



Cross Arthurlie Primary

Standards and Quality Overview

2019-2020

This has been a challenging year as we adjusted to working within very different circumstances during the CV-19 pandemic. We have also had a number of staffing issues this year including long term absence, maternity leave and the resignation of the Principal Teacher. Fortunately temporary staff were appointed and have ensured that teaching and learning continued to adjust to challenges as they arose.

How good is our leadership and approach to improvement?

As a staff team we are committed to developing our leadership capacity, and ourselves, to bring about improvements which impact positively on outcomes for children. The majority of teachers have an additional leadership responsibility and almost all staff, including NQTs, have provided lunchtime and after school clubs for children throughout the year.

Every member of staff undertook a Practitioner Enquiry as part of our School Improvement Plan with one teacher using a Lesson Study approach with two other teacher; one from a cluster school and one from an East Dunbartonshire school. Receiving feedback from teachers on the processes they went through and their learning as part of that process has been a key driver for creating a successful learning culture. All staff received input on Google Classrooms and support on developing interactive and engaging lessons using digital learning in an active learning approach to deliver teaching and learning in French.

This culture was particularly important during Lockdown. Staff worked very well to learn from and support one another in developing their IT skills to ensure that all children were able to access high quality and varied activities via their Google Classrooms. PSAs were also given training and were able to access Google Classrooms which children and their families particularly enjoyed. Some staff made short videos for their classes and teachers willing shared across stages to ensure they were supporting each other. Four teachers volunteered to contribute to the ERC video vault.

Our staffing changed in January with the resignation of our substantive Principal Teacher and the appointment of an additional Principal Teacher. Two existing staff members took on these posts on an Acting basis very successfully for a few months with permanent appointments being made, one of whom took up post immediately and the other will take up post in August.

Ensuring continuity of learning became a key priority during Lockdown. New systems and structures were put in place very quickly to ensure staff were clear on their responsibilities around remote learning, providing essential childcare for key worker/vulnerable children and remaining a cohesive staff team. Professional reading, CLPL, professional dialogue and personal communication were key in ensuring that the strong staff team remains. A shared reading of 'Our Iceberg is Melting' and related activities provided staff with a common

narrative around our approach to the every changing context. Clear communication and effective teamwork were developed throughout this time.

How good is the quality of care and education we offer?

The school continues to provide high quality learning and teaching experiences at all stages. This year we had a significant increase in the number of children identified ASN, many of whom have now, or are in the process of having a diagnosis of ASD. Primaries 1, 4 and 7 in particular had a range of additional support needs. Additional PSA and teacher time was allocated to these classes. This ensure that we were effectively meeting a wide range of needs.

Effective teaching and learning in literacy and numeracy have continued to be a focus for improvement. Teachers developed a number of new skills through their Professional Enquiry some of which were able to be shared, and others which will be built upon in the course of next year. We also achieved our Digital School Award this year, this has proven to be significant in supporting staff and children in creating and sustaining high levels on engagement in on-line learning throughout Lockdown. In February the school was part of an authority-wide review of its approach to 1+2 languages. The feedback with regard to teaching, learning, achievement and attainment in both French and Mandarin were very positive, as was the positive feedback regarding the use of digital technologies to enhance learning. Every class has a Google Classroom and this is populated daily by teachers who engage with children in their learning.

How good are we at ensuring the best possible outcomes for all our children / learner?

On-going tracking and monitoring took place however the levels recorded are limited as they were completed in Jan/Feb 2020. We were able to share with parents CfE levels via pupil reports. These levels were teacher judgements from mid-March haven't been subject to the same degree of professional dialogue as would be common practice. Comparisons with previous years is therefore challenging. Formal summative assessments in P3, 5 and 7 took place prior to Lockdown. Unfortunately the SNSA were unable to be administered this year. In previous years the SNSA had been proving particularly helpful in supporting staff in moderating attainment of levels.

The majority of children accessed their Google Classroom regularly throughout Lockdown. SMT had regular check-ins with vulnerable families working with partner agencies where required. Despite our best efforts, and those of our partners a significant number of our most vulnerable children did not engage in on-line learning. Packs were sent home, additional jotters and textbooks were made available through the Carlibar Hub and through partnership with the local Coop, however a significant number of children have missed out and have not made the progress they are capable of.

Standardised Test Performance Average Result	
P1 Reading	96
P1 Maths	97
P3 Reading	93
P3 Maths	91
P5 Reading	92
P5 Maths	91
P7 Reading	88
P7 Maths	87

Evaluations

The evaluations listed below reflect where I believe the school is at currently, taking Lockdown into consideration

Key Question	Q.I.s	Evaluation
How good is our leadership and approach to improvement?	1.1, 1.2, 1.3, 1.4	Very Good
How good is the quality of care and education we offer?	2.2, 2.3, 2.4	Very Good
How good are we at ensuring the best possible outcomes for all our children / learner?	3.1, 3.2, 3.3	Good

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	Good	

School Improvement Priorities 2020-2021

- To improve teaching, learning and assessment
- To improve health and well-being
- To develop new vision, values, aims and curriculum rationale, including that of the nursery class

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 is an increased capacity to continue to improve the school, adapting to the changes which will come as we become a more agile workforce able to adapt within a blended model of teaching and learning, if required, with the continued construction of the nursery building while at the same time connecting with the temporarily displaced staff, children and families.

1.3: Leadership of Change

The Head Teacher has overall responsibility for the implementation of the Recovery Plan, ensuring at all times that it is aligned with the core priorities of: safety, fairness, transparency, collegiality and learning. 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 Recovery Plan and SIP ensuring that improvement priorities are regularly reviewed.

Given the challenges faced due to the impact of COVID-19 we will have a particular focus this year on learning, teaching and assessment and health and well.

In order to provide sufficient support to staff during challenging times we are not asking, particularly at the beginning of term, any unpromoted staff to take on additional responsibilities.

The three NQTs will be mentored by promoted members of staff and the DHT and one PT will have a teaching commitment. This creates flexibility within the system while at the same time providing consistence of approach and high quality teaching and learning.

The nursery class is still under construction and has been delayed due to COVID-19. This means staff and children have been allocated to neighboring Early Years establishments in the interim. Until the nursery is completed the head teacher will have a significant part of her remit dedicated to the smooth running of the displaced Cross Arthurlie staff and children and ensuring progress is made with the construction works.

2.3 Learning, teaching and assessment

This will be a major focus for development. Being an agile and flexible teacher will be a high priority. The impact on children's learning and well-being of schools changing dramatically in March is, as yet unknown. Our key priorities initially will be to assess where children are at in literacy and numeracy, identifying gaps in learning and seeking to fill those gaps.

We will also plan to develop our skills in taking learning outdoors and using resources such as Bounce Back and Kitbags consistently and effectively throughout the school to support the development of health and well-being. All staff are trained in nurturing principles and are already planning to ensure that the Six Principles of Nurture are evident in their classrooms post Lockdown.

We will continue to have a focus on children taking more responsibility for their learning and leading their learning. The continued use of Google Classrooms will support staff and children in developing appropriate targets, supporting independence in their learning and

the development of the four capacities. This will also alter our approach to home learning and parental engagement.

Children in Primary 1 and 2 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 extended to other stages of the school. 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 work with the Active Schools Coordinator to provide a different approach to delivering sports and activity within the context of COVID-19 restrictions.

Nurturing approaches and targeted supports such as Bouncing Back, Seasons for Growth and Mindfulness will be further developed and used throughout the school to ensure all children are well supported by all staff and by staff with specific expertise in this area.

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 aiming to complete our Gold award.

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. The newly appointed PT has a range of additional skills in this area including being a BSS trainer and expertise in supporting staff and children in developing strategies for children with ASD as a barrier to their learning. This expertise will be shared throughout the school through team teaching and CLPL.

Additional teachers will be allocated for the development of social, emotional and behavioural support to targeted children. We will also deliver, a number of social skills, Seasons for Growth and family learning groups. PEF funding and monies carried forward from previous years' budgets will be used to support aspects of this.

Additional investment will be made in digital technologies such as iPads, Chrome books and programmable hardware. We will also invest in a green screen and other digital technologies to support the delivery on-line lessons.

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 throughout the school to support their attainment in literacy and numeracy.

Quality indicator	School self-evaluation	Inspection evaluation
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