



Arkleston Primary School



STANDARDS AND QUALITY REPORT

June 2020

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2020-2021. 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, Beastie Street, a butterfly garden, a Multi User Games Area (MUGA) and Trim Trail.

With a current roll of 274 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 6% of our children are on staged intervention and 6% live within the lowest SIMD. The school has a reputation for its dynamic participation in the local community, has an active and supportive Parent Council. There is a HT, one DHT and one PT. The DHT has the remit for Additional Support Needs and pastoral care for P1-3. The PT has the remit for social wellbeing, within health and wellbeing, centred on holistic approaches to support children. There are twelve class teachers, five classroom assistants, two additional support needs assistants, a home link worker, a business support officer, two clerical assistants and music instructors. The environmental services team comprises of a janitor, catering and cleaning staff. Together, we provide a warm and supportive environment for learning where children are supported to reach their full potential.

The impact of COVID 19 and the subsequent school closure in March resulted in significant changes in working practices and routines. As such, our ability to complete all actions within our improvement plan were hindered. Some priorities and actions will be carried forward to academic session 2020-21.

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



SUCSESSES AND ACHIEVEMENTS

- We were the first school in Renfrewshire to gain their Gold Rights Respecting Schools Award and this is due for reaccreditation in session 2020-21.
- We are only the second school in Renfrewshire to be awarded our 6th Eco Schools Scotland Green Flag due to the ongoing commitment and hard work of the committee, pupils and staff of the school.
- We have our Second Sports Scotland Gold Flag and actively seek out opportunities to provide our children with participate in sporting events, we have many pupils accepted into SFA School of Sport at Renfrew High and one pupil this year attending Kilmarnock Academy, School of Football.
- Sparky Arky Days and Themed weeks allowed children to connect their skills to real life situations, working in cooperation with The Glynhill Hotel, UWS, West College and Science, Technology, Engineering and Mathematics Ambassadors.
- P7 have successfully lead lunch clubs during term 2 and 3, ensuring 97% of children in the school were attending a club in or out of school, unfortunately these clubs finished in March due to COVID.
- P7 made weekly visits to Renfrew Care Home and we continue to develop our links with our local community.
- P7 children this session are trialling the SQA Wider Achievement Awards and on completion this will be recorded on their final SQA certification
- Staff and children have shared their work on curriculum development with colleagues from across the West Partnership and have continued to develop our planners for our refreshed curriculum, centred around being a Citizen of Renfrew
- Primary 1 staff who participated in Play Pedagogy Training with Strathclyde University have been sharing their skills across the school as we develop this approach through to P7
- We worked closely with UWS, Erasmus programme to develop our approaches to teaching French
- We adapted quickly to remote learning in March and were able to successfully support learners using a variety of platforms in term 4.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- All teachers have time within their working time agreement designated to developing their leadership opportunities. These are linked to their skills, talents and interests and include, Literacy and Numeracy Champs. Digital Leader, Modern Foreign Languages Coordinator.
- Two classroom assistants embarked on the Renfrewshire Classroom Assistant Training Programme and hope to continue their training in session 2020-21
- Our newly appointed Principal Teacher took up post in August and has been leading on the themes of developing the skills of a Nurtured and Included Citizen of Renfrew. She has led the nurture group to review our priorities and identify areas for development.
- P7 children lead learning sessions, as we work towards redesigning our curriculum, with 2 P7 pupils showcasing their work for Mr John Swinney at a West Partnership Event. This gained the interest of Education Scotland, who have included our work on their website.
- Children across the school benefit from utilising active learning approaches that encourage them to take responsibility for their own learning and progress. This is particularly evident in maths and is being developed across other curricular areas.

Teacher Professionalism

- All teaching staff took part in assessment and moderation training in numeracy with schools from across Renfrewshire. This allowed them to moderate the assessment process and their teacher judgement with colleagues in order to ensure greater clarity and consistency.
- All staff participated in training lead by Renfrewshire Educational Psychologists on nurturing approaches, with a nurture core group established in order to better understand the social and emotional needs.
- P1 approaches to teaching and learning have changed to reflect current educational thinking. Staff created opportunities to learn from and share learning with fellow practitioners through organised meetings and an online chat group. This has increased staff's understanding of approaches to learning through play, allowing them to select, evaluate and evolve the experience for learners over the course of the session.
- Staff continue to use a Practitioner Enquiry Approach to enhance pupil learning. This year staff have focused on the impact of play approaches to teaching and learning across the school.

Parental Engagement

- Mr Bonnar, as part of his master's degree is developing our approaches to parental engagement with our staff team.
- All children use Seesaw to share their learning with parents and this has been invaluable during this period with parents supporting their child's learning at home. Parents have also used it to support transition, with new P1 parents having their own transition group, populated with important information.
- An average of 90% of parents attended the Meet the Teacher Session and 2 Conference Meetings in Oct and Jan, held to support parents in being active participants in their child's learning
- We get regular engagement through our use of Twitter, with 980 followers and a 38% increase in profile visits in the last month. This allows us to share important messages and celebrate both individual and school successes with parents and a worldwide audience.

Assessment of Children's Progress

- 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.
- Our P7 transition teacher works closely with staff to support targeted children and online transition work has continued during this period of school closure
- Teaching staff participated in Cluster Assessment and Moderation work throughout the session, with a focus on reading. Good practice was shared at an event in February to ensure consistent standards across Renfrew.
- Individual progress of children is discussed with teachers on a termly basis and interventions identified to reduce barriers to learning.

School Improvement

- We have worked 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. A visit in March from another Renfrewshire Head Teacher and our Education Manager, helped to validate our judgements and indicated that significant improvements had been made, worth sharing across the authority, particularly in relation to Active Learning approaches.
- Teaching staff use Inwards/Outwards Booklets to reflect on General Teaching Council Standards, How Good Is Our School features of effective practice and challenge questions, connecting self-evaluation activities together. This has increased staff understanding and confidence in being part of whole school self-evaluation and supports our rationale for judgements made.
- Pupil voice is captured termly during committee meeting time, with all pupils talking about developments in our school. Children not on a committee focus on questions from How Good is OUR School. These are linked to HGIOS indicators and used as evidence during authority termly quality assurance visits and discussions.
- Microsoft Forms are used to administer our annual school questionnaires. These allowed us to gather information from all stakeholders, which has helped us to identify our improvement priorities for the session.

Performance Information

- All teachers are more confident in using data to monitor and track individual progress and to identify children requiring greater support/challenge. This information is then used as a priority for next steps in planning and is supported by assessment information.
- Data has been used during lockdown to monitor and support children with engaging with online learning. This resulted in
- Members of the senior management team meet termly 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.
- Our whole school tracking and monitoring document is providing SMT with an increasing picture for each child of their attainment over time and provides evidence to support termly staff planning, tracking and monitoring meetings.
- Our DHT has time within his remit to input and analyse data in order to identify trends and attainment gaps.

KEY STRENGTHS OF THE SCHOOL

- 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.
- Excellent community links, working with partners and parents to ensure children's rights are paramount and their individual needs are met.
- Leadership at all levels ensures our vision of 'The more we learn, the brighter we shine' becomes embedded in our practices.
- A commitment to adapting our approaches to best suit the needs of learners, including our ability to quickly adapt to school closures and remote learning.
- 95% of parents feel that their child likes being at school and is safe at school.

OUR NEXT STEPS – PRIORITIES FOR 2020-21

We believe that we have made good progress during session 2019-20 and we will use the improvement priorities listed below to build on this progress moving forward.

- Continue with our work to redesign our curriculum to put the themes of Learning for Sustainability and Citizenship at the heart of our work
- Use PEF funding to continue to embed Do-Be Mindfulness Techniques across the school to support staff and children in their transition back to school, participating in a recovery programme to enhance staffs' understanding
- Implement policies and procedures in relation to social distancing and hygiene
- Increase opportunities to learn outdoors through implementation of a more relaxed uniform conducive to increased physical exercise, activity trackers will support children in monitoring their fitness goals utilising PEF funding
- Focus on use of outdoor spaces and our community to connect learning and make it more meaningful and relevant
- Provide opportunities for all children and adults to be supported with their wellbeing and any mental health issues
- Further develop use of digital technology to facilitate blended learning
- Develop our nurturing approaches at points of transition

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.