



## Arkley Primary School



## STANDARDS AND QUALITY REPORT

June 2021

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2021-2022. I hope that you find it helpful and informative.

Carolyn Crawford

Head Teacher

## OUR SCHOOL

Arkleston Primary is a non-denominational school in Renfrew. Built in 1972 on the site of the old Glasgow Airport, the building provides good facilities including a multi-purpose room, separate gym hall with stage and a nurture room (The Ark). The playground has a pond, courtyard remembrance garden, a Beastie Street, a Butterfly Garden, a Multiuser Games Area (MUGA) and Trim Trail.

With a current roll of 278 pupils over 11 classes, Arkleston Primary serves a socially diverse population. 36% of the children attend the school as the result of placing requests. We have children who speak an additional 9 languages other than English and are represented by children of 4 faiths.

We have 6.89% of our children are on staged intervention, 6% live within the lowest SIMD. 15% of children are entitled to Free School Meals and 22% are entitled to Clothing Grant.

The school has a reputation for its dynamic participation in the local community and has an active and supportive Parent Council. We work with our community to help our children to be the citizens of today, ready to become the leaders of tomorrow.

## OUR VISION, VALUES AND AIMS

### The more we learn, the brighter we shine

#### Values:

**S** – Success

**T** – Teamwork

**A** – Attitude

**R** - Respect

#### Aims:

**S** - Shine

**H** – Happy and Healthy

**I** - Included

**N** - Nurtured

**E** - Equitable

## SUCCESSSES AND ACHIEVEMENTS

This session has undoubtedly been one of the most challenging we have ever experienced. The impact of the Covid 19 pandemic has been profound and presented us with unprecedented challenges. However, despite these challenges, progress was made pre and post lockdown, of which we are very proud.

- ★ Staff and pupils have risen to the challenge of multiple lockdowns, developing new digital skills in order to deliver home learning successfully. 98% of children engaged to some degree with home learning.
- ★ 17% of our pupils accessed a hub place during lockdown, 15% of pupils received paper packs and 8% received IT devices to ensure continuity of learning.
- ★ Our new curriculum, designed with the help of pupils, parents and staff has been trialled with great success this session, helping us to take a citizenship approach to learning contexts.
- ★ We have increased our stock of digital devices with the purchase of 16 chrome books, with a further 20 awaiting delivery. Every classroom has had a new interactive board installed to ensure children continue to learn and have access to technology to support them on their learning journey. We are currently working towards our Digital Schools Award.
- ★ Our nurture group achieved their Jade Nurturing Schools Award in recognition of the work they have done to support the well-being of staff and pupils during these difficult times. Working with Calm Minds, we have offered 75 children support with their wellbeing and 9 children have accessed counselling from The Exchange Programme.
- ★ We are now the only school in Renfrewshire to be reaccredited as a UNICEF Rights Respecting Gold School – July 2021.

## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

### School Leadership

- All teaching staff have developed their approaches to deliver new learning online using SEESAW and Teams and worked with the support of classroom assistants and additional support needs assistants to meet the needs of learners.
- All teaching staff have leadership time within their working time agreement and use this to support and develop the work of the school in areas such as nurture and children's rights.
- One member of senior management team (SMT) participated in Renfrewshire's Aspiring Leadership Training Programme, developing their knowledge, skills and capacity to lead and deliver school improvement effectively.
- Pupil leadership opportunities have been limited this session but- those involved have supported the work of the rights group in working towards our Gold Flag Reaccreditation.

### Teacher Professionalism

- P1 staff attended an Alistair Bryce-Clegg CPD event this session related to play pedagogy and the Early Level experience and have implemented many of the ideas with the children in Base 2. This builds on previous work completed with staff working alongside Dierdre Grogan from Strathclyde University.
- Teachers have worked collaboratively at stage level to develop and create activities to support the ideologies of our new curriculum content. These have introduced pupils to the rich history of their town and there is scope for bridging projects with pre-school and secondary education in the future.
- Science, Technology, Engineering and Mathematics planners and stage packs have been created, connecting disciplines and Es & Os.
- Our Principal Teacher has set up connections with other schools in our local community, nationally and internationally. Teachers and pupils using these links to enhance learning opportunities developed in our new curriculum planners. These are regularly being updated to reflect new initiatives.

### Parental Engagement

- SEESAW has proved to be invaluable in engaging parents with their child's learning, with parents able to see tasks set and evidence of tasks completed. Parents can communicate directly with the teacher or SMT, to discuss any issues, concerns or worries. Since we started using it we have had 52,953 visits from parents.
- Parents are aware of their child's learning targets and character strengths in key areas through the termly Personal Learning Plans. They can discuss these during our parents' phone call sessions and through comments on SEESAW.
- Our termly newsletter, aligns with children's rights, conveys important developments, celebrates achievements, and takes account of pupil's views on a range of topics across the school.
- We were able to hold a few virtual Meet the Teacher Sessions and Base Assemblies early in the session and Whole School Assemblies were shared with parents during lockdown. This allowed parents to engage with the ongoing life of the school.

### Assessment of Children's Progress

- Previously our attainment has improved in almost all measures and is in line with and in places above our comparator schools within and out with the authority. We are now looking at the gaps that have arisen following lockdown and addressing these to return to our previous levels of attainment.
- A wide range of assessment for learning strategies are used to support learning and assessment including regular opportunities for peer and self-assessment.
- Teachers continue to take part in assessment and moderation activities, this year they have moderated reading across the school.

### School Improvement

- Microsoft Forms and One Note allow all stake holders to share their views on the work of the school
- We work in partnership with our local authority Education Manager to self-evaluate leadership, learning, teaching, assessment, children's wellbeing and attainment and achievement. This has helped us to showcase our strengths and identify areas for improvement.
- Teaching staff and pupils use the language of How Good is Our School to regularly reflect on the work of the school in four key areas

### Performance Information

- Members of the senior management team meet with teachers to discuss children's progress. We have revised these tracking meetings to ensure there is a greater focus on supporting learners and tackling attainment gaps identified. Class teachers are able to update trackers online at any point which ensures a fluid and true reflection of pupil progress.
- Data gathered during lockdown allowed us to provide targeted support to children returning to school.
- Summative assessment data, alongside teacher judgement data, provides us with a clear picture of a child's progress, allowing us to identify supports and interventions required.

## PUPIL EQUITY FUNDING

Two classroom assistants are appointed using this funding. They have a clear remit on delivering 5 Minute Phonics and Numeracy interventions across the school to children identified by staff at planning meetings. This supports children with regular time to practice key skills in literacy and numeracy. Impact is measured with staff during planning meetings.

We have many children with dyslexic type difficulties. PEF funding was used to purchase IDL online literacy and numeracy programme to support children in developing their skills in a multi-sensory approach. Trials have begun with children with a view to rolling this out across the school.

PEF funding pays for the service of Calm Minds, a health and wellbeing intervention. Working with children one-to-one and in small groups, children have time to reflect on experiences that are causing stress or anxiety and rehearse in a safe space, options for coping. Children who have participated note an increase in confidence and self-esteem.

## KEY STRENGTHS OF THE SCHOOL

- ★ Our new approaches to the curriculum reflect our passion to support our pupils in developing themselves as citizens of their community locally, nationally, and internationally. We make connections, which are relevant and encourage children to have difficult conversations about life and events in the world. We believe this approach will prepare our pupils to cope with the challenges of the future, allowing them to achieve lifelong success in all areas of their lives.
- ★ Working with Renfrewshire Council Educational Psychology Team on our nurture principles, ensures the health and wellbeing needs of all are met.
- ★ We are brave, creative, and willing to try new things in order to meet the needs of all learners.
- ★ Leadership at all levels ensures our vision of 'The more we learn, the brighter we shine' becomes embedded in our practices and decisions made are based around our values and aims.
- ★ A cohesive approach to embedding children's rights across the school, with rights woven into every aspect of school life.
- ★ An inclusive approach to education, with staff in the school making a clear effort to treat each child as an individual.
- ★ We make meaningful connections with parents and partners to support the work of the school.

## OUR NEXT STEPS – PRIORITIES FOR 2021-22

The Covid 19 pandemic hindered our progress and our ability to achieve all of our improvement priorities. Some priorities and actions will therefore be carried forward to academic session 2021 – 22. We believe that we have made good progress during session 2020-21 and we will use the improvement priorities listed below to build on this progress moving forward.

- ★ Continue to develop our literacy approaches with the implementation of phonics reading books for P1 children and graphic novels for struggling readers in P6 and P7. Use IDL across the school to target individual children requiring support with literacy development.
- ★ Develop our approaches to the teaching of character by connecting our language of character strengths to our school values. This will help to support our children in utilising their strengths effectively in order to achieve success.
- ★ Continue to develop our nurturing approaches to support the health and wellbeing of children.
- ★ Continue with the implementation of our new curriculum and look for greater opportunities to work in partnership with parents and partners.

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

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### HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.