



Barrhill Primary School and Early Years Centre



Standards and Quality Report June 2024



The purpose of this report is to provide an answer to the question - 'How good was our school in 2023-2024?' 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

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 23 pupils with 6 EY pupils: all pupils live in SIMD decile 4, 35% of pupils are entitled to a free school meal (local Authority average is 21%), 44% of pupils are on staged intervention level 2 or above, and current average attendance is 92.2% (local Authority average is 92%) - with no exclusions.



There are 2 classes: P1-4, P5-7 plus an Early Years Centre, with staff working closely together to support and challenge pupils. Pupils also benefit from weekly additional music tuition and being supported by the Active Schools Co-ordinator. Children in the EYC access 1140 hours. We do not receive any additional cluster pupil support.

Our staff team consists of Head Teacher, shared with Barr PS and EYC; Principal Teacher (0.5); 1.9 Class Teachers; 2 fulltime 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. All staff have a leadership role and develop areas such as Expressive Arts, learning for sustainability, digital technologies.

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 and organise projects throughout the year e.g. transition projects, Health Week, Developing the Young Workforce event, fundraisers. The school is supported by the Parent Council who secure funding for school activities and the annual residential for P6-7.

The improvement plan focussed on the health and wellbeing of our learners and staff team, with a clear emphasis on literacy, numeracy and creativity. Attainment data was gathered by the school using the 4 stages of progress, National Standardised Assessments and GL Assessments. As this is a small school, general statements about progress have been used. Overall, most children across all stages have achieved, or are on track to achieve, appropriate levels of attainment in listening and talking, reading, writing and numeracy and mathematics. A few children at key stages are exceeding national expectations in both literacy and numeracy. Across the school, children who require additional support with their learning are making good progress from prior levels of attainment.

Attainment in Literacy and English

Across the whole school, most children are making good progress in all aspects of literacy and English. Most children are making good progress in listening and talking and reading. Most children are making very good progress in writing.

Attainment in Numeracy and Mathematics

Overall, most children are making good progress in numeracy.

Attainment in the EYC

All children achieved 8 or more of the Developmental Milestones in Maths and Numeracy; Health and Wellbeing and in Communication and Language.

Progress over time is closely monitored and tracked using in school systems. Support is allocated flexibly to support pupil need. In all cases pupils who have not achieved expected levels are supported by an action plan and are in our system of staged intervention.



Please see appendix 1 for detailed statistics and trend data.

What key outcomes has the school achieved?

Progress towards our improvement priorities continued throughout the year. Self-evaluation processes allowed us to gather reduced evidence through:

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

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 June:

- In the junior class, the majority of pupils increased their spelling age and the minority increased their reading and numeracy age. A few pupils are far exceeding their numeracy ages.
- In the senior class, all pupils increased their reading and spelling ages and almost all increased their numeracy age. Around half of the class have significantly improved their scores in all areas, by more than 1 year.
- Each pupil has been involved in leading aspects of the school improvement plan through leadership roles, committee work and at Assemblies.
- 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.
- High quality staff development continued, impacting on each child and across the staff team.

Pupil Equity Funding provided 4 days of cover to allow Mrs Price out of class. This enabled our Health and Wellbeing coordinator to support and track identified pupils; provide exciting activities for staff to use with their children; deliver group sessions; access further training; support whole school events.



Summary of progress

School Priority 1: Improvement in attainment for all, particularly in literacy and numeracy.	
<p>NIF Priority:</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p>Closing the attainment gap between the most and least disadvantaged children.</p>	<p>Links to HGIOS 4/HGIOELC:</p> <p>1.2, 2.2, 2.5, 3.2, 3.3</p>
<p>Progress and impact</p> <ul style="list-style-type: none"> There is a shared understanding of the place of play pedagogy in our curriculum, with staff confidence in implementing this now secure within the upper stages. Environments have been co-created with the children to ensure children's needs and interests are valued and accounted for. A range of Talk for Writing strategies and new literacy resources are being used to develop literacy skills, with a reported impact on enjoyment and confidence of pupils and a significant increase in spelling attainment. The Big Maths programme is fully embedded within the senior class, with aspects of it being used with the juniors. Work around the Reading Schools programme has led to increased opportunities for children, and staff, to focus on reading for pleasure. The South Ayrshire Reads team has delivered a wealth of training this year to support staff's knowledge and confidence in teaching literacy. Giglets, an online multilingual literacy and language resource, has delivered an engaging and differentiated learning experience for all pupils. Pupils have reported a love of reading, and are challenged to improve comprehension and language acquisition through a range of HOTS questions and literacy rich tasks. There have been improvements in Early Years' vocabulary through focussed phonological awareness input, including a rhyme and sound of the fortnight, resulting in more confident children. Gaelic has been enjoyed by both pupils and staff this year, with children receiving a block of learning from a specialist teacher. There is regular use of the wider environment to enhance pupils' learning, resulting in more imaginative play and real-life contexts. Pupils learn in a broad range of contexts, which are relevant, meaningful and matched to their interests. Digital technologies are regularly used to enhance the high-quality learning and teaching, with staff engaging in a range of professional learning activities to increase their own confidence. Stay and Play/PEEP/Bookbug sessions were held with high parental attendance. The daily focus on handwriting skills is showing improvements across the school. Interventions continue to support pupils to achieve success with their targets. Ongoing training facilitates this and greater tracking and monitoring has been introduced. 	



- MTV routines are used regularly across the school, to develop children's thinking skills.
- Teachers have engaged in moderation activities, particularly in literacy, to agree expectations and confirm professional judgements. Peer visits and collegiate working allow for greater consistency and shared expectations.
- Online planning processes have been further developed to ensure a consistent and progressive approach to skill development.
- Pedagogical research and developments have been facilitated through high quality PL opportunities both in house and out. All Early Years Practitioners and Teachers have had four full days out of school and planned collegiate time to focus on a curricular area of their choice. The subsequent learning was then cascaded across the two school teams to ensure equity and best outcomes for pupils.

Next steps

- Develop the use of Play Projects, ensuring skills development.
- Achieve Core in the Scottish Book Trust Reading Schools programme.
- Improve language and communication skills through targeted interventions.
- Improve children's working memory.
- Increase staff confidence in the 5 key formative assessments strategies.
- Review the curriculum rationale.



School Priority 2: Improvement in children's and young people's 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

- Soft-starts allow pupils to benefit from daily wellbeing check-ins.
- Scrutiny of the Glasgow Motivation and Wellbeing Profile targets those most in need with boost groups.
- Identified children have benefitted from group support from our health and wellbeing coordinator.
- A range of events and family learning opportunities were offered this year with all parents attending most of the events. The children note this as one of their highlights.
- The daily 15-minute physical activity is enjoyed by staff and pupils and leads to increased focus and concentration. All children have daily access to fresh air and exercise in many forms.
- EYC children and parents set their Care Plan next steps with their key-worker, which are then documented on their Learning Journal. Targets are regularly discussed and evaluated.
- The PEEP/Bookbug programme was delivered within the EYC with a high level of engagement and success.
- Building on the whole school Health and Wellbeing for All document, staff prioritise health and wellbeing throughout the year.
- Growth mind-set, happiness and positivity is an integral part of school/EYC life to help alleviate anxieties and worries with calming resources/quiet areas available in all learning areas.
- Children's understanding of diversity and inclusion has increased, therefore promoting tolerance and acceptance of others, through the purchase and use of new books.
- P4-7 completed the Playground Leaders programme with the Active Schools Coordinator, with the 6s and 7s then achieving their Junior Coaching award.
- Pupil voice is evident through leadership opportunities, leading learning and in committee work.
- Children's rights are celebrated with consultation high, leading to school improvement.
- Parents have access to their child's Learning Journal and are encouraged to comment and upload home achievements.
- The EYC are regularly out and about in the community, attending events and developing links e.g. squirrel boxes, delivering Christmas cards.
- All children have benefitted from a focus on healthy eating, with the EY children growing and cooking their own food.
- With support from parents and the community, the outdoor area has undergone an upgrade with plans made to develop it even further next year.



Next steps

- Increase the range of after school/lunchtime clubs to encourage and increase the involvement of more children e.g. homework club, science.
- Increase children's understanding of diversity and inclusion, therefore promoting tolerance and acceptance of others.
- Extend family learning opportunities.
- Further develop the outdoor areas.

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

- Partnership links this year have allowed the pupils to be creative and develop their understanding of the local area.
- Links have been made with an international school through the British Council, to widen children's knowledge of context and sustainability.
- The P6s and P7s have attended a residential at Dolphin House, gaining their John Muir award as a result.
- Delivery of a programme of financial numeracy sessions developed real-life money skills for all primary children.
- The development of children's rights and age and stage appropriate 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 P7 School Captains and pupil group have been instrumental in driving changes, developing leadership skills in the process.
- A focus on World of Work activities, resulting in a highly successful careers fair, developed children's knowledge and understanding of developing the young workforce.
- Pupils set termly targets and participate in learning conversations. This is then evidenced in Learning Journals, by both pupils and staff.
- All pupils have performed to an audience: class assemblies, Scottish Afternoon, Nativity, School Show, Music Showcase, developing creativity skills in the process.
- Interhouse challenges throughout the year focussed on teamwork and problem-solving.
- EYC children worked with staff and family members to plant a range of trees, fruit and vegetables. This was then harvested and made into healthy meals and snacks.
- Committee work has driven school improvement, leading to increased pupil voice and development of meta-skills.



Next Steps

- Ensure children are aware of their role and purpose in taking forward improvements and help them to recognise the important skills they are developing through these activities.
- Provide further opportunities to be creative.
- Update vision, values and aims with all stakeholders.

Cluster Priority: Expressive Arts 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

- Teaching staff and EYPs have worked in trios with other members of the cluster to observe the delivery of art and design.
- Training was delivered by one of our own teachers, and others from within the Steering Group, during the in-service day in May. This was very well received by cluster staff, with positive feedback given.
- Staff are developing confidence in teaching art and design through observations of colleagues from different schools. Children responded positively to visitors to their class and this has increased engagement.
- Areas of development have been highlighted through the staff audit and questionnaire.
- Inspectors noted this as an area of strong practice within Barrhill.

Next Steps

- Continued increase in teacher confidence through more PL experiences and evaluation of impact.
- Develop a framework for planning and assessing art and design.



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 our ethos, Assemblies, class charters and Values awards, fully embedded in the daily life of the school and EYC. 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 stakeholder 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 are a highly reflective team, using the information gathered to successfully guide and direct improvement.

Staff demonstrate a strong collegiate ethos with a clear focus on improving outcomes for children. All teachers and EYPs are outward looking, feel empowered and trusted to lead change. 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. Professional staff use their Leadership of Learning time to develop pedagogy, support each other and improve the quality of learning and teaching.

Pupil leadership is a key strength of the school. All children regularly participate in a committee, making valuable contributions to the life and work of the school.

Overall, we show very good leadership of change across the school and EYC.

2.3 Learning and teaching

The ethos we champion is extremely positive and staff focus on getting it right for every child. All children are proud of their school, well-mannered and respectful of staff and each other. Almost all children enthusiastically engage in their learning. Staff know the children very well and are attuned to their needs. Through observations and regular professional dialogue, it is clear to see that high-quality learning and teaching supports learners to have their learning needs met appropriately, which support further a high standard of behaviour.

All staff are highly committed to improving learning experiences for all children. Almost all children enjoy their learning. All staff cater effectively to meet their needs, demonstrating their knowledge of individuals extremely well. Teachers ensure that learning is differentiated effectively, using flexible groupings, providing access to resources and additional adult support.

The school environment, inside and outside, is used effectively by all the staff and pupils. We use a variety of approaches to allow our learners to demonstrate their knowledge, understanding and skills.



Children experience a broad and balanced curriculum. Our curriculum and planning processes are designed to ensure all our children receive a high-quality experience across all curricular areas through breadth, depth and application of learning. Staff provide appropriate encouragement and scaffolding to enable children to learn successfully through their play.

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 termly. Teachers have a very good understanding of the moderation cycle and use this well, helping to give them an improved understanding of national standards. Online Learning Journals are used to track learning journeys, with many pupils and parents contributing to the process.

Teachers use effectively a wide range of formative and summative assessments to gather data on children's progress. All teachers analyse carefully the data from assessments at termly meetings with the HT to predict, track and improve learner outcomes. Teachers take part in moderation activity both formally with colleagues from other schools and informally with each other, developing a shared understanding of expected standards. Learners are involved in aspects of planning learning; digital learning is progressive and taught within relevant contexts.

Overall, the quality of learning, teaching and assessment across the school and EYC is very good.

3.1 Ensuring wellbeing, equity and inclusion

All staff ensure that promoting positive wellbeing is a central focus in all aspects of school and EYC life. All staff have a highly detailed knowledge of children's contexts and understand their role in improving wellbeing, with a strong focus on reducing barriers to learning. 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. Staff discuss children's rights regularly and, as a result, all children have a very good understanding and can articulate these successfully. Children have a very good understanding of the wellbeing indicators and how they link to our values, through the staff's proactive approach to developing skills such as resilience and confidence. All staff have a thorough understanding of their responsibilities to comply with statutory requirements for wellbeing, equality and inclusion, meeting additional support needs of children. The whole school community contributes to the safeguarding of children and understand clearly their responsibilities in relation to child protection. We work closely with other relevant agencies to discuss and coordinate support.

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 involved in evaluating and setting targets. The teachers and our school assistant provide high quality support to pupils experiencing difficulties in literacy, numeracy and self-regulation. 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.

Staged intervention procedures lead to improved outcomes, with individual action plans in place, where appropriate. Where children experience barriers to their learning, interventions are put in place. Pupil Equity Funding is effectively deployed to target the needs of identified learners. 1:1 literacy and numeracy interventions are improving outcomes for identified learners.

Staff identify pupil needs in a timely manner and early intervention strategies are used to target support needs. Attendance is tracked and monitored regularly to sustain high levels of attendance across the year.

Overall, the school and EYC is very good at ensuring wellbeing, equality and inclusion needs are met.

3.2 Raising attainment and achievement

Attainment, evidenced through formal measures, has been positive this year and every child has made good progress from the start of the school session. This is evidenced through ongoing assessments, baseline/value added assessments, observations, feedback and confident teacher judgements. Support is in place for pupils who are not making expected progress. More able learners are being challenged in specific areas.

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.

Staff record the progress in learning of every child in literacy, numeracy and health and wellbeing. Children's attainment has increased in recent years due to planned interventions to meet their individual needs. Effective systems are 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.

Staff and children share and celebrate achievements in and out of school in Assemblies and in Learning Journals. All children have opportunities to attend out-of-school clubs and staff provide further opportunities through leading lunchtime clubs. This is tracked to identify children at risk of missing out.

All staff are aware of the socio-economic and emotional circumstances for individual children and families. PEF is used to provide training for staff and support for children relating to health and wellbeing. Staff carefully monitor the impact of the approaches using clear measures at key points in the year. As a result, children's attainment, attendance and emotional wellbeing is improving which is accelerating the progress and equity for all children.

All staff are committed to addressing the cost of the school day to ensure children are not disadvantaged in any way. Additional funding is sourced to ensure trips are fully funded.



Overall, the school and EYC is good at raising attainment and achievement.

What are the key priorities for improvement in 2023-2024?

From the National Improvement Framework, the key priorities for Barrhill PS and EYC for session 2024-2025 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.

What is the capacity for improvement?

The school/EYC is in a very good position with definite capacity to make further improvements, especially with a new Head Teacher being appointed. The over-riding focus will continue to be on closing the gap and ensuring our young people are safe, happy and supported in their wellbeing.

There is an effective and supportive monitoring process in place with a self-evaluation calendar ensuring regular opportunities to evaluate learning and teaching. Leadership of change is well managed and at an appropriate but challenging pace. 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 (due to our small numbers, data isn't broken down into stages)

Attendance (%)

2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
96.02	96.25	97.7%	90.7%	94.6%	92.2%

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

2018/2019			2020/2021			2021/2022			2022/2023			2023/2024		
Reading	Writing	Listening and Talking	Reading	Writing	Listening and Talking	Reading	Writing	Listening and Talking	Reading	Writing	Listening and Talking	Reading	Writing	Listening and Talking
74	52	87	45	36	45	50	50	50	50	33	50	67	67	67

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

2018/2019	2020/2021	2021/2022	2022/2023	2023/2024
81	45	50	50	67