



# Cross Arthurlie Primary School and Nursery Class

Standards and Quality Report  
2021-2022



## Context of the School

Cross Arthurlie Primary and Nursery class is part of the Barrhead High Cluster which includes Carlibar Primary School and nursery class, Hillview Primary School and Barrhead High School. The school's vision values and aims for were developed in session 2020-2021. Our revised school purposes are:

### Vision

*"A caring community of learners"*

The **values** we hold:

Kindness

Respect

Confidence

### Our curriculum rationale

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.

### Our School

There are currently 320 children in the primary school with 56 children each day in the nursery class accessing their entitlement of 1140 hours Early Learning and Childcare. 24 of the children access 'core' hours: 9a.m. – 3p.m. five days per week and 55 children access 'extended' hours: 8a.m. - 6p.m. three days per week.



There is an even split between boys and girls with only a few children having EAL. Within the school there is a fairly even spread across the Scottish Index of Multiple Deprivation (SIMD) with 19% 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.

## **Staffing**

The school remains generously staffed having 21.3 FTE teachers (including 0.6 FTE from PEF funding) for the 14 primary classes and 1 FTE for the Nursery class. This includes an additional 1 FTE teaching staff as part of the Scottish Government's commitment to supporting recovery; 1.3 FTE from August to April part of ERC's commitment to supporting the lowest attaining 20% and a Probationer. Unfortunately this year staffing continued to be disrupted due to Covid-19. We were able to minimise disruption to classes and provide for as much continuity as possible by careful organising of staffing. We had a some particular issues with children who have additional support needs and dedicated an additional 0.2FTE and 1 PSA from PEF funding to support this.

Within the school we are allocated four Pupil Support Assistants (PSA) from ERC with an additional PSA as part of Scottish Government recovery funding. We also, as noted above use our PEF funding to pay for a PSA. In the nursery class in addition to the class teacher we have 7.8 Childcare Development Officers(CDO), a Senior CDO, an Early Years Playworker and an additional 0.7FTE CDO as part of Recovery.

Our management structure is a Head Teacher, a Depute Head Teacher (DHT) and two Principal Teachers (PT). The DHT has a remit for ASN and Second level, with one PT having responsibility for First and the other Early level.

The school is well supported by an active and engaged Parent Council, who recently changed their name to the 'Cross Arthurlie Parent Community'. There are a number of sub-groups who support the work of the parent council; P7 leavers committee; fund raising committee and nursery class parents committee. All of these are well supported by the wider parent forum.

## 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 visits on teaching and learning
- Departmental discussions.
- Participation in ERC Collaborative Improvement Visit
- 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, ERC and West Partnership moderation activity.

## **Improvement plan Priorities for Session 2021-2022**

For this session our overall improvement priorities were:

- Leadership of learning
- Curriculum development
- Learning, teaching and assessment (literacy and numeracy)

### *Leadership of Learning*

We had a significant emphasis on staff leading learning and this permeated each of the other School Improvement Plan priorities. Working with Prof. Kate Wall from Strathclyde University all staff in both the primary school and nursery class were supported in identifying an area of interest as a Practitioner Enquiry (PE). This has been part of a pilot programme supported by ERC. Most staff identified three areas of professional development: one to be completed individually; one as part of PE and one which they would complete as part of a school working party. This allowed practitioners to take greater ownership for their own learning whilst at the same time providing opportunities for collaborative learning within and beyond the school. We were also able to combine personal priorities and interests with overall school improvement priorities.

The School Improvement Plan(SIP) was presented differently this year and reflected the changes to staff choices in their professional learning. Staff reported that they had much more ownership of the SIP and that they could see how their learning and that of their peers, contributed to overall school improvement. As part of the PE cycle staff displayed shared their planned enquiry and had opportunities throughout the year to discuss what they were planning to do and how they would gather their evidence of impact. These were displayed and provided a collective ownership of the learning process. Despite a disrupted year all staff completed their enquiries, with teachers sharing their data and impact with one another. This sharing was also very empowering of staff. They had real ownership and autonomy in leading their own learning, celebrating and influencing the learning of others. Staff are keen to continue with a similar format of PE being integral to their professional learning. PE will form part of next year's school calendar and working time agreement.

### *Curriculum development*

As noted above the SIP allowed teachers to develop different aspects of the curriculum in line with the school's and their personal learning needs.

### 1+2 Languages

The implementation of 1+2 languages was both an ERC and cluster priority. We benefit from additional support with Mandarin and have excellent practice in the teaching of Mandarin, and Chinese culture, as our L3 from nursery to P7. This year we were also delighted to be able to run our family Chinese cookery club once again.

Our L2 is French and this year a number of staff were developing their skills in both the mastery and teaching of the language and culture. Six staff completed CLPL provided by Glasgow City Council with three completing a French intensive week during the school holidays. This has ensured that our L2 curriculum is continuing to evolve a develop providing continuity and progression from nursery to P7.

### Continuous Provision

Building on the strengths of learning through play in early years and P1 we were keen to develop children's skills in having greater responsibility for their own learning and their ability to make relevant curricular links. By considering the learning environment teachers were able to develop different skills and areas of the curriculum. Teachers in P1,2 and 4 in particular have worked on this and have seen benefits to the children's engagement in their learning. We are keen to see this continue and it will become a key feature of next year's SIP.

### Outdoor Learning and Frobellian approaches

Exploring the outdoors as a context for our curriculum is a continuing area of improvement. Children in the nursery make excellent use of the outdoors as a context for their learning and we are keen for this to continue throughout the school. Staff in both the nursery and P1 have been trained in Frobellian approaches and we are beginning to see the benefits of this in our curriculum as staff adapt the curriculum to meet learner needs. Building on her Frobel training one P1 teacher opted to dedicate one day per week, Wednesday, to learning outdoors. This was very successful and we are keen to develop this further next year. Children in P1, 2 and 3 routinely access the Muddy Movers area and we are keen to develop the skills learned here further up the school. All classes have made greater use of the outdoors as a context for their learning and we are keen to develop this further by providing a curricular framework for learning outdoors. This will continue to develop as part of our SIP 2022-2023.

### Digital learning

Digital learning is now embedded as part of our curriculum. Staff and children from nursery to P7 routinely make use of digital technologies as part of their on-going curriculum. Children across the school have been building their confidence with coding and very good use is made of both Google and Microsoft platforms.

### UNCRC

The UNCRC is embedded throughout our curriculum with links regularly and routinely made to Children's Rights. We are confident that we will achieve Gold status for in November when we are due to be inspected as part of the Rights Respecting Schools award.

### Additional Support Needs

We are acutely aware of our need to adapt our curriculum to be as inclusive as possible in order to ensure all children are reaching their potential. This year we have seen a significant increase in violence to staff incidents and in numbers of children with a diagnosis of being on the autistic spectrum. Staff in school and nursery have received specific training on 'bucket time' and approach which targets support for children with ASD. We have also adapted our curriculum to provide extensive nurture support, social and communication groups, and accessed e-Sgoil for children who have developed school phobias post Covid.

The rising numbers of children with ASD mean that continuing to develop our curriculum in a way which is Language and Communication Friendly will be a priority for session 2022-2023 and beyond.

### *Learning Teaching and Assessment- Literacy*

This year we have been developing a range of teaching and learning strategies in literacy. From analysis of our data we are aware that our children can sometimes have difficulties with more complex vocabulary and this has been a focus for our work. For the past few

years we have had a focus on reading for enjoyment with class libraries being revamped and a school library established. This year we were able to pilot using this space and children accessed the library in small groups. The library is a warm and welcoming space where children enjoy reading.

As part of our focus on improving learning and teaching in reading we are making better use of summative data from SNSA and PM benchmarking. Children in P3-7 were PM benchmarked at the beginning of term and in P2-6 at the end. Analysis of this shows improvements in reading across all stages, however there remains an issue with comprehension which we will continue to address.

We continued to deliver Reading Recovery(RR) as part of our PEF spending. Given this impact of Covid we adopted to deliver group TRAiL lessons for P3 children in term 1 and a combination of TRAiL and Reading Recovery for children in P2 in term 2 &3. This ensured that we were targeting this intensive resource to as many children as possible. Reading Recovery data is very robust and there are clear benefits of the programme. We have been delivering RR for four years now and although there have been gains from participating in RR these have not necessarily been sustained for all children as they moved through the school for all children, and particularly for those who experience poverty. The gains experienced by TRAiL and RR seem comparable, with one having 1:1 and one a 1:5 ratio. Our teacher who has experience of delivering RR for the past four years will continue to support children with reading next year both individually and within small group settings in P2 and P3.

#### *Learning, teaching and Assessment- Numeracy and Maths*

We have had a focus on learning and teaching in maths for a number of years. All classes now have a wide range of materials and resources to support effective learning and teaching in mathematics. In particular there are resources which support the development of concrete, visual and abstract understanding of mathematics concepts. Teachers in P7 worked alongside colleagues from Barrhead High in developing understanding of fractions, ratios and percentages as part of cluster working.

Staff in the maths working group delivered training in the use of resources and developed a new policy on the teaching of mathematics.

## How good is our leadership and approach to improvement?

Q.I 1.1, 1.2, 1.3

Evaluation: Very Good

### School Priorities:

- Leadership of learning
- Curriculum development
- Learning, teaching and assessment (literacy and numeracy)

### NIF Priority :

- Placing the human rights and needs of every child and young person at the centre of education
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people

### NIF Driver

- School and ELC leadership
- Teacher and practitioner professionalism
- School and ELC 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. All staff had the opportunity to develop leadership as part of leading their own learning within their Practitioner Enquiry. As part of their Practitioner Enquiry all staff gathered baseline data, justified the premise of their research and measured improvements. In all cases staff reported positive outcomes in children's learning with staff keen to embrace the new teaching strategies developed. In addition many individuals took on additional responsibility for developing an aspect of school life these included: 1+2 language development; Eco; Equalities; digital literacy; assessment and moderation; 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.

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 and Nursery Class 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.

### Next Steps

- To continue to embed Practitioner Enquiry as an effective form of professional learning
- To continue to provide leadership opportunities for a wide range of staff



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

Q.I 2.2, 2.3 & 2.4

Evaluation: Very Good

### School Priorities:

- Leadership of learning
- Curriculum development
- Learning, teaching and assessment (literacy and numeracy)

### NIF Priority :

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people

### NIF Driver

- School and ELC leadership
- Teacher and practitioner professionalism
- School and ELC improvement

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 with ASN, many of whom have now, or are in the process of having a diagnosis of ASD. Two primary children and one nursery child attend Cross Arthurlie on a shared placement and both have settled well into their class. Primary 3, 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. 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 and small group support using Reading Recovery and TRAiL for identified children in Primary 3 & 2. The other PEF funded teacher time was dedicated to P2 and P3 in the period from October to June, the PSA also worked in one P3 class with another PSA being assigned to the other P3 class. 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. PSAs also provided 1:1 support with reading using Together Better Readers; Five Minute Box and Toe by Toe.

All children have benefitted from intensive additional support with their health and well-being. A number of children have received 1:1 support from HealthiER Minds and all staff have been conscious of the need to support children's well-being when moving out of periods of restrictions.

This emphasis on care and engagement in learning is reflected within the nursery class. All staff have demonstrated their commitment to building strong positive relationships with children and their families. Over the course of the year we have adapted the playroom many times to reflect the changing needs and interests of our children.

Building strong, positive relationships is vital to the success of Cross Arthurlie and this was reflected in the Collaborative Improvement Visit conducted by ERC in March 2022 which stated as a key strength:

*The outstanding ethos, climate and relationships across the school and nursery. Children interact very well with one another, their teachers and support staff. Staff work very well as a team and seek opportunities to collaborate and learn from and with each other.*

### **Next Steps**

- To continue to develop our curriculum to reflect the needs of our children now and for their future with a particular emphasis on: outdoor learning; embedding 1+2 languages;
- To continue to develop our approaches to learning, teaching and assessment with a particular emphasis on formative assessment
- To continue to develop our learning environments, ensuring that they are responsive to children's needs encouraging them to take increased responsibility for their own learning
- To continue to engage with children and their families in shaping our curriculum to ensure it is relevant to our context

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

Q.I 2.2, 2.3 & 2.4

Evaluation: Very Good

### School Priorities:

- Leadership of learning
- Curriculum development
- Learning, teaching and assessment (literacy and numeracy)

### NIF Priority :

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people

### NIF Driver

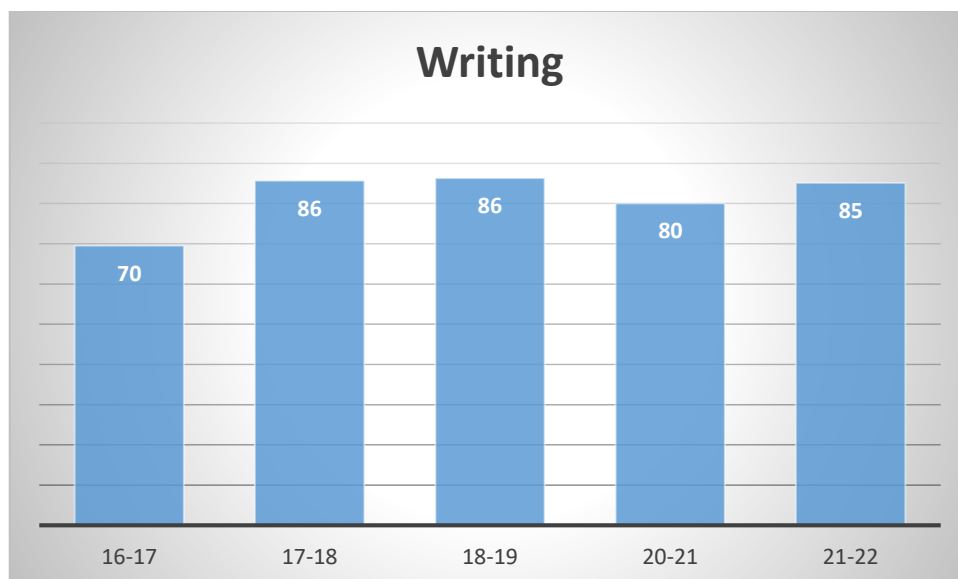
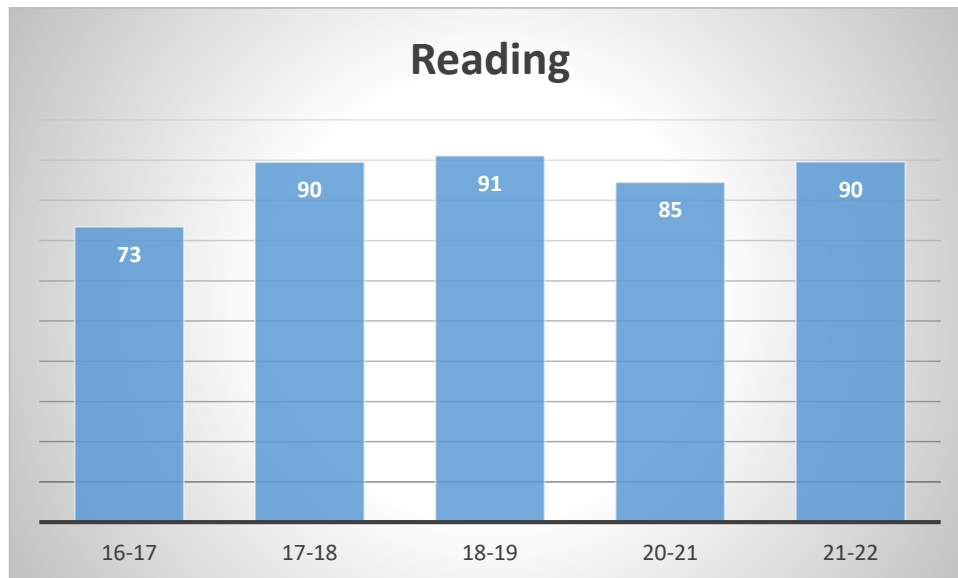
- School and ELC leadership
- School and ELC improvement
- Performance information
- Parent/carer involvement and engagement

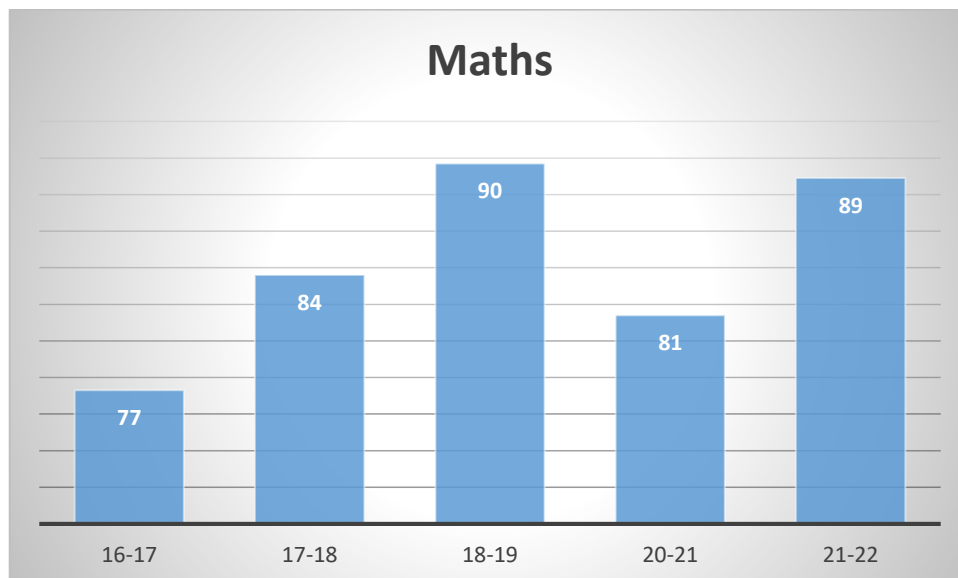
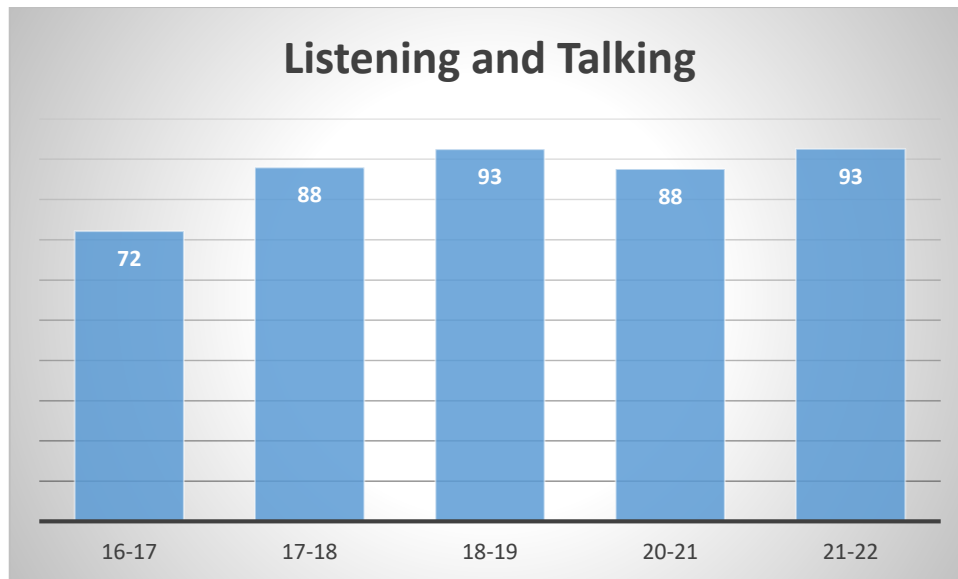
As part of Recovery we maintained a focus on assessment in the core areas of reading, writing and maths. PM benchmarking was used as an in-depth assessment of reading for all children from P3-7 in September and P2-6 in May. Teachers meet regularly with their line managers to ensure that children are supported and challenged in their learning and that additional, targeted support is used appropriately.

A range of additional supports are in place, particularly within literacy and health and well-being. These supports are overseen by the DHT and implemented by PSAs and teachers. This year these supports have included: Reading Recovery; TRAiL; 5-minute box; Toe-by-Toe; group support for a range of ability groupings; emotional regulation groups; Kitbag work; Nurture groups and 'Bucket Time'. The targeted support is recognised as having a positive impact on learners and was reflected in the CIV,

*A team of staff including teachers, senior leaders and pupil support assistants work in partnership with class teachers to deliver high quality support for groups and individuals. They know children very well and deliver well planned interventions such as Reading Recovery, TRAIL, Kitbag and 5 minute box in order to support aspects of literacy, numeracy and health and wellbeing. Attainment data for targeted children demonstrates emerging impact of this support and all staff are clearly committed to meeting the needs of all children.*

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. Given that the children have experienced two significant periods of Lockdown it is encouraging to note that although there was a slight drop in attainment in session 2020-2021 there has been an improvement across all areas in 2021-2022.





We are aware that although this is an encouraging picture some children may have gaps in their learning due to the pandemic. We will continue to engage in high quality teaching, learning and assessment activities, making use of available data to ensure we are identifying and closing the any gaps.

#### Next Steps

- To define our assessment framework and revisit approaches to formative assessment in order that practice is more consistent and coherent across the school and nursery.

## Evaluations

The evaluations listed below reflect where I believe the school is at currently.

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 2022-2023

- To improve teaching, learning and assessment with a particular focus on: parental engagement; developing engaging learning environments; formative assessment and the learning, teaching and assessment cycle.
- To continue to develop our curriculum in particular: using the outdoors; embedding of 1+2 languages; developing health and well-being through compassionate and connected classrooms; engaging with parents and children to share our curriculum.

## **What is our capacity for continuous improvement?**

Given the way in which the school adapted to changes including successfully targeting learning and teaching and continuing to foster very positive relationships post Lockdown the school is very well placed to continuously improve.

### **1.3: Leadership of Change**

During session 2021-2022 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.

Having agreed on our new priorities in session 2020-2021 we are now looking to continue 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. All staff were enthusiastic about the opportunities to develop their practice through a range of CLPL. This included opportunities to collaborate in working parties, to pursue individual and collaborative research through Practitioner Enquiry and to participate in high quality external CLPL. This range of CLPL ensures that there is a merging of theory and practice in professional learning and will ensure that all staff have the opportunity to genuinely lead their own learning whilst remaining focused on the impact of their CLPL 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.

We have already seen the benefit of children leading their own learning and taking the opportunities provided for them to extend their learning in a creative and stimulating learning environment from nursery to P2, with elements further up the school. We are looking to further this by ensuring all children have regular opportunities to lead and direct their learning through the continuous provision of engaging learning experiences. 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. Working with colleagues in the Barrhead cluster we are looking to embed excellent practices in formative assessment based on the work of Shirley Clarke. 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.

We will continue to work with our families in ensuring that they are supported in developing the curriculum and engaged in supporting learning and teaching.

### **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 keen to continue to deliver a range of after school clubs in addition to increased opportunities for outdoor learning and high quality Physical Education.

Nurturing approaches will be extended with all classes in the upper school using Compassionate and Connected Classrooms as a resource to support social and emotional well-being. Targeted supports such as Seasons for Growth, Bucket Time and Kitbags will be 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 and 4 who have or are awaiting diagnoses of ASD/ADHD.

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 in November 2022.

A wide range of additional targeted supports will be included in 2022-2023. 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.

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.