

Cross Arthurlie Primary School and Nursery Class

Standards and Quality Report 2024-2025



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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](#).

Improvement Plan Priorities

In June 2024 the school was inspected by HMIE. This was a very positive report reflecting the good practice evident across the school. The report can be found [here](#). Two aspects of our practice were highlighted as worth sharing: the positive impact of staff CLPL on teaching and learning and high quality teaching and learning in modern languages (French in particular).

There were also areas for continued improvement and these formed the basis of our Action Plan which was shared with families, and children. The progress towards these priorities is contained within this report. A separate plan was put in place for safeguarding which is also reported on within this report.

The nursery class had received a very positive Care Inspectorate inspection and was not part of the HMIE report. The elements of practice worth noting are also evident within the nursery and as one establishment we have worked together to identify our priorities for session 2025-2026

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?) and How Good is our Early Learning and Childcare. 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 HMIE action plan.
- Professional dialogue with staff focussing on learning experiences planned and impact on children.
- Tracking and target setting meetings with teaching and nursery staff.
- Analysis of attainment data including Baseline, Developmental Milestones, ERC Standardised Testing, National Standardised Assessment and professional judgements of children's progress through Curriculum for Excellence levels.
- Joint Support Team meetings – evaluation of children's wellbeing plans.
- Children's evaluations of their learning experiences – on-going reflection on their learning in the classrooms and playroom, via children focus groups and sampling children's work.
- Staff peer visits on teaching and learning
- Pupil Council learning visits to other classes
- Focused discussions during in-service days.
- Focus group discussions with children, 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 and SSSC standards and professional update and professional dialogue from PRD and Quality Conversations.
- School and ERC moderation activities.
- Discussion during various children's committees: Eco; Equalities; JRSO; Pupil Council; digital leaders and House Captains

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 children and 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 approaches to monitor the progress of children's learning across all curricular areas
- Continue to support children to use feedback to set and evaluate their own targets in learning

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

Reflecting our school values of kindness, respect and confidence we continue to have the UNCRC at the heart of our curriculum. 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 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 fifth Eco Flag.

All staff continue to engage in Professional Enquiry (PE) which had a positive impact on children's learning. This continues to be a key feature of our approach to staff and school development reflecting our commitment to improvement and genuine empowerment. We have continued to develop this and have shared our practice within and beyond ERC. Building on our successes with PE we used Teaching Sprints as a tool to support collaborative inquiry with members of the SMT leading three groups on aspects of improving assessment across the school. These groups considered mid-lesson feedback, peer assessment and questioning as effective strategies to improve feedback, which was a recommendation from HMIE, which has resulted in improvements in children's confidence when discussing next steps in their learning. A nationally produced resource 'My World of Work app' has been developed and, following raising awareness sessions, some classes piloting its use with some others trialling the use of big books. The head teacher is part of an authority-wide group considering how we may develop strategies to track learning across all curricular areas and this will continue to feature on our School Improvement Plan for session 2025-2026

Building on our understanding of both the theory and practice of leadership has been a priority for the SMT and a group of teacher leaders. Building on our work on 'Imperfect Leadership in Action' two groups looked to develop their leadership skills through studying 'Dare to Lead'. This has resulted in increased understanding of the complexities of

leadership and an increased confidence in effective decision making for leaders in formal and informal leadership roles.

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

- Streamlining of approaches to self-evaluation to tackle bureaucracy in light of reduced SMT and new ELC self-evaluation framework
- To continue to provide opportunities for staff and children to lead aspects of teaching and learning
- To continue to provide opportunities for staff to lead their own professional development through Professional Enquiry.

How good is the quality of care and education we offer?**(2.2, 2.3, 2.4)****Evaluation: Very Good****NIF Priority**

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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 CI and HMIE visits we remain focused on providing excellent experiences for our children which effectively meet their learning and, where necessary, additional support needs.

We have continued to develop our curriculum with a range of new initiatives and resources which is positively impacting the learning experiences of our children. Having worked on developing our science curriculum over the past few years children and staff report increased confidence in using scientific language and skills. We also celebrated the successes of our children who competed in the National Young Engineers competition. All children confidently discuss their learning in science and are able to articulate their current and next steps in learning across a range of STEM subjects.

The introduction of Charanga music resource has provided the whole staff team access to high quality resources to support their teaching of music. We have noticed a significant increase in the numbers of children participating in learning to play musical instruments and after school music /drama activities such as choir and show club. Staff and children continue to develop their digital literacy skills and with the support of Mr Mitchell our pupil digital leaders have a positive impact on digital learning across the school which was celebrated at the ERC Digital Leaders event.

As a staff team we have embraced learning about our responsibilities to children who may be care experienced through or work on The Promise. This has built upon our already strong approach to providing an environment based on Nurturing Principles. We have also broadened our use of the 'CIRCLE' approach and its early years equivalent 'Up, Up and Away'. This has provided all staff with a range of strategies to ensure our learning environments are responsive to the needs of our children. Within the nursery we used our

space innovatively to build in sensory circuits which can be used to help children self-regulate. This staff development has built the capacity of the whole staff team to meet the needs of all our children.

We have widened our range of additional targeted supports. We continue to provide Seasons for Growth, Friends and Sulp groups as short term interventions. We also continue to support children in our Star and Galaxy rooms. These specific nurture spaces are used for a range of children with additional support needs who find the classroom environment full time to be overwhelming at times which may lead to dis-regulated behaviours. We have a few children who have neuro diverse-type behaviours who are or have previously been on shared placements with the EYIG, DEN or CSS. Working closely with our school Educational Psychologist and partners we ensure that we effectively meet the needs of all learners.

Supported by the local authority we developed an action plan to address concerns around safeguarding. These were all quickly addressed with on-going systems in place to ensure that we continue to improve this area of practice. As intended we have introduced a new anti-bullying policy and, with the support of both the Pupil and Parent Council have produced an abridged version of this policy which will be finalised by the end of session. Implementation of this policy will ensure we have robust systems in place to support children develop positive relationships and respond to challenging situations.

Parents are positive in their support of the school. Parents' evenings in school and parent 1:1 conversations in nursery are well attended. Feedback from parents who attend Stay and Play and Open Afternoons is very positive with almost every child having an adult come to see their learning in classrooms and playroom. This contributes to the sense of community in the school developing genuine partnership with parents in their children's learning.

Next Steps

- To continue to adapt our curriculum including assessment across the curriculum in light of the Curriculum Improvement Cycle
- To fully embed our approaches feedback which enables children to become more active in their learning by setting their own targets.

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

(3.1, 3.2)

Evaluation: Very good

NIF Priority

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School Priorities

School Priorities

- Continue to develop approaches to monitor the progress of children's learning across all curricular areas
- Continue to support children to use feedback to set and evaluate their own targets in learning

NIF Driver(s)

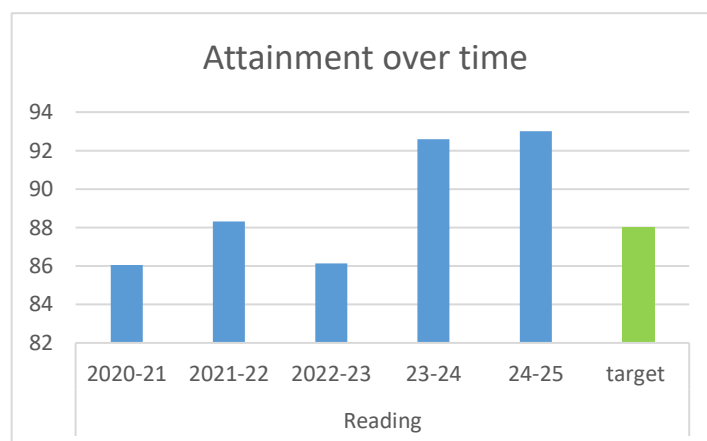
- Teacher and practitioner professionalism
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- School and ELC improvement
- Performance information

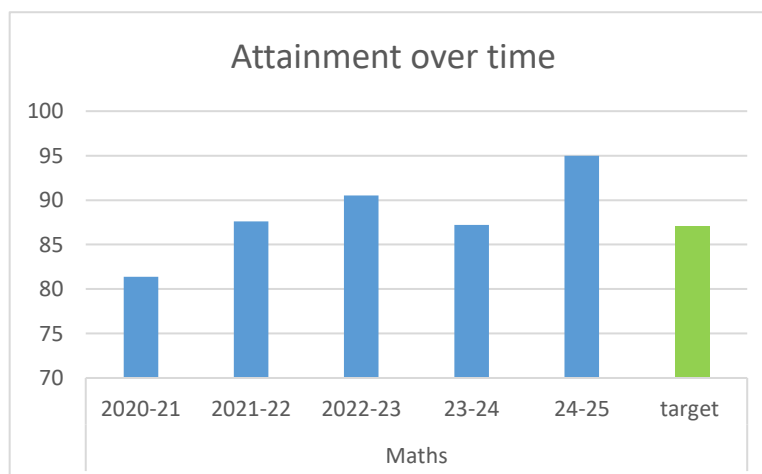
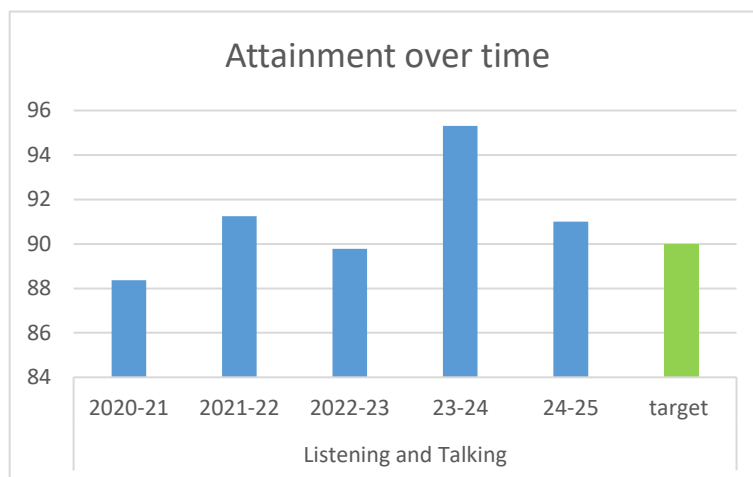
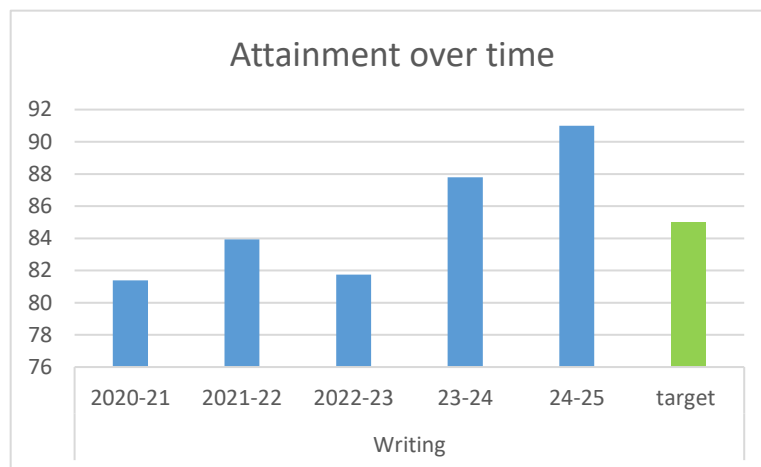
Local Improvement Plan – Expected Outcome / Impact

Everyone Attaining

Progress, Impact and Outcomes

The early years tracking database and school tracking systems continue to support us in identifying trends and providing support and challenge to ensure we continually improve. Working with cluster colleagues we have once again renewed our gradient of learning to ensure that we continue to be ambitious for our children. Analysis of teacher judgements across the school indicate that more children are achieving expected measures in the key stages of P1, 4 and 7 than in previous years across three measures of: reading, , writing and numeracy with a slight drop from 95% to 91% in talking and listening. We have also exceeded the targets set for us by East Renfrewshire in all four areas.





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. Celebrating and tracking achievements in this way ensures all children are recognised as contributing to the life and positive ethos of the school. 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 one 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.

We have participated in a number of external competitions and activities in sports including: basketball, netball, tennis, football, badminton, cross country and dance. With our continued emphasis on the performing arts choir, school show, Christmas concert and nativity ensure that all children are given the opportunity to develop their creative skills, with opportunities for those who wish to develop these skills further.

Next Steps

- To provide targeted support to children in literacy
- To track the impact of targeted supports on individual and overall class attainment
- 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

Children 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 on supporting children to develop self-regulation strategies. Through participatory budgeting it was agreed that PEF funding would be targeted to the post of a PT to establish our Galaxy room the continuation of our 0.5 FTE nurture teacher and two children support assistants. These staff worked tirelessly in addressing the needs of particular children, many of who benefitted from bespoke timetables. The majority of these children are attaining expected levels of attainment and all have made considerable improvements in both attainment and achievement, able to remain focused on tasks and complete more tasks independently with greater frequency. The impact has also been noted when children are in class as the classroom environment is more settled for all.

The attendance of children in SIMD 1 & 2 which was a target for PEF funding is now 92% The children targeted for late-coming as part of PEF have all improved. 92% of children in SIMD 1&2 are attaining expected levels in literacy and numeracy with only 6 children in SIMD 1&2 not attaining expected levels.

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 ELC Framework: Leadership

The majority of actions from our HMIE action plan have been overtaken and we have developed a new three year School Improvement Plan. 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.

Inquiring approaches, a key strength of the school, will continue to feature as an effective method of delivering school improvement.

2.3 Learning, teaching and assessment

ELC Framework: Children play and learn

We continue to have a focus on learning, teaching and assessment. We will continue to improve the use of feedback for children, encouraging them to take more responsibility for their learning. 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

ELC Framework: Children are supported to Achieve

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.

3.2 Securing children's progress / Raising attainment and achievement.

ELC Framework: Children are supported to Achieve

Robust, streamlined and less bureaucratic self-evaluation, including building in the use of the new ELC quality framework, and the tracking of supports should ensure that all children are making sustained progress in attainment and achievement

National Improvement Framework Quality Indicators

Quality indicator	Establishment self-evaluation	CI evaluation	HMIE school evaluation
1.3 Leadership of change	Very Good	Very Good	
2.3 Learning, teaching and assessment	Very Good	Very Good	Very good
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	
3.2 Securing children's progress / Raising attainment and achievement	Very Good	Very Good	Very good

School Improvement Priorities 2025-2026

- Continue to develop a curriculum which is relevant and in line with the school's revised curriculum rationale and the national Curriculum Improvement Cycle
- Continue to explore ways to meaningfully track attainment across all curricular areas, whilst being mindful of tackling bureaucracy
- Continue to develop approaches to teaching and learning in which children make effective use of feedback when setting and reviewing personal targets.