



Cross Arthurlie Primary School and Nursery Class

Standards and Quality Report
2020-2021



Context of the School

Cross Arthurlie Primary and Nursery class is part of the Barrhead High Cluster which includes Carlibar and Hillview Primary schools and Barrhead High School. The school's vision values and aims for session 2020-2021 were:

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.

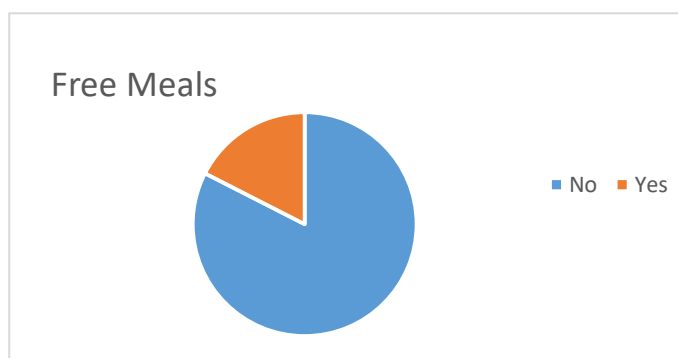
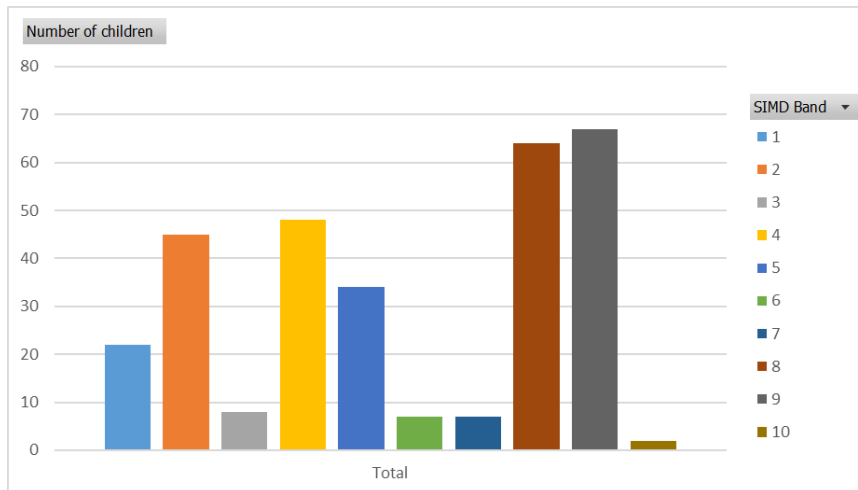
We aim to create a curriculum that best meets the needs of all stakeholders.

Values

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

During the course of this session we have been reviewing our vision, values and aims to reflect the changing school community and the addition of a nursery class. These new guiding principles will be included in the School Improvement Plan 2021-2022.

There are currently 312 children in the primary school with 40 children each day in the nursery class accessing their entitlement of 1140 hours Early Learning and Childcare. 16 of the children access 'core' hours: 9a.m. – 3p.m. five days per week and 32 children access 'extended' hours: 8a.m. - 6p.m. three days per week.



Within the school there is a fairly even spread across the Scottish Index of Multiple Deprivation (SIMD) with 22% in the lowest deciles and 22% in the highest, 22% of children are in receipt of free meals. Ensuring equity and being mindful of the impact of the cost of the school day have been key priorities for the school, this is well understood by the Parent Council who are keen supporters of the school via fund raising activities but, particularly this year, have sought ways to reduce costs to parents of school uniform and have ensured that fundraising activities are as low cost as possible.

The school remains generously staffed having 21.6 FTE teachers (including 0.6 FTE from PEF funding) for the 14 primary classes and 1 FTE for the Nursery class. We also benefitted from an additional 1 FTE as part of the Scottish Government’s commitment to supporting recovery. Due to the impact of Covid-19 staffing was organised to minimise disruption to classes and reduce the number of adults and children coming into contact with one another. At most stages we were able to allocate 3 teachers to teach across the two classes with the ‘third’ teacher providing NQT release time, non-class contact time and additional support for learning. .

The school is well supported by an active and engaged Parent Council and wider parent forum who support the school

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. Although individual staff members did not have as many individual areas of leadership this session we worked very well as a team with various members of staff taking on leadership of learning roles which brought about improvement. An example of this working very effectively is in the assessment of reading. As part of our Recovery Curriculum we invested time and staffing to conduct PM Benchmarking in reading. The Reading Recovery teacher provided staff with training and together staff who were not class committed developed methods for sharing outcomes and information with class-based teachers. By effectively working together, developing a shared understanding of the assessment tool this group of staff were able to identify a common theme of comprehension as an area for improvement across the school. This in turn led to the purchasing of a new resource for comprehension the development of comprehension skills as a priority for improvement for staff during their Professional Review and Development (PRD) meetings.

Staff supported one another very well throughout the periods of Lockdown, sharing good practice regarding on-line learning. Our digital learning was very well received by parents as was the provision at the school Hub during the post-Christmas Lockdown. Everyone 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.

Ensuring continuity of learning became a key priority during Lockdown. As part of our Recovery Curriculum we investigated best practice and agreed the format of our Google Classrooms for remote learning. This included a range of learning experiences for children. Live Google Meet sessions were particularly important in ensuring continuity of learning. Clear communication and effective teamwork were developed throughout this time. By working together very effectively during this time we maintained a focus on improving teaching and learning both in-school and remote and ensuring that we maintained our focus on continuous improvement.

With the scheduled opening of the nursery class in August 2020 children were assigned places to the new nursery although due to Covid restrictions the building wasn't completed. This meant that children and staff were re-located in alternative sites. This was challenging for all but the nursery class teacher, PT and HT worked together to ensure that staff, children and families in 'host' settings were supported and were as connected as possible through particularly challenging times.

The nursery class teacher in particular demonstrated her leadership skills in working across a range of settings and coordinating remote working when this was imposed. The nursery class opened to Cross Arthurlie staff and children on March 15th 202, although we were missing key personnel at this point the commitment of staff and by effective re-deployment of staff across the school we were able to ensure that all children and their families experienced a smooth transition into their new nursery. This has ensured that children are well known by staff and we are very well placed to develop and improve our nursery curriculum in line with the needs of children.

The positive impact on improvement when staff are motivated and committed to professional learning has been evident throughout this school session. The ownership for leading and developing learning, teaching and the curriculum within the context of Cross Arthurlie

Primary is shared and the priorities for the next School Improvement Plan align with the expressed areas of development from staff via PRDs and Quality Conversations. This demonstrates a high level of commitment to leadership of learning which will lead to improvements in children's learning.

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. Primary 2, 5 and 6 in particular have a range of additional support needs. Additional PSA time and teacher time where available were allocated to these classes. This ensure that we were very effectively meeting a wide range of needs.

Effective teaching and learning in literacy and numeracy have continued to be a focus for improvement as part of our Recovery Curriculum. Each stage was allocated an additional member of staff, including the 'Recover Teacher' to provide support on a regular and consistent basis. This ensured staff has an enhanced understanding of the children and were able to meet their needs very well. PEF funding was used to fund teaching staff and a full-time PSA. One teacher was employed 0.6 FTE to provide 1:1 support using Reading Recovery for identified children in Primary 2. The other PEF funded teacher time was dedicated to P1 and P2 in the period from April to June, the PSA also worked across the two P2 classes. This ensured that, as far as we were able, our most vulnerable children, with the most significant needs, were given as much additional support as possible.

Throughout the year there have been periods where learning was in person and on line which placed additional pressures on children and their families. All staff had a particular focus on health and well-being throughout term one as part of our Recovery Curriculum in response to the first Lockdown. This emphasis was particularly significant when we entered the second national Lockdown in December. The emphasis on well-being was maintained throughout the periods of remote learning. Each Google Classroom and weekly virtual assemblies maintained this focus and ensured that children were very well supported. Engagement with Google Classrooms was tracked and contact made by SMT with any families where there were was a lack of engagement. In addition to remote learning the school operated a 'hub' for children of key workers and vulnerable children some on full and some part-time basis. This resulted in an impressive 97% engagement with learning across the school throughout the Lockdown period.

On return to school from March additional targeted resources were used with identified groups and individuals to support health and well-being in school and supports from heathiER Minds signposted for parents regularly and individual referrals made as required. This ensured that throughout session 2020-2021 the quality of care the children and their families received was very good and children were able to access their learning in a variety of ways appropriate to the restrictions at the time.

This emphasis on care and engagement in learning was reflected within the nursery class. Staff had and emphasis on well-being and during Lockdown contacted parents by telephone to ensure that children were continuing to access learning and parents were well supported during the period of Lockdown. In feedback both formal and informal parents in the nursery were very positive about the quality of care and education their children received particularly when with current restrictions they cannot enter the building.

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

Although due to Covid Risk Assessments which emphasised the limiting of numbers of adults being in classes the management team ensured they provided support and challenge to teachers in ensuring children were making the best possible progress. Regular tracking meetings and sampling children's work continued throughout the session. The additional teacher supported the assessment and learning and teaching processes in with their stage partners. This ensured that support was targeted and children were attaining and achieving despite the disruption which was part of the session.

Prior to the Lockdown in January most children were on target with their learning and improvements were made in many aspects of learning as reflected in teachers' judgments which are supported through the use of the Scottish National Standardised Assessments (SNSA) at P1, 4 and 7.

Almost all children accessed their Google Classroom regularly throughout Lockdown and this was monitored by members of the management team. 53 children accessed the Hub in Cross Arthurlie with 42 being children of key workers and 11 vulnerable children. SMT also had regular check-ins with vulnerable families who did not access the Hub working with partner agencies where required. Learning from the previous Lockdown and the responses of our families every child had a pack of resources for Home Learning which parents collected prior to the official commencement of remote learning.

These were very well received by families. In addition to the Home Learning packs 86 Chrome books were issued. An analysis of the 46 children who are entitled to free meals showed of 28 were given Chrome books another 11 children were in the Hub with the remaining 7 children sharing their devices with siblings. This ensured that children were able to access the remote learning on offer even when they didn't have access to their own digital devices.

During Lockdown we maintained contact with families to ensure the learning we were providing was appropriate.

3. Please tell us about the amount of work being posted?

[More Details](#)

[Insights](#)

- I would like more work for my... 5
- It is the right amount of work 94
- It is too much work for my chil... 5



4. Does your child find the work

[More Details](#)

[Insights](#)

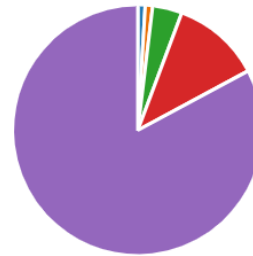
● Too hard	5
● Just right	92
● Too easy	7



5. Do we have the right balance of activities?

[More Details](#)

● More maths work	1
● More literacy work	1
● More health and wellbeing wo...	4
● More of other subject areas	12
● Just right	87



7. Have you used the Home Learning Packs?

[More Details](#)

● Yes	101
● No	3

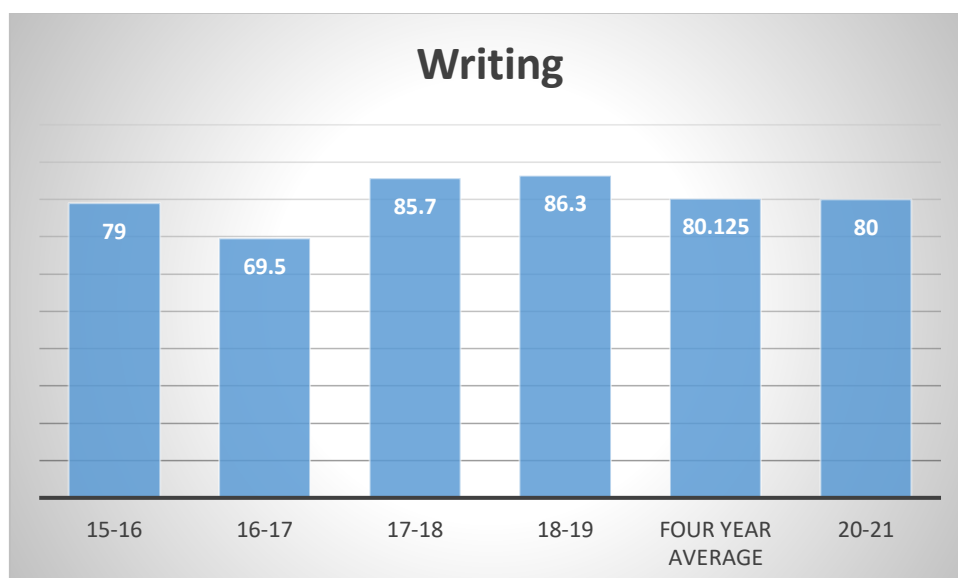
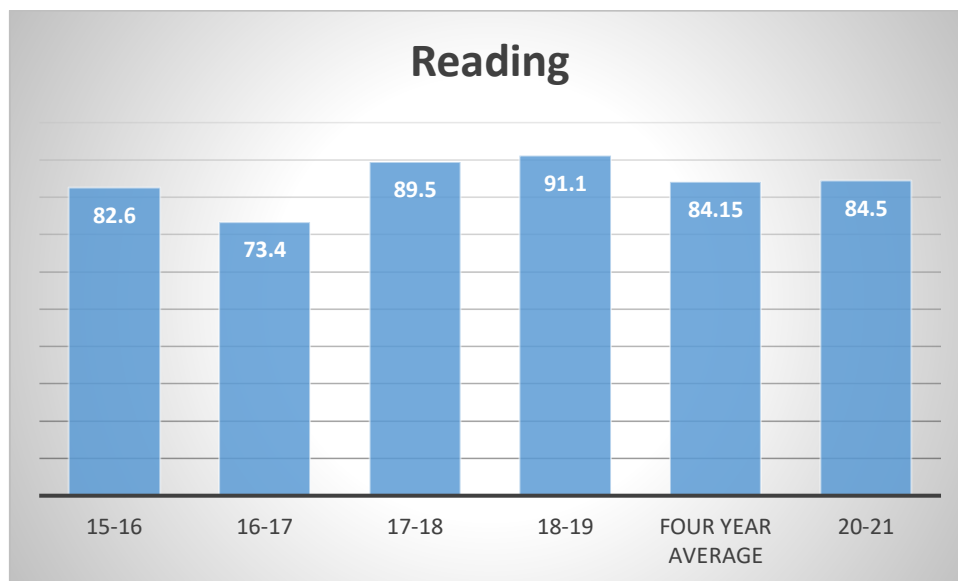


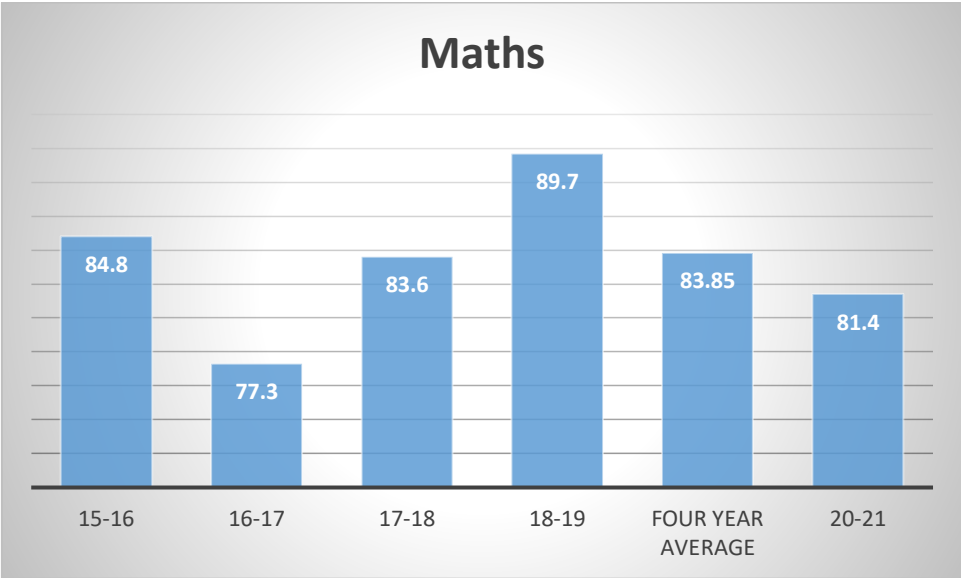
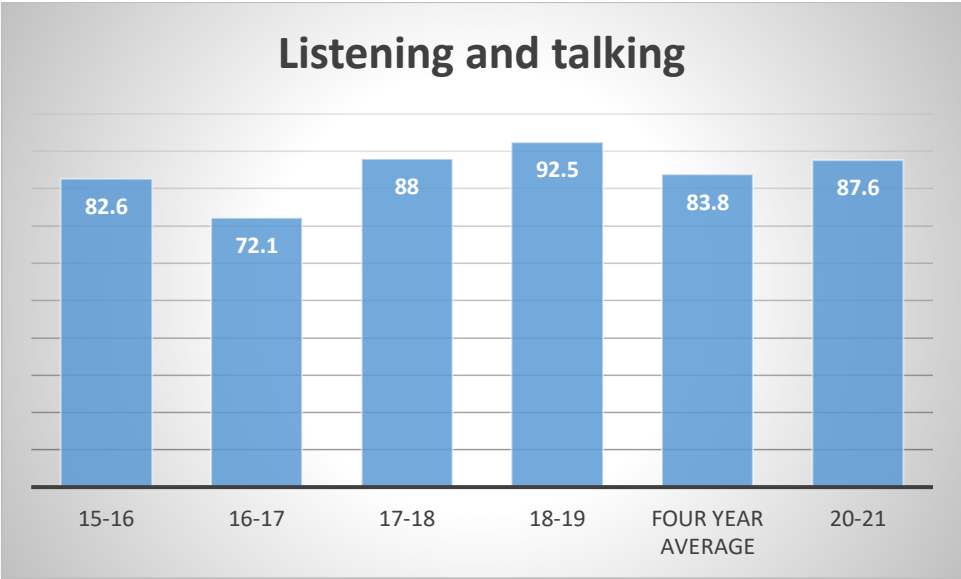
As part of the Recovery Curriculum there was a focus on assessment in the core areas of reading, writing and maths. PM benchmarking was used as an in-depth assessment of reading for all children from P3-7 in September and March. This helped staff identify areas for improvement and measure the impact of Lockdown on individual children's learning. In writing Big Writing comparisons were used and in maths Leckie assessments were introduced. This ensured staff had a deeper understanding of gaps in the children's learning following Lockdown.

P1, 4 and 7 participated in the Scottish National Standardised Assessment (SNSA) programme. These assessments have been used for a number of years now and provide interesting data which can be used for different types of analysis. Year on year there has been improvement in P1, 4 and 7 in writing, reading and maths. For P1, 4 and 7 the children perform above the Scottish average in maths. In reading and writing P4 and 7 the children perform above the Scottish average. In P1 reading is slightly below the Scottish average. Given that the children have been 'standardised' against children from two years ago who

did not have the interruption to their learning due to Covid this is a positive improving picture. ERC Standardised Assessments took place later this year and all data has not yet been received.

Analysis of teachers' judgements in the four core areas of: reading; writing; listening and talking and maths. Until session 19-20 data was gathered in June to be presented nationally. In June 2020 we were still in a national lockdown and data was not gathered. However for analysis purposes the four year average has been included in place of session 19-20 data. Given that the children have experienced two significant periods of Lockdown it is encouraging to note that although there is a slight drop in attainment in maths in reading and writing it has remained the same with a slight increase in listening and talking.





Deeper analysis of this year's data reveals a drop in attainment of expected levels within Primary 1 this year which is reflected in both the SNSA data and teachers' professional judgements. This cohort of children have had proportionately the biggest gap in their learning due to Lockdown while in their pre-school year and for a significant part of this session and will be a priority for additional support in their learning for next session to close this gap.

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	Very 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	Very Good	

School Improvement Priorities 2021-2022

- To improve teaching, learning and assessment particularly in literacy and numeracy
- To re-define the school curriculum rationale
- To enhance the capacity of staff to lead learning through practitioner enquiry

What is our capacity for continuous improvement?

Given the way in which the school adapted to the changes of the past 18 months including successfully delivering effective teaching and learning through two periods of Lockdown and opening a new nursery class the school is very well placed to continuously improve.

1.3: Leadership of Change

During session 2020-2021 we successfully navigated a number of changes and were able to maintain our focus on improving outcomes for children through the learning, teaching and curriculum that were delivered. In the course of the year we also consulted with all stakeholders and developed a new more relevant shared set of priorities to replace our vision, values and aims. The process of developing these priorities was as important as the final outcome as the Parent Council, wider parent forum, children and staff all had the opportunity to develop these priorities over a number of months.

We identified the following as who we are and what matters to us:

“A caring community of learners”

The **values** we hold:

Kindness
Respect
Confidence

*Together we will develop a curriculum where the journey of learning is a priority.
We will build friendships and confidence looking out for each other as we live life
now and prepare for our future.*

Having agreed on our priorities we are now looking to make improvements to learning, teaching assessment and our curriculum which will align to these priorities.

We are fully committed to engaging all staff in improving outcomes for children through highly motivated, dedicated staff. This year we have opted to build our School Improvement Plan from the priorities of staff. All staff will also have the opportunity to work alongside colleagues from Strathclyde University in a Practitioner Enquiry as the school will be a pilot for a staff learning hub. This is an exciting opportunity as staff will be very well supported in the professional learning and the changes that we will make to learning, teaching assessment and the curriculum will be driven by latest research and through trialing in the field. This merging of theory and practice in professional learning will ensure that all staff have the opportunity to genuinely lead their own learning whilst remaining focused on outcomes for children.

2.3 Learning, teaching and assessment

Building on the successes last year 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 and the achievement of the school's newly established priorities.

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 be further

developed throughout the school as we seek to adjust our curriculum to better meet the needs of learners and in line with the principles of curriculum design. On-going monitoring of teaching, learning and assessment within the school, cluster and ERC will ensure that improvements in learning, teaching and assessment are embedded.

3.1 Ensuring wellbeing, equity and inclusion

Promoting physical and emotional well-being is an on-going priority for the school particularly given the opportunities children may have missed out on. We are hopeful that we will be able to deliver a range of after school clubs in addition to increased opportunities for outdoor learning and high quality Physical Education.

Nurturing approaches and targeted supports such as Bounce Back, Seasons for Growth and Kitbags 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. Targeted group support will also be provided for children in Primary 3 who have an ASD diagnosis.

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 2021-2022. The DHT has responsibility for the coordination of ASN and ensures that staff are deployed appropriately to meet children's learning, emotional and social needs. Recognising the different support needs to address barriers to children's 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 and family learning groups. PEF funding and monies carried forward from previous years' budgets will be used to support aspects of this. Working with Cluster schools we will pool PEF funding to develop targeted supports to engage hard to reach families.

We will continue to invest in digital technologies to ensure equity of access particularly when developing homework and Google Classrooms.

3.2 Securing children's progress / Raising attainment and achievement

Raising attainment in literacy and numeracy through improved teaching, learning and assessment is a key priority on the School Improvement Plan.

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.