

Cross Arthurlie Primary School and Nursery Class

Standards and Quality Report 2025-2026



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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](#).

Within the HMIE report there were areas for continued improvement and these formed the basis of our Action Plan for 2024-2025. Building on this we developed a School Improvement Plan (SIP) for session 2025-2026 which was shared with families, and children. The progress towards these priorities is contained within this report.

The nursery class had received a very positive Care Inspectorate inspection and was not part of the HMIE report. As one establishment we have worked together to identify our priorities for session 2026-2027.

Method of Gathering Evidence

As part of our procedures for monitoring establishment effectiveness, we use the quality indicators within 'How Good Is Our School 4?' (HGIOS?) and 'Quality Improvement Framework for the Early Learning and Childcare sectors' documents. 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 and SIP.
- 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.
- 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?**(Q.I. 1.1, 1.2, 1.3)****ELC Framework: Leadership
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. As part of our focus SIP on Learning for Sustainability (LfS) we have developed a whole school programme of study for the development of outdoor learning. In addition the Eco committee, although supported by a teacher, is pupil led ensuring LfS remains a high profile across the school.

All staff continue to engage in Professional Inquiry (PI) 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 PI we once again 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, this has resulted in improvements in children's confidence when discussing next steps in their learning. Children in P5-7 all have 'My World of Work' accounts, a nationally produced resource to support learners create personal profiles and tracking of achievements, in P1-4 all classes have individual 'Big Books' which also capture children's learning and reflections on their learning throughout the year.

Reviewing and ensuring all systems and structures across the school are fit for purpose ensuring robust self-evaluation whilst being mindful of teacher workload has been a priority for the school this year. Within the nursery new systems and structures have been developed aligned to the recently introduced Quality Improvement Framework for the Early Years. Using an inquiry-based approach staff in the nursery also developed personal plans for each child in the nursery. Both of these developments have ensured that staff have

leadership opportunities to develop effective tracking and monitoring systems which are aligned to children's needs and support continuous improvement.

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

- Embedding 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, learning and assessment in line with the aspirations of the Curriculum Improvement Cycle.
- To continue to provide opportunities for staff to lead their professional development through collaborative inquiry approaches.

How good is the quality of care and education we offer?**Q.I.s 2.2, 2.3, 2.4****ELC Framework Children Play and Learn
Evaluation: Very Good****NIF Priority**

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- 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. Staff across the establishment have engaged in a range of curricular developments which have had a positive impact on learners. As part of our commitment to LfS we have developed a cohesive progressive programme for outdoor learning. Staff in both school and nursery continue to develop their skills with digital technologies with the support of digital leaders. This ensures all children are skilled in accessing technology to enhance their learning on a regular basis.

We have embedded our work on 'The Promise' and all staff have become more attuned to children's needs following an input on 'Attachment Theory' from the school's Educational Psychologist. 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 during transitions with teachers paying particular attention to building on the successful strategies used by colleagues to meet learner needs. Within the nursery a member of staff was trained on the 'Think Equal' programme and is piloting this, planning for full roll out from October 2026. This has provided all staff with a range of strategies to ensure our learning environments are responsive to the needs of our children.

We continue to provide a wide range of additional targeted supports on both the long and short term. 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 dysregulated behaviours. We have a few children who have neuro diverse-type behaviours who are or have previously been on shared placements with the PSADU, DEN or CCS. Working closely with our school Educational Psychologist and partners we ensure that we effectively meet the needs of all learners.

In response to concerns around the behaviours of some children from staff, parents and children we worked on improving the learning culture of the school. Working with all stakeholders new age appropriate guidelines were created and shared. These are now prominently displayed and have had a positive impact on the learning climate within the school.

Parents are generally 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 nursery Stay and Play and school 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 develop a shared understanding of effective learning, teaching and assessment within a revised curriculum (focus interdisciplinary learning).
- To fully embed our approaches assessment which enables children to become more active in their learning by setting their own targets.
- To improve the quality of learning, teaching and assessment in literacy.

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

Q.I.s 3.1, 3.2

**ELC Framework: Children are Supported to Achieve
Evaluation: Very good**

NIF Priority

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School Priorities

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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

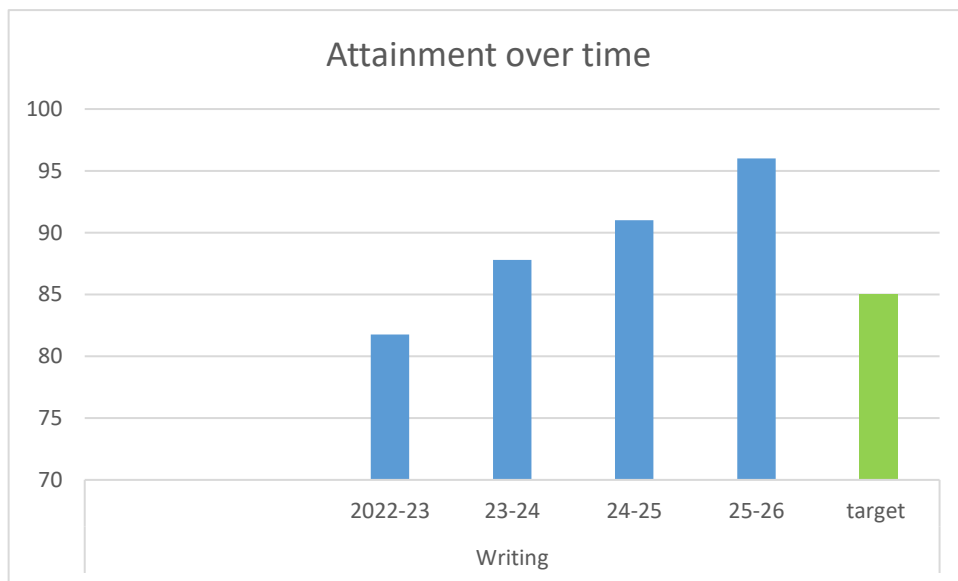
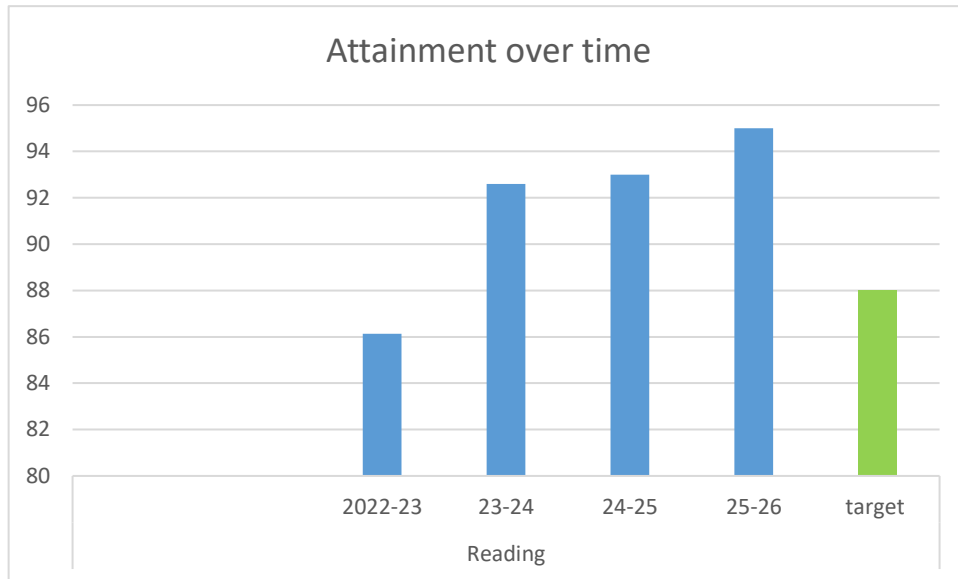
Everyone Attaining

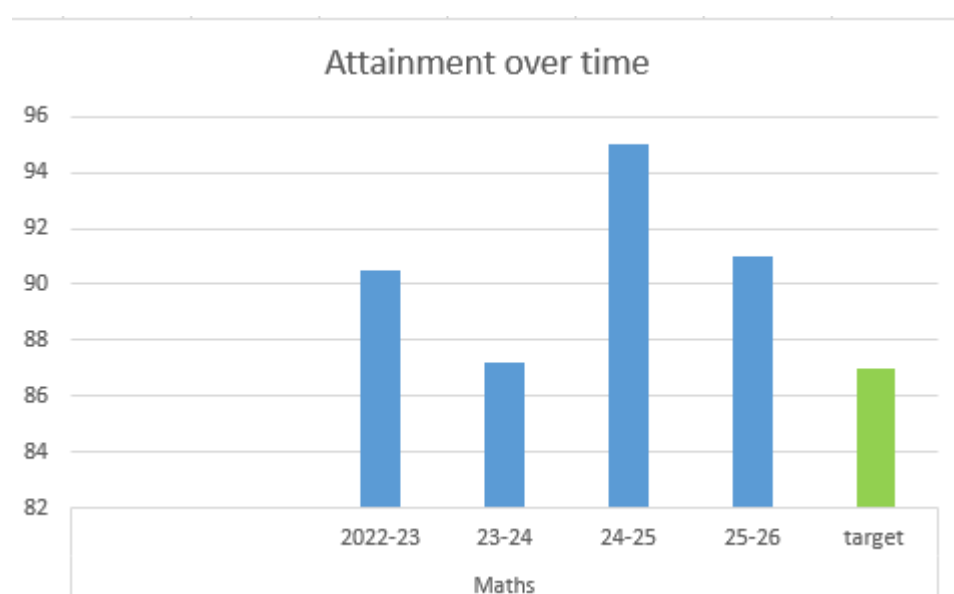
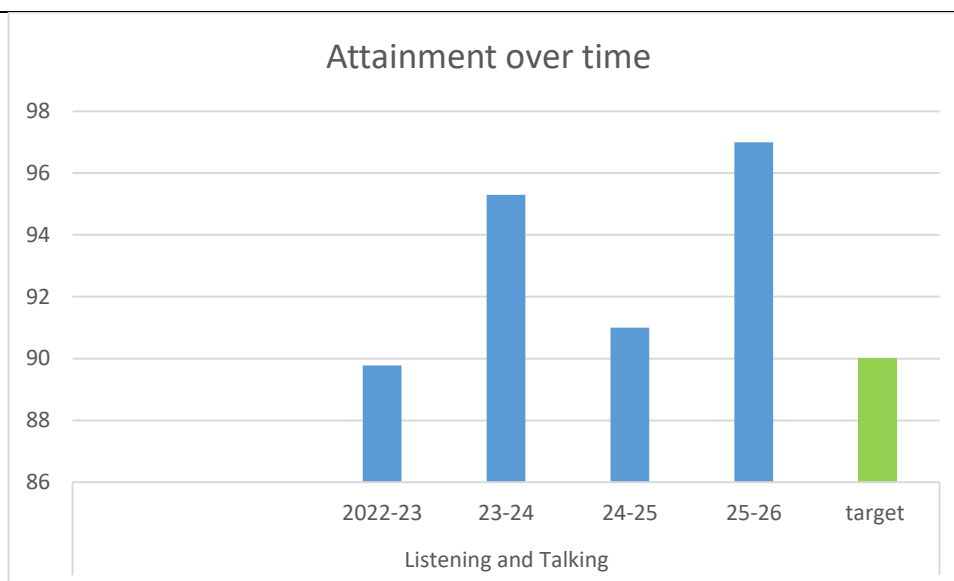
Progress, Impact and Outcomes

Nursery 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. As part of the implementation of the revised gradient of learning we undertook a very successful cluster moderation of writing. All Cross Arthurlie staff commented very positively on this event and were re-assured in their professional judgements.

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 listening and talking with numeracy a drop from 95% to 91%. Once again we have exceeded the targets set for us by East Renfrewshire in all four areas. It is also worth noting that four children across the school, two in P4, are placed within the CCC and are not on track with their learning.

This year we have invested in having a teacher trained in Reading Recovery(RR). Although focused on Primary 2 she has supported a range of children with their literacy throughout the school. We are looking to build on this expertise next year as we focus on continuing to improve outcomes for our children in literacy as part of our SIP. AS part of a collaborative Professional Inquiry the RR teacher worked with two P5 teachers to deliver a bespoke programme for a targeted group of children. This was very successful, the outcomes being shared with all staff and has been added to next year's School Improvement Plan.





Achievements in and out of school are celebrated via class displays and weekly assemblies and recorded centrally. 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.

Our school value of confidence is further developed with our continued emphasis on the performing arts: instrumental music, choir, P6&7 show, P3-5 Christmas concert and P1&2 nativity we ensure all children are given the opportunity to develop their creative skills,

with opportunities for those who wish to develop these skills further taking on solo and group speaking and singing parts. Pupil voice and leadership is key to this with children responsible for leading the choir and all the technical aspects of the school show such as lights and sound. All children contribute to these performances, with those who find performance challenging creating props for the P6&7 show. Feedback from children, parents and colleagues from Barrhead High is that these opportunities have a positive impact on learners both in their time in Cross Arthurlie and beyond.

This year we also celebrated the school's 60th anniversary. This was a fun celebration with children in P1-7 enjoying a silent disco dressing up for the occasion and participating in a mass 'Slosh'. It was great success and marked an important milestone for the school community.

Next Steps

- To develop effective teaching, learning and assessment in literacy leading to raised attainment
- To embed improved practices in learning, teaching and assessment which impact on outcomes for children, in line with the aspirations of the revised 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 nurture teacher and two children support assistants. Recruitment of PSAs was challenging and we were not able to recruit 2 PSAs until January. In addition to PEF funding (0.5 FTE teacher & 2 additional PSAs) another 0.4 FTE and 0.3 FTE teachers are also allocated to the Galaxy Room.

The majority of children in SIMD 1&2 are attaining expected levels of attainment within their classrooms with many attaining earlier than expected. For the children who require additional support of the Galaxy and Star rooms almost all have made improvements in both attainment and achievement, with the majority able to remain focused on tasks and complete more tasks independently with greater frequency. Despite our commitment to providing bespoke supports for children there has unfortunately been an increase in incidents of dysregulation and an increase in the number of violence to staff incidents.

85% of children in SIMD 1&2 are attaining expected levels in literacy and numeracy with only 7 children in SIMD 1&2 not attaining expected levels across all areas.

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

All of actions from our HMIE action plan have been overtaken and we are in year two of a three year school improvement cycle. 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 and collaborative approaches are key strengths of the establishment, 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. In line with the development of the Curriculum Improvement Cycle we will have a continued focus on the development of learning, teaching and assessment 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. The development of effective teaching learning and assessment in literacy will ensure all children are attaining expected levels of attainment with increased numbers attaining earlier than nationally expected levels.

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 2026-2027

- Continue to develop a curriculum which is relevant and in line with the school's revised curriculum rationale and the evolving national Curriculum Improvement Cycle
- Improve teaching and learning in literacy
- Continue to develop approaches to teaching, learning and assessment in which children make effective use of feedback when setting and reviewing personal targets.