



Barr Primary School and Early Years Centre



Standards and Quality Report June 2021



The purpose of this report is to provide an answer to the question - 'How good was our school in 2020-2021?' The following pages will tell you about the quality of education in the school and Early Years Centre (EYC) and how the children benefit from coming here.

Vision

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

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

Values

Kindness Respect Honesty Confidence Achievement

Aims

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

Context of the School/Early Years Centre

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 20 pupils with 7 EY pupils: all pupils live in SIMD decile 4, 9 pupils are entitled to free meals, 60% of pupils are on staged intervention level 1b or above, and current average attendance is 96.2% with no exclusions.



There are 2 classes: P1-3, P4-7 plus an Early Years Centre which also offers places to eligible 2-year olds, with staff working closely together to support and challenge pupils. We received timetabled support from a COVID recovery teacher, but this was a short input due to COVID support needs elsewhere in the Authority. Pupils also normally benefit from weekly additional music tuition from a percussion teacher and being supported by the Active Schools Co-ordinator. Children in the EYC access 1140 hours.

Our staff team consists of Head Teacher, shared with Barrhill PS and EYC, Principal Teacher (0.5), 1.9 Class Teachers, 2 Early Years Practitioners, 1 school assistant, 1 clerical assistant, 1 janitor and 1 catering assistant. The Head Teacher has been in post since the 23rd of January 2017 and was awarded The Standard for Headship in March 2018. The Principal Teacher is fully class committed.

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

The school enjoys links with our partner school, Barrhill; cluster primaries and feeder Secondary, Girvan Academy and would normally organise projects throughout the year e.g. transition projects, Health Week, Developing the Young Workforce event, fundraisers. The school is very well supported by the Parent Council who organise social events and work hard to secure funding for ACE/school activities and the annual residential for P6-7.

In August 2020, we were delighted to welcome back staff and children following a significant period of lockdown. At the heart of our recovery plan was the health and wellbeing of our learners and staff team, with a clear focus on literacy and numeracy. Routines and COVID mitigations quickly became the norm with three learning bubbles being established; specific entry/exit points used and robust risk assessments adhered to. The whole community rose to the challenge of keeping everyone safe.

Over the session, and in response to Scottish Government guidelines, staff provided 'hub' childcare to 12 keyworker/vulnerable children-44% of our school population. Following parental consultation, families were offered a choice of six home learning supports including live lessons, recorded sessions and a pack of physical resources. 95% of our pupils engaged daily with their teachers and peers via Microsoft Teams and participated in a range of curricular learning activities.

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

- A stripped back school monitoring programme
- Class/EYC observations
- Staff feedback information
- Staged intervention paperwork
- Planning and assessment information
- Staff training records
- Questionnaires
- Summative and formative assessment results
- Focus group feedback



- Attendance monitoring
- Work scrutiny
- Minutes of staff meetings
- Data analysis

What key outcomes has the school achieved?

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

- Most pupils achieved an increase in their reading, spelling and number ages.
- In the Scottish National Standardised Assessments, 100% of the P1s displayed high capacity in literacy and numeracy and 50% of the P4s and P7s displayed high capacity in all 3 areas.
- 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.
- Each P4-7 pupil gained the Hi5 Outdoor Science Award from the SQA and Youth Scotland.
- High quality staff development continued, albeit in a creative manner, impacting on each child and across the staff team.

Pupil Equity Funding provided cover to allow Mrs McBirnie out of class. This enabled our highly trained Mental Health First Aider to support and track identified pupils; provide exciting activities for staff to use with their children; lead cognitive behaviour art therapy sessions; access further training and support at points of transition. An outdoor classroom was also purchased to allow a breakout space and sessions to be facilitated quietly and uninterrupted.

Please see appendix 1 for detailed statistics and trend data.



Summary of progress

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

NIF Priority:

Improvement in attainment, particularly in literacy and numeracy.

Closing the attainment gap between the most and least disadvantaged children.

Links to HGIOS 4/HGIOELC:

1.2, 2.2, 2.5, 3.2, 3.3

Progress and Impact

- Regular discussions and sharing of knowledge between EY staff and P1 teacher supports staff and children. Support in the infant class, from the link EYP, facilitated a positive transition experience in term 4.
- Staff have reported that the implementation of the 3 Read Approach and Word Aware supports have proven to be very effective in improving vocabulary in the EYC. Children are also using more subject specific vocabulary.
- There is regular use of the loose parts area, with all pupils accessing the wider environment to enhance their learning.
- Due to restrictions, PEEP support and Bookbug sessions were delivered virtually, with limited parental involvement.
- Staff and children made excellent use of outdoor areas, which has greatly improved practice and increased creativity, confidence and risk taking.
- Play opportunities have had a positive impact on the learning and health and wellbeing of junior pupils.
- Moderation activities with our sister school continue to build staff confidence in the use of four stages of progress.
- The updated Curriculum Rationale makes clear our priorities and what is important to all stakeholders with policy statements written for some areas.
- Pupils learn in a broad range of contexts, which are relevant, meaningful and matched to their interests with high quality learning environments being adapted following robust evaluation.
- A range of Talk for Writing strategies and resources are being used to develop literacy skills with a reported impact on the enjoyment and confidence of pupils.
- Pedagogical research and developments have been facilitated through high quality CLPL opportunities both in house and out. All Early Years Practitioners and Teachers have had two 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.

- Targeted interventions for literacy and numeracy have been delivered daily by trained staff. This has an impact on pupils' confidence and levels of attainment.
- Tracking profiles are used to focus learning conversations, help with moderation and identify areas for support. Use of the Progress and Achievement module has ensured better tracking and reporting processes, with parents receiving two virtual updates and one final written report.
- Care Plans are discussed termly with all EY parents and parents are encouraged to make comment.
- EYPs have worked closely with the PT using documentation to investigate and develop best practice in early childhood curriculum and pedagogical leadership.
- Play-based learning opportunities are clearly identified within planning documents.

Next steps

- Extend creative EYC/P1 working.
- Have a greater focus on pupil led learning conversations.
- Talk for Writing programme to be delivered in both classes.
- Participate in the Building Blocks of Literacy programme, delivered by the SWEIC.
- Develop further confidence in numeracy approaches, through CLPL and linking with the Numeracy Development Officer.
- Build on SWEIC links, as guidance allows.
- Extend the use of 4 stages of progress across other curricular areas.
- Review skills pathways to ensure a progressive and structured approach to learning within a multi-composite class.
- Update curricular statements following staff development work.



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

- 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 programme was delivered virtually within the EYC.
- A whole school Health and Wellbeing for All document has been developed, in conjunction with school partners, with all staff prioritising health and wellbeing throughout the year.
- Pupils and staff have access to a highly trained Mental Health First Aider who has undergone a wealth of additional training in e.g. cognitive behaviour approaches, supporting boys, staff wellbeing.
- The daily 15-minute physical activity at the beginning of the day 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. The Let's Shift programme from Active Schools extended the in house offer of physical activity.
- Growth mind-set is an integral part of school/EYC life to help alleviate anxieties and worries with calming resources available in all learning areas.
- Staff and pupils have been creative in their use of appropriate space, giving the pupils a greater love of their local surroundings.
- The Tree of Knowledge online platform was used to good effect to support both home learning and in-school activities.
- All pupils have participated in two outdoor sessions with ACE - developing their skills in outdoor sports and risky activities. Senior pupils were also offered Bikeability level 1, with four pupils being successful.
- Pupil voice is evident through leadership opportunities, leading learning and in committee work.
- Children's rights are celebrated with consultation high. The 'Wee HGIOS' document is integral to self-evaluation processes.
- Parents have access to their child's Learning Journal and are encouraged to comment and upload home achievements.



Next steps

- Further develop risky play across the senior class.
- Achieve Gold School Sports Award.
- Review Outdoor Learning policy.



- Deliver the Play on Pedals programme in the EYC.
- Increase the range of lunchtime/after school clubs, when guidance allows.
- Promote the new Health and Wellbeing for All document to all stakeholders.
- Develop creative ways to extend family learning opportunities and parental events within the school and EYC.



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

- 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. This is visible within displays, activities, conversation and Learning Journals.
- The P7 School Captain and Vice-Captain were involved in driving changes, developing leadership skills in the process.
- A wealth of digital technologies training was delivered, teaching staff participated in a digital fire drill ahead of delivering online learning and our digital footprint has grown through better use of the school website and Twitter page.
- Creativity skills have been extended through the development of expressive arts projects. Our Nativity was performed by the junior class and shared online with parents.
- Detailed Expressive Arts projects have been delivered within the school to help with skill development across a multi-composite class.
- Children are regularly out and about in the village, developing their local knowledge and understanding, working with school staff and partners.
- Staff engaged with Year 2 of SSERC Primary Science Cluster Project.



Next Steps

- Look at international education as a means to develop global citizenship.
- Extend our DYW work to involve more of the local community.
- Inter-generational projects to be further developed-when guidance allows.
- Achieve silver Rights Respecting School award in September.
- Build on partnership working i.e. Ayrshire Rivers' Trust.
- E-profiles to be embedded across the school and EYC with parents also accessing them regularly.
- Pupil-led enterprise project linked to interhouse challenges.



Cluster Priority: Science Framework

NIF Priority:

Improvement in attainment, particularly in literacy and numeracy.

Closing the attainment gap between the most and least disadvantaged children.

Links to HGIOS 4 / HGIOELC:

1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2

Progress and Impact

Successes

- Survey of staff confidence is showing increased confidence in areas, which were identified as lower previously.
- Staff have participated in several SSERC Meets this session related to areas, which were identified as areas of development - Forces, Fair Testing and Finding an Association and Bogs.
- Science resources in schools were re-audited and new resources purchased through funding provided as part of Edina Trust Schools Grant.
- Science resources in EYC were supplemented with new resources bought with funding from the Edina Trust Nursery Grant.
- More science experiences are taking place in the EYC due to the new resources purchased.
- Senior classes took part in the Outdoor Science Explorers Programme, which focused on gathering data about the natural world in their area. They were extremely successful in this and achieved the Hi5 Award.
- Staff were introduced to TAPS and Explorify as part of the recent in-service day.
- Whole School Curricular Overview created, linking science to different curricular areas.



Impact

- Feedback from staff confidence surveys shows improved confidence in areas of science, previously identified as low confidence. There are still areas of development needed, especially in the Early Years.
- Science is now facilitated throughout the school by all staff working with pupils, no longer just one member of staff providing science opportunities.
- Comments from staff have noted that they feel much more confident and are keen to get their teeth into more science projects. They love seeing where the children take it and bringing it outdoors. They now see how easily it can be facilitated, especially outdoors and through messy play.
- Pupils are getting a better breadth of science outcomes and more depth within outcomes, due to increased understanding of concepts.
- Pupils have very positive feedback about science experiences, they describe it as fun, exciting, interesting and challenging and educational showing their positive attitudes

to learning in this way. They also note how projects have made them think of what science is in a different way and they thought learning was 100% better outdoors.

Next Steps

- Transition links – develop links with the academy in regards to progression of skills and ensure consistency within the cluster.
- Clear science programme of study throughout the cluster, allowing flexibility within schools – identify SSERC, TAPS, PTTS Science and Other resources which link to each topic and fit with overview.
- Continued increase in teacher confidence through more CLPL experiences and evaluation of impact.
- Consistent approach to assessment within science using the TAPS resource. Use TAPS pyramid as a baseline to assess current confidence and consistency within science assessment.
- Link play-based learning to different science topics within the school's science programme.

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 charter and positive behaviour awards. The children understand them extremely well and use them in conjunction with the United Nations Rights of the Child. When carrying out a School As Learning Organisation (SALO) survey, 100% of staff agree that our shared and inclusive vision enhances the learning experiences and outcomes of all children.



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 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, which is a key driver for change. Self-evaluation is at the heart of our development



priorities. In Dimension 2 of the SALO survey, 100% of staff agree that the school's culture promotes and supports professional learning.

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. Almost all pupils are motivated, engaged in their learning and challenged to work beyond expected levels. Through observations and regular professional dialogue, it is clear to see that the experiences offered are enjoyable and well matched to pupils' needs. Our children are involved in the wider life of the school e.g. committees, leadership roles and know their views are sought and valued.

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, within current restrictions. 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. Our parental survey return shows that 100% of parents are satisfied with the quality of teaching in the school.

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. 100% of our pupils state that they know who to ask to get help if their work is too hard.

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. Teachers have a very good understanding of the moderation cycle and use this well. Online Learning Journals are beginning to track learning journeys, with many pupils and parents contributing to the process.

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. Learners are involved in aspects of planning learning, where appropriate and 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. The P1-3 pupil voice group, report that their classroom is a safe place to be (9/03/21).

All pupils receive 2 hours of quality PE each week- outdoors, 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 RRS work. Children have a good understanding of the wellbeing indicators and how they link to our values. Staff have received input on current legislation and particular policies relating to wellbeing.



At 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. Support from the COVID recovery teacher (albeit limited) and our school assistant provides high quality support to pupils experiencing difficulties in literacy and numeracy. Pupils who require additional support for their learning or with emotional and behavioural needs are closely monitored through the staged intervention process, with appropriate strategies and supports in place. 100% of parents surveyed strongly agree that staff treat their child 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

Attainment, evidenced through formal measures, has been mixed this year. However, every child has made significant 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. Moderation activities across the two schools have helped staff gain a shared understanding of standards





and how well our children are learning. 100% of parents surveyed, agree or strongly agree that their child is making good progress at school.

Pupils' wider achievement is valued and celebrated and can be noted in their growing pupil profiles.

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 2021-2022?

From the National Improvement Framework, the key priorities for Barr PS and EYC for session 2021-2022 are:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.
- Continuation of Improvement Priorities from 2020-2021, with a continued focus on recovery.

What is the capacity for improvement?

There is definite capacity to make further improvements and we have a clear vision for moving forward, following another year of disruptions. The over-riding focus will continue to be on the recovery of learning 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. 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

Attendance (%)

2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
94.9	98.7	95.6	97.29	96.2%

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

2016/2017			2017/2018			2018/2019			2020/2021		
Reading	Writing	Listening and Talking	Reading	Writing	Listening and Talking	Reading	Writing	Listening and Talking	Reading	Writing	Listening and Talking
45	55	45	75	58	75	87	55	93	25	38	38

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

2016/2017	2017/2018	2018/2019	2020/2021
64	92	92	63

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

2016/2017			2017/2018			2018/2019			2020/2021		
P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
33	50	50	50	67	86	80	80	100	0	50	50



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

2016/2017			2017/2018			2018/2019			2020/2021		
P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
33	50	50	50	67	57	100	40	25	25	50	50

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

2016/2017			2017/2018			2018/2019			2020/2021		
P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
33	50	50	50	67	86	100	80	100	25	50	50

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

2016/2017			2017/2018			2018/2019			2020/2021		
P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
33	100	50	50	100	100	100	100	75	75	50	50



Developmental Milestones (Percentage of Children Achieving Milestone)

2016/2017(June)			2017/2018 (June)			2018/2019 (June)			2020/2021 (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	Health and Wellbeing	Comm. and Language	Maths and Numeracy
67	33	33	73	57	57	100	0	0	0	0	0