



Barsail Primary School



STANDARDS AND QUALITY REPORT

June 2024

This annual report will inform you of the school's progress and achievements in 2023-2024 and it will share a summary of our plans for 2024-2025. 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 306 pupils. Approximately one third of children attend the school as a result of placing requests. 17% of pupils receive free school meal entitlement and /or clothing grants. The school has a reputation for its dynamic participation in the local community. We work closely with our local partners, including nurseries, primary schools and our associated secondary – Park Mains High School. We also work with local businesses and charities, creating meaningful links to develop skills for learning, life and work. We have an active and supportive Parent Council. The dedicated staff work together as a team to provide high quality learning experiences and opportunities for all pupils. The senior leadership team consists of a Head Teacher (HT), Depute Head Teacher (DHT) and Principal Teacher (PT). From August 2024 the school will comprise of 12 classes. The school is highly regarded amongst parents and carers with all parents, in response to the parental survey, indicating that 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



**All rewording done by pupils*

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.

SUCSESSES AND ACHIEVEMENTS

Our journey this year has been encapsulated in an iMovie for all our partners to enjoy. We shared this with staff, 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/41CWWbvZWqs?si=OA4E7kmsFTToTQLpJ>

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?

Our school improvement priorities for session 2023-24 were as follows: continue to develop an inclusive school; improvements to learning, teaching and assessment, and develop new planners to ensure a consistent and coherent approach. The progress made during the session towards these priorities is as follows:

Improvement Priority 1: Continue to Develop an Inclusive School

- To continue the development of ‘Communities That Care Whole-School Approach’ within Barsail, all staff received ‘Care Awareness’ training and all teaching staff received ‘Curriculum Delivery’ training – both delivered by Who Cares Scotland.
- All staff agreed that their confidence in delivering Care Experienced lessons from the Communities that Care resource pack has increased since the training. Staff will start to deliver these lessons in the 2024-25 session with the intention being that one lesson is delivered per year group, per annum on a rolling basis.
- To support inclusive learning and collaborative working, all staff received CIRCLE (Child Inclusion Research into Curriculum Learning Education) training. Using this framework, all teaching staff completed the CIRCLE Inclusive Classroom Scale and the CIRCLE Participation Scale to support the identification of necessary changes. Over the session, most staff measured an improvement on the classroom scale. CIRCLE support strategies were included in children’s single and multi-agency plans along with their relationships plan.
- All staff received training on the refreshed GIRFEC policy including staged intervention process and new planning formats. All teaching staff transitioned to using the new planning formats.
- A dedicated RNRA (Renfrewshire’s Nurturing Relationships Approach) staff group was led throughout the session by the school’s DHT, supported by our Educational Psychologist and Speech & Language Therapist, focussing on developing RNRA through RICE (Renfrewshire’s Inclusive Communication Environment) and NVR (Non-Violent Resistance). All staff received training on NVR and de-escalation leading to NVR strategies being introduced throughout the school.
- To further embed a school culture of respect based on the United Nations Convention on the Rights of the Child (UNCRC), a dedicated pupil group led by staff focussed on the silver accreditation, after receiving the bronze award last session. The silver accreditation visit is planned for September where the school will demonstrate their progress in embedding children’s rights.

Improvement Priority 2: Improvements to Learning, Teaching and Assessment

- All teaching staff have received further training, delivered by our Project Lead, on the Talk for Writing approach (fiction and non-fiction) and have participated in moderation throughout the year to share best practice. Our Project Lead developed planning overviews and resources, supported by a reading spine which was shared with all staff. This streamlined, structured and progressive approach has created consistency throughout the school. All teachers state that they are more confident in the Talk for Writing process and the delivery of the approach.
- National Standardised assessments in writing show that than 100% of P1 pupils, 86% of P4 pupils and 84% of P7 pupils are on track or above for writing. Our attainment in writing has increased for most year groups from last session.
- The New Renfrewshire Maths Planners were implemented which now incorporate key methodologies leading to streamlined skills across a level; and the provision of effective teaching support using high-quality rich tasks that provide breadth and depth. All staff have transitioned to using the new planners and assessments.
- The Numeracy Champion attended authority training and guidance on pedagogy in line with the new planners. Our Numeracy Champion delivered this training to all teaching staff with the strategies and approaches being introduced across the school. A well-attended family learning event was also held where pupils and parents participated in numeracy games together.
- Our pupils' Achievement of Curriculum for Excellence (CfE) Levels (ACEL) data for the session ending June 2024 are as follows:

	L&T	Reading	Writing	Numeracy
P1	89%	92%	89%	92%
P4	92%	88%	88%	92%
P7	95%	91%	89%	89%

- All staff participated in staff practitioner enquiry groups relating to features of highly effective practice to raise attainment: feedback, metacognition and questioning. Staff researched best practice and all staff trialled strategies in their classrooms, participated in peer observations and agreed in their groups, what best practice looked like in Barsail. Each group shared best practice and almost all staff have implemented these features of highly effective practice in their classrooms. A feedback video was created by pupils for parents explaining styles of feedback and the school's marking policy.

Improvement Priority 3: Develop New Planners to ensure a consistent and coherent approach

- Staff curriculum development groups focussed on the development of new planners for Health & Wellbeing (H&WB), RME and Expressive Arts. The core groups looked outwards to learn from research and best practice. The new planners:
 - Reflect and incorporate recent developments to the H&WB, RME and Expressive Arts curriculums.
 - Link to the experiences and outcomes for planning learning, teaching and assessment.
 - Link to the benchmarks to further support practitioners' professional judgement.
 - Include links to best practice resources to support planning and teaching.
- The new planners created this session will lead to consistent approaches to planning and assessment to ensure a structured, progressive and consistent approach.

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 caring and inclusive. We have 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.

PUPIL EQUITY FUNDING (PEF)

- Quality assurance information from all stakeholders in our school community is used effectively to inform PEF 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 purchase 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 pupil equity fund spending with the views of all in the school community considered.
- Our strategy to close the poverty related attainment gap in Literacy and Numeracy is built around:
 - providing targeted interventions in Literacy (with a focus on writing) and Numeracy.
 - improving the overall inclusion support package for children with ASN and other barriers to learning such as attendance.
 - improving the overall quality of learning and teaching
- All teaching staff consulted stated that the additional human resources (Assistant Active Schools Coordinator and Additional Support Needs Assistant hours) have a very positive impact on the inclusion, progression, achievement, and attainment of pupils affected by poverty. Almost all parents stated that their preference was to use PEF budget to maintain this support in session 2023/24.
- All class teachers provided targeted interventions during allocated PEF time for literacy (with a focus on writing) and numeracy. In addition, support was also provided by the ASNA. As a result, writing attainment in all but one year group improved from last session. (P2 up 4%, P3 up 2%, P3 up 5%, P6 up 3%, P7 up 4%). All of these learners (who represent the % increases) were part of targeted intervention groups.

- In terms of numeracy, the targeted interventions impacted positively on attainment in P2, P5 and P7 (increase of 6% across these year groups). All of these learners (who represent the % increases) received additional intervention through the PEF targeted groups. These interventions reduced our Poverty Related Attainment Gap (PRAG) in numeracy by 6% compared to the previous session.
- Our school is wholly inclusive and committed to removing disadvantage for whatever reason. Most of our care experienced pupils have made very good progress and are on track for literacy and numeracy levels.
- After consultation with our school community, our main focus next session will be to further improve attainment in literacy and numeracy by increasing our core teacher staffing by 0.4 FTE. This will enable the class teachers (for targeted year groups) to focus on targeted intervention for individual children.

OUR NEXT STEPS – PRIORITIES FOR 2024-25

We believe that we have made very good progress during session 2023-2024 and we will use the improvement priorities listed below to build on this progress moving forward.

- Work in partnership with cluster colleagues and local partners to deepen our knowledge and understanding of a skills-based curriculum. Staff will work collaboratively across the cluster to develop a skills framework enabling pupils to reflect upon the skills required for learning, life and work.
- Embed our new planners for H&WB, RME and Expressive Arts, with curriculum development groups focussing on creating new planners for Social Studies and Science.
- Continue to improve learning, teaching and assessment focussing on moderating the assessment of reading as a cluster; maximising the impact on pupil engagement and attainment in relation to Talk for Writing; and the embedding of the new Renfrewshire Maths planners and assessments, with further staff training to refresh and promote the strategies and approaches outlined in the planners.
- Take forward Education Scotland's Young Leaders of Learning (YLL) programme with the aim of engaging with our children to listen to their views and ensure they impact on school evaluation processes and feed directly into improvement priorities.
- Continue on our Renfrewshire's Nurturing Relationship Approaches (RNRA) journey and apply for maintaining our RNRA Gold status award.
- Continue to embed CIRCLE, RICE, NVR, GWMP, Who Cares Scotland curriculum lessons and the staged intervention monitoring and planning documents.

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

Barsail Primary School

Park Moor

Erskine

PA8 7HL

0300 300 0146

<https://blogs.glowscotland.org.uk/re/barsailprimary/>

Twitter: @Barsail_Primary

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.