



# Barr Primary School and Early Years Centre



**Standards and Quality Report**  
**June 2019**



The purpose of this report is to provide an answer to the question – ‘How good was our school in 2018-2019?’ 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      Confidence      Honesty      Achievement

## Aims

- We aim to create a welcoming atmosphere with a positive ethos where there is a safe, relaxed and secure teaching/learning environment.
- We aim 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.
- We aim 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.
- We aim 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
- We aim 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

Barr Primary School and Early Years Centre is a rural, non-denominational school serving the village of Barr and surrounding district. School capacity is 61 and this session the roll is 24 pupils with 4 EY pupils: all live in SIMD decile 4, no pupils are Care Experienced, 2 pupils are entitled to free meals, 29% pupils are on staged intervention level 1b or above, current average attendance is 95.6%.

There are 2 classes: P1-4, P5-7 and an Early Years Centre, with staff working closely together to support and challenge pupils-from both within and out-with their own classes. There is no allocation from the cluster pupil support team. Pupils benefit from weekly additional music tuition from a percussion teacher, a piping instructor and a drumming instructor. PE sessions take place in the community hall due to the EYC using our dining hall and we receive support from the Active Schools Co-ordinator.

Our staff team consists of Head Teacher – shared with Barrhill PS and EYC, Principal Teacher (0.5), 2.1 Class Teachers, 1 x 0.5 Early Years Practitioner (morning sessions), 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 last year. The Principal Teacher is 0.8 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 benefits from links with our partner school, Barrhill; cluster primaries and feeder Secondary, Girvan Academy through planned projects e.g. Health Week, Careers Day, Science Fair. The school is very well supported by the Parent Council who work hard to secure funding for ACE/school activities and the annual residential for P6-7. We also have parents helping out with after-school clubs, Elective sessions, as parent helpers and on excursions.

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 Observations
- Staff feedback information
- Staged intervention paperwork
- Class Teachers' 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.
- In standardised assessments, all of the pupils achieved expected levels for their age.
- Almost all pupils have achieved an appropriate increase in their reading and spelling ages.
- Across P1, P4, P7 most of our pupils are secure or better at the appropriate CfE stage in reading and listening and talking; the majority in writing and almost all pupils in numeracy.
- In the Scottish National Standardised Assessments, almost all of the pupils assessed displayed high capacity in numeracy and the majority of them in literacy.
- 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 allow the pupils to grow and develop citizenship skills through inter-generational events and fundraisers.
- Our pupils have represented the school at various Active Schools competitions and won 2<sup>nd</sup> place at the Authority dance competition.
- Senior pupils have been involved in the Scottish Engineering Leaders' award and one of the P6s gained distinction in her shortlisted invention entry.
- The Parent Council continue to work very closely with the school in regards to school improvement and also to facilitate significant fund-raising.
- A very positive Care Inspectorate visit to our EYC, with gradings of 'Good' for quality of care and support and quality of environment.

Please see appendix 1 for detailed statistics and trend data.



## Summary of progress

<b>School Priority 1: Literacy and Numeracy</b>	
<b>NIF Priority:</b> Improvement in attainment, particularly in literacy and numeracy	<b>Links to HGIOS 4 / HGIOELC:</b> 2.5, 2.6, 3.2
<b>NIF Driver:</b> Assessment of children's progress, teacher professionalism, parental engagement, performance information	
<b>Progress and Impact</b> <ul style="list-style-type: none"><li>Pedagogical developments in literacy and numeracy have become a greater focus through high quality CLPL opportunities. Staff knowledge and expertise has been cascaded across the 2 schools to ensure equity and best outcomes for pupils. Embedding of current initiatives has had a reported impact on the enjoyment and confidence for pupils. There is a noticeable difference in questioning used by class teachers to elicit knowledge and understanding.</li><li>Identified staff have engaged in play-based learning training to develop early literacy and numeracy skills, which will be developed further next session.</li><li>Targeted interventions for literacy and numeracy have been delivered daily by trained staff through PEF funding. This has already had an impact on pupils' confidence and levels of attainment.</li><li>The newly introduced planning format has resulted in consistency for staff and a clearer tracking system in place.</li><li>The use of higher order thinking skills and MTV routines has helped the children think deeper and develop their explanations.</li><li>A short input from an Additional Support for Learning teacher, identified next steps in relation to spelling for identified learners.</li><li>Early Years staff have used the Three Read Approach and Number Talks in the playroom to develop early literacy and numeracy skills with resultant milestones being overcome.</li><li>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, Book Fair.</li><li>Early Years staff use the outdoors to great effect to motivate and engage the group.</li><li>A range of parental engagement opportunities are offered termly to support parents with their child's learning. This has not had the desired uptake and consultation has been undertaken to decide next steps.</li><li>Care Plans are discussed termly with all EY parents and parents are encouraged to make comment.</li><li>Cluster working has increased teacher confidence and supported valid and reliable assessment judgements with facilitation from our PT who is an Assessment and Moderation Facilitator.</li><li>Holistic assessments are developed with stage partners to identify planned assessment opportunities.</li></ul>	



- We have piloted the Progress and Achievement module this year, with the support of our parents, to ensure better tracking and reporting processes. This has not been without challenge.

**Next steps**

- Increase cluster working to include a focus on primary/secondary transitions.
- Make better use of the outdoors to deliver literacy and numeracy lessons.
- Embed MTV routines within the EYC.
- Organise visits within our SWEIC rural family with a focus on literacy and numeracy within a multi-composite setting.
- Use the POLAAR environmental checklist in the EYC.
- Increase use of electronic profiling.
- Have a greater focus on pupil led learning conversations.
- Decide on format for tracking and reporting to parents.
- Incorporate the ReadingWise programme across the whole school.
- Audit literacy resources.
- Identify a suitable writing programme for multi-composite classes.
- Build in training for new staff in MTV, play-based learning and identified interventions.
- Roll out play-based learning into the infant class.
- Develop appropriate parental workshops.
- Offer PEEP and Bookbug sessions in the EYC.
- Develop further confidence, through CLPL, in numeracy approaches.



<b>School Priority 2 : Health and Wellbeing</b>	
<b>NIF Priority:</b> Improvement in children and young people's health and wellbeing	<b>Links to HGIOS 4 / HGIOELC:</b> 1.2, 2.1, 2.7 3.1,
<b>NIF Driver:</b> Assessment of children's progress, teacher professionalism, parental engagement	
<b>Progress and impact</b> <ul style="list-style-type: none"><li>• A focus on pupils' mental health this session has benefitted from staff undertaking further training on Nurture and ACEs.</li><li>• After significant training, one of our class teachers is now a Mental Health First Aider and offers support to identified children or as a 'check-in'. This has been positively commented on by parents.</li><li>• The Head Teacher has undergone training in LIAM – an anxiety management programme for children.</li><li>• Daily 15 minute exercise at the beginning of the day is welcomed by staff and pupils and has led to increased focus and concentration.</li><li>• To help improve resilience and safety, the Campus Police officer has delivered lessons on online safety. This was further reinforced during Health Week, Mental Health Awareness Week and National Digital Learning Week.</li><li>• Yoga, mindfulness and growth mind-set are an integral part of school life to alleviate anxieties and worries.</li><li>• Loose parts play has been further developed within the EYC and will continue into P1 to offer a different context for learning and encourage imagination.</li><li>• All P6s successfully organised and took part in a John Muir weekend to develop their teamwork and knowledge of the environment.</li><li>• All P7s achieved the Award of Ambition, becoming more socially aware in the process.</li><li>• Due to ongoing building works, it has been difficult to access much of the playground. Staff and pupils have been creative in their use of appropriate space and extended their learning to within the forest and river. This has given the pupils a greater love of their local surroundings.</li><li>• Senior pupils have developed their citizenship skills as buddies to the EYC pupils in readiness for transition. This has also been extended to their peers through playground rotas for games or quiet conversations.</li><li>• After school clubs have been offered by 3 members of school staff to facilitate participation in cluster/authority competitions or in response to a pupil request. This is particularly helpful in a rural setting.</li><li>• The PEEP programme has been delivered within the EYC with younger children from the community also in attendance. Parent feedback is always positive.</li><li>• Inter-house challenges have encouraged an ethos of teamwork and competition with senior pupils supporting the younger ones.</li><li>• The Positive Behaviour policy has been embedded with an overall improvement in behaviour tracking. The associated rewards are celebrated within the classes and at whole school assemblies.</li></ul>	



- All pupils participate in a termly outdoor session with ACE – developing their skills in outdoor sports and risky activities.
- 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 – surveys report the benefit of this. Wee HGIOS document is used and will be developed further next session.

**Next steps**

- Extend use and availability of Mental Health First Aider to support children who are experiencing low mood or anxiety.
- Roll out aspects of the LIAM programme at assemblies.
- Build on the purchase of The Ice Pack within the health and wellbeing programme.
- Continue the daily 15 minute activity sessions.
- Ensure wellbeing conversations are part of learning.
- Use Wellbeing Webs regularly to track wellbeing.
- Deliver Bikeability sessions when playground is accessible.
- Take the opportunity to design outdoor space in EYC to ensure free flow and best use of resources.
- Stay and Play/PEEP sessions with a focus on health and wellbeing to be extended.
- Further develop risky play in the new EYC.
- Keep training up-to-date.
- Develop systems to track and monitor health and wellbeing.
- Analyse and use data from fitness testing.
- Organise parental workshops with a focus on health and wellbeing.
- Develop better means of communicating target setting with parents.
- Achieve Gold School Sports Award.
- Review Outdoor Learning policy.



<b>School Priority 3: Learning for Sustainability and Creativity</b>	
<b>NIF Priority:</b> Improvement in employability skills and sustained positive school leaver destinations for all young people.	<b>Links to HGIOS 4 / HGIOELC:</b> 1.2, 1.3, 2.2, 2.3, 3.3
<b>NIF Driver:</b> School improvement, teacher leadership	
<b>Progress and Impact</b>	
<ul style="list-style-type: none"><li>The development of Learning for Sustainability across the school and EYC has had a significant impact on pupils' skills, knowledge and understanding. Throughout the year, positive feedback has been given and pupils and parents wish it to remain a high priority next session.</li><li>The calendar of events planned and linked to the United Nation's Sustainable Development Goals gave a clear focus for the learning.</li><li>Every P6 and P7 pupil achieved an accredited award linked to sustainability.</li><li>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.</li><li>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 by our Principal Teacher on the use of Glow, Yammer and e-profiles; to pupils by the Campus Police Officer on safe online behaviours.</li><li>The celebration of Digital Learning Week led to an increased understanding and use of particular digital technologies. This was shared and showcased through our Twitter platform.</li><li>E-profiling has not progressed as well as hoped due to delays relating to GDPR.</li><li>Pupils are regularly using Glow Teams to support and enhance their learning.</li><li>During the block of electives, children were given the opportunity to develop their coding and film-making skills. This was further extended in an after-school club.</li><li>Creativity skills have been developed through expressive arts lessons and projects. Our Christmas Show, 'Lion King Jr' received rave reviews from audience members and invited guests.</li></ul>	
<b>Next Steps</b>	
<ul style="list-style-type: none"><li>Look at international education as a means to develop global citizenship.</li><li>Extend our local DYW work to involve the armed forces.</li><li>Outdoor space development.</li><li>SSERC Primary Cluster Project.</li><li>Inter-generational projects to be further developed to involve groups out with the village.</li><li>Achieve silver Rights Respecting Schools award.</li><li>Build on partnership working i.e. Ayrshire Rivers' Trust.</li><li>Increase opportunities for healthy snacks.</li></ul>	



- Begin Fairtrade Schools' Award process.
- Develop a whole school ICT policy including internet safety guidelines and cyberbullying procedures.
- E-profiles to be embedded across the school and EYC.
- Pupil-led enterprise project.
- IDL overview with clear links to the development of creativity.



## Evaluation Summary

### 1.3 Leadership of change

The aspirational vision, values and aims are clear within the school and EYC and underpin our policies and procedures. They are reinforced and celebrated through e.g. Assemblies, class charter and positive behaviour awards. Our parents and community are a valued part of the whole school ethos.



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 more consultative and data rich and this helps inform our next steps. Staff are encouraged to lead 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. Self-evaluation is at the heart of our developments and all stakeholders can evidence success.

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

### 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 – most pupils fully understand the purpose of their learning. Our children are involved in the wider life of the school e.g. committees, charity work, leadership roles.



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-even during this time of change with the extension and refurbishment. 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, this will be further developed and improved next session through a refreshed curriculum rationale and programme.

Most pupils use peer/self-assessment to effectively plan next steps in their learning and can talk about what they have been learning. Cluster working on assessment and moderation continues to build confidence in teacher judgements. The new approach to tracking and reporting will help evidence the progress of our learners. 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. New strategic planners have introduced consistency across the classrooms. Learners are involved in aspects of planning learning, where appropriate.

Overall the quality of learning, teaching and assessment across the school and EYC is 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. The positive behaviour policy is followed throughout the school and EYC. Relationships across the school community are 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 the RRS committee. Staff have received input on current legislation and particular policies relating to wellbeing.

At Barr, 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. Although we do not have access to the cluster Pupil Support teacher, our school assistant and EYP provide excellent daily 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.

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

### **3.2 Raising attainment and achievement**

Most children are making age appropriate progress in both literacy and numeracy. This is evidenced through standardised 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. Almost all pupils supported through the PEF programme have made very good progress in their literacy skills.

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 almost all pupils are making progress from prior levels of attainment. Attainment data is being used to identify progress and next steps. The new planning paperwork which merges the curriculum frameworks with the benchmarks helps support teachers' planning, assessment and moderation. 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. All P6s and P7s achieved either the John Muir Award or the Award of Ambition.

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.

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



### What are the key priorities for improvement in 2019/2020?

From the National Improvement Framework, the key priorities for Barr PS and EYC for session 2019/2020 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?

There is capacity to make further improvements, especially within a new and improved school building and extended Early Years Centre, and the school has a clear vision for moving forward. There is an effective monitoring process in place with the 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 receive an excellent education and 'be the very best they can be!'



### Appendix 1 – Attainment data

#### Attendance (%)

2016/17	2017/18	2018/2019
94.9	98.7	95.6

#### % 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
45	55	45	75	58	75	87	55	93

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

2016/2017	2017/2018	2018/2019
64	92	92

#### % 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
33	50	50	50	67	86	80	80	100

#### % 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
33	50	50	50	67	57	100	40	25

#### % 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
33	50	50	50	67	86	100	80	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
33	100	50	50	100	100	100	100	75



**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
67	33	33	73	57	57	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			50	50		100			80	20	

**SNSA % pupils achieving result P4**

2017/2018						2018/2019						Numeracy			Literacy - reading		
Numeracy			Literacy - reading			Literacy - writing			Numeracy			Literacy - reading			Literacy - writing		
High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
33	67		100			67	33		100			60	40		100		

**SNSA % pupils achieving result P7**

2017/2018						2018/2019						Numeracy			Literacy - reading		
Numeracy			Literacy - reading			Literacy - writing			Numeracy			Literacy - reading			Literacy - writing		
High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
43	57		71	29		86	14		75	25		75	25		50	50	