



Barrhill Primary School and Early Years Centre

Standards and Quality Report

June 2026





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Barrhill Primary School and Early Years Centre

Standards and Quality Report

2025-2026

The purpose of this report is to provide an answer to the question – ‘How good was our school in 2025-2026?’ 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.

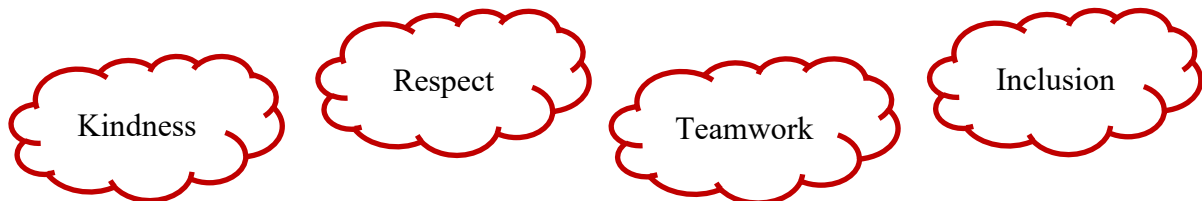
Grow...Learn...Thrive – Together!

Link to new Curriculum Rationale -

<https://www.thinglink.com/view/scene/1961447355483947876>



VALUES



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 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 15 pupils with 3 EY pupils: all pupils live in SIMD decile 4, 7% of pupils are entitled to a free school meal (local Authority average is 21%), 34% of pupils are on staged intervention level 2 or above, and current average attendance is 93.2% (local Authority average is 93.1%) - with no exclusions.

Attendance (%)

2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
97.7%	90.7%	94.6%	92.2%	93.1%	93.2%

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 (0.3FTE classroom teacher/0.5FTE Principal teacher); 1 Class Teacher (1FTE); 1 parttime (0.2) class teacher, 1 fulltime Early Years Practitioner; 1 0.6 Early Years Practitioner; 1 temporary 0.4 Early Years Practitioner; 1 school assistant; 1 clerical assistant; 1 janitor and 1 catering assistant. The Head Teacher has been in post since the 16th of August 2024 and is currently undergoing The Standard for Headship. The Principal Teacher is mostly class committed. All staff have a leadership role and develop areas such as mental wellbeing, digital technologies, early communication, literacy and numeracy.

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 well supported by the Parent Council who work hard to 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.

Attainment in Health and Wellbeing

Mostly all children are making good progress towards achieving expected CfE levels in Health and Wellbeing. Children who require additional support for their learning in Health and Wellbeing are making good progress towards their individual targets.

Attainment in Literacy and English

Across the whole school, most children are currently making good progress towards achieving expected CfE levels in Literacy and English. Almost all children who require additional support for their learning in literacy are making good progress towards their own targets.



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

2021/2022			2022/2023			2023/2024			2024/2025			2025/2026		
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
50	50	50	50	33	50	67	67	67	50	61	89	50	50	67

Attainment in Numeracy and Maths

Most children are making good progress towards achieving expected CfE levels in Numeracy and Mathematics, with a minority working beyond expected levels. Almost all children who require additional support for their learning in Numeracy are making good progress towards their individual targets.

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

2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
50	50	67	67	84

Attainment in our Early Years Centre

Specific achievement levels for the EYC are not recorded due to the low number of pupils, as individuals could be easily identified.

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.

WHAT KEY OUTCOMES HAS THE SCHOOL ACHIEVED?

Progress towards our improvement priorities continued at pace. Self-evaluation processes allowed us to gather reduced evidence through:

- Whole School Tracker
- 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
- Data analysis
- Professional Dialogue Meetings



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:

- Each pupil has been involved in leading aspects of the school improvement plan through leadership roles.
- High quality staff development continued, impacting on each child and across the staff team.

Pupil Equity Funding

Pupil Equity Funding (PEF) was used to support the implementation of a breakfast “soft start” initiative, ensuring that every child began the school day with access to a nutritious meal. This included a range of healthy options such as fresh fruit, yogurt, granola and toast. The approach created a calm and welcoming start to the day, removing barriers linked to hunger and supporting improved engagement. As a result, the overall impact of the project was a significant increase in pupils' readiness to learn, alongside noticeably higher levels of stamina and concentration throughout the school day.

In addition to the breakfast provision, PEF was used to fund whole-school cooking classes. These sessions aimed to develop practical life skills and promote healthy eating habits. Pupils were encouraged to prepare and cook simple, nutritious meals while exploring seasonal dishes linked to interdisciplinary learning (IDL) across the year. This not only built confidence and independence but also strengthened understanding of nutrition and food origins.

Due to the positive outcomes, these initiatives will continue next year, with the added introduction of a healthy snack cart at playtime to further support wellbeing and sustained energy levels.

Early Years – Care Inspectorate Inspection - Summary

The Care Inspectorate conducted an unannounced inspection of Barrhill Early Years Centre on 14 May 2026.

Overall, the centre was evaluated as “very good” (grade 5) across leadership, learning, and care. Leaders have established a clear and inclusive vision— “Grow, learn, thrive – together”—which is well embedded in daily practice. Staff work collaboratively and reflectively, demonstrating a strong commitment to continuous improvement and positive outcomes for children.

Children are highly engaged, confident learners who benefit from rich, child-led play experiences. Staff interactions are consistently warm, responsive and skilful, supporting children's curiosity, creativity and independence. Effective use of the outdoor environment and responsive planning ensures learning is meaningful and enjoyable.

The quality of care is a key strength. Children experience nurturing, compassionate support, and transitions are managed sensitively to promote emotional wellbeing. Strong relationships between staff, children and families create a positive, inclusive environment.

Communication with families is highly effective, and feedback is used to enhance the service and strengthen community links.

While the service demonstrates significant strengths, areas for improvement were identified. Approaches to observation, assessment and planning should be further developed to better



capture children's learning and ensure consistent progress. Personal plans, although in place, require more detailed information and greater involvement from children to improve consistency and impact.

In summary, Barrhill Early Years Centre provides high-quality, nurturing care and learning experiences, with strong leadership and relationships underpinning children's positive development. Continued focus on strengthening planning and assessment will further enhance outcomes for all children.

Link to report - [327895.pdf](#)



SUMMARY OF PROGRESS

School Priority 1: Improvement in attainment for all, particularly in literacy

Progress and impact

- ✓ During Year 1 of the South Ayrshire Reads programme, the school has made strong progress in establishing a consistent, high-quality approach to literacy across all stages. Staff engagement has been positive, with professional learning supporting a clearer understanding of evidence-based reading strategies, particularly in the areas of phonological awareness, decoding, fluency, and comprehension. This has led to improved consistency in classroom practice and more structured, purposeful literacy experiences for learners. Targeted interventions have been introduced and carefully monitored, enabling earlier identification of pupils requiring additional support. As a result, many learners have demonstrated measurable progress in key reading skills, with noticeable gains in confidence, engagement, and independence. Increased opportunities for reading for pleasure have also contributed to a more positive reading culture across the school, with pupils showing greater motivation and enthusiasm for reading. Early assessment data and teacher professional judgement indicate an upward trend in attainment, particularly in second level.
- ✓ Significant progress has been made this session towards achieving gold accreditation through the Scottish Book Trust Reading Schools programme. A whole-school culture of reading has been further developed, with learners actively contributing through peer reading recommendations and increased opportunities to share and celebrate their reading for enjoyment. Staff have engaged in high-quality professional learning through the Scottish Book Trust, alongside the introduction of a staff book club to promote a shared reading culture. Across the school, reading has been given a high profile through engaging displays, participation in Authors Live workshops and the celebration of key events such as World Book Day. Collectively, these approaches have supported increased motivation, engagement and enjoyment in reading across the school, moving us forward in our journey towards gold accreditation.
- ✓ This session, we have continued to focus on embedding a consistent approach to the assessment and tracking of writing. Our existing writing programme has been adapted to provide more frequent and meaningful opportunities for writing across the week. Throughout the year, collegiate time has been allocated to engage in writing moderation activities across our partnership schools. While this has been beneficial, particularly given smaller cohort sizes at some stages, it has been important to extend moderation opportunities beyond our immediate partnership. This has ensured greater accuracy and confidence when professional judgements are made in tracking learners' progress against Curriculum for Excellence levels.
- ✓ All pupils from P1–P7 have engaged in the 1+2 languages programme throughout this session, ensuring all learners have had consistent access to additional language learning. Pupils participated in Blasad Gàidhlig sessions delivered remotely over an 8-week period, providing an introduction to Gaelic language and culture. In January, learning focused on Scots language in line with Burns' Day, allowing pupils to explore national heritage and develop an appreciation of Scotland's linguistic identity. French was delivered across the remaining months by Mrs McBirnie, ensuring regular progression and continuity in language acquisition. As a result of this provision, learners have developed a range of key skills. These include improved listening and communication skills, increased confidence in using unfamiliar vocabulary, and an



enhanced awareness of different cultures and languages. Pupils have also strengthened their ability to make connections between languages, supporting literacy development and promoting a broader understanding of language patterns. Overall, the programme has fostered enthusiasm for language learning and contributed to the development of confident, curious, and globally aware learners.

- ✓ During the month of January, all pupils took part in our annual Scots Month celebrations. This provided a valuable opportunity for children to develop their understanding of Scottish culture and history, while celebrating Scottish poetry and participating in a range of traditional activities. Throughout the month, learners engaged in a variety of experiences, building confidence in performing and sharing Scots language. The celebrations culminated in a well-attended family event, where pupils showcased their learning through poetry recitals, Scottish dancing and songs, alongside enjoying foods associated with a traditional Burns Supper. We were also delighted to welcome members of our local Burns Club, who joined us in the celebrations and supported by judging the poetry recital.

Next steps – Whole school & EYC

- ✓ Visible progression of writing skills across all curricular areas.
- ✓ Literacy planning consistently includes clear success criteria and skills-based learning intentions.
- ✓ Effective use of literacy data to inform teaching and interventions.
- ✓ Completion of Reading Schools Gold Accreditation - evidence upload Sep 26
- ✓ Family learning opportunities to support the development of writing at home.



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

Progress and impact

- ✓ This year, staff have restructured our weekly assemblies to provide a clearer focus on Health and Wellbeing, Pupil Voice and seasonal celebrations, ensuring a more purposeful and engaging experience for all learners. During Pupil Voice sessions, the whole school has been using the WEE HGIOS self-evaluation tool to evaluate current practice across three key themes: relationships, learning experiences and achievements. A clear "we said, they did" approach has been adopted to ensure that learners can see how their views are listened to and acted upon. This has supported meaningful change across the school, strengthened learner voice and increased pupils' sense of ownership and responsibility in driving improvement.

Our programme of seasonal assemblies was carefully planned to ensure pupils were meaningfully exposed to a rich and diverse range of cultures, beliefs, people and lived experiences. These assemblies aligned with key celebration events and awareness days throughout the year, providing purposeful opportunities to explore global traditions, equality and inclusion in an age-appropriate way. As a result, pupils engaged in thoughtful discussions around topical issues, developed greater empathy and respect for others, and strengthened their understanding of the wider world. This work supported children in recognising their role as responsible, informed citizens who could contribute positively to their communities.

Monthly *Health and Wellbeing* assemblies have been implemented to support the holistic development of our primary learners. Sessions have explored key themes including young carers, anti-bullying, mental health, and global awareness through events such as World Thinking Day. All assemblies are carefully planned to be age-appropriate, engaging, and relevant to pupils' experiences, with a strong focus on linking learning to UNCRC articles to strengthen understanding of children's rights. The impact has been evident across the school community. Pupils have developed greater awareness of social and emotional issues, alongside increased empathy, respect, and inclusion.

- ✓ To support the tracking of Health and Wellbeing, children have engaged with the RISE resilience profiling tool, which has replaced our previous wellbeing webs. The RISE profile enables staff to identify specific areas of need across the school and respond in a targeted and informed way. This session, we worked closely with our Educational Psychologist to focus on two key areas identified through the data: competence and coping. Together, we developed a comprehensive bank of activities designed to build strengths in recognising and celebrating achievements, understanding and managing emotions, problem-solving, and reflecting on learning. These activities have been further enhanced through links to the development of meta-skills, supporting learners to make connections between their wellbeing, skills development and wider learning.
- ✓ We have been fortunate to receive continued support from Active Schools this year, delivering a range of engaging sessions for pupils across P1–P7. To maximise participation, clubs were held during lunchtime, ensuring all children had equitable access to opportunities beyond the classroom. All P5–P7 learners participated in the Fitness Fusion event at Girvan Academy, promoting teamwork, fitness and enjoyment of physical activity. In addition, the school was represented at the Cross-Country event at Rozelle, demonstrating strong levels of participation and enthusiasm for sport.



- ✓ I am proud to share that Barrhill Primary School achieved the UNICEF UK Rights Respecting Schools Award (RRSA) Silver: Rights Aware accreditation in May 2026. This recognises the strong progress we have made in embedding children's rights across the ethos and daily life of our school. Our learners demonstrate a clear and confident understanding of their rights. They regularly refer to the UN Convention on the Rights of the Child and apply this knowledge across their learning and wider school experiences. They have played an active role in shaping our school community, co-creating class charters and contributing to our vision and values. This has strengthened relationships built on respect, inclusion and fairness. Pupil voice is a key strength within our school. Through regular opportunities, including weekly assemblies, our children know that their views are heard and valued. They can clearly articulate their role in influencing positive change and understand the importance of participation. We have embedded a strong focus on health and wellbeing, supporting our children to develop resilience, confidence and positive relationships. Our learners also benefit from a wide range of opportunities to develop their skills and talents through collaborative and enterprising activities. This achievement reflects our commitment, alongside that of our whole school community, to equality, dignity and participation. It provides a strong foundation as we continue our journey towards gold accreditation.

- ✓ This year's P7–S1 transition programme began with a full cluster team-building day at Dumfries House. This provided an excellent opportunity for pupils to connect and collaborate with P7 learners from across the cluster, taking part in a range of engaging activities designed to develop teamwork, communication and problem-solving skills. This was followed by our Village Transition Project, hosted at Barr Primary School. This experience not only enabled our P7 pupils to further strengthen emerging peer relationships but also provided valuable opportunities to meet key members of the Z1 and Thriving Communities teams. These partners play a significant role in supporting young people in Girvan, and early engagement helped pupils to feel more familiar with the wider support network available to them as they move into secondary education.

The transition programme concluded with the planned 'bump-up' days at Girvan Academy. Across all stages of the transition process, pupils demonstrated increasing confidence, independence and readiness for the next stage. The carefully planned opportunities to build relationships, develop social skills and engage with support services have contributed to a strong, positive and well-supported transition to S1.

- ✓ Our pupils have thoroughly enjoyed taking part in the Adventure Carrick (ACE) Activity Days, delivered jointly with Barr Primary School. These shared experiences play a vital role in supporting children to build and strengthen peer relationships, helping to ensure a confident and positive transition to secondary school. Across the programme, learners engaged in a wide range of exciting and challenging activities, including paddleboarding, gorge walking, canoeing, abseiling, archery, and beach and woodland activity days, alongside many other experiences. These activities encouraged teamwork, resilience and problem-solving while providing opportunities for children to challenge themselves in new and unfamiliar environments. Working alongside their peers from Barrhill Primary School has allowed children to socialise, collaborate and form new friendships in a supportive and active setting. These experiences not only promote health and wellbeing but also help children feel more connected, confident and well-prepared for the next stage of their learning journey.
- ✓ Our P6–7 pupils participated in a residential experience at Inverclyde Sports Centre, Largs, alongside their partner school, Barr. During the visit, pupils engaged in a wide range of sporting and team-building activities, which supported the development of resilience, cooperation and confidence. A particular highlight was the opportunity to



take part in off-site activities, including kayaking and cycling, providing pupils with valuable outdoor learning experiences and opportunities to challenge themselves in new environments.

Next steps

- ❖ RRS gold
- ❖ P6 transition
- ❖ John Muir Award through Dolphin House
- ❖ Youth Leadership of Learning – Partnership with Maidens PS
- ❖ Attendance - families
- ❖ Rota Kids

School Priority 3: Improvement in employability skills and sustained positive school leaver destinations for all young people – Sustainability and Creativity

Progress and Impact

- ✓ This year we are starting to focus more on recognising and celebrating the personal achievements of our learners. Children and families are encouraged to share successes through Learning Journals, helping to build a fuller picture of each child's strengths, interests and wider achievements beyond the classroom. This has helped to promote a positive ethos across the school, where effort, success and individuality are recognised and valued.
- ✓ As part of our ongoing promotion of Developing the Young Workforce, our pupils have continued to develop valuable enterprise and financial skills. For the second year running, children took part in a Dragon's Den-style finance project, working in teams to design, create and pitch products in order to secure funding for production. Teams then went on to successfully market and sell their products at the school Christmas Fayre. Profits generated were collectively used to part-fund a whole-school trip providing a meaningful and motivating real-life context for their efforts. This experience have significantly strengthened pupils' confidence, creativity and understanding of the world of work.
- ✓ We continue to value and strengthen a wide range of partnerships that enhance learning experiences for our pupils. Established links with the Community Rural Arts Group (CRAG) have enabled children to take part in creative projects such as designing and creating lanterns for the Festival of Light, while our work with Ayr United supports the development of football skills and promotes health and wellbeing. Our partnership with Minuntion Estate provides valuable insight into farming and the rural environment, enriching learning through real-life experiences. This year, we have successfully developed several new and meaningful business and community links. Our collaboration with IRIS Film Company provided an exciting opportunity for pupils to write, direct and animate a short film based on our village, supporting creativity, teamwork and digital skills. In addition, our new campus police officer has supported learning events, further strengthening relationships between the school, families and the wider community.
- ✓ One of our most valued partnerships is with Minuntion Estate who, in collaboration with RHET, organised and facilitated a cluster-wide countryside event attended by all P1–7 pupils. This provided an outstanding opportunity for children to engage in a wide range of hands-on learning experiences, including activities such as working with gun dogs, exploring bat conservation, learning about farming equipment, fishing and



understanding the journey from farm to fork. This was an exceptional experience for our learners, offering real-life, contextualised learning and helping them develop a deeper understanding of the rural environment. It is an extremely valuable partnership to have on our school's doorstep and one we look forward to continuing to build upon.

- ✓ We have also developed a strong partnership with Dolphin House, who have taken over delivery of Bike Ability from Ayrshire Roads Alliance. Through this collaboration, some of our pupils successfully completed both Level 1 and Level 2 cycle training. Dolphin House supported this by transporting our children from Barrhill Primary to Barr Primary, enabling a joint accreditation experience. This partnership has ensured high-quality delivery while also strengthening links between the two schools.
- ✓ This year, Barrhill has been joined by pupils from Barr for joint Outdoor Learning sessions, with a focus on team building and creativity. The children from both schools have integrated extremely well, and it has been wonderful to see new friendships develop across the two settings. This is particularly valuable for stages with lower pupil numbers, as it broadens social opportunities and supports positive relationships.

Next steps

- ✓ Embed Meta Skills within planning
- ✓ Continue to build our business partnerships – Cook School (Scotch Beef) & Nadara Land Specialists
- ✓ My world of work profiling – tracking personal achievements

Cluster Priority: To improve the quality and consistency of outdoor learning, experiential learning and digital learning approaches across our EYCs and schools.

Progress and impact

The Girvan Cluster Year 1 project has had a significant positive impact on improving the quality and consistency of digital, experiential and outdoor learning across our schools. This work responds directly to identified variability in practitioner confidence and has established a clear, collaborative pathway for sustained improvement over a three-year period.

Baseline data highlighted inconsistencies in staff confidence across all three areas, reinforcing the need for a structured, high-quality professional learning programme. Over the course of Year 1, practitioners engaged in a range of practical training sessions, professional dialogue and enquiry-based approaches, which have had a measurable and positive impact on both confidence and classroom practice.

There has been notable improvement in digital learning, with practitioner confidence increasing significantly and almost all staff reporting greater willingness to embed digital approaches within their teaching. This has begun to translate into improved learner outcomes, including enhanced communication, problem-solving skills and increased independence in the use of technology.

Experiential learning has also seen strong progress, with most practitioners now confidently planning and delivering engaging, active learning opportunities on a daily or weekly basis.



Learners are responding positively, demonstrating higher levels of motivation, engagement and enjoyment in their learning.

The most significant gains have been within outdoor learning, where confidence has risen substantially. Practitioners are now delivering more regular and longer outdoor learning sessions and are increasingly using both school grounds and the wider local environment. This has led to improved pupil engagement, as well as strengthened teamwork, cooperation and peer relationships.

Across all areas, collaboration and professional dialogue have been key drivers of improvement. Staff report that opportunities to share practice, reflect and learn from one another have enhanced both confidence and consistency. While some challenges remain, including workload and varying levels of prior experience, these have been carefully considered and will inform refinements in Year 2.

Overall, the project has successfully built practitioner confidence, improved learning experiences and positively impacted outcomes for learners. It provides a strong foundation for continued development and sustained improvement across the cluster.

Next Steps

- ✓ Continue to build on this progress as the project moves into Year 2



EVALUATIVE SUMMARY

1.3 Leadership of change

The vision, values and aims are clearly articulated across the school and EYC, underpinned by a shared and ambitious commitment to securing positive outcomes for all children. Our values are embedded consistently in practice and are actively reinforced and celebrated through our ethos, assemblies, and class charters. Children demonstrate a very strong understanding of these, confidently applying them alongside the United Nations Convention on the Rights of the Child to guide their actions and interactions.

A robust and well-planned calendar of self-evaluation, professional dialogue and stakeholder consultation ensures we maintain a sharp and accurate understanding of our current position and future direction. We are a highly consultative and data-informed school community, and this collective approach drives meaningful and sustained improvement. Staff are empowered not only to lead innovative change within the school and EYC, but also to take an active role in shaping practice across our wider cluster partnership.

Professional learning and staff development are central to our approach to improvement. There is a strong, strategic focus on building capacity through high-quality career-long professional learning, both locally and at cluster level, with increasing opportunities for staff to engage in joint working, moderation and leadership across schools. This collaborative cluster approach strengthens consistency, supports the sharing of effective practice and enhances outcomes for learners. Collegiate working across both schools and the wider cluster is well established and continues to evolve as a key driver of improvement.

Staff demonstrate a deep commitment to continuous improvement and hold high expectations for all learners. Clear remits and distributed leadership opportunities across both settings and the cluster ensure that staff at all levels are developing as leaders of learning. Engagement in targeted professional learning is widespread and impactful, directly informing change and innovation in practice. Self-evaluation remains at the heart of our improvement agenda, shaping priorities and ensuring sustained progress.

Pupil voice is a significant strength within the school. Children play an active and meaningful role in shaping improvement priorities through the Wee HGIOS toolkit, demonstrating a clear understanding of how their views contribute to school development. Their contributions are valued and lead to tangible changes, further strengthening their sense of ownership and engagement in the life and work of the school.

Overall, leadership of change across the school, EYC and cluster partnership is very good.

2.3 Learning and teaching

The ethos we promote is highly positive, with a clear and unwavering focus on achieving the best possible outcomes for every child. Most learners display high levels of confidence and engagement in their learning. Staff have a strong understanding of individual children and are highly responsive to their needs. Through ongoing observation and purposeful professional dialogue, it is evident that learning experiences are enjoyable, relevant and well matched to learners' needs. Staff effectively empower children to take ownership of their learning, and pupils play an active role in the wider life of the school.

Teachers adopt a wide range of strategies to meet the varied needs of their pupils-providing high quality, individualised learning. Staff are keen to improve and work collegiately with partners in a positive way. 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 and self-assessment effectively to plan next steps in their learning and can clearly articulate what they have been learning. Through journaling and 'grow and glow' floor book activities, pupils regularly discuss their progress, reflect on their achievements, and identify next steps. They are actively involved in evaluating their learning and setting targets on a termly basis. Pupils also use the *My World of Work* platform to track and reflect on their skills development and personal achievements.

Teachers demonstrate a strong understanding of the moderation cycle and use it effectively, supporting a clearer and more consistent understanding of national standards. Online Learning Journals are used to track learners' progress over time, with some pupils and parents contributing meaningfully to this process.

Staff meet termly for Professional Dialogue meetings with the HT to predict, track and improve learner outcomes. 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

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 through RRS work in class, through the committee and at Assemblies. Children have a very 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 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, timely and targeted interventions are implemented. Due to smaller class numbers, support is integrated effectively within teaching and learning, enabling pupils' needs to be met through a more universal and inclusive approach.



Staff identify pupil needs promptly and employ early intervention strategies to address support requirements. Strong partnerships are in place with a range of professionals, including the educational psychologist, school nurse, and speech and language therapist, ensuring a coordinated and holistic approach to supporting learners.

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 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.

Pupils are encouraged to share their achievements through Online Learning Journals.

Staff use RISE (resilience tracking) to monitor health and wellbeing and work collaboratively with our Educational Psychologist to implement appropriate strategies to support learners. In addition, staff carry out a daily HWB check-in, providing children with regular opportunities to share their thoughts and feelings when needed.

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 2025-2026?

From the National Improvement Framework, the key priorities for Barr PS and EYC for session 2025-2026 are:

School Priority 1: Literacy

Strategic Aim 1 – Develop confident and skilled readers with a lifelong love of reading and the confidence to access all aspects of education, culture and society

Intended Impact - Achievement of Gold accreditation 'Reading Schools' award.

Strategic Aim 2 - Improve learners' attainment and achievement in writing by developing transferable skills and strengthening high-quality, consistent assessment practices across the school.

Intended Impact - Visible progression of skills across all curricular areas. Staff have increased confidence in assessing skills progression. Planning consistently includes clear success criteria and skills-based learning intentions. Effective use of data to inform teaching and interventions.

School Priority 2: Attendance

Strategic Aim: Build strong, trust-based partnerships with families

Intended Impact: Improved parental engagement and faster resolution of concerns. Stronger consideration of GIRFEC and holistic view of the child/family

School Priority 3: Rights Respecting Schools

Strategic Aim: Children's rights are recognised and their views and opinions are listened to and acted upon.

Intended Impact: Achievement of Rights Respecting Gold accreditation.

School Priority 4: Meta Skills and Opportunities for Personal Achievement

Strategic Aim: To develop, recognise, and celebrate learners' personal achievements through the explicit teaching and tracking of meta-skills, using My World of Work to enhance self-awareness, skills articulation.

Intended Impact: Children have increased ability to identify, articulate, and evidence their skills and achievements. Consistent use of meta-skills language across the school. More meaningful profiling and tracking of achievement. A visible culture where all achievements are valued and celebrated.

Early Years Priority: Rights Respecting Schools

Strategic Aim: Children's rights are recognised and their views and opinions are listened to and acted upon.

Intended Impact: Achievement of Rights Respecting Gold accreditation.

Early Years Priority: Play, Learn and Develop

Strategic Aim 1: To enhance the quality of play-based learning experiences to ensure all children are appropriately challenged, progress is clearly tracked, and families are actively engaged as partners in their child's learning journey.



Intended Impact: Improved play-based learning will lead to children who are more engaged, appropriately challenged, and making clearer progress, with better-quality assessment information and stronger partnerships with families supporting learning both in settings and at home.

Strategic Aim 2: To enhance children's early writing skills by providing engaging, play-based opportunities, strengthening staff practice in teaching writing, and supporting parents to contribute to their child's writing development.

Intended Impact: Children demonstrate increased confidence, independence and progression in writing through high-quality, play-based and cross-curricular experiences, supported by strong fine motor development, consistent teaching approaches, and active parental engagement.

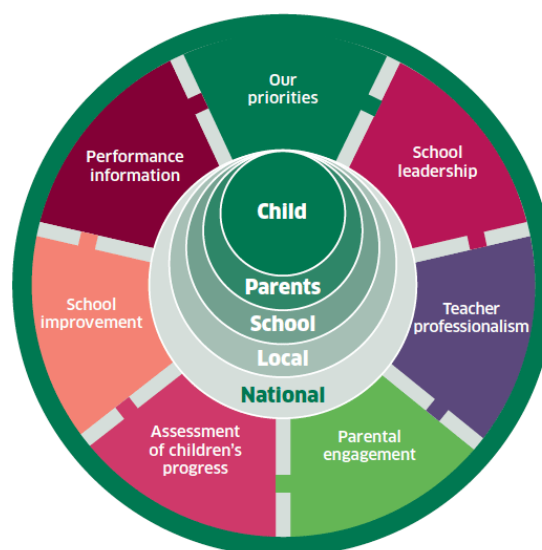
WHAT IS THE CAPACITY FOR IMPROVEMENT?

The school/EYC is in a very good position with definite capacity to make further improvements. 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.

Our capacity for improvement has been measured through the careful analysis of triangulated quality assurance evidence alongside 'How Good is our School 4' and 'How Good is our Early Learning and Childcare.' Additional evaluation of our Pupil Equity Fund projects and targeted interventions has also allowed us to analyse the strategic gains made towards ensuring both excellence and equity for all and identify future opportunities for strategic growth.

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!'

The school community knows its strengths and areas for development and together it will move forward and achieve continued success!



National Improvement Framework for Scottish Education

- *Getting it Right for Every Child!*