



Standards and Quality Report 2018-2019



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

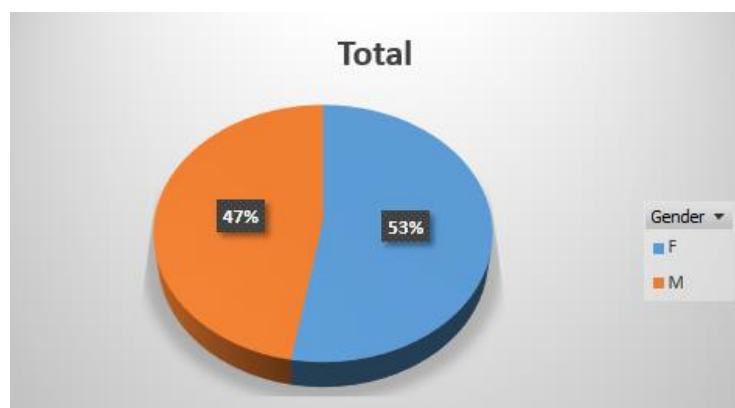
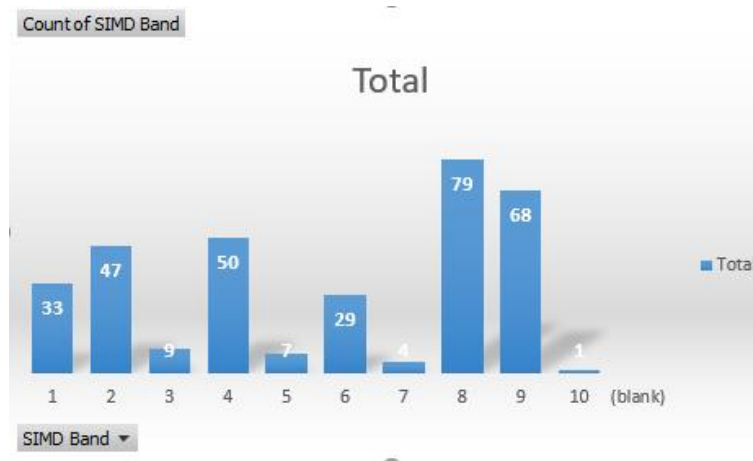
Our main aim in Cross Arthurlie is that all children are happy, safe and achieving their full potential.

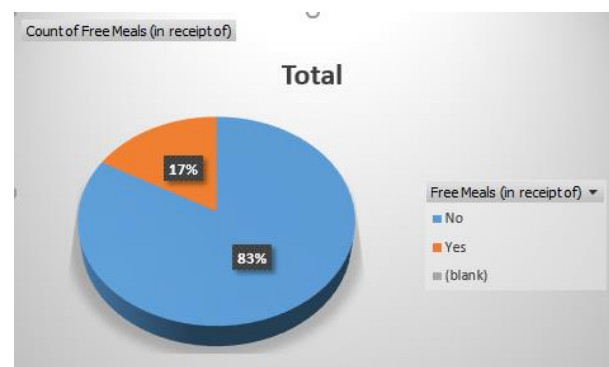
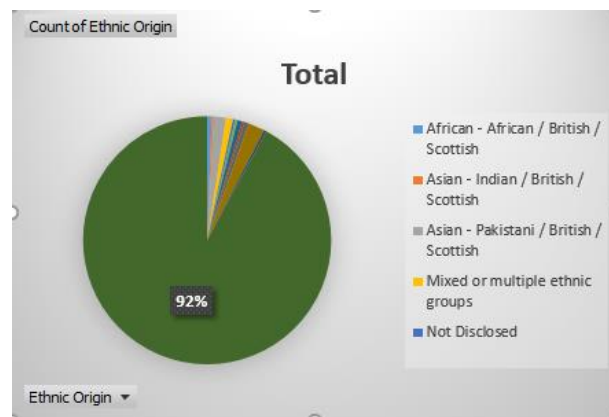
We aim to encourage all children to take responsibility for upholding their own and others' rights. We aim to create a curriculum that best meets the needs of all stakeholders.

Values

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

The school roll is currently 328 pupils in stages P1-7. The charts below give an illustration of the children who attend Cross Arthurlie in terms of equalities. Just over 25% of our children live in the lowest 20% by SIMD with 47% boys and 53% girls; 92% of our children are classified as White Scottish/British and 17% 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 this school session.

During this session the staffing was fairly settled following the major changes last year. The school remains 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 and upper school Learning Centre; additional support for outdoor learning; additional support for learning in literacy and numeracy in a number of classes; support groups and 1:1 activities for emotional, social and behavioural issues; the development of high quality PE and Sport activities and the release of class teachers with additional leadership responsibilities.

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: Pupil Council; Equalities committee; Eco; Junior Road Safety Officers; Sports Committee; Playground Buddies; Digital leaders; House Captains and Sports Leaders.

Major achievements this year have included Gold Sports' Scotland Award; second Eco Flag and Silver Rights Respecting Schools award.

Improvement Plan Priorities

During session 18-19, as part of the Barrhead Cluster, there were a number of priorities which also supported the school's improvement priorities. Benefitting from additional funding (£64,800) 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:

- Improving attainment in literacy
- Improving attainment in numeracy
- Teaching and learning within digital technologies

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:

- The introduction of Reading Recovery
- Development of children's resilience and ability to take responsibility for improvements in their learning
- More opportunities for children within identified group to participate in a wider range of curricular and extra-curricular activities

In 2017-2018 the Barrhead Cluster was part of a local authority review with a focus on transitions. The following areas for improvement were addressed within this year's School Improvement Plan.

- The school should continue to implement strategies to reduce equity gaps and raise attainment in reading, writing and mathematics.
- 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.
- 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.

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? (HGIOS?) 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, Scottish National Standardised Assessment and teachers' professional judgements of pupils' progress through Curriculum for Excellence levels.
- Joint Support Team meetings – evaluation of children's wellbeing plans.
- 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 Nurture, RRS and the work and life of the school.
- Whole school evaluation through formal audits including RRS audit.
- 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.
- School, cluster, ERC and West Partnership moderation activity.

How good is our leadership and approach to improvement?

(1.1, 1.2, 1.3, 1.4)

Evaluation: Very Good

NIF Priority

- Improving attainment in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children

School Priorities

- Self-evaluation approaches
- Analysis and evaluation of data
- Strategic planning for continuous improvement
- Leadership and management of staff

NIF Driver(s)

- Teacher Professionalism
- Performance Information
- School Leadership
- School improvement

Local Improvement Plan – Expected Outcome / Impact

- Improved reading, writing and mathematics throughout the years of the broad general education
- Improvement in attainment of disadvantaged children

Progress, Impact and Outcomes

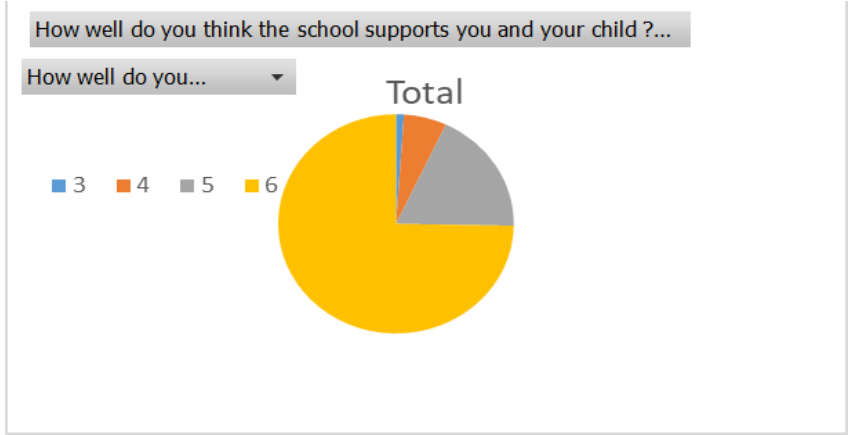
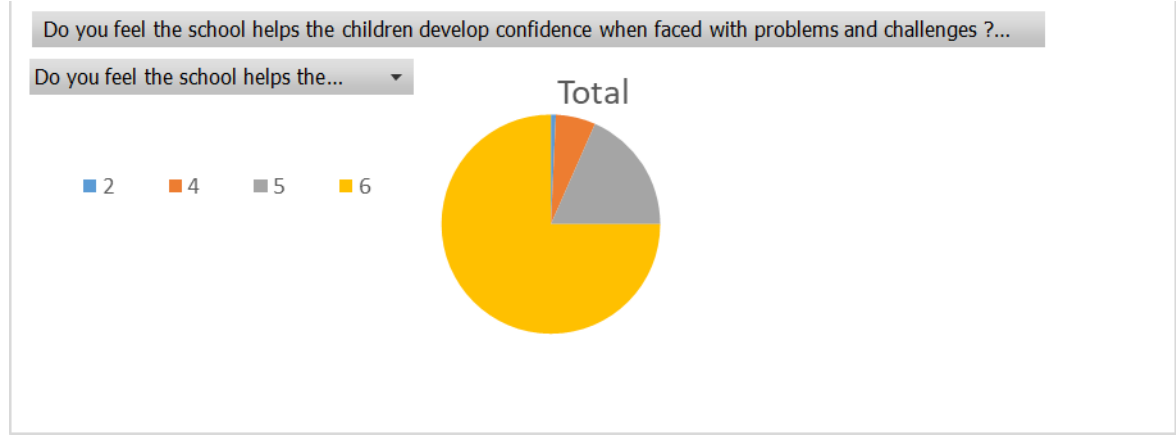
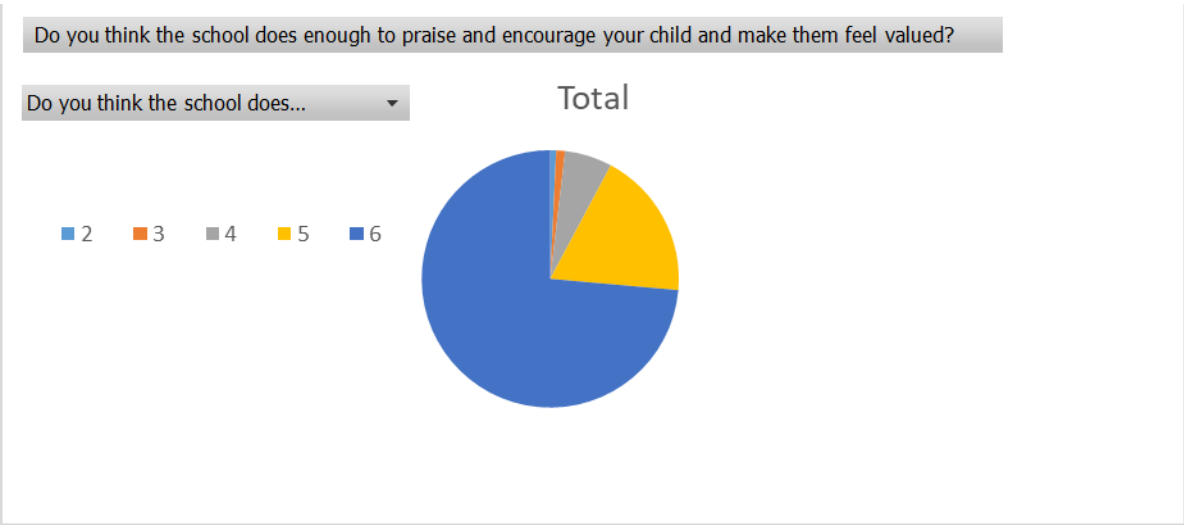
Working together with staff the SMT use the Quality Indicators of HGIOS? to self-evaluate, track current progress and plan future developments. The school has robust tracking and monitoring procedures which support moderation of children’s learning. All staff meet regularly with their line manager and 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 which focus on teaching and learning. These include the ERC’s ‘planning for assessment’ format to support their moderation of levels within Curriculum for Excellence, peer visits around classroom set up and management and moderation of teaching and learning. This year we have continued to focus on moderation at school cluster level in addition to the ERC event organised in February and the West Partnership event in March. 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. This improvement is recognised in the numbers of children achieving nationally expected levels at P1, 4 and 7 which is commented upon more fully at the end of this report.

A major focus for the year has been ensuring active engagement in learning. This has been true for staff and children alike. Staff worked collaboratively within and across departments engaging in professional enquiry, in either literacy or numeracy, as part of the School Improvement Plan. The DHT and PT, with the support of the HT, each led a group and followed a similar model of implementation: analysing data; professional reading; identifying an area of interest; developing a research question; trialling a change and reporting findings. Staff were very positive about the impact of this work and were fully committed to continuing to develop their practice through this form of Career Long Professional Learning (CLPL). As a staff they have chosen to commit 10 hours from their 35 hours of CLPL towards some of the individual aspects of practitioner enquiry such as professional reading, meeting with colleagues, visiting other classes/schools.

Unpromoted teachers continue to have additional leadership responsibilities in developing different aspects of the curriculum and supporting staff. This year this has included: Mandarin and the development of understanding Chinese culture; Eco school; Rights Respecting School; Science; Digital learning and probationer mentor. A PSA leads the school choir. Each of these leadership opportunities have ensured staff are continuing to develop and have a positive impact on the children’s learning experiences.

Parents and children have been involved in evaluating the school in various ways. Parents’ evenings and ‘Sharing our Learning’ open afternoons are regular features of the school and we have used these times to gather parents’ views on the school. The views of parents of the sharing learning events were almost all positive for the first afternoon and all positive for the second. Having completed the full HGIOS? questionnaire last year this year we used the second parents’ evenings to gather parents’ views using ‘How Nurturing is Our School?’ In gathering

these views during parents' evening parents could access them on line via a QR code. A total of 49 responses were received and these were very positive. The questionnaire was analysed and the areas below reflect some of the results of the questionnaire. Using PEF funding and allocating additional staffing has enabled us to provide more targeted support for children with a range of social, emotional and mental health issues. One respondent was keen that this was developed further and that the school further develop parental engagement.



Last year's consultation with parents identified they would welcome more information on what and how their children are learning. As a result we introduced learning log style homework diaries for children in P4-7. The response from parents, staff and children to these has been mixed. Children are not yet in the habit of reflecting on their learning in this way and will be supported to do so next session. Taking on board feedback the diaries will be altered for next session.

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 monthly VIP assembly focussing on the school's values continues to ensure 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.

Data analysis and effective use of data for school improvement as a key part of moderation has been an area for continued development. From our analysis of data carried out through our on-going monitoring procedures we have identified that there have been improvements in aspects of literacy and numeracy. However we are aware that for this to be sustained we need to continue with this focus to embed our improvements in practice.

The Cluster Improvement Plan has had a positive impact upon the opportunities for cooperative learning and collaboration. Working together on shared priorities of nurture, literacy and numeracy has allowed for meaningful moderation and the development of shared understanding of standards across the cluster.

Addressing children's physical and mental health and well-being needs have been priorities 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 used. Staff with specialised training were allocated to support children with a range of mental health and emotional needs. Our success in this area is reflected in our achievement of a Gold Sports Scotland award.

Staff empowerment and motivation have been key features this session. The mentoring of students, newly appointed staff and two NQTs 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.

Next Steps

- To support staff in developing approaches to teaching and learning in literacy and numeracy which bring about improvements in attainment and achievement.
- To continue to support staff to use practitioner enquiry and/or lesson study 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 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?

(2.2, 2.3, 2.4)

Evaluation: Very Good

NIF Priority

- Improvement in children’s health and wellbeing
- Improvement in attainment in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children

School Priorities

- Curriculum rationale and design
- Developing Literacy
- Developing Numeracy
- Teaching and learning using digital technologies

NIF Driver(s)

- School Improvement
- Teacher Professionalism
- Parental Engagement
- Assessment of children’s progress

Local Improvement Plan – Expected Outcome / Impact

- A positive culture in health and wellbeing
- An improvement in readiness of children to build on early learning experiences
- Higher levels of parental engagement
- Curriculum which enables all children to be successful, confident, responsible and effective in their school and community.

Progress, Impact and Outcomes

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. The DHT completed a study visit to China and was able to share her experiences with the children during assemblies and in classes. As part of the visit she visited our partner school and established a link there. The children were particularly interested in this and the P6 digital leaders have created a digital presentation including video which will hopefully be shared with our partner school in China.

Primary 6s learning about endangered animals was enhanced by a trip to Edinburgh Zoo. As a whole school project this year we focused on developing art linked to Chinese Culture. The children’s art work was displayed and available for parents to buy during parents’ evening. We also involved parents in our celebration of Chinese culture by having a Chinese family cookery club after school. This was once again very successful with a number of families participating.

We continued to offer after school clubs and provide high quality PE lessons in key sports such as gymnastics, table tennis and badminton, all of which are popular sports in China which had been resourced from the additional funding from CISS last year, 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. Another area of focus for our Hub this year was in Chinese Art and business. All classes created a piece of art linked to China or Chinese culture, these were then displayed as a gallery with parents able to buy any of the items they liked. The activities outlined above demonstrate the way in which being a Confucius Hub has had a positive impact on the curriculum and learner engagement.



Last year, as part of cluster working, we redesigned planning formats to ensure effective progression across all curricular areas, within the four contexts for learning with appropriate links being made to RRS, DYW and learning for sustainability. These on-line planners have supported staff in developing meaningful learning experiences for children, allow for collaborative working and continue and address some concerns around overly bureaucratic planning systems. Building on the approaches to teaching and learning developed in Primary 1 and 2 a number of other classes have adapted their learning environments to ensure greater personalisation and choice with children taking greater responsibility for their learning. We are looking to build on this practice in session 2019-2020.

Another key part of school and cluster working which continues to impact positively 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 resources and ways in which they have been particularly useful in supporting children's learning within maths and literacy. Within Cross Arthurlie we will continue to develop our approaches to teaching and learning in maths and literacy in 2019-2020. This cluster moderation will be developed next year to staff moderating across an aspect of literacy and PE. Across the cluster we identified teaching and learning in literacy and health and well-being as key priorities for improvement. This will be a focus for the CIP 2019-2020.

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. 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 2019-2020.

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. This approach is now being used in a range of classes throughout the school and will be extended further through SIP 2019-2020. 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 this year for P4-7 sought to develop increased consistency in children being able to identify and set targets for their learning in literacy, numeracy and health and well-being, this work will continue into next year.

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. 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.

This year for the first time children in Primaries 6 and 7 took part in a musical production, 'Cinderella and Rockerfella'. Opportunities were given to children to develop their art, acting, singing and performing skills both as part of an after school club and within their classroom. Children from the upper school Nurture Group designed posters and programmes and others had important back stage roles as sound engineers and prop organisers. We made the most of facilities at the newly built Barrhead High School and performed one evening there. The event

was a huge success with children, staff and parents keen for it to be a regular event for children in the upper school.

Every child is involved in raising funds or awareness of a charity. This year we have also become more active in the community developing links with a local care home. Children from a range of classes have visited the home to talk to and read with residents, sing to them and at Easter distribute spring flowers which children had donated.

The 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:

- Reading Recovery for identified children in P2
- Targeted small group support in literacy, P3,4 and 6
- Targeted small group support in phonics P2 and P1
- Targeted small group support in maths P1, P2, P3, P4, P6
- Individual support in language acquisition P3 EAL
- Individual support for children identified as being dyslexic
- Individual support in phonics for children in P2, P3 and P4
- Nurture for identified children in P1, P2 and P3
- Nurture for Identified children in P6 and P7
- Targeted small group support in the development of gross motor skills in P2 and P3
- Seasons for Growth for targeted groups
- Targeted small group support in the development of social skills
- Support for children and their families coping with bereavement and loss

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 a 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; Five Minute Box; Family Connect; Bouncing Back; and the development of social skills through the SULP programme.

Next Steps

- To continue to develop teaching and learning which ensures children are becoming successful learners who take responsibility for leading their own learning.
- 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: Very Good

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

Progress, Impact and Outcomes

Ensuring the well-being of our children continues to be 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 concerns. Most assemblies are linked to relevant Rights and staff and children are aware of their rights being applied in the life of the school this was recognised with us attaining a Silver Award within the Rights Respecting Schools programme.

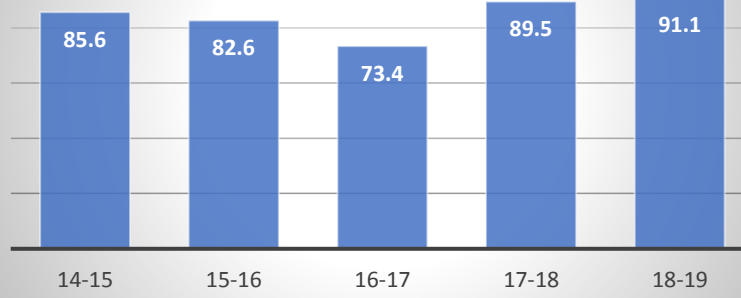
Staff receive annual training in Child Protection and additional training for children who are LAC. Attendance is regularly monitored with letters being sent out to parents for those children whose attendance is causing concern. A few children who have specific challenges with their attendance have received additional support however this has had an overall impact on the school’s attendance figures. 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.

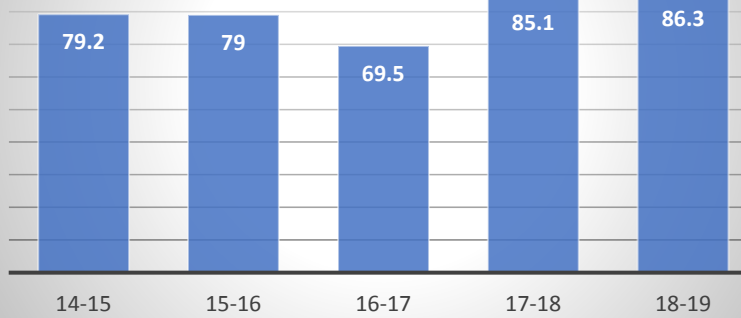
We have sustained the significant increase in attainment in writing from last year into this year and staff and children report that they are finding the focus on specific aspects of writing, as per the ‘Big Writing’ programme resulted in significant improvements in the quality of children’s writing. We have had a major focus on improving attainment in literacy and numeracy this year and are pleased that this is reflected in children’s attainment. Embedding the improvements in teaching and learning in maths and literacy are key priorities for next year.

We are also aware from analysis of other data that some children at P1, P4 and P7 next year have significant barriers to their learning. We will be targeting a range of social, emotional and behavioural supports for identified children in addition to targeted support for literacy and numeracy.

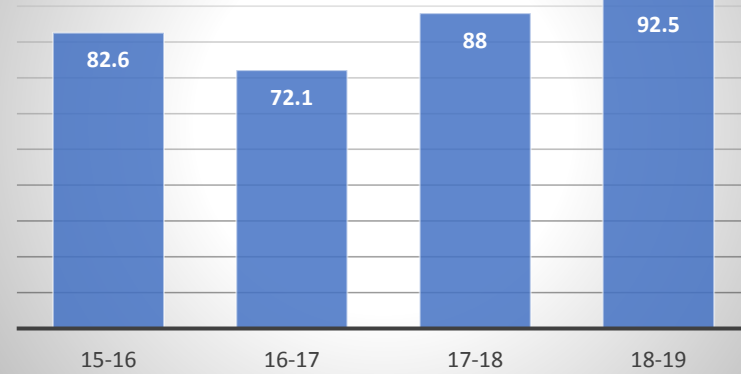
Reading



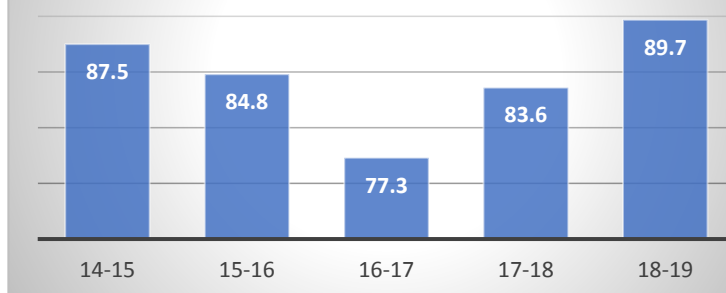
Writing



Listening and Talking



Numeracy



This year, led by Mrs Duncan PT and supported by the Active Schools Coordinator, we have continued to provide a range 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. Our achievement in developing sports were recognised with us begin awarded a Gold Sports Scotland award.

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 quiz and Sports day.

The Eco-committee were also very busy. Led by Mrs Eddie they built a sensory garden which provides a quiet space within our busy playground. All children are regularly encouraged to act in an environmentally friendly way, record their activities on an interactive display. We were delighted to be awarded our second Eco Flag in the course of this year.

Three members of staff received additional training on software packages within Microsoft and Google platforms and have supported children and staff in developing their digital literacy and digital learning skills. A group of Primary 6 children have been trained as digital leaders. As part of next year's improvement plan we will be pursuing achieving Digital Schools Award.

Next Steps

- To continue to track and monitor attainment and achievement to ensure sustained improvement over time
- To continue to improve staff and children's skills in digital innovation and digital literacy

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

Pupil Equity Funding (PEF) has been used to provide additional teacher for Reading Recovery (RR) and support outdoor learning in P1. Reading Recovery has had a positive impact on the reading and wider literacy skills of identified children in P2. The knowledge and skills of the RR trained teacher will be utilized to support our development of teaching and learning in the 2019-2020 SIP. Funds have also supported us in allocating additional PSA support which has been used to target the development of literacy skills in a number of individuals as noted earlier in this report.

PEF funding was also used for 0.1 FTE additional teacher. This teacher was able to provide a range of social, emotional and mental health interventions to groups and individuals including Season for Growth and bereavement counselling for children and their families. This year one of our children in Primary 6 died. Recognising that the grieving process takes time we are planning to once again have groups and individual counselling sessions available for children and their families next year.

Providing a range of new resources to support literacy and numeracy have also been part of our PEF spending.

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?

The staffing is predicted to be fairly settled with clear remits and focus for improvement identified at all levels there remains a strong capacity to continue 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 or lesson study, based on the findings from last year's practitioner enquiry and on-gong CLPL.

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 learning
- STEM
- Family engagement
- Literacy teaching and 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 children taking more responsibility for their learning and leading their learning. The continued development of homework diaries in P4-7 will support staff and children in developing appropriate target, supporting independence in their learning and the development of the four capacities.

Children in Primary 1 will continue to learn through an active play-based approach with aspects of this being extended throughout the school. Outdoor learning will continue to be developed throughout the school with Muddy Movers being used in P1 & P2 with opportunities to extend this to other stages being developed. 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 further developed and used throughout the school to ensure all children are well supported by all staff.

We will continue to promote a healthy lifestyle and safe routes to school through our involvement with Bikeability Scotland. We will continue on our Rights Respecting School journey building on our silver award this year and aiming for Gold.

A wide range of additional targeted supports will be included in 2019-2020. 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 will allocate additional teachers for the development of social, emotional and behavioural support to targeted children in P7, P4 and P1. We will also deliver, a number of social skills, Seasons for Growth and family learning groups. PEF funding will be used to support aspects of this.

3.2 Securing children’s progress / Raising attainment and achievement

Deep analysis of available data from: baseline and developmental milestones; SNSA; on-going teacher professional judgements discussed during tracking and monitoring meetings; ERC Standardised assessments and the use of the school’s gradient of learning will ensure that attainment and achievement remains a key focus of improvement. Additional staffing will also be allocated to targeted groups of children at P1, P4 and P7 to support their attainment in literacy and numeracy.

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 | Very good | |
| 3.1 Ensuring wellbeing, equity and inclusion | Very good | |
| 3.2 Securing children’s progress / Raising attainment and achievement | Very good | |

School Improvement Priorities 2019-2020

- To engage staff and children in increased opportunities to lead learning
- To improve teaching and learning in Numeracy
- To improve teaching and learning in Literacy