



# Standards and Quality Report 2017-2018



## Context of the School

Cross Arthurlie Primary is part of the Barrhead High Cluster which includes Carlibar and Hillview Primary schools and Barrhead High School. The agreed Vision, Values and Aims of the school are as follows:

### Vision

High quality learning experiences, meeting the needs of all learners in a positive and nurturing community.

### Aims

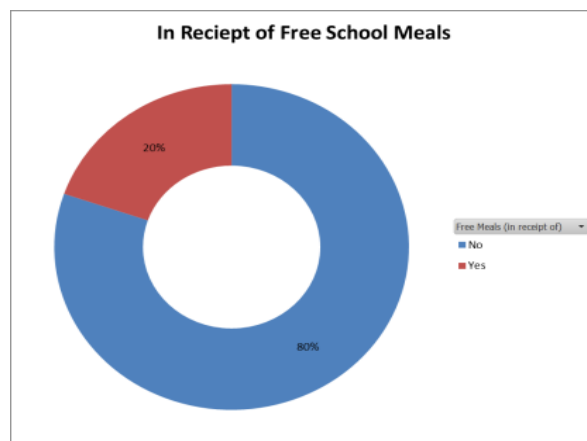
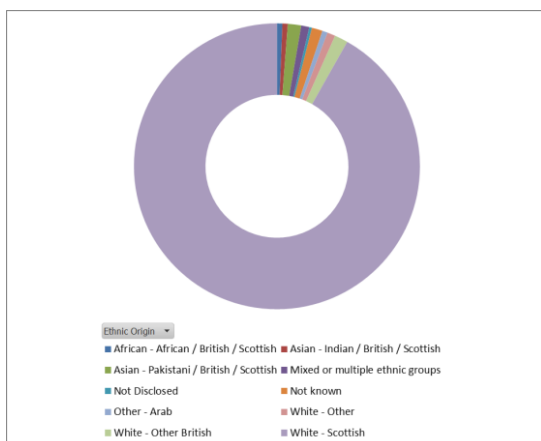
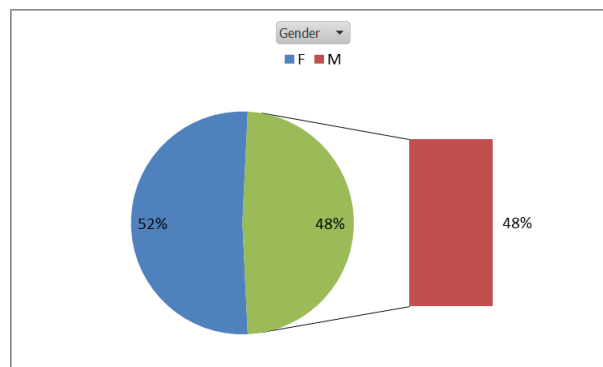
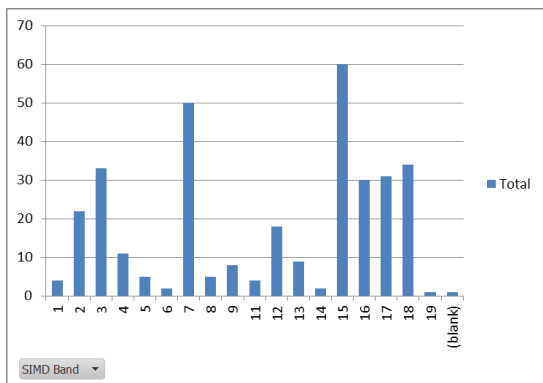
Our main aim in Cross Arthurlie is that all children are happy, safe and achieving their full potential.

We aim to encourage all children to take responsibility for upholding their own and others' rights. We aim to create a curriculum that best meets the needs of all stakeholders.

### Values

Fairness, honesty, loyalty, respect, responsibility and kindness are important qualities we endeavour to develop in all our pupils

The school roll is currently 330 pupils in stages P1-7. The charts below give an illustration of the children who attend Cross Arthurlie in terms of equalities. Just over 20% of our children come from SIMD 1-4 (by vigintiles) with 48% boys and 52% girls; 92% of our children are classified as White Scottish/British and 20% of children are in receipt of free school meals.



The school hosts East Renfrewshire's Confucius Hub and this has had a positive impact on the learning opportunities and experiences the children have participated in over the course of the this school session.

During this session there have been a number of staffing changes. In August five new permanent members of staff joined the team including a new headteacher and, in the course of the year, a permanent Deputy Headteacher and Principal teacher were appointed. The school is

generously staffed having 21.3 FTE teachers (including 1 FTE from PEF funding) for the 14 classes. This additional staffing has enabled a number of significant supports for children in the school including: an infant Learning Centre; additional support for outdoor learning; additional support for learning in literacy and numeracy in a number of classes; support groups for emotional, social and behavioural issues and the development of high quality PE and Sport activities.

We provide a wide range of after school activities for pupils from P1-P7 and with the additional support of the Active Schools Coordinator and the support of the Confucius Institute have provided clubs at lunchtime and at the end of the school day.

The school is well supported by an active and engaged Parent Council and wider parent forum who support the school in a variety of curricular and extra-curricular activities. Pupils have a range of opportunities to have leadership roles within the school including: Equalities committee; Eco; Junior Road Safety Officers; Sports Committee; Playground Buddies; House Captains and Sports Leaders.

### Improvement Plan Priorities

During session 17-18 as part of the Barrhead Cluster there were a number of priorities which, in turn, supported the school's improvement priorities. Benefitting from additional funding (£52,000) as part of the Pupil Equity Fund enabled us to further extend our improvement priorities.

The priorities for last year's School Improvement Plan were as follows:

- Raising attainment and recognizing achievement
- Leadership of learning- improving pupil's learning experiences through effective teaching and learning/CLPL
- To meet the needs of all learners by developing the work of GIRFEC and the key principles of Developing the Young Workforce

The priorities for last year's Cluster Improvement Plan were as follows:

- Leadership and management of the cluster community
- Learning provision
- Successes and achievement

The interventions for last year's Pupil Equity Fund (PEF) Plan were as follows:

- Additional staffing to support vulnerable children at P3, P4 & P5
- Development of children's resilience and ability to take responsibility for improvements in their learning
- Introduction of structured approach to children's writing, particularly targeted to the needs of boys
- More opportunities for children within identified group to participate in a wider range of extra-curricular activities

In term 2 the Barrhead Cluster was part of a local authority review with a focus on transitions. There were two reports pertinent to Cross Arthurlie as a result of the review: one for the Barrhead Cluster and one for Cross Arthurlie Primary. The actions from the cluster report have been incorporated into the Cluster Improvement Plan 2018-2019.

There were a number of areas for improvement identified for Cross Arthurlie some of which have begun to be addressed in the course of session 2017-2018 (those items in *italics* below) and are reported in this document and others (those items in **bold** below) which will be reflected in the

## School Improvement Plan 2018-2021

The identified areas for improvement were:

- *The school should work with EMIS to use data effectively to identify gaps and raise expectations, ensuring this leads to improved attainment for all.*
- **The school should continue to implement strategies to reduce equity gaps and raise attainment in reading, writing and mathematics.**
- *As a school and cluster, further moderation work is required to ensure consistency in teacher judgments of pupil progress.*
- *The school should track and record more systematically learners' achievements in and out of school to support the targeting of those not involved in extra-curricular clubs, activities and committees and allow for equity.*
- *The school should gather evidence to show how pupils' experiences in and out of school are supporting them to develop across the four contexts of learning and be able to articulate the skills of learning, life and work.*
- **The leadership team with staff should develop a strategy to improve learning and teaching. In doing so staff should work together to share effective practice across the school to ensure consistent high quality learning and teaching in all lessons.**
- **The school should revisit their plans to ensure that all stakeholders have a clear understanding of their curriculum rationale and pupils experience a curriculum that meets their needs and develops skills for learning, life and work.**
- *The school should continue to evaluate and further develop approaches to interdisciplinary learning, providing opportunities to track the progressive development of skills for learning, life and work across the curriculum.*
- *The school should further develop Outdoor Learning to maximize opportunities offered by the potential evident in the school grounds.*
- *The head teacher, supported by the school community, should take forward plans to enhance the recently reviewed vision, aims and values of the school, ensuring that the vision is integrated into other school priorities.*
- **As planned the head teacher should continue to develop her approach to self-evaluation including a focus on moderation of CfE attainment, quality assurance and professional dialogue to support continuous improvement, develop a collegiate learning culture and identify possible themes for professional enquiry and Masters Level learning for staff.**
- *The senior management team should endeavour to develop leadership at all levels, offering opportunities for staff to collaboratively engage in critical and creative thinking to strengthen their understanding of school, cluster, local and national priorities*

## Method of Gathering Evidence

As part of our procedures for monitoring school effectiveness, the school uses the Quality Indicators within How Good Is Our School 4? In addition to this, we use a range of methods to gather information about our performance. These include:

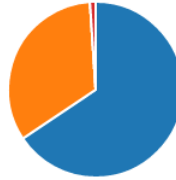
- Informal and formal learning visits in the areas of Literacy, Numeracy and Health and Wellbeing.
- Professional dialogue with staff focussing on learning experiences planned and impact on pupils.
- Tracking and target setting meetings with teaching staff.
- Analysis of attainment data including Baseline, Developmental Milestones, ERC Standardised Testing, the new Scottish National Standardised Assessment and teachers' professional judgements of pupils' progress through Curriculum for Excellence levels.
- Joint Support Team meetings – evaluation of child's wellbeing plan.
- Pupil's evaluations of their learning experiences – on-going reflection on their learning in the classroom, via pupil focus groups and sampling pupils' work
- Staff peer evaluation using the ERC planning for assessment model
- Departmental discussions.
- Surveys and questionnaires carried out with staff, pupils and parents linked to transitions, homework, the work and life of the school.
- Whole school evaluation through formal audits including RRS audit and Family Friendly self-evaluation.
- Focus group discussions with learners, teaching and support staff and Parent Council.
- Information from partners such as educational psychologists, social workers, school nurse, speech and language therapists, HI and VI teachers, outreach support and a range of other health professionals.
- Cluster action plans and working groups associated with these priorities.
- Local authority improvement plan.
- The National Improvement Framework
- GTCS standards and professional update and professional dialogue from PRD
- Review meetings.

<b>How good is our leadership and approach to improvement?</b>	
<b>(1.1, 1.2, 1.3, 1.4)</b>	
<b>Evaluation: very good</b>	
<b>NIF Priority</b> <ul style="list-style-type: none"> <li>Improving attainment in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> </ul>	<b>School Priorities</b> <ul style="list-style-type: none"> <li>Self-evaluation approaches</li> <li>Analysis and evaluation of data</li> <li>Strategic planning for continuous improvement</li> <li>Leadership and management of staff</li> </ul>
<b>NIF Driver(s)</b> <ul style="list-style-type: none"> <li>Teacher Professionalism</li> <li>Performance Information</li> <li>School Leadership</li> <li>School improvement</li> </ul>	<b>Local Improvement Plan – Expected Outcome / Impact</b> <ul style="list-style-type: none"> <li>Improved reading, writing and mathematics throughout the years of the broad general education</li> <li>Improvement in attainment of disadvantaged children</li> </ul>
<p><b>Progress, Impact and Outcomes</b></p> <p>The school has robust tracking and monitoring procedures to which support moderation of children’s learning. All staff meet regularly with their line manager and discuss children’s progress within the core curricular areas of literacy and numeracy. Class visits, reviewing pupil work and pupil focus groups support these discussions. In addition staff are engaged in peer class visits using the ‘planning for assessment’ format to support their moderation of levels within Curriculum for Excellence. This year we have also had a focus on moderation at school and cluster level in addition to the ERC event organised in February. Taking cognisance of the different demographics of the schools and the impact of disadvantage the cluster primary headteachers worked together to analyse data from the ERC tracking and monitoring database to develop a gradient of learning for each school, these were used to engage staff in moderation activities at school level. All of the above systems and structures have ensured that there has been a deepening of our analysis of available data and an improvement in our approaches to self-evaluation in the core areas of literacy and numeracy.</p> <p>Parents and children have been involved in evaluating the school in various ways. Parents’ evenings and open afternoons are regular features of the school and we have used these times to gather parents’ views on the school. We carried out an audit of transitions during our first open afternoon evening in September. This was followed by another questionnaire for parents prior to the transitions review. Unfortunately due to the timing of this we only received eight responses to this audit. During the second open afternoon we asked parents their views of homework and on our final parents’ evenings completed a full audit using the HGIOS questionnaire. The analysis of the transitions questionnaire identified that parents would like more information on what and how their children were learning, class blogs, information in the school newsletter and work being sent home on a termly basis are ways in which we address these concerns, we are also planning to introduce homework planners for P4-7 which will include information on learning on a weekly basis. An analysis of the homework review identified that, for those parents who were in favour of homework, they would prefer this to be spread over the course of the week rather than daily and that in P3-7 parents didn’t like research projects, we will use this information to inform homework for next year. The HGIOS feedback was very positive with almost all parents happy about their child’s experience. The area of most concern was assessment with 12 out of 96 respondents indicating that they are unsure how their child’s work is assessed we will look to address this concern in the course of the next School Improvement Planning cycle. The full outcome of these consultations were shared with the Parent Council, below are a few examples of their feedback.</p>	

1. My child likes being at this school

[More Details](#)

Strongly agree	63
Agree	32
Disagree	0
Strongly disagree	1
Don't know	0



8. My child is encouraged by the school to be healthy and take regular exercise

[More Details](#)

Strongly agree	52
Agree	42
Disagree	2
Strongly disagree	0
Don't know	0



11. I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles

[More Details](#)

Strongly agree	31
Agree	58
Disagree	5
Strongly disagree	1
Don't know	0



Children's views are sought and their achievements celebrated as part of the on-going work of the school. The school's assembly programme ensures that children are involved and engaged in improvements. The introduction of a monthly VIP assembly focussing on the schools values has ensured that these are at the forefront of children's minds. This also provides a vehicle for children to share and celebrate achievements gained outside of school. The children who receive VIP and achievement awards are noted in the newsletter, celebrated via the school Twitter page and their contribution acknowledged on a display at the front of the school. House Captains, Junior Road Safety Officers, Equality, Eco and Sports' Committee members have given regular updates to the whole school on their work, encouraging the children to actively engage with them in improvements for the school. This has had a positive impact on the children's ability to lead improvements throughout the school and records of their achievements are now being recorded and tracked through the ERC Tracking and Monitoring Database.

The school had undergone major changes in personnel in the previous session. The headteacher was newly appointed in August and, following competitive interview, appointed Miss Rice as Depute Headteacher and Mrs Duncan as Principal Teacher. Throughout this time the staff have worked very well together supporting one another in this time of transition. Since their appointments the Headteacher and Principal Teacher have both undertaken CLPL in recruitment and selection training, which was effectively used by the headteacher in both appointments in the school and by the PT in an appointment in a neighbouring school. In addition to the promoted staff, unpromoted teachers have taken on additional leadership responsibilities in developing different aspects of the curriculum. This year this has included: Mandarin and the development of understanding Chinese culture; Eco; RRS; science; literacy; Muddy Movers and playful pedagogy in P1, P2 and P4. One of the PSAs is now leading the school choir for children at lunchtime. Building the Learning Power has given staff the opportunity to work in smaller, more focused groups with each member of staff conducting a practitioner enquiry around an agreed area of investigation. One member staff also participated

in a School Improvement Partnership enquiry into motivation in reading in the upper school. Each of these leadership opportunities has ensured that staff are engaging in their own learning career long professional development which is having a positive impact on the children's learning experiences.

Data analysis and effective use of data for school improvement as a key part of moderation has been an area for development. From our analysis of data carried out through our on-going monitoring procedures, which are explained later in this document, we have identified literacy and numeracy as areas for improvement.

The alignment of the previous School Improvement Plan (SIP) , Cluster Improvement Plan (CIP) and PEF Plan was a complex process with numerous priorities. The Cluster Improvement Plan has had a positive impact upon the opportunities for cooperative learning and collaboration. Working together on shared priorities, particularly within writing has allowed for meaningful moderation and the development of shared understanding of standards across the cluster. Building the Learning Power (BLP) has provided many of the staff within Cross Arthurlie to re-evaluate effective teaching and learning strategies and to ensure that these are being consistently applied throughout the school. With so many new teachers to the school BLP has facilitated discussion about practices teachers learned through other programmes such as The Motivated School, The Learning Game and Teacher Learning Communities which has become part of the pedagogical practice of a number of teachers.

The school's improvement priorities included those of the CIP with the school's plan having an additional focus on developing playful pedagogy within Primaries 1 and 2. This development has had a very positive impact on children's learning. Children are very motivated to learn becoming both creative and responsible learners. Additional funding from PEF has supported an increased focus on outdoor learning across the school and, combined with additional funding from ERC, the introduction of Muddy Movers in P1 and 2. Addressing the children's health and well-being needs through sports and outdoor learning were key priorities for this year. Through strategic allocation of resources, support of the Active Schools Coordinator, parents and other partners we have been able to offer increased opportunities for children to participate in a greater variety of sports. Targeted funding from PEF has ensured that children who would previously have missed out on such opportunities are now able to fully participate. A system for tracking of participation and the celebrating of achievement for children is now being implemented to address the action point identified during the transitions review. With the support of the Parent Council and local businesses we were also able to purchase a wide range of new sports team strips. This has acted as a motivating factor for the children resulting in a more equitable approach for children representing the school in various sporting events.

Staff empowerment and motivation, particularly given the changes to the school have been key features this session. The mentoring of students, newly appointed staff and an NQT have been areas where we have developed. Staff have been empowered to take on additional responsibilities and new areas of providing support on both a formal and informal basis. During Nurture Week all staff were reminded of the important role they play in children's lives and the importance of self-care within that. The inclusion of support staff in a range of development activities such as the key features of Restorative Practice; keynote speech by Sir John Jones and development of ICT skills have ensured that the positive relationships which were traditionally a key positive feature of the school have been maintained and extended.


### **Next Steps**

- To continue work with EMIS to use data effectively to identify gaps and raise expectations, ensuring this leads to improved attainment for all.
- To support staff in developing approaches to teaching and learning in literacy and numeracy which bring about improvements in attainment and achievement.
- To support staff to use practitioner enquiry approaches which lead to improvement in achievement and attainment in literacy and numeracy.
- To improve staff understanding and use of data to support improvement in literacy,



numeracy and health and well-being.

- To continue to use the ERC database to track and record more systematically learners' achievements in and out of school to support the targeting of those not involved in extra-curricular clubs, activities and committees and allow for equity.
- To gather evidence (via homework diaries, school assemblies etc.) to show how pupils' experiences in and out of school are supporting them to develop across the four contexts of learning and be able to articulate the skills of learning, life and work.
- To continue to develop approaches to self-evaluation including: a focus on moderation of CfE attainment; quality assurance and professional dialogue to support continuous improvement; ensuring a collegiate learning culture; identify themes for professional enquiry within literacy and numeracy and provide opportunities for Masters Level learning for staff.

How good is the quality of care and education we offer? <span style="float: right;">(2.2, 2.3, 2.4)</span>	
Evaluation: good	
<b>NIF Priority</b> <ul style="list-style-type: none"> <li>Improvement in children’s health and wellbeing</li> <li>Improvement in attainment in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> </ul>	<b>School Priorities</b> <ul style="list-style-type: none"> <li>Curriculum rationale and design</li> <li>Learning and engagement</li> <li>Effective use of assessment</li> <li>Removal of barriers to learning</li> </ul>
<b>NIF Driver(s)</b> <ul style="list-style-type: none"> <li>School Improvement</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of children’s progress</li> </ul>	<b>Local Improvement Plan – Expected Outcome / Impact</b> <ul style="list-style-type: none"> <li>A positive culture in health and wellbeing</li> <li>An improvement in readiness of children to build on early learning experiences</li> <li>Higher levels of parental engagement</li> <li>Curriculum which enables all children to be successful, confident, responsible and effective in their school and community.</li> </ul>
<p><b>Progress, Impact and Outcomes</b></p> <p>Being a Confucius Hub is a unique feature of Cross Arthurlie and one which impacts very positively on the learning experiences of our children. In addition to learning Mandarin children have opportunities to experience aspects of Chinese culture. Four children from Cross Arthurlie were invited to open the Confucius Institute conference in September welcoming over 50 delegates from China to Scotland. We were then visited by two of these delegates, headteachers from Taiguan, who talked to the children about their schools and the contrast between Scotland and China. Sixteen children from P4-6 represented ERC at the opening of the new Confucius Hub in Edinburgh Zoo and all children in P6 &amp; 7 participated in a workshop led by Scottish Opera of ‘Dragon of the Western Sea’. The performance was outstanding with parents, staff and children commenting upon what a worthwhile enterprise for the children to be part of.</p> <div style="display: flex; align-items: flex-start;">  <div style="margin-left: 20px;"> <p><i>“Just a wee quick email to say that I thought the performance of the p6 and 7 pupils on Tuesday was fantastic and all the parents I was talking to thought the same. The costumes were amazing, the singing was fabulous and a lot of us felt a bit emotional watching it.” P7 parent</i></p> </div> </div> <p>Primary 2’s learning about endangered animals was enhanced by ‘The Panda Box’ a resource supplied by CISS which was followed up with a trip to Edinburgh Zoo. Linking with partners from ERC Culture and Leisure we were also able to celebrate Chinese arts including dancing, signing, story-telling and knotting. We also involved parents in our celebration of Chinese culture by having a Chinese family cookery club after school.</p> <p>However, the area where there has been greatest impact for all children throughout the school has been in the development of sports. Identifying key sports such as gymnastics, table tennis, badminton and rope games, all of which are popular sports in China, resourcing these from the additional funding from CISS, has greatly enhanced both our PE programme and linked with our PEF plan of greater access to a wider variety of sports, particularly for targeted children. We had a whole school celebration of these various sports during our Chinese Sports’ Week. The activities outlined above demonstrate the way in which being a Confucius Hub has had a positive impact on the curriculum and learner engagement.</p> <p>As part of cluster working we have redesigned planning formats to ensure effective progression</p>	

across all curricular areas and within the four contexts for learning. Having consulted with staff these will be adapted slightly prior to the end of this session with staff looking to implement them in session 2018/2019. These planners will continue and extend the ways in which staff work collaboratively to ensure that they build on prior learning. This year the development of 'playful pedagogy' in Primaries 1 and 2 has been an example of where staff have altered their practice to create a more meaningful and relevant curriculum ensuring they provide contexts and opportunities for children to effectively lead their own learning.

Another key part of both school and cluster working which has had a positive impact on learning, teaching and assessment has been in our approaches to moderation. Staff welcomed the opportunity to work with colleagues in the cluster who were working at the same stages sharing pupil work and agreeing on standards within maths and writing. This work will be developed further in 2018-2019 where staff will meet to moderate across an aspect of reading and an aspect of maths. From both school and cluster assessment and moderation we identified teaching and learning in literacy and numeracy as key priorities for improvement. This will be a major focus for the SIP 2018-2021.

All staff are making better use of the outdoor space within the school to develop and extend children's learning. In Primary 1 an additional teacher was deployed to work with groups of children to extend their learning outdoors with the focus for the lessons reflecting the areas being taught in class. Primaries 1 and 2 are developing children's gross motor skills through the 'Muddy Movers' programme. Staff in a range of classes throughout the school use the outdoors as a context for children's learning, with many altering their teaching to capture learning experiences which are only occasionally available such as when there was extensive snow and many classes were outside learning science, maths and literacy. For the whole school one of the 'planning for assessment' activities this year had to include outdoor learning as a context and staff were creative in their development and use of the outdoors as a context for learning. More use is being made of the grassed area at playtimes and lunchtimes and, whenever possible, PE lessons are conducted outdoors. Through pupil focus groups, peer evaluations and class visits it is evident that the outdoors is being used more by staff and children are finding it a stimulating environment for their learning. This improved use of the outdoors as a context for learning will be continued for session 2018-2019.

As part of on-going dialogue both formal and informal staff are regularly discussing with children ways in which they can become more responsible for their learning. In Primaries 1 & 2 through the development of 'playful pedagogy' children are very clear about their targets with their learning being effectively scaffolded and supported through effective dialogue. Through the use of benchmarks and 1:1 discussion with their teachers some children in the upper school are very aware of the next stages in their learning. The introduction of the homework diaries next year for P4-7 will ensure increased consistency in children being able to identify and set targets for their learning in literacy, numeracy and health and well-being.

Children are supported in learning skills for life, learning and work through the opportunities they have to take on additional responsibilities. This year this has included P7 children being trained as play leaders and leading a club for younger children at lunchtime; P6 being trained as playground buddies for children in P1 & 2; Eco committee ensuring we are conscious of our use of resources; Equality committee ensuring we are integrating the Rights of the Child as part of our on-going practice; Sports' committee ensuring we participated in the Daily Mile and promoting other sporting activities and finally the JRSOs did an amazing job in encouraging everyone to walk, cycle or scoot to school. This resulted in Cross Arthurlie being one of the top ten UK schools for the 'Big Pedal', a fortnight where children brought cycles or scooters to school. With the support of parents and partners 'Bikeability' is available to all children in P5, 6 and 7 with almost every child participating in the programme.

Every class in the school takes on responsibility for raising funds or resources for a charity of their choosing in addition to their charity work Primary 7 also experienced real success in raising funds for their leavers activities by working with Virgin Money on their 'Grow £5 initiative'. Parents of children in P3 and P7 who work in both the Clydesdale and Santander banks also supported out financial education by leading sessions in P5,6 and 7.

The newly appointed DHT has overall responsibility for ASN. With the support of the school Educational Psychologist she meets regularly with teachers to identify and review children requiring additional support in their learning. A number of staff, both teaching and PSAs are involved in supporting a wide range of children's needs. This year, in addition to the supports provided for children with diagnosed conditions such as ASD or ADHD we have provided the following supports to children and their families:

- Targeted small group support in reading, P3,4,6 and 7
- Targeted small group support in writing P5
- Targeted small group support in phonics P3 and P1
- Targeted small group support in maths P2, P3, P5, P6
- Support for small groups of identified P1 parents in literacy and numeracy
- Individual support in language acquisition P6 EAL
- Individual support in maths P6
- Individual support for children identified as being dyslexic
- Individual support in phonics for children in P2
- Nurture for identified children in P1 and P2
- Targeted small group support in the development of gross motor skills in P1 and P2
- Seasons for Growth for targeted groups
- Targeted small group support in the development of social skills
- Support for children and their families facing bereavement
- With the support of outreach staff, targeted small group support in the development of social, emotional and behaviour skills

The DHT regularly meets with staff providing additional support to ensure they have appropriate resources and effective programmes of study in place to respond effectively to children's needs. The DHT and one teacher have received additional training in identifying and screening children for dyslexia. This has proven very effective in the identification of this barrier and in ensuring we are able to address children's needs. By auditing the current barriers to children's learning we are able to effectively deploy staff and plan appropriate interventions in order to meet their needs. Next year, building on the effectiveness of this year's successes this will include: Reading Recovery; Seasons for Growth; upper school nurture programme; Five Minute Box; the introduction of new reading resources for reluctant readers in the upper school; Catch Up maths and the development of social skills through the Sulp programme.

### **Next Steps**

- To continue to develop approaches to interdisciplinary learning, providing opportunities to track the progressive development of skills for learning, life and work across the curriculum through the use of the tracking and monitoring database and new homework diaries.
- To develop a strategy to improve learning and teaching in maths and literacy in which staff will work together to share effective practice across the school to ensure consistent high quality learning and teaching in all maths and literacy lessons.
- To continue to develop Outdoor Learning to maximize opportunities offered by the potential evident in the school grounds.

**How good are we at ensuring the best possible outcomes for all our children / learners? (3.1, 3.2, 3.3)**  
**Evaluation: good**

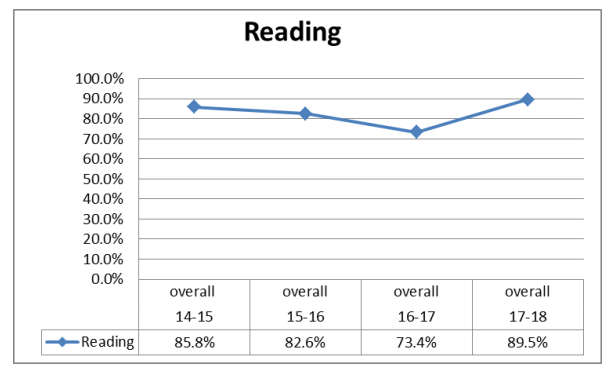
<p><b>NIF Priority</b></p> <ul style="list-style-type: none"> <li>• Improvement in employability skills for all young people</li> <li>• Improvement in attainment in literacy and numeracy</li> <li>• Improvement in children’s health and wellbeing</li> </ul>	<p><b>School Priorities</b></p> <ul style="list-style-type: none"> <li>• Improving understanding of and approaches to well-being</li> <li>• Increased attainment in reading, writing and mathematics</li> <li>• Inclusion and equality</li> <li>• Develop the use of digital resources</li> </ul>
<p><b>NIF Driver(s)</b></p> <ul style="list-style-type: none"> <li>• Performance Information</li> <li>• Assessment of Children’s Progress</li> <li>• School Improvement</li> </ul>	<p><b>Local Improvement Plan – Expected Outcome / Impact</b></p> <ul style="list-style-type: none"> <li>• Ethos of high expectations and achievements</li> <li>• Improved reading, writing and mathematics</li> <li>• Skilled and confident workforce</li> <li>• Culture based on GIRFEC</li> </ul>

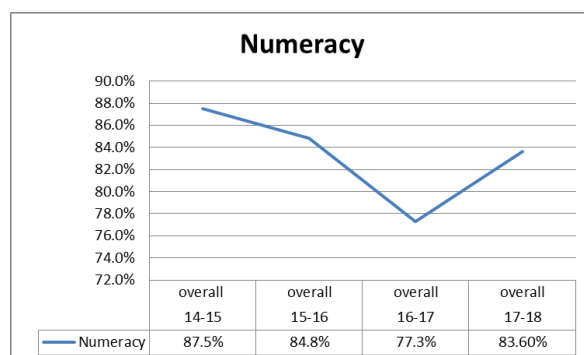
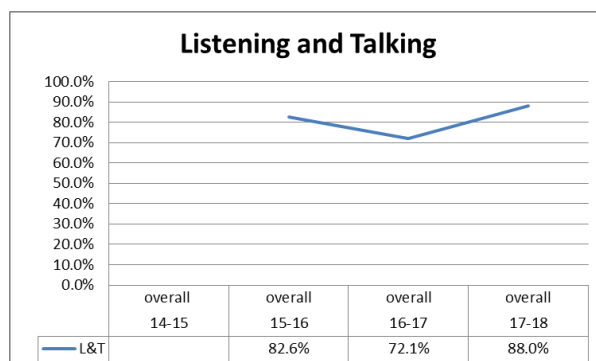
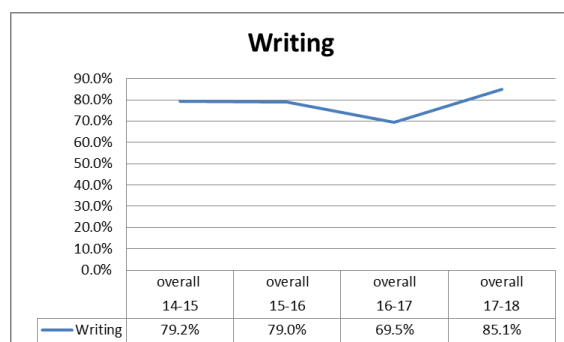
**Progress, Impact and Outcomes**

Ensuring the well-being of our children has been a key priority this year. With the support of the DHT, staff complete well-being plans for children with barriers to their learning and these are shared with parents and children (where appropriate) and reviewed on a regular basis. Despite the many staffing changes the school has managed to maintain and continue its very positive ethos ensuring that parents and their children are well supported in school. The school’s open door policy means that the SMT regularly meet with parents to discuss well-being concern. As we pursue the Rights Respecting Schools award we are conscious of the ways in which we support and develop the rights of the child. Most assemblies are linked to relevant Rights and staff and children are aware of their rights being applied in the life of the school.

Staff receive annual training in Child Protection and additional training for children who are LAC. Attendance is regularly monitored with letters being sent out to parents for those children whose attendance is causing concern. There have been two children who have specific challenges with their attendance which will have an overall impact on the school’s attendance figures. Working with the Educational Psychologist one child is now transitioning to another placement and the other child, who has significant health issues, is being supported to attend as much as possible. There have been no exclusions in Cross Arthurlie this term.

A range of improvements implemented during session 2018-2019 including: additional targeted support, a school gradient of learning, use of literacy and numeracy benchmarks, school and cluster moderation events and on-gong tracking and monitoring have all contributed to the overall increase in attainment this year.



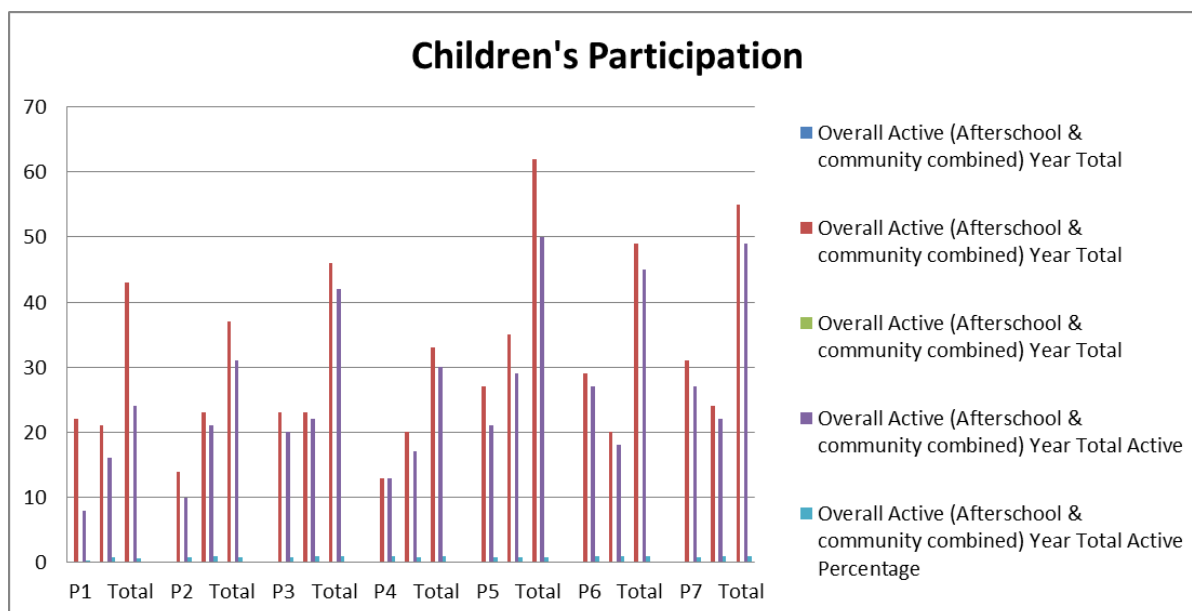


Although this is a promising picture we are very aware that these figures are not necessarily comparing like with like and have conducted some deeper analysis of school held data. From this we have identified particular groups of children in P5 and P3 who continue to be significantly underperforming within their year group. These children will receive additional targeted support for literacy and numeracy in session 2018-2019.

There has been a significant increase in attainment in writing this year and staff and children report that they are finding the focus on specific aspects of writing, as per the 'Big Writing' programme resulted in significant improvements in the quality of children's writing. This year the attainment in reading is also an improved picture, however the results from P4 have had a significant influence on this figure and we believe that a renewed focus on teaching and learning of reading will ensure that this progress is maintained over time. We are also aware that although there has been an increase in attainment in numeracy this year there is an overall drop in attainment over time. The improvement of teaching and learning in maths is a key priority for next year.

This year, led by Mrs Duncan PT and supported by the Active Schools Coordinator, we have provided increased numbers of after school activities for children at all stages of the school. With a focus on identified children who were in danger of missing out on such opportunities we tracked children who participated in clubs both in and out of school, consulted them on reasons for not participating and provided more clubs which they were attracted to. This resulted in the following levels of participation (from Aug-March):

- 301 places after school
- 168 places during lunchtime
- 80 children competing in sporting events representing the school
- 10 children trained as play leaders



We celebrated children's achievements both in and out of school via the monthly VIP assembly. Children also have the opportunity to have their achievements celebrated through the school House system. This year there have been a number of House events including: XA Factor; House Sports' assembly; House quiz and Sports day.

We have expanded our use of digital technologies with the receipt of 72 chrome books and a class set of VR headsets children in P7 also have the opportunity to 'Bring Your Own Device' for particular lessons. Children and staff are becoming more familiar with this hardware with all staff receiving additional training this new hardware and aspects of GLOW. Three members of staff have received additional training on software packages within Microsoft and Google platforms. We are aware, however, that this remains an area for improvement and digital technologies is included in next year's improvement plan.

#### Next Steps

- To continue to track and monitor attainment and achievement to ensure sustained improvement over time
- To improve children's skills in digital innovation, digital literacy and therefore increase their employability skills

#### Pupil Equity Fund – How are we ensuring Excellence and Equity?

Pupil Equity Funding (PEF) has been used to provide additional teacher support to children in P1 outdoor learning and in maths and reading in P3 and P5. This has had a positive impact on children's learning. Funds have also supported us in allocating additional PSA support to P1 for playful pedagogy.

All children, and particularly those who find being responsible for their own learning more challenging, have benefitted from the implementation of 'Building the Learning Power' and this will be continued in 2018-2019.

With increased funds and support from partners we have been able to ensure equality of access to a range of sports and extra-curricular activities.

## What is our capacity for continuous improvement?

Given that the SMT is now settled with clear remits and focus for improvement identified at all levels there is a strong capacity to improve the school.

### 1.3: Leadership of Change

Each member of the SMT has a strategic remit and responsibility for leading improvements related to a specific aspects of the SIP. The on-going monitoring systems within the school are linked to the SIP and CIP ensuring that improvement priorities are regularly reviewed.

Built in to each improvement priority is the opportunity for teachers to develop their own practitioner enquiry based on the research of EEF.

In addition a number of unpromoted staff are taking on responsibilities for leading aspects of learning across the school including :

- Rights Respecting Schools
- Mandarin
- Probationer supporter
- Eco
- Community links
- Digital leaders
- Science
- Outdoor learning

### 2.3 Learning, teaching and assessment

In addition to the development of teachers leading learning across each of the areas within the SIP there is a focus on the development of learning, teaching and assessment. The introduction of new homework diaries in P4-7 will support staff and children in developing appropriate targets in their learning, supporting independence in their learning and the development of the four capacities. Children in Primary 1 will continue to learn through a play based approach with aspects of this being extended to Primary 2 and 3. Outdoor learning will continue to be developed throughout the school with Muddy Movers being used in P1 & P2.

On-going monitoring of teaching, learning and assessment within the school, cluster and ERC will ensure that improvements in learning and teaching are embedded.

### 3.1 Ensuring wellbeing, equity and inclusion

Promoting physical and emotional well-being is an on-going priority for the school. The PT will continue to work with the Active Schools Coordinator and staff to provide a range of after school clubs, particularly for those children who may be at risk of missing out due to finance. PEF funding will be used to support aspects of this. Nurturing approaches will be used throughout the school to ensure all children are well supported by all staff. The increased use of the outdoors as a context for learning will continue with additional staff being allocated to support this in addition to the on-going work with Bikeability and the promotion of healthy and safe routes to school.

We will continue on our journey towards being recognised as a Rights Respecting School and maintain our Eco award status.

A wide range of additional targeted supports will be included in 2018-2019. The DHT has responsibility for the coordination of ASN and ensures that staff are deployed appropriately to meet children's needs. Recognising the different support needs to address barriers to children's learning we have introduced an upper school Nurture group, a number of social skills groups and family learning groups.

### 3.2 Securing children's progress / Raising attainment and achievement

Deep analysis of available data from ERC Standardised assessments, baseline and developmental milestones; the SNSA; on-going teacher professional judgements discussed



during on-going tracking and monitoring and the introduction of a gradient of learning for the school ensure that attainment and achievement were improved during 2017-2018 and we are keen to ensure that this continues. The improvement last year following the introduction of the principles of 'Big Writing' was shown throughout the school with staff and children reporting that confidence in writing had improved. There were also improvements in reading and maths however compared to last year but we still believe that there is room for improvement in both of these key aspects of the school curriculum.

We have introduced a system of recognising wider achievements through assemblies and participating in school events. These have been recorded on the tracking and monitoring database and will be included in the P4-7 homework diaries.

### National Improvement Framework Quality Indicators

Quality indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of change	Very good	
2.3 Learning, teaching and assessment	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	
3.2 Securing children's progress / Raising attainment and achievement	Good	

### School Improvement Priorities 2018-2019

- To ensure effective use of digital technologies throughout the school
- To raise levels of attainment and achievement in Numeracy
- To raise levels of attainment and achievement in Literacy