



Barsail Primary School



STANDARDS AND QUALITY REPORT

June 2023

This annual report will inform you of the school's progress and achievements in 2022-2023 and it will share a summary of our plans for 2023-2024. I hope that you find it helpful and informative.

Mrs Mairi Cochrane

Acting Head Teacher

OUR SCHOOL

Barsail Primary is a non-denominational school in Erskine with 316 pupils. Approximately one third of children attend the school as a result of placing requests. 19% of pupils receive free school meal entitlement and /or 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 2023 questionnaire indicating: their child likes being at school; staff treat their child fairly and with respect; 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.

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:

**All rewording done by pupils in session 22-23*

- 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.



SUCCESSSES AND ACHIEVEMENTS

During the session 2022-23 we have celebrated many successes and achievements at Barsail Primary. It is amazing to reflect on our journey since August. During this session we received fantastic feedback from HMIE, who evaluated us as being very good in all four quality indicators.

[Inspection Report, Findings and Evidence for Barsail Primary School](#)

Our year journey has been encapsulated in an iMovie for all 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/pFpyAcBR6cl>

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

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. During the session 2022-23, the SLT has changed with the substantive PT (Principal Teacher), taking on an Acting Depute role out with Barsail. The DHT (Depute Head Teacher) and acting PT have recently taken on the roles of Acting HT and Acting DHT, in the HT's absence. The Head Teacher (HT) has engaged in professional development, including a local authority learning and teaching working party and Excellence in Headship. DHT took part in West Partnership Circle training. PT has participated in Aspiring PT and is undergoing her master's Qualification.
- The HMIE Inspection report September 2022 recognised, 'The quality of leadership across the staff team is a key strength. Senior leaders inspire and motivate staff to prompt change. They empower all staff to take on additional leadership responsibilities.'
- All staff agree that they have regular opportunities to undertake leadership roles, which enables them to reflect and improve upon their practice. All teachers undertook practitioner enquiry and led an area of responsibility, empowering staff and leading to a consistent approach. Going forward, we have decided to use a collaborative approach by working in small groups to lead specific areas for development.
- All support staff worked in partnership with pupils to delegate responsibilities and organisation to ensure quality, safety, and enjoyment within the playground e.g., football rota and contract, more fluid approach to use of space, involvement in Restore Rep interviews and Anti-bullying training.
- All pupils have had opportunities for class and/or multi-stage leadership roles within the school. Our House Captains and Vice Captains consulted all children and led school assemblies, developing their leadership skills and ensuring assemblies were topical, interesting and relevant to our school setting. They also planned and led a whole school charity event to raise money for their chosen charities. Across the year, children have been involved in leading various activities and presentations. Examples include our whole school STEM Fayre, Wedding enterprise project led by P5, whole school Christmas Bonanza, Pupil Leadership Week and our Literacy Champions organised Book Week Scotland and a sponsored read.
- 100% of teachers agree the school is well led and managed. 33% strongly agree and 67% agree that they have regular opportunities to undertake leadership roles.
- 100% of respondents to the parental survey in March agreed the school is well led and managed and would recommend the school to other parents, 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; RICE; Talk for Writing; NVR training; STEM leadership at Master level; Differentiation and pupil led learning. 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 three teachers undertaking their master's degrees in education.
- 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.
- Almost all teaching staff and all support staff have participated in Talk for Writing training. Almost all staff participated in a Talk for Writing moderation with 5 other schools from varying quartiles within the authority. As a result, all staff feel more confident delivering Talk for Writing projects within their classrooms and have benefitted from collaboration in creating a bank of resources to support delivery of the programme. HT and Literacy Champions undertook project lead training for Talk for Writing, which will assist us in ensuring consistency across the school.
- All staff have been trained in RICE (Renfrewshire's Inclusive Communication Environments). A small working cohort focus group trialled consistent visuals to provide structure and routine whilst helping to build understanding and reduce anxiety in their classrooms. This successful small test of change was evaluated and shared with staff.

Curriculum and Assessment

- Almost all teachers have been trained in Talk for Writing as well as well as engaging in collaborative moderation across a variety of quartile schools. Our project lead will provide ongoing professional learning opportunities next session, including the introduction of authority planning, assessment and a Talk for Writing reading spine.
- All class teachers continue to benefit from time, provided through PEF, to work with targeted groups and individuals, to boost attainment and progress. This will continue next session. Most parents (March parental questionnaire) stated that their preference was to use PEF budget to maintain this support.
- All stakeholders were consulted through our Participatory Budgeting project. This led to the regeneration of the upper school open areas, and the purchasing of many resources and furniture to enhance teaching and learning opportunities. All teachers have used this space to facilitate high quality learning, both adult initiated and child led experiences - this has been positively received by the pupils. 83% of children advised in our pupil questionnaire that their teachers ask them what they want to learn in school.
- All teachers use digital tools and assessments (e.g., NSA, Sumdog, Accelerated Reading, 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 and in the written March report). 97% of parents surveyed this session agreed that they receive helpful, regular feedback about how their child is learning and understand how their child's progress is assessed. 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

- Throughout the year, parents have become more involved with the life of the school in response to the full lifting of Covid restrictions. We have welcomed the return of school trips, family learning events, performances such as the Primary 4-7 pantomime and the P1-3 Nativity performances with an audience and parent helpers being invited back into the classrooms. Enterprise events such as the P6 Burns Supper and STEM science showcase with invited partners have helped us to strengthen relationships and embed our Barsail Family ethos.
- All parents agree that the school is well led and managed. All parents agree that staff know children as individuals and are treated fairly and with respect. Feedback from the parent questionnaire outlines key strengths of Barsail such as a great sense of community, importance of values and focus on inclusion and nurture. Many of the written responses refer to the strong ethos of the Barsail family. With all parents agreeing that they would recommend the school to others.
- Parents have responded positively to the opportunity to contribute to skills for life, learning and work. A few have presented to classes during British Science week, delivered Bikeability sessions, accompanied school trips and run school events. This has enhanced pupil experiences.
- Parent Council initiatives and volunteers have enhanced the school greatly providing funding for buses for school trips, Christmas shop, P7 leavers' hoodies and the first school disco since Covid.
- 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 continued to listen to feedback from all stakeholders with regards to homework and we will make changes next session. 75% of parents surveyed would prefer core homework tasks focussing on literacy and numeracy with an additional list of online resources that can be used for additional challenge and support.

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 (58%) or excellent (42%) 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, Writing and Numeracy and almost all are on track for Listening and Talking.

Percentage Pupils Achieved/ On Track to Achieve CfE Level

	P1	P4	P7
Listening & Talking	92%	94%	89%
Reading	84%	82%	84%
Writing	80%	84%	82%
Numeracy	84%	86%	87%

- 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 21/06/23.*
- 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 Improvement

- In September 2022, the school was inspected by HMIE and was evaluated as very good for all four quality indicators.
- 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 awards which showcase 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 gained Gold Reading Schools Status due to our commitment to building a reading culture. We have submitted our application to maintain our Gold Sports award status. We have achieved our Bronze Rights Respecting School status which is a national priority. Next session the Rights Respecting group will continue to promote safe inspiring places to learn, where children are respected and their talents are nurtured.
- This session, we successfully transformed our upper open area to support and promote pupil-led learning, providing breakout zones for learning with a variety of different seating areas to support different learning styles. Pupils have been heavily involved and consulted in the development of this space, all pupils have been involved in the voting process to choose specific resources. These positive improvements were funded from the Participatory Budgeting funding we were awarded last session. This is an area we intend to further develop next session, with a continued focus on pupil led learning, empowering our children to have control over their own learning.
- We have further developed our partnerships with many local businesses and organisations, such as Morrisons, Erskine Library, Little Inch Care Home, STEM visitors, Boden Boo, local businesses, churches and nurseries. These partnerships have been used to provide positive learning experiences for our children.

Quotes

Pupils (May 2023)

- "Everyone in Barsail is very caring and it is a very joyful school to learn in." (P7a)
- "I feel very safe in Barsail, everyone is made to feel welcome. Everyone shows the HEARTS values and the teachers are kind and make learning fun." (P5)
- "I love all the sport we do in Barsail." (P4)
- "Our teachers always make learning fun. They always encourage us to do our best and tell us we can achieve anything!" (P3)
- "Our Big Buddies are the best; they look after us and helped us to settle into P1." (P1)

Parents (March 2023)

- "Leadership is definitely a key strength followed swiftly by the family ethos in which it is recognised that parents and teachers should work together for the benefit of the children. Communication is another key strength with regular dialogue from class teachers and the SLT."
- "The commitment of staff to the experience of pupils is an amazing strength. We loved the STEM event and the opportunity to see all the ways the school is making learning exciting for all pupils. Management are approachable and supportive. Reporting using seesaw is amazing and great to see snapshots of "in school" experiences. Pupil led learning is evident and the pupil groups and house groups create a wonderful sense of community."
- "The leadership, the dedication of the teachers, the inclusive spirit and the commitment to constant improvement. The community involvement and offering unique opportunities for learning."

Staff (May 2023)

- "I believe the major strength is we work to high standards and are very good at sharing our successes with each other to help others in teaching and learning - we look out for each other, especially new members of staff - we have a good sense of humour and often that can be the highlight of the day - we find new approaches to teaching and learning - we want the best for our pupils and care very much."
- "We have an amazingly supportive management who always listen and look out for staff. We do have a fabulous staff who care, do the best and give so much to the Barsail Family. There is a lot of talent in our school with strong teachers and support staff. We are lucky to have supportive families and children also."
- "I believe every member of staff in Barsail has the children's best interests at the centre of their practice. I think most staff are willing to take on additional roles in order to develop learning events etc and this all staff participate. Staff meetings are always very much an open forum to share best practice and I think this I take a lot away from learning from others at these."

HMIE September 2022

- "The highly effective leadership of all staff and their relentless focus on improving outcomes for children. The increasing opportunities staff provide for children to lead learning and influence the life and work of the school."
- "Children who are friendly, polite and eager to learn. They work well together, support one another and demonstrate the school's values well. They feel happy, safe and included in decisions about school life."
- "The rigorous processes for identifying children who may require additional support for learning and the quality and range of support helping children to overcome barriers to learning."
- "The significant dedication of all staff to professional learning. They focus on research-based approaches to further develop and implement creative learning and teaching. This leads to improving outcomes for children."

KEY STRENGTHS OF THE SCHOOL

- ★ HEARTS values of honesty, empathy, ambition, respect, teamwork and success 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.
- ★ 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.
- ★ There is a strong sense of community resulting in children having a sense of belonging and being proud to attend the school.
- ★ All teachers are committed to providing the best learning and teaching opportunities for the children in their care.

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 teaching staff consulted noted that the additional human resources (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. Most parents (March parental questionnaire) stated that their preference was to use PEF budget to maintain this support.
- All class teachers provided targeted interventions during allocated PEF time e.g., maths recovery and targeted writing support. The impact was measured by teaching staff and used to inform next steps. Most pupils involved in targeted interventions made more than expected progress. For example; the targeted intervention group for numeracy in P7 resulted in most children within the group achieving their level. All teachers agree that they are aware of and are involved in the school's strategies for raising attainment for all. All teachers agree that the school has effective strategies to support children and young people with their learning, including those requiring additional support.
- Our school is wholly inclusive and committed to removing disadvantage for whatever reason. Most of our care experienced pupils have made good progress.

Next Steps - Priorities for 2023-2024

We believe that we have made very good progress during session 2022-2023 and we will use the improvement priorities listed below to build on this progress moving forward.

- ★ Continue to focus on Inclusive Schools including the Promise, CIRCLE, GIRFEC, 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 embedding Talk for Writing, implementing the new Renfrewshire maths planners and the introduction of the skills framework.
- ★ Teacher led curriculum groups - looking inwards and outwards to develop our professional knowledge and improve practice.

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.