Cross Arthurlie Primary School and Nursery Class

Standards and Quality Report

2022-2023



**Standards and Quality Report 2022-23**

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| **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.   Further contextual information, around catchment areas, school roll and staffing can be accessed via the school handbook which is available on the [school website](https://blogs.glowscotland.org.uk/er/CrossArthurlie/information/school-documentation/) . |

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| **Improvement Plan Priorities** |
| During session 2021-2022 we participated in a local authority collaborative improvement visit. This was a very positive experience which reflected the very positive relationships in the school and the way in which these relationships support us in creating an inclusive learning environment. It also highlighted the progress we were making in developing our curriculum and approaches to learning and teaching, with practitioner enquiry having a positive impact on staff confidence and pupil experience.  Looking to build on our successes for session 2022-2023 we had two main priorities: learning, teaching and assessment; and curriculum. This was year two of our three year plan, and similar to session 2021-2022 our improvement plan was set out in the form of a driver diagram with a calendar for identifying specific resources, actions and processes to monitor impact. |

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| **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 priority linked to the School Improvement Plan. * 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, 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 * Pupil Council learning visits to other classes * Focused discussions during in-service days. * Whole school evaluation through formal audits including RRS audit, ERC questionnaires. * 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, VI teacher, outreach support and a range of other health professionals. * Cluster action plans and working groups associated with these priorities. * GTCS standards and professional update and professional dialogue from PRD. * School, ERC and West Partnership moderation activities. * Discussion during various pupil committees: Eco; Equalities; JRSO; Pupil Council; digital leaders and House Captains |

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| **How good is our leadership and approach to improvement?**  **(1.1, 1.2, 1.3)**  **Evaluation: Very Good** | |
| **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 childrenand young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy | **School Priorities**   * Continue to develop a curriculum which provides excellent, relevant learner experiences * Improved learning, teaching and assessment |
| **NIF Driver(s)**  • School and ELC leadership  • Teacher and practitioner professionalism  • School and ELC improvement  • Performance information | **Local Improvement Plan – Expected Outcome / Impact**  Everyone Achieving |
| ***Progress, Impact and Outcomes***  As part of our commitment to leadership of learning staff and children took on additional leadership opportunities to both develop our curriculum and approaches to learning and teaching.  Reflecting our school values of kindness, respect and confidence we continue to have the UNCRC at the heart of our curriculum with a teacher leading the Equalities Committee. Children’s Rights are integral to what we do and we have built on these to include the UN’s sustainability goals. The Eco committee is supported by a teacher and have worked alongside the Equalities committee to undertake its work. By ensuring that these groups work strategically and compliment one another’s work well both have been embedded in our practice. This has been recognised in us achieving Gold Rights Respecting status and attaining our fourth Eco Flag.  As a result of our robust self-evaluation we identified the priorities for Improvement Plan and PEF plan. We placed a priority on meeting children’s learning needs through enhanced universal and targeted improvement to health and well-being. The Depute Head Teacher has a specific role in leading developments in this and has ensured that all staff are given opportunities to further develop their skills with children, parents and a range of other partners being included in ensuring that children with barriers to their learning are appropriately supported. We identified the tracking of health and well-being as an area of improvement. With other schools in the cluster we piloted the use of a well-being tracker and used the information gathered to strategically target resources.  All staff have developed their use of the outdoors as a context for learning and children comment positively upon the impact of learning outdoors on their motivation to learn. Both P3 teachers a P4 teacher and the nursery teacher have led on outdoor learning. P3 and the nursery have embraced the RSPB Challenges with both P3 classes attaining Gold and the nursery attaining a silver award. The nursery children and parents worked with partners from ‘Grounds for Learning’ to extend their learning further. These achievements reflect the ways in which our school values and vision become real in the lives of everyone in Cross Arthurlie.  Modern Languages is now embedded as a key strength of the school. Four teachers have had a lead role in promoting both French and Mandarin with three teachers attaining professional recognition from the GTCS. Teaching in French is very good across the school with aspects of sector leading practice where children from P1-P7 not only practise oral French but are able to read and write and integrate digital technology into their learning. All children from nursery – P7 receive high quality teaching and learning in both French (L2) and Mandarin (L3).  All staff engaged in a Practitioner Enquiry (PE) which had a positive impact on children’s learning. This is a key feature of our approach to staff and school development reflecting our commitment to improvement and genuine empowerment. Our approach with PE forming a key aspect of professional learning was recognised as a key strength in our recent Care Inspectorate inspection of the nursery class. High expectations in teaching and learning through support and challenge, with opportunities for leadership for staff and children have ensured that we continue to improve outcomes for children, with increased opportunities for all learners (staff and children) to achieve and celebrate success.  ***Next Steps***   * To continue to provide opportunities for staff and children to lead aspects of teaching and learning * To provide opportunities for a range of staff to develop their understanding of leadership principles as well as leadership practices * To continue to provide opportunities for staff to lead their own professional development through Practitioner Enquiry. | |

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| **How good is the quality of care and education we offer?**  **(2.2, 2.3, 2.4)**  **Evaluation: Very Good** | |
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| **NIF Driver(s)**   * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer involvement and engagement * Curriculum and assessment * Performance information | **Local Improvement Plan – Expected Outcome / Impact**  Excellent Experiences |
| ***Progress, Impact and Outcomes***  Building on the positive Collaborative Improvement Visit in March 2022 we remain focused on providing excellent experiences for our children which effectively meet their learning and, where necessary, additional support needs.  Developments in learning and teaching as part of School Improvement Plan for 2022-2023 ensured we devoted time to formative assessment and children being more responsible for their own learning. All staff are aware of the principles and benefits to children of having classroom environments which encourage creativity and a range of opportunities for children to deepen their learning through the resources on offer. This may be through play but as a collective priority, emphasising the on-going nature of the children’s engagement it is known as ‘continuous provision’. Children comment very positively on the ways in which their classroom supports them to continuously learn.  Embedding improvements to the curriculum within outdoor learning, 1 + 2 languages and universal and targeted supports for developing skills in health and well-being have ensured that we are adaptive and to the changing needs and demographic of the school. In addition to increasing numbers of children with a diagnosis of ASD a number of children joined Cross Arthurlie this session who are new to English and from differing cultural backgrounds. Celebrating difference as part of whole school and classroom activities have ensured that children feel included. Universal, 1:1 and small group supports are in place to meet children’s needs in: health and well-being; English Language acquisition; social and communication; bereavement, grief and loss in addition to learning support in maths and literacy. For some children across the school bespoke plans and timetables are in place and across the school establishing and maintaining positive relationships has been key to us responding effectively to meet all learner needs. This commitment of staff was reflected in the nursery Care Inspectorate report published in March 23.  ***Next Steps***   * To continue to adapt our curriculum to meet learner needs by the introduction of an Enhanced Nurture provision, ‘Galaxy Room’ * To fully embed our approaches to continuous provision, formative assessment and outdoor learning/learning outdoors. * To improve teaching and learning through developing STEM across our curriculum | |

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| **How good are we at ensuring the best possible outcomes for all our children / learners?**  **(3.1, 3.2)**  **Evaluation: Very good** | |
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| **NIF Driver(s)**   * Teacher and practitioner professionalism * Parent/carer involvement and engagement * Curriculum and assessment * School and ELC improvement * Performance information | **Local Improvement Plan – Expected Outcome / Impact**  Everyone Attaining |
| ***Progress, Impact and Outcomes***  This year we have focused on ensuring that improvements to learning and teaching and the curriculum have led to on-going improvements in attainment. Analysis of teacher judgements across the school indicate that more children are achieving expected measures earlier than in previous years across all four measures of: reading, talking and listening, writing and numeracy. However this year we are aware that although many children in P1 have attained expected levels earlier we have an increased number who have not attained Early level in literacy this will be a focus for improvement.    Achievements in and out of school are celebrated via class displays and weekly assemblies. Once a month VIP assemblies focus on the school values with children in both the school and nursery awarded certificates. Throughout the year there are a wide range of extra-curricular clubs at both lunchtime and the end of the school day. These are led by staff, children parents and partners. All children are given the opportunity to participate in at least extra-curricular club with many participating in multiple clubs. With the support of parents and other partners we deliver Bikeability to all children in P5-7. P3 attained their Blue Peter Eco badges. In P3 and nursery they achieved Gold RSPB award, we received our fourth Eco flag and Gold Rights Respecting Schools status.  ***Next Steps***   * To provide targeted support to children in P2 literacy * To maintain the enhanced range of supports in place for P4 * To embed improved practices in learning teaching and assessment which impact on outcomes for children * To continue to celebrate diversity and promote equity throughout our curriculum | |

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| **Pupil Equity Fund – How are we ensuring Excellence and Equity?** |
| Recognising the impact that a lack of self-regulation can have on learning a focus for PEF funding was for a nurture teacher and two pupil support assistants. These staff worked tirelessly in addressing the needs of particular children, many of who benefitted from bespoke timetables. Although some of these children are not yet attaining expected levels of attainment all have made considerable improvements in both attainment and achievement, able to remain focused on tasks and complete more tasks independently with greater frequency.  A particular focus for PEF funding was parental engagement in P3 and P4 with a focus on family learning. Families were invited into the school for family cookery sessions and for targeted families they commented very positively on these sessions. They helped develop positive relationships between home and school and made formal review meetings where there were a number of professionals present less challenging for parents.  The attendance of children in SIMD 1 & 2 which was a target for PEF funding is now 91% an increase from 89% last year.  The 6 children targeted for late-coming as part of PEF have all improved.  85% of children in SIMD 1&2 are attaining expected levels in literacy and numeracy with 64% of children attaining expected levels early. |

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| **What is our capacity for continuous improvement?** |
| Given the way in which the Cross Arthurlie has continued to successfully implement its priorities and maintain a focus on improving outcomes for children in both the school and nursery class we are very well placed to continuously improve.  **1.3: Leadership of Change**  Our strategic plan (School Improvement Plan) is now entering its third year and reflects our self-evaluation and carefully planned improvement priorities. The focus on leadership developments and opportunities for staff, children and parents to have greater responsibility in developing their leadership skills will enhance our leadership of change. Staff will continue to participate in Practitioner Enquiries as these have brought about improvements in practice which have benefitted children.  **2.3 Learning, teaching and assessment**  We continue to have a focus on learning, teaching and assessment with the embedding of practices developed in session 2022-2023. The continued development of learning and teaching will be a focus which ensures we remain focused on ensuring all children participate in excellent learning experiences.    **3.1 Ensuring wellbeing, equity and inclusion**  To embed universal and group supports for children with a range of needs. To continue to develop our approaches to using the outdoors as a context for learning given its benefits to children’s health and well-being.  Our focus for our Gold RRS visit was embedding Children’s Rights across all areas of the curriculum. Building on this we will look to enhance our curriculum ensuring diversity and inclusion.  **3.2 Securing children’s progress / Raising attainment and achievement**.  Robust self-evaluation and effective supports should ensure that all children are making sustained progress in attainment and achievement |

**National Improvement Framework Quality Indicators**

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| **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 |  |

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| **School Improvement Priorities 2023-24** |
| * Continue to develop a curriculum which provides excellent, relevant learner experiences with a particular focus on science, technology engineering and maths (STEM) * Improved leadership of learning, teaching and assessment by staff and children |