



Barrhill Primary School and Early Years Centre



**Standards and Quality
Report June 2020**



The purpose of this report is to provide an answer to the question - 'How good was our school in 2019-2020?' The following pages will tell you about the quality of education in the school and Early Years Centre (EYC) and how the children benefit from coming here.

Vision

In early 2017 staff, pupils and parents developed the following vision and values:

Our School Community is a place where everyone is encouraged to grow and learn in an inclusive and nurturing environment. Pupils are motivated and challenged to be the very best they can be.

Values

Kindness

Respect

Honesty

Confidence

Achievement

Aims

- To create a welcoming atmosphere with a positive ethos where there is a safe, relaxed and secure teaching/learning environment.
- To involve and encourage parents, carers, partner agencies and the wider community to play an active role in supporting learning and celebrating success both at school and at home.
- To ensure that school staff work within a professional environment where they can take advantage of opportunities for further training and development in order to enhance learning and teaching, ensuring that we offer the highest quality learning experiences for our pupils.
- To promote the well-being of all children through opportunities to develop socially, emotionally, physically and intellectually, developing a positive attitude and high self-esteem.
- To provide the highest quality of learning and teaching by providing experiences that enable children to enjoy their education, through a variety of teaching approaches and learning styles.

Context of the School/Early Years Centre

Barrhill Primary School and Early Years Centre is a rural, non-denominational school serving the village of Barrhill and surrounding district. School capacity is 45 and this session the roll is 24 pupils with 5 EY pupils: all pupils live in SIMD decile 4, 5 pupils are care experienced, 3 pupils are entitled to free meals, 50% of pupils are on staged intervention level 1b or above, and current average attendance is 96.25% - a slight increase from last session with no exclusions.



There are 2 classes: P1-3, P4-7 plus an Early Years Centre, with staff working closely together to support and challenge pupils - from both within and outwith their own classes. We did not receive timetabled support from a Cluster Pupil Support teacher this year, but benefitted from a block of support from the rural primary allocation. Pupils also benefit from weekly additional music tuition from a percussion teacher and are well supported by the Active Schools Co-ordinator. Children in the EYC access 1140 hours with the addition of another EYP this session.

Our staff team consists of Head Teacher, shared with Barr PS and EYC, Principal Teacher (0.5), 1.8 Class Teachers, 2 Early Years Practitioners, 1 school assistant, 1 clerical assistant, 1 janitor and 1 catering assistant. The Head Teacher has been in post since the 23rd of January 2017 and was awarded The Standard for Headship in March 2018. The Principal Teacher is fully class committed.

The school offers educational facilities for boys and girls between the ages of 3 and 12 years and is non-denominational.

The school enjoys links with our partner school, Barr; cluster primaries and feeder Secondary, Girvan Academy through planned projects e.g. transition projects, Health Week, Careers Day, Science Fair. The school is very well supported by the Parent Council who organise social events and work hard to secure funding for ACE/school activities and the annual residential for P6-7.

During the initial period of lockdown, pupils were provided with paper packs of learning activities, guidance sheets and resources. Staff continued to provide consolidation online through Microsoft Teams/Glow/Website/Profiles and checked in with all families via a weekly telephone call. Video messages and instructions kept relationships going and raised spirits. The majority of pupils engaged with their teachers and classmates through Teams. We held our end of year Celebration of Success online with children receiving their certificates and prizes via their parents.

During this session we have been working towards the outcomes identified in our school improvement plan and we used self-evaluation toolkits to evaluate the targets set. We gathered evidence through:

- School monitoring programme
- Class/EYC Observations
- Staff feedback information
- Staged intervention paperwork
- Planning and assessment information
- Staff training records
- Questionnaires
- Summative and formative assessment results
- Focus group feedback
- Attendance monitoring
- Work scrutiny
- Minutes of staff meetings
- Data analysis



What key outcomes has the school achieved?

The School Improvement Plan has impacted positively on the school and EYC with achievements and attainment in all curricular areas. At close of school/EYC in March:

- Most pupils were predicted to have achieved an increase in their reading, spelling and number ages.
- In the Scottish National Standardised Assessments for P4 and P7, 16% of the pupils assessed displayed high capacity in numeracy, 33% in reading and writing.
- Each pupil has been involved in leading aspects of the school improvement plan through committees or leadership roles.
- Our vision and values continue to underpin school policies.
- The positive behaviour policy has allowed every pupil to achieve individual success and gain house points.
- Strong links with the local community allows the pupils to grow and develop citizenship skills.
- Our pupils have represented the school at various competitions nationally and across the authority e.g. Cluster badminton tournament, MSP's Christmas Card competition, Young Engineers.
- The Parent Council continue to work very closely with the school in regards to school improvement and also to facilitate significant fund-raising.

Pupil Equity Funding allowed all staff to engage in numerous instances of high quality CLPL activities up to March, with teachers and EYPs then further developing curricular areas across the school and EYC. This has had a marked impact on both pupil and staff motivation for particular subjects. This has also led to greater in-depth knowledge of barriers relating to the poverty related attainment gap. The Mental Health First Aider has supported many of the pupils this year and has led whole school assemblies. Working with the MHFA in Barr, she has also led staff training. Visits to other establishments have given staff ideas to use in their own contexts.

Please see appendix 1 for detailed statistics and trend data.



Summary of progress

School Priority 1: Literacy and Numeracy	
NIF Priority: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children	Links to HGIOS 4 / HGIOELC: 2.5, 2.6, 3.2
Progress and Impact <ul style="list-style-type: none">• Pedagogical research and developments, particularly in literacy and numeracy, have been facilitated through high quality CLPL opportunities. All Early Years Practitioners and Teachers have had 3 full days out of school and planned collegiate time to focus on a curricular area of their choice. The subsequent knowledge and expertise were then showcased and cascaded across the 2 schools to ensure equity and best outcomes for pupils. Embedding of current initiatives e.g. Talk for Writing has had a reported impact on the enjoyment and confidence of pupils.• Identified staff have engaged in deeper play-based learning training to develop early literacy and numeracy skills. The junior classroom has been set up with clear areas for play. All of the school and EYC have access to loose parts resources in the playground, both during intervals and on a timetabled basis.• Targeted interventions for literacy and numeracy have been delivered daily by trained staff. This has an impact on pupils' confidence and levels of attainment.• A new tracking profile and system is beginning to focus learning conversations, help with moderation and identify areas for support. Use of the Progress and Achievement module has ensured better tracking and reporting processes, with parents receiving 2 interim and 1 final report. Cluster working has increased teacher confidence and supported valid and reliable assessment judgements with facilitation from the Barr PT who is an Assessment and Moderation Facilitator. Rich tasks are developed with stage partners to identify planned assessment opportunities.• Making Thinking Visible routines have been introduced within the EYC to develop deeper thinking.• There has been a range of literacy focussed initiatives offered this year to develop a love of reading and increase motivation e.g. First Minister's Reading Challenge, World Book Day, reading buddies.• All staff use the outdoors to great effect to motivate and engage the children in their learning.• Care Plans are discussed termly with all EY parents and parents are encouraged to make comment.• Visits within our SWEIC rural family have been planned and commenced, with a focus on literacy, numeracy and play-based learning within a multi-composite setting.• Fulltime provision within the EYC is building pupil confidence and enjoyment of early literacy and numeracy.• EYPs have worked closely with the PT using new documentation to investigate and develop best practice in early childhood curriculum and pedagogical leadership.	



Next steps

- Increase cluster working to include a focus on primary/secondary transitions.
- Ensure play-based learning opportunities are identified within planning documents.
- Increase use of electronic profiling.
- Have a greater focus on pupil led learning conversations.
- Further develop the ReadingWise programme across the whole school.
- Audit literacy resources.
- Talk for Writing programme to be rolled out into the junior class.
- Develop parental workshop opportunities online.
- Offer virtual PEEP and Bookbug support in the EYC.
- Develop further confidence, through CLPL, in numeracy approaches.
- Build on SWEIC links, as guidance allows.
- Extend the use of 4 stages of progress across other curricular areas.
- Review skills pathways to ensure a progressive and structured approach to learning within a multi-composite class.
- Update curricular statements following staff development work.
- Identify pupil curricular ambassadors to further develop our curriculum rationale.



School Priority 2: Health and Wellbeing	
NIF Priority: Improvement in children and young people's health and wellbeing	Links to HGIOS 4 / HGIOELC: 1.2, 2.1, 2.7 3.1,
Progress and impact <ul style="list-style-type: none">• A whole school health and wellbeing policy has been developed in conjunction with the link Educational Psychologist. This will continue to be developed next session to ensure we meet the needs of the pupils on their return.• Support for pupils' mental health has benefitted from many staff undertaking extended training e.g. Nurture, ACEs, Mental Health First Aid, growth mindset. Pupils and staff have access to a highly trained Mental Health First Aider. She has offered weekly check ins, 1:1 sessions, staff training, led assemblies and developed a quiet area for pupils to access.• The daily 15-minute physical activity at the beginning of the day is welcomed by staff and pupils and has led to increased focus and concentration.• To help improve resilience and safety, the Campus Police officer has delivered Assembly inputs on online safety.• Assembly sessions have focused on the SHANARRI indicators and helped develop children's understanding of GIRFEC.• Growth mind-set is an integral part of school/EYC life to help alleviate anxieties and worries.• Loose parts play has been extended across the school (indoors and outdoors) to offer a different context for learning and encourage imagination.• Staff and pupils have been creative in their use of appropriate space and extended their learning to within the village, giving the pupils a greater love of their local surroundings.• All pupils have developed their citizenship skills through participation in the Rights Respecting Schools programme, as buddies, within community projects and as playground leaders• The PEEP programme has been delivered within the EYC with younger children from the community also in attendance. Parent feedback is always positive.• All EY parents attended Stay and Play sessions.• Inter-house challenges have encouraged an ethos of teamwork and competition with senior pupils supporting the younger ones.• All pupils have participated in a termly outdoor session with ACE - developing their skills in outdoor sports and risky activities and most of them have attended an after-school club.• Pupil voice is evident through leadership opportunities, leading learning, in committee work e.g. JRSOs highlighting road safety to the EYC children.• Children's rights are celebrated with consultation high. The 'Wee HGIOS' document is integral to self-evaluation processes.• New PE planners have been devised for areas where teachers are less confident in their delivery.	



Next steps

- To aid in recovery, use of The Ice Pack 2 programme will be beneficial.
- Continue the daily 15-minute activity sessions-outdoors.
- Further develop risky play across the EYC and school.
- Keep training up-to-date through virtual methods.
- Develop better means of communicating target setting with parents.
- Achieve Gold School Sports Award.
- Review Outdoor Learning policy.
- Deliver the Play on Pedals programme in the EYC.
- Work with Active Schools and Outdoor Education staff to extend the use of the local environment.



School Priority 3: Sustainability and Creativity	
NIF Priority: Improvement in employability skills and sustained positive school leaver destinations for all young people.	Links to HGIOS 4 / HGIOELC: 1.2, 1.3, 2.2, 2.3, 3.3
Progress and Impact <ul style="list-style-type: none">The development of children's rights and pupil voice continues to be a positive aspect of our vision and ethos with each pupil contributing through leadership roles, committee work and school improvement.The Captain and Vice-Captains have driven changes and led Assemblies, developing leadership skills in the process. They also began developing the concept of Fairtrade through a healthy tuckshop. This was very well-received by pupils and parents.A whole school and EYC inter-generational project within the local community was enjoyable for the children.We have registered for the Digital Schools' Award to help develop a strong digital learning environment for our school community. Training has been delivered: to staff on e.g. the use of new learning resources, Glow; to pupils by the Campus Police Officer on safe online behaviours. Our digital footprint has grown through better use of the school website and Twitter page allowing a greater range of communication options and celebration of learning.Staff expertise and confidence in areas of ICT e.g. Microsoft Teams greatly increased through the period of lockdown.Loose parts play is an integral part of the classrooms which has developed children's imagination, problem solving and team work.Creativity skills have been extended through the development of expressive arts projects. Our Christmas Show, 'Snow White' received rave reviews from audience members and each class delivered an assembly to an audience of family members.Collegiate work on IDL shows clear links to the development of creativity.Invited visitors have shared aspects of their job and career journey with all our children, sparking their curiosity about local opportunities.Detailed Expressive Arts projects have been designed for Early, First and Second levels to help with skill development across a multi-composite class.	



Cluster Priority: Science Framework	
NIF Priority: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children	Links to HGIOS 4 / HGIOELC: 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2
Progress and Impact <ul style="list-style-type: none">Cluster Science group was successfully formed and worked well to plan and deliver a programme of science training for all staff in the Cluster. They met monthly to discuss progress, feedback and amend plans.SSERC Mentors attended residential training to develop their own skills, knowledge and understanding in science in order to cascade that learning to other staff in the Cluster.SSERC Mentors surveyed staff confidence at the start of the year to identify areas for development within science and then used the feedback to plan the programme of learning for the year.SSERC Mentors organised two training sessions run by their team to develop science skills. Through this training, they were able to cover activities linked to Science Inquiry, Electricity, Properties of Ice and Outdoor Science. These were hands on experiences, which received very good feedback from all staff and included all staff working with children in schools.SSERC Mentors organised two SSERC Meet training sessions (provided by SSERC through video conferencing) to develop areas of science identified as being lower confidence.Nearly all subjects identified as being lower confidence for staff covered by training between August and March. Areas not covered were due to be covered before Coronavirus affected CLPL opportunities. These will be rescheduled for next session.Science materials in schools were audited and at Barr and Barrhill, these were reorganised to make them more accessible for staff. An inventory was created and shared between both schools to allow sharing of resources.New resources were purchased through discussion with staff about areas where there was gaps in resources. These resources were successfully used over the year to cover different science topics and a report submitted to the trust to identify the impact.At Barr and Barrhill, additional CLPL experiences in Topical Science were organised by SSERC Mentor. This event was well attended and staff feedback said they felt more confident with the topic, though more training is being held to develop this confidence further.SSERC Mentors carried out a showcase of their work at the second SSERC Residential training, the work was commented on positively and showed a large body of evidence of the work that had been carried out.Pupils have had the opportunity to take part in a larger variation of science opportunities over the year, and cover topics that have previously been skimmed over.	



- Science moderation activities were created for use within the cluster. Staff have completed the activities, and now just need an opportunity to share their work and moderate.
- An overview of the activities that were shared at SSERC linked to CFE outcomes, has been created and now needs to be finalised.
- Feedback from staff and half year staff reviews shows that staff confidence has increased in the areas that were identified at the start of the year - full survey of staff confidence to be carried out at end of year.
- More staff have been trying different science activities, and it is no longer the same staff doing science for all classes.
- Early Years staff have been promoting science opportunities all year, leading to a better understanding of science within the Early Years and making children more aware when they are taking part in science activities.
- Pupils are getting a better breadth of science outcomes and more depth within outcomes, due to increased understanding of concepts.

Next Steps

- Moderation of Case Studies to be carried out.
- SSERC Mentors to cascade training opportunities, out with the Cluster.
- SSERC Mentors to access next set of training sessions.
- SSERC Mentors to create a means of sharing good practice amongst the cluster and beyond.
- SSERC Mentors to work with Academy staff to create a clear progression throughout the stages.
- Overview of activities to be completed.
- More training to be provided to staff.

Evaluation Summary

1.3 Leadership of change

The aspirational vision, values and aims are clear within the school and EYC and there is a strong commitment from the whole team to secure positive outcomes for children. Our values are reinforced and celebrated through e.g. Assemblies, class charter and positive behaviour awards. The children understand them extremely well and use them in conjunction with the United Nations Rights of the Child.

Through the well-planned calendar of self-evaluation, staff meetings and pupil/parental consultation we have a clear vision of where we want to be and what we need to do to get there. The school is consultative and data rich and this helps inform our next steps. Staff are encouraged and empowered to lead innovative change within the school and EYC and collegiate working across the two schools is the norm.

Staff within the school are fully committed to improvement and have high expectations of all learners. Clear remits and expectations across the two schools have led to leadership opportunities at all levels and all staff have engaged in further training and development -



locally and for some nationally, which is a key driver for change. Self-evaluation is at the heart of our development priorities.



2.3 Learning and teaching

The ethos we have developed is extremely positive and staff focus on getting it right for every child. Almost all pupils are motivated, engaged in their learning and challenged to work beyond expected levels. Through observations, it is clear to see that the experiences offered are enjoyable and well matched to pupils' needs. Our children are involved in the wider life of the school e.g. committees, charity work, leadership roles and know their views are sought and valued.



Teachers adopt a range of strategies to meet the varied learning styles of their pupils. Staff are keen to improve and work collegiately with partners in a positive way. The school environment is used effectively by all the staff and pupils, with partners supporting where possible. We use a variety of approaches to allow our learners to demonstrate their knowledge, understanding and skills.

Our curriculum is designed to ensure all our children receive a high-quality experience across all curricular areas through breadth, depth and application of learning.

Most pupils use peer/self-assessment to effectively plan next steps in their learning and can talk about what they have been learning. They are involved in evaluating and setting their learning targets. Cluster working on assessment and moderation continues to build confidence in teacher judgements with the approach to tracking and reporting helping to evidence the progress of our learners. Teachers have a very good understanding of the moderation cycle and use this well. Pupil profiles are beginning to track learning journeys.

Staff meet termly with the HT to predict, track and improve learner outcomes. Specific vulnerable groups are tracked separately with a clear focus on analysing data for the impact of planned interventions. Planners have introduced consistency across the classrooms. Learners are involved in aspects of planning learning, where appropriate and digital learning is progressive and taught within relevant contexts.



3.1 Ensuring wellbeing, equity and inclusion

Staff have a shared understanding of wellbeing and work together to promote our values and high expectations ensuring all children feel secure and valued.

Relationships across the school community are extremely positive and each child is treated as an individual.



All pupils receive 2 hours of quality PE each week, with specialist knowledge and skills shared across the school. We have increased staff and pupils' knowledge of children's rights and this is further developed through assemblies and RRS work. Children have a good understanding of the wellbeing indicators and how they link to our values. Staff have received input on current legislation and particular policies relating to wellbeing.

At Barrhill, all staff are committed to improving the health and wellbeing of our pupils. Our positive relationships with pupils and their families lead to excellent support and positive outcomes. Staff have received guidance and training on staged intervention and wellbeing processes and pupils and parents are fully involved in evaluating and setting targets. Support from the cluster Pupil Support teacher and our school assistant provides high quality support to pupils experiencing difficulties in literacy and numeracy. Pupils who require additional support for their learning or with emotional and behavioural needs are closely monitored through the staged intervention process, with appropriate strategies and supports in place. All members of the school community are treated fairly and with respect.

3.2 Raising attainment and achievement

The majority of our pupils are predicted to make age appropriate progress in both literacy and numeracy. This is evidenced through ongoing assessments, baseline/value added assessments and confident teacher judgements. Support is in place for pupils who are not making expected progress. More able learners are being challenged with identified learners achieving above national expectations.

Due to our small numbers, we track individual pupil results over time rather than cohorts of pupils to get a more accurate assessment. Through rigorous tracking procedures in place, it is clear that most pupils are making progress from prior levels of attainment.

Attainment data is being used to identify progress and next steps. Moderation activities across the two schools have helped staff gain a shared understanding of standards and how well our children are learning.



Pupils' wider achievement is valued and celebrated and can be noted in their growing pupil profiles. Through community projects almost all pupils are becoming more responsible and respectful of others.



We have effective systems in place to track all pupils with a particular focus on those identified as being most vulnerable. At tracking meetings this information helps inform decisions and allocation of resources.

What are the key priorities for improvement in 2020-2021?

From the National Improvement Framework, the key priorities for Barrhill PS and EYC for session 2020-2021 are:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.
- Continuation of Improvement Priorities from 2019-2020, with a clear focus on recovery.

What is the capacity for improvement?

There is capacity to make further improvements and the school has a clear vision for moving forward following lockdown. The over-riding focus will be on celebrating home learning; the recovery of literacy and numeracy learning and ensuring our young people are safe, happy and supported to rebuild relationships with peers and school staff.

There is an effective and supportive monitoring process in place with a pared-back self-evaluation calendar ensuring regular opportunities to evaluate learning and teaching. The staff are enthusiastic and motivated and through self-evaluation, collegiate working, moderation opportunities and ensuring high expectations, our pupils will continue to receive an excellent education and 'be the very best they can be!'



Appendix 1 - Attainment data (only P4+P7 SNSA data included for 2019-2020)

Attendance (%)

2016-17	2017-18	2018-2019	2019-2020
96.4	95.04	96.02	96.25

% Secure or Better at the Appropriate Stage (P1, 4 and 7): Literacy

2016/2017			2017/2018			2018/2019		
Reading	Writing	Listening and Talking	Reading	Writing	Listening and Talking	Reading	Writing	Listening and Talking
25	0	25	67	67	67	74	52	87

% Secure or Better at the Appropriate Stage (P1, 4 and 7): Overall Maths

2016/2017	2017/2018	2018/2019
75	66	81

% Secure or Better by Year Stage (P1, 4 and 7): Reading

2016/2017			2017/2018			2018/2019		
P1	P4	P7	P1	P4	P7	P1	P4	P7
0	50	0	100	33	100	40	100	83

% Secure or Better by Year Stage (P1, 4 and 7): Writing

2016/2017			2017/2018			2018/2019		
P1	P4	P7	P1	P4	P7	P1	P4	P7
0	0	0	100	33	100	40	50	67

% Secure or Better by Year Stage (P1, 4 and 7): Listening and Talking

2016/2017			2017/2018			2018/2019		
P1	P4	P7	P1	P4	P7	P1	P4	P7
0	50	0	100	33	100	60	100	100

% Secure or Better by Year Stage (P1, 4 and 7): Overall Maths

2016/2017			2017/2018			2018/2019		
P1	P4	P7	P1	P4	P7	P1	P4	P7
100	100	0	100	33	100	60	100	100



Developmental Milestones (Percentage of Children Achieving Milestone)

2016/2017(June)			2017/2018 (June)			2018/2019 (June)		
Health and Wellbeing	Comm. and Language	Maths and Numeracy	Health and Wellbeing	Comm. and Language	Maths and Numeracy	Health and Wellbeing	Comm. and Language	Maths and Numeracy
100	0	0	70	47	40	100	0	0

SNSA % pupils achieving result P1

2017/2018						2018/2019					
Numeracy			Literacy			Numeracy			Literacy		
High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
100			100				60	40		60	40

SNSA % pupils achieving result P4

2017/2018				2018/2019				2019/2020 (October)									
Numeracy		Literacy - reading		Literacy - writing		Numeracy		Literacy - reading		Literacy - writing		Numeracy		Literacy - reading		Literacy - writing	
67	High	33	Medium	33	Low	67	High	33	Medium	67	Low	50	High	50	Medium	50	Low
50	High	50	Medium	50	Low	100	High	100	Medium	100	Low	50	High	50	Medium	50	Low

SNSA % pupils achieving result P7

2017/2018				2018/2019				2019/2020 (October)									
Numeracy		Literacy - reading		Literacy - writing		Numeracy		Literacy - reading		Literacy - writing		Numeracy		Literacy - reading		Literacy - writing	
100	High	50	Medium	50	Low	100	High	17	Low	33	Medium	17	Low	32	High	68	Medium
								66	Medium	66	Medium	33	High	66	High	33	Medium