



Barsail Primary School



Barsail Primary School Values



Dream Big, Aim High, Achieve More

H E A R T S



STANDARDS AND QUALITY REPORT

June 2025

This annual report will inform you of the school's progress and achievements in 2024-2025 and it will share a summary of our plans for 2025-2026. 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 315 pupils. Approximately one third of children attend the school as a result of placing requests. 12% 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 2025 the school will comprise of 13 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!”

[Barsail Movie 2024-25](#)

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 2024-25 were as follows: develop a cluster-based approach to skills development through practitioner enquiry; improve learning experiences and raise attainment in Literacy and Numeracy; introduce Young Leaders of Learning (YLL) to improve learner participation and support empowerment; and continue to implement Renfrewshire approaches to support inclusion and wellbeing. The progress made during the session towards these priorities is as follows:

Improvement Priority 1: Cluster Based Approach to Skills Development through Practitioner Enquiry

All staff attended skills-based training with Alan Dick (Head Teacher at Park Mains High School) and agreed upon six key skills to implement across the cluster:

- Teamwork
- Communication
- Thinking Skills
- Social Skills
- Creativity
- Problem Solving

All teaching staff adopted a practitioner enquiry approach and worked collaboratively in stage groups across the cluster chaired by a lead practitioner. Each stage group:

- Shared practice in relation to skills
- Researched skills
- Planned for teaching skills
- Created a proposal for implementation
- Trialled within own class and school
- Evaluated the impact

All teaching staff implemented skills-based lessons based upon actions agreed from the above cluster stage groups. All staff attended a sharing of good practice feedback session where each stage group shared their practice including the lessons taught, the resources used and the impact. Lead practitioners have since met, and will continue to meet next session, to agree best practice for our cluster, including a draft pathway of skills progression.

100% of Barsail staff stated that their skills group collaborated, shared good practice and worked effectively together. Pupils are now more confident recognising the six key skills and using skills-based language: Comparing the Skills pupil surveys in May '24 and May '25, pupil average ratings for each statement increased by an average of 0.84. The statements were out of 10. There was an improvement noted for every statement and the increase ranged from 0.55 to 1.11.

Improvement Priority 2: Improve Learning Experiences and Raise Attainment in Literacy and Numeracy

All support staff received training from our Literacy Champion on how to teach spelling. Support staff now have a daily responsibility for teaching and assessing spelling with targeted groups. Almost all children in the targeted groups have improved their spelling age because of this input. Children in the targeted intervention groups have, on average, made more than double the progress from the year before.

Talk for Writing has continued to be embedded across the school. All classes undertake a variety of fiction and non-fiction units each year. More resources and planners were provided to staff, with links created across other schools within the authority.

National Standardised assessments in writing show that 98% of P1 pupils, 90% of P4 pupils and 91% of P7 pupils are on track or above for writing. Last session (23-24), our attainment in writing increased for most year groups. This session (24-25), we have maintained or improved writing attainment in the majority of year groups.

All staff agreed on a new reading approach/standard specifically relating to the frequency and recording of hearing oral reading. All children in Primary 1-3 are heard reading daily. In Primary 4-7, children who are 'off-track' or who have ongoing dyslexia paperwork are also heard reading every day. All staff use reading records to track and support this. All children who have been heard reading daily have demonstrated increased confidence in reading and there has been improved reading attainment in the majority of year groups.

All staff have participated in reading moderation within the cluster. This has allowed all staff to agree standards for assessing reading and increased confidence in the accuracy of teacher judgement.

All staff received training and resources from our Numeracy Co-ordinator on number, maths and data talks. Almost all staff are now using a consistent approach to deliver these lessons on a weekly basis.

All staff are familiar and confident using the Renfrewshire Pathway Planners and assessments. Numeracy champions have provided training to almost all support staff to support teaching of Numeracy to targeted groups of children. Most of our cohorts have improved or maintained attainment in numeracy this session.

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	82%	88%	84%	90%
P4	93%	90%	90%	93%
P7	97%	94%	88%	88%

This session, all staff have successfully embedded our new planners for Health & Wellbeing, Religious & Moral Education and Expressive Arts which were created last session. This session, staff curriculum development groups have created new planners for Science and Social Studies. These planners will be fully implemented next session. All our planners have now been reviewed and updated, ensuring a progressive and consistent approach to planning and assessment. The new planners:

- Reflect and incorporate recent developments to each curricular area
- 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.

Improvement Priority 3: Introduce Young Leaders of Learning (YLL) to Improve Learner Participation and Support Empowerment

Barsail participated in the Young Leaders of Learning programme this session along with our partner school – Dargavel Primary. Six of our Primary 6 children were successful in their application and were trained at the start of the session by our Education Manager and the West Partnership.

Our chosen theme from, 'How Good is OUR School' was relationships. Prior to the reciprocal visits, the children engaged in planning meetings via teams and also face to face training which focussed on the skills and qualities of a YLL, note taking, interview skills and writing reports using evaluative language. During the visits, the children used this training to interview staff and pupil focus groups, along with taking notes of identified strengths and developments. At the end of each visit, change ideas were presented to each school and to the Head Teacher.

All children participated in the feedback sessions and pupil voice was used to inform meaningful change for our School Improvement Plan, including:

- Improvement 1: Revisit relationships policy, including our video to make it more child friendly. Have classroom plan and expectations displayed in every class using widgits.
- Improvement 2: Focus on a different value every week so the children have a specific focus. Awards will link to this value. Do activity with every class, "What does this value look like" so the children know how to demonstrate each value.
- Improvement 3: Introduce house challenges and house assemblies.
- Improvement 4: Have right of the fortnight displayed in every class and introduce playground charter.

All children who participated in the programme grew in confidence and developed relationships with their peers in Dargavel, who they will go to high school with.

Our Young Leaders of Learning journey has been captured in a movie: [YLL Movie 2024-25](#)

Improvement Priority 4: Continue to Implement Renfrewshire Approaches to Support Inclusion and Wellbeing

This session, we maintained our Renfrewshire's Nurturing Relationships Approach (RNRA) Level 4 Gold accreditation status; demonstrating our nurturing community with relationships at the heart of all we do. Feedback stated, 'It is clear that Barsail Primary School prioritise nurturing relationships and approaches and ensure these are sustained and continuously developed to meet the evolving needs of children, families, staff and the community.' Identified strengths following our visit, included:

- The use of RNRA at a pupil, staff and community level to develop a fully relational approach in Barsail Primary.
- A great use of creative resources to support issues between peers e.g. the 'grab and go' bags. It allows independence for the children of Barsail.
- The revised Pupil Reflection Folders support children across the school to have effective restorative conversations using visuals.

All teachers have adopted a consistent approach to visuals (through widgits) and all pupils have access to a quiet space which provides a calm and supportive environment.

All class teachers have been trained in CIRCLE (Child Inclusion Research into Curriculum Learning Education) and completed classroom audits twice this session, reviewing it each time to identify progress and appropriate support strategies. In our recent pupil survey, almost all pupils stated that they feel safe in school and that their school helps them to feel safe.

Parent quote from annual parental questionnaire (Dec '24), 'Supporting children's emotional wellbeing is a strength of Barsail. Children often are entering the school perhaps nervous and upset after a break or weekend and the staff are extremely caring towards the children instantly providing an environment of safety and care as soon as they step into Barsail school grounds which is so lovely to see.'

All teachers are now confident in using the Glasgow Motivation and Wellbeing profile which is used to monitor the 8 indicators of wellbeing through the themes of agency, affiliation, autonomy and safety. This session, all pupils completed the survey twice (September and February) and from the information gathered, all teachers, through discussion with the pupils, set clear targets for their class and choose interventions to boost either a sense of agency, autonomy, safety or affiliation in their classrooms. Each classroom goal was displayed in a child friendly way in all classrooms. Our interventions resulted in improvements being made in both affiliation and autonomy scores, with agency and safety maintaining.

All staff contributed towards achieving the UNCRC Silver Accreditation this session. Staff continue to embed a rights-based curriculum striving to work towards receiving Gold Accreditation next session.

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. Everyone is part of the 'Barsail Family.'
- A highly motivated and dedicated staff team who go above and beyond to provide engaging learning experiences and opportunities for our children.
- Attainment is a high priority for all staff members with a variety of teaching methods employed to support and meet the needs of all learners. All staff have an in-depth knowledge of children in our school. This allows staff to differentiate appropriately and meet the needs of all learners, ensuring all learners can achieve success.
- There is a big focus on celebrating success. Achievements, both in and out of school, are celebrated and tracked on a weekly basis. This develops children's confidence and self-esteem and provides a sense of belonging as the Barsail community celebrates with each other.

- A dedicated music teacher allows for children to be taught how to read music and play musical instruments. Children are given various opportunities to showcase their talent throughout the year, providing memorable experiences for our children.

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 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 (Teacher hours / 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 2025/26.
- All class teachers provided targeted interventions during allocated PEF time for literacy and numeracy. In addition, support was also provided by the ASNA. As a result, almost all children in the targeted groups have improved their spelling age because of this input. Children in the targeted intervention groups have, on average, made more than double the progress from the year before. Children in SIMD 1-5 made more progress than children in SIMD 6-10. In terms of reading, the targeted interventions impacted positively on attainment in P3, P6 and P7 (increase of 8% across these year groups). All these learners (who represent the % increase) were part of targeted intervention groups.
- In terms of numeracy, the targeted interventions impacted positively on attainment in P3 and P6 (increase of 4% across these year groups). All of these learners (who represent the % increases) received additional intervention through the PEF targeted groups.
- 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 the majority are on track for literacy and numeracy levels.
- A minority of our children were offered soft start every morning 8:30-9:00 to assist with wellbeing, lateness and attendance. Average attendance in Barsail has increased to 94.9%, compared to 94.4% from the previous year. All children who have attended have benefited with all teachers commenting on their readiness to learn when entering class. However, not all of the invited children attended consistently. This will therefore remain a priority next session.
- After consultation with our school community, our main focus next session will be to further improve attainment in literacy and numeracy by using the additional core teacher staffing of 0.3 FTE. This will enable the class teachers (for targeted year groups) to focus on targeted intervention for individual children, with a continued focus on reducing the poverty related attainment gap.

OUR NEXT STEPS – PRIORITIES FOR 2025-26

We believe that we have made very good progress during session 2024-2025 and we will use the improvement priorities listed below to build on this progress moving forward.

- Continue to work in partnership with cluster colleagues and local partners to develop a skills framework and deepen our knowledge and understanding of a skills-based curriculum. Identified lead practitioners will devise:
 - Presentation of skills resource overview
 - Pathway of skills progression
 - Deliver presentation during collegiate session to all staff including input on the skills section of the Renfrewshire Way toolkit.
- Embed our new planners for Social Studies and Science.
- Continue to improve learning, teaching and assessment by participating in Improving our Schools (IOS) with a focus on improving writing attainment. This is an opportunity for senior leaders in Barsail to undertake high quality training leading to more effective self-evaluation, bespoke staff training and improved teaching, learning and attainment.
- Cluster stage groups established through skills development and previous reading moderation activity from session 24-25 will continue to moderate Reading. Next session the focus will be on comprehension.
- Continue Young Leaders of Learning (YLL) programme with our partner school, Dargavel Primary. Current YLL's will take forward the improvement priorities they identified this session, relating to the theme of relationships, and also train a new group of YLL's who will focus on Learning and Teaching next session. Identified improvement priorities will then form part of our School Improvement Plan in 2026/27.
- Build upon a rights-based curriculum in order to achieve UNCRC Gold Accreditation next session.
- Continue to use CIRCLE, RICE, NVR, GWMP, Who Cares Scotland curriculum lessons and the staged intervention monitoring and planning documents to ensure we are getting it right for every child.

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

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<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.