

Department of Education,  
Culture and Lifelong Learning  
Quality Development Unit

## Standards and Quality Review Barassie Primary School

Troon

June 2006



### How Good is Barassie Primary School?

The purpose of this report is to provide an answer to the question – how good is our school?

The report highlights the main findings from the Standards and Quality Review of Barassie Primary School that was carried out by South Ayrshire Council's Department of Education, Culture and Lifelong Learning in May 2006.

The programme of Standards and Quality Reviews is used by the Department to validate and confirm the school's self-evaluation of the quality of educational provision. The review was commissioned by the Department's Quality Development Unit and was carried out by a lead independent educational consultant, a South Ayrshire Council Primary Head Teacher and a South Ayrshire Council Quality Improvement Officer.

The review team spent four days in the school and assessed the school's processes for self-evaluation, observed learning and teaching evaluated pupils' attainment and interviewed groups of pupils and staff. The review covered key aspects of the work of the school at all stages.

The review and the report were structured to follow the seven key areas of the national school self-evaluation document, How good is our school? (HGIOS) published by HM Inspectorate of Education.

The seven key areas are:

- Curriculum
- Attainment
- Learning and Teaching
- Support for Pupils
- Ethos
- Resources
- Management, Leadership and Quality Assurance

A number of quality indicators are associated with each key area. This report concentrates on them and highlights where the school is doing well and points to actions which will bring about improvement.

The school, working with the Council's Department of Education, Culture and Lifelong Learning, will now prepare a plan which outlines the actions that will be taken to bring about the improvements highlighted in this report.

## What the school does well

- ✓ The pupils are happy, friendly, very well behaved and have a keen sense of identity with the school.
- ✓ There is a very positive ethos in the school and relationships are based on mutual respect.
- ✓ Pupils, staff and parents hold the hard working head teacher in high regard.
- ✓ All staff work hard, are committed to the school, know the pupils very well and are very supportive of one another.
- ✓ National assessment results in the school are very good.
- ✓ The contribution of pupil support staff to removing barriers to children's learning is effective.

## Where the school has areas for development

- ▶ The school should increase pacing and provide more challenge and rigour for pupils across the curriculum.
- ▶ The management team, in consultation with staff, should ensure coherence of continuity, progression and methodology of curricular implementation across all stages.
- ▶ The existing programme for monitoring should be extended to increase the frequency of formal monitoring of pupils' learning, pacing, attainment and planning in order to ensure consistency and progression of pupils' experiences.

## Curriculum

- ✓ The school provides a broad and balanced curriculum for pupils.
  - ✓ Regular stage meetings afford planned opportunities for curriculum discussion and development.
  - ✓ There are very good examples of children's work on art activities across the stages.
  - ✓ The involvement of visiting specialist teachers extends the expressive arts curriculum.
  - ✓ Very good use is made of new technology by staff to deliver the curriculum.
  - ✓ The nursery curriculum, experiences and activities offered to the children are very good.
- ▶ The school should give a higher profile to design technology and health education.
  - ▶ The pupils should make more use of information and communications technology (ICT) across the curriculum.
  - ▶ The school should develop and implement guidance for classroom display and for presentation of children's work.

## Attainment

- ✓ National assessment results for the school are very good.
- ✓ The school has a tracking system in place.
- ✓ The school places high importance on the wider achievements of pupils.

- ▶ The school should undertake a skills based approach to all areas of the curriculum in order to further raise attainment.
- ▶ The school should increase pacing and provide more challenge and rigour for pupils across the curriculum.

## Learning and Teaching

- ✓ Classrooms are well organised and managed across the stages.
- ✓ Classroom observation identified some very good teaching and learning.
- ✓ Some children have a range of very good learning experiences, which include taking responsibility for and being active in their own learning.
- ✓ Relationships between staff and pupils in classrooms are very good.
- ✓ In some classes there were good examples of collaborative work by children.
- ✓ There is good use of praise to encourage pupils across all stages.
- ✓ Termly newsletters from each stage give parents good information on what their children are learning in maths, language and environmental studies.

- ▶ The school should undertake a comprehensive review of forward planning in order to ensure teaching of skills and clarity in what pupils are expected to learn.
- ▶ The use of homework and the implementation of the school policy should be closely monitored to ensure creativity in homework tasks and consistency of approach across the stages.
- ▶ In order to further encourage pupils, more displays of their work, particularly written work, should be displayed in all classrooms.
- ▶ The school requires to further develop formative assessment strategies in order to improve the quality of pupils' learning.
- ▶ The school should further develop investigative and independent work and promote more active learning for pupils.

## Support for Pupils

- ✔ The level of pastoral care for pupils and staff is very good.
- ✔ There is very detailed planning and targeted support for pupils with additional support needs.
- ✔ The learning needs of pupils are systematically identified and barriers to learning addressed.
- ✔ Liaison with external agencies in order to support pupils is very good.
- ✔ Support staff contribute positively to the children's learning.
- ✔ Very good specialist visual impairment support is provided by the additional support needs assistant.
- ✔ Standards of pupil discipline and behaviour are very high supported by good strategies for promoting positive behaviour.
- ✔ A wide-range of out-of-school activities supports and encourages pupils.
- ✔ Support and induction procedures for pupils transferring to the associated secondary school are very good.
- ✔ Cross sectoral working parties on language and maths are progressing primary/secondary curricular liaison.

- ▶ Nursery/primary curricular liaison should be further developed to ensure more appropriate pacing at the early stages of the primary school.
- ▶ Support staff should be deployed more directly to assist in raising attainment of pupils.

## Ethos

- ✔ There is a very supportive ethos within the school to which pupils and staff contribute.
- ✔ There are very good relationships at all levels throughout the school.
- ✔ Staff appreciate the good communication systems in the school.
- ✔ The school provides a stimulating and secure learning environment for all children.
- ✔ The school assemblies celebrate successes and the reward systems encourage pupils and promote their self-esteem.
- ✔ The Pupil Council is giving pupils more responsibility and experience in consultation and decision making.
- ✔ There are high expectations and promotion of achievements in some classes.
- ✔ There is an open door policy for parents and encouragement for them through information leaflets, newsletters and workshops.
- ✔ The School Board and Parent Teachers Association are very supportive of the work of the school.
- ✔ The school makes good use of the local community to extend the curriculum and the citizenship development of the pupils.
- ✔ The pupils work hard to raise money for various charities.

- ▶ The school should ensure a consistency of high expectations across the school.

## Resources

- ✔ The school has an attractive environment and good use is made of available space.
- ✔ Maintenance and cleanliness of the school are very good.
- ✔ The school is well resourced to support learning and teaching and materials are well organised.
- ✔ The school is well staffed with a good mix of experience both in teaching and support staffing.
- ✔ The school gives a high level of commitment to continuing professional development for staff.
- ✔ A good start has been made to holding regular meetings for support staff.

## Management, Leadership and Quality Assurance

- ✔ The head teacher is approachable, committed to the school, hard working and very well regarded by staff.
- ✔ Promoted staff are approachable, committed to the school, very supportive to the head teacher and accessible to staff and parents.
- ✔ The diligent teaching staff know the pupils well, work as a team and are supportive of one another.
- ✔ Staff feel they are consulted and are keen to take on new initiatives.
- ✔ Ancillary and support staff work very hard and contribute to the ongoing work of the school.
- ✔ The operational management of the school is very good.
- ✔ There is a good handbook for supply staff.
- ✔ There is a monitoring programme in the school.
- ✔ Staff, as a team, undertakes self-evaluation using the HGIOS framework.

- ▶ The management team, in consultation with staff, should ensure coherence of continuity, progression and methodology of curricular implementation across all stages.
- ▶ The management team meetings should focus more directly on learning and teaching, pace of learning and attainment.
- ▶ Further developed remits should be drawn up for all members of the management team and written remits developed for support staff.
- ▶ The school should continue to work on developing curricular policies and guidelines to support and guide the work of staff.
- ▶ The existing programme for monitoring should be extended to increase the frequency of formal monitoring of pupils' learning, pacing, attainment and planning in order to ensure consistency and progression of pupils' experiences.
- ▶ Self-evaluation of learning and teaching by staff should be further developed.

## Attainment data and statistical information about the school

1. 5-14 attainment levels - percentages of pupils attaining or exceeding appropriate levels by the end of P3, P4, P6 and P7

5-14 Reading	2002/03	2003/04	2004/05
Barassie Primary	87.4	88.0	93.4
South Ayrshire (Primary Schools)	83.0	82.4	83.7

5-14 Writing	2002/03	2003/04	2004/05
Barassie Primary	79.3	71.1	88.7
South Ayrshire (Primary Schools)	75.4	73.4	77.3

5-14 Mathematics	2002/03	2003/04	2004/05
Barassie Primary	90.8	89.8	98.7
South Ayrshire (Primary Schools)	83.8	85.2	87.7

2. Attendance and exclusion levels

Pupil attendance (percentage)	2002/03	2003/04	2004/05
Barassie Primary	96.1	96.5	96.6
South Ayrshire (Primary Schools)	95.3	95.6	95.2

Pupil exclusions (number of incidents)	2002/03	2003/04	2004/05
Barassie Primary	0	0	0
South Ayrshire (Primary Schools)	49	54	38

Pupil exclusions (½ days lost)	2002/03	2003/04	2004/05
Barassie Primary	0	0	0
South Ayrshire (Primary Schools)	203	285	182

3. Information about the school (2005/06)

Pupils information

Number of pupils	306 (including nursery class)
Number of classes	12
Average class size	25.5

Staffing information (full-time equivalent (fte) levels)

Head teacher	1 fte
Depute head teacher	1 fte
Principal teacher	2 fte
Teacher	9.7 fte
Probationer	2 fte
Classroom assistant	3 fte
ASN assistant	42.5 hours per week
Clerical assistant	69.7 hours per week
Nursery nurse	3 fte
Janitor	1 fte