases learning and teaching in all curricular areas. It exemplifies what our values mean to us. It also documents the journey we have been on over the last five years.
* Online planning and tracking Teams were established for all classes this session. These ensure progression in Literacy, Numeracy and Health and Wellbeing. Responsive planning for curricular areas based on relevant and notable events was evident e.g. P6-7 had a focus on COP26 and the whole school celebrated the Platinum Jubilee.
* All class teachers benefitted from additional time to work with targeted groups and individuals, to boost attainment and progress.
* All classes have used outdoor spaces in the school grounds and in the community to enhance learning and teaching. This has impacted positively on class ethos and readiness to learn, with the majority of staff feeling that outdoors is a positive and motivating environment for learning.
* All teachers use digital tools and assessments (e.g. SNSA, Sumdog, Accelerated Reading, Big Cats online, Clicker, IDL, Reading Eggs) 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). Our very effective strategies for assessment and tracking of pupil progress have ensured robust data which accurately reflects pupil progress.

**Parental/Carer Involvement and Engagement**

* As COVID restrictions have lifted, parents have been welcomed into the school as part of Health Week, Sports Day, Open Afternoons, P1 Induction and end of year services. A family learning ‘Bedtime Stories’ project was very successful in Primary 2a ending in a celebration event in the local library. These events have helped us to strengthen relationships.
* Parents have responded positively to the opportunity to contribute to skills for life, learning and work. A few have presented to classes, delivered Bikeability sessions, accompanied school trips and run school events. This has enhanced pupil experiences.
* Almost all parents agreed that they are satisfied with the school and all parents would recommend the school to other parents (school annual survey). The responses from Barsail parents in the Renfrewshire Parental Involvement and Engagement Census in 2021-2022 were more favourable than the authority comparator for every statement. At times, the Barsail response was considerably better e.g. Overall how satisfied are you with how the school engages with you – Barsail 92%, Authority Comparator 64%
* Parent Council initiatives and volunteers have enhanced the school greatly providing new playground equipment, wellbeing gifts, a Christmas shop, P7 leavers’ hoodies, My Fun Day during Health Week and a uniform swap.
* We provided bespoke transitions for our incoming P1 pupils and their families. This helped to ease transitions from pre-5 to school for both the children and the parents/carers and laid strong foundations for positive relationships and partnerships moving forward.
* Seesaw has continued to be an effective tool to communicate with parents. Almost all parents engage with Seesaw for both homework and learning updates. 97% agree that they receive helpful, regular feedback on how their child is learning.
* We have listened to feedback from all stakeholders with regards to homework and we have made changes and adaptions over the last two years resulting in:
* 82% of parents surveyed now feeling that the amount of core homework is ’just about right’. This is compared to 56% in May 2020 and 77% in December 2020, showing a continued improvement.
* 55% said that homework did not cause tension or did not usually cause tension, compared to 29% in May 2020. This shows a considerable improvement.
* Overall, 87% of parents surveyed are happy about Seesaw being used for homework tasks.

**Performance Information**

* Almost all staff are more confident in engaging with data captured in our tracking spreadsheet; allowing them to identify attainment gaps and barriers to learning which provides an evidence-based rationale to plan interventions and, in turn, raise attainment. All teachers stated we are either very good (50%) or excellent (50%) at using evidence from tracking meetings, dialogues and assessments to measure progress.
* Our attainment data in P1, P4 and P7 is very good. Most children are on track in Reading and Writing and almost all are on track for Numeracy and Listening and Talking.
* Comparing the Barsail attainment data in P1, P4 and P7 to the Renfrewshire average, we are above Renfrewshire in all aspects. We are equal to or above other quartile schools (schools in similar catchment areas in Renfrewshire) for almost all aspects. *N.B This is based on teacher judgement data on 20/6/22.*
* All pupils undertake the Glasgow Motivation and Wellbeing Profile biannually; providing rich data which staff use to evaluate pupil wellbeing and determine next steps. Through tracking and monitoring, the data is allowing us to highlight trends and plan interventions and prevention measures.

**School and ELC Improvement**

* All staff have engaged in self-evaluation of our school and have contributed to recognising our successes as well as identifying areas for future development. This has resulted in staff feeling valued and having ownership of the school improvement agenda.
* This year we have received a wide range of awards which showcases Barsail’s commitment to our ongoing improvement journey. All teachers believe our strategies to guide the strategic direction and pace of change is either very good or excellent. We have been re-accredited with GOLD Level RNRA award which demonstrates our ongoing commitment to Nurturing Relationships and Trauma Informed Approaches. Additionally, we have been awarded with the SEL Worldwide School Accreditation, which showcases the excellent work that has been undertaken throughout the school with PAThS. We gained Silver Reading Schools Status due to our commitment to building a reading culture. We have been awarded our 6th Green Flag from Eco Schools Scotland, which demonstrates our commitment to sustainability and global citizenship.
* This session, we successfully applied for Participatory Budgeting funding and we were awarded £5000. The funds have been used to create a P4-7 safe space called the ‘Hearts and Minds Hub’ following the success of our infant safe space. Both hubs are utilised by a few children throughout the school to regulate emotions and build relationships. The spaces are also used by partners such as Exchange Counselling, Home Link etc. We are currently using the remaining funds to transform our middle to upper school open area to support and promote pupil-led learning, provide breakout zones for learning with choice seating and support different learning styles. Pupils have been heavily involved and consulted in the development for this space, all pupils have been involved in the voting process to choose specific resources.

**KEY STRENGTHS OF THE SCHOOL**

* Astute, well behaved, engaged and enthusiastic children across the school.
* The Barsail family is strong, caring and inclusive. We have a nurturing and welcoming ethos. There is a strong sense of teamwork across the school including supportive colleagues and strong partnerships with parents.
* Effective and approachable leadership team. Staff and pupils are supported and encouraged to continually develop and ‘Dream Big, Aim High and Achieve More!.’
* Sharing good practice - looking inwards and outwards to develop our professional knowledge.
* HEARTS values are fully embedded in the school. These values are transferrable into life, learning and work.

**Quotes**

**Pupils**

“The best thing about being at Barsail is the HEARTS values as they make people kind. It’s good that we have Chromebooks because we can use them to learn”

“It is so fun being a pupil at Barsail and we have nice and kind teachers. They are the best.”

“We have really good staff, if we are sad we can go to the Restore Reps or the Hearts Hub to help us. We’re pretty lucky to have things like My Fun Day, the ice cream van and dodgeball during Health Week. I loved it that my mum and dad could come and join us for activities during Health Week.”

**Parents**

“Strong sense of community with values clear to kids. Management excellent at supporting wider family when needed. Homework grid with weekly maths been an excellent change to homework. Less pressure on families who may be busy with after school clubs/work etc. Barsail continues to provide excellent education to my kids, with a wide range of opportunities such as Mrs Sinclair music specialist, Marlon is a big hit this year and local outings. Thanks everyone!”

“Fantastic communication from the class teacher and management. My daughter is always happy and enthusiastic about school. She is very able and I feel like she is being pushed and challenged well. The overall ethos of the school is excellent. I like that there are clear, shared values (HEARTS) and the whole school is on board with this. I like the behaviour/relationships policy where expectations are clear. My daughter always gets a very warm welcome from any member of staff who she comes into contact with and this definitely makes her feel part of the ‘bigger picture’. The community spirit around Barsail feels great too. I am yet to meet one parent who doesn’t speak extremely highly of Barsail. I’m delighted that my daughter attends the school.”

**Staff**

“I believe the major strength of Barsail to be the staff team. As a staff, we all work together well, support each other, plan together, share resources and share best practice. We are a family and we look out for each other. Another strength would be the leadership opportunities that class teachers can get involved in, allowing us to share best practice with each other and take examples of best practice back to our own classrooms.”

“I could not speak any more highly of Barsail and count my lucky stars everyday that I ended up here.”

“The way that the vision and values underpin everything at Barsail. We are well established within the community as a fantastic school that parents want their children to attend. The values are referred to every day, by every one and the children are so familiar with these.”

**Next Steps – Priorities for 2022-2023**

We believe that we have made very good progress during session 2021-2022 and we will use the improvement priorities listed below to build on this progress moving forward.

* Continue to focus on Health and Wellbeing, including RNRA and UNCRC.
* Improve attendance and late coming to support us in closing the poverty related attainment gap.
* Continue to improve teaching and learning, focused on the implementation of Talk for Writing.
* Develop sector leading opportunities for inter-school moderation and assessment activities for staff.
* Continue to develop staff skills and confidence with outdoor 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.

**Pupil Equity Funding (PEF)**

Our parent/carer, pupil and staff surveys helped us to identify which aspects of our PEF were most effective, and this informed staff discussions and decision making at our staff in-service day which focussed on school improvement.

All stakeholders consulted noted that the additional human resources (0.3 class teacher, Assistant Active Schools Coordinator and Classroom Assistant hours) have a very positive impact on the inclusion, progression, achievement and attainment of pupils affected by poverty.

All class teachers provided targeted interventions during allocated PEF time. The impact was measured by teaching staff and used to inform next steps. Most pupils involved in targeted interventions made more than expected progress. The majority of staff believe we are excellent in raising attainment in literacy and numeracy. All teachers agree that the school has effective strategies to support children and young people with their learning, including those requiring additional support.

Targeted support through the use of Reading Eggs and Maths Seeds has had a positive impact in supporting children with difficulties in Literacy and Numeracy.

PEF funded resources and Classroom Assistants have supported the development of play pedagogy from P1 to P3, resulting in very good practice which has been shared with colleagues across Renfrewshire Council.

Our school is wholly inclusive and committed to removing disadvantage for whatever reason. The majority of our care experienced pupils have made good progress.

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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.