



## Arkley Primary School



## STANDARDS AND QUALITY REPORT

June 2022

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2022-2023. 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 261 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. 9% of children speak English as an additional language.

We have 12% of our children are on staged intervention, 17% live within SIMD 1-3. 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

## SUCCESSES AND ACHIEVEMENTS

This session we have continued to work under many restrictions, which has impacted upon our improvement agenda. We are proud of the work that we have done, under challenging circumstances.

- ★ Staff have continued to develop our approaches to plan based learning with P1, 2 and 3 staff participating in professional development work to develop their skills. P4-7 staff have re-introduced learning grids to promote pupil independence, challenge and choice and have been sharing this work with colleagues from other Renfrewshire schools.
- ★ We received our UNICEF Rights Respecting Gold Accreditation in July and celebrated this success in October, with our Respectful and Responsible Committee organising the event.
- ★ Our citizenship curriculum continues to develop with staff seeking opportunities to connect learning to experiences with residential and day visits resuming. Our acting Principal Teacher has focussed on developing our approaches to equality and diversity and all staff have participated in LGBT+ Level 1 training.
- ★ Pupil Equity Fund money was spent on enhancing our reading for pleasure experiences, with new library furniture for P4-7 and new books at a variety of stages, including graphic novels for P6-7 children. Relationships with the local library continue to grow with regular visits being made by some classes and all P7 children signed up for a library card.
- ★ Our results for children in P1, 4 and 7 were in comparison to or higher than our local comparator schools in most curricular areas.

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

### School Leadership

- All support staff have trained in delivering interventions to targeted pupils, including Lego Therapy, Drawing and Talking Therapy, IDL Literacy/Numeracy and 5 Minute Phonics/Numeracy Programme.
- All teaching staff have leadership time within their working time agreement and have used this to re-establish committee groups based on our citizenship themes, celebrating our GOLD UNICEF Rights Award and Eco-School 7<sup>th</sup> Flag amongst our achievements.
- One member of staff participated in Renfrewshire's Aspiring Leadership Training Programme, developing their knowledge, skills and capacity to lead and deliver school improvement effectively.
- Pupil leadership opportunities were reintroduced, with P7 House Roles, P6 Buddy Roles and Citizenship Committee roles on offer to all children.
- All classes have a connected classroom nationally or internationally, which is helping children to compare and contrast their life experiences with others.

### Teacher Professionalism

- P1 – 3 staff have now all completed Play Pedagogy Training with Strathclyde University, with staff also completing training from Alistair Bryce Clegg and Anna Ephgrave to enhance their skills further.
- 3 staff completed an 8-week Resilience for All Training Session aimed at supporting and developing the resilience of child post lockdown.
- Teaching staff have had learning visits from Inchinnan and Barsail Primary Schools and have shared their methodologies and approaches with their staff.
- All staff took part in Do-Be Mindfulness Training to support their own wellbeing and that of the children in their care.

### Parental Engagement

- SEESAW continues to be our primary method of communication with parents, we have created nursery to P1 transition groups to share information and resources to support a smooth transition to school.
- Parents are aware of their child's learning targets and character strengths in key areas through the termly Personal Learning Plans. Parents were able to have face to face meetings with teachers in May this session to discuss progress.
- 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 have one parent who is PVG checked and volunteers their services to support the school and children on a regular basis.

### Assessment of Children's Progress

- Attainment at P1, 4 and 7 is in line with or above our comparator schools in most areas. Standardised assessment results at these key stages support teacher's professional judgement.
- A wide range of assessment for learning strategies are used to support learning and assessment. Children are encouraged to self-assess regularly in line with their targets.
- Teaching staff have spent time this session moderating children's work in literacy/numeracy and other curricular areas. This ensures the validity of teacher judgement and achievement of a level within curriculum for excellence.

### 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.
- Moderation work with fellow head teachers within Renfrewshire ensures that our self-evaluation work is robust.
- 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 from our Better Behaviour Programme allows us to target interventions where needed.
- 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 2022-23

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 2022 – 23. We believe that we have made good progress during session 2021-22 and we will use the improvement priorities listed below to build on this progress moving forward.

- ★ Develop our approaches to writing through participation in Talk for Writing training.
- ★ Continue to develop our approaches to reading for enjoyment through participation in the Reading Schools Programme.
- ★ Continue to develop our nurturing approaches to support the health and wellbeing of children.
- ★ Review our citizenship planners to address overlaps and a coherent progression between levels.
- ★ Develop our approaches to equality and diversity through staff participation in LGBT+ training, in line with Scottish Government Guidance for schools.
- ★ Enhance our approaches to parental partnership

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.

**Arkleston Primary School**  
**Cockels Loan,**  
**Renfrew**  
**03003000143**

[www.arkleston.renfrewshire.sch.uk](http://www.arkleston.renfrewshire.sch.uk)  
Twitter: @ArklestonSchool

### 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.