



Arkley Primary School

STANDARDS AND QUALITY REPORT

June 2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024. 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 Multiuser Games Area (MUGA) and Trim Trail and a variety of playground games and benches.

With a current roll of 276 pupils over 11 classes, Arkleston Primary serves a socially diverse population. 46% of the children attend the school as the result of placing requests. We have children who speak an additional 14 languages other than English and are represented by children of 4 faiths. 9% of children speak English as an additional language.

We have 17% of our children have an additional support need, 16% live within SIMD 1-3. 24% of children are entitled to Free School Meals and 24% 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, during our 50th anniversary year, we have continued to build on the progress previously made.

- ★ The school celebrated its 50th anniversary with an open day in October and a whole school show in May. It was lovely to share the history of the school with ex-pupils, parents and staff at the open day and to celebrate the history and heritage of the school during the show. Arkleston has a lot to be proud of in its 50 years and we continue to work hard to help our children be the Arky stars we know that they are capable of being.
- ★ As a school that celebrates diversity, all staff have completed two modules on LGBT education and have begun to implement themes in classes as part of our nurtured and included approaches.
- ★ Our citizenship programme continues to develop with a focus this session on how we celebrate the different religions within our school. Every base organised a celebration for Eid Mubarak. The parent body were keen to support this work, building strong community connections for the future.
- ★ We have embraced the opportunity to support Ukrainian families throughout this session with their emotional, social and educational wellbeing and are proud of the progress children have made. The community of Arkleston have rallied round to ensure every child has felt included in the life of the school.
- ★ We continue to promote and develop children's skills, helping them to be healthy and active citizens, recognised with our accreditation from Sports Scotland as a gold school. Our children are delighted to be able to participate again in events organised by One Ren and we have achieved success in football and running.
- ★ Our results for children in P1, 4 and 7 were in comparison to or higher than our local comparator in almost all curricular areas and higher than our national comparator school in all areas.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- ★ All staff received training on delivering Talk for Writing approaches and are delivering this at every stage. Confidence in writing has increased for almost all learners.
- ★ All support staff participated in authority led training, developing curricular and pastoral skills. All support staff are more confident in their roles and in supporting the needs of individual learners.
- ★ All teaching staff have leadership time within their working time agreement and have used this to work with committee groups based on our citizenship themes, celebrating our 3rd Sports Scotland Gold Award. All learners feel that we respect their right to have their say about their school and their experiences **(Article 12)**.
- ★ Two teachers participated in Renfrewshire's Aspiring Leadership Training Programme and one teacher participated in the Education Scotland Leadership Programme. Staff have led initiatives in writing and reading Learner engagement in reading for pleasure has increased for almost all children in base 4 as a result.
- ★ Our acting principal teachers have led areas of literacy this session, which has supported the consistent implementation of Talk for Writing and built staff confidence through moderation activities at school and local level. Promotion of reading for enjoyment across the school has led to changes in staff practice and visits to the local library for every class have developed community connections. This work is having a positive impact on almost all learners and is supporting our Reading School Accreditation.
- ★ One aspiring principal teacher led a targeted music group for learners to support improvements in levels of concentration in other curricular areas. Almost all children found the sessions helpful and noticed an improvement in overall levels of concentration in class.

Teacher Professionalism

- ★ Coordinated by one of our acting principal teachers, almost all teaching staff have visited Rashielea Primary School to support their understanding of the Talk for Writing Approach. This increased levels of confidence for all staff and ensured that approaches are delivered consistently across the school. This will support children's progression of skills as they move through the school.
- ★ The Scottish Government has become the first country to embed LGBT inclusive education across the curriculum. To ensure we are ready to implement this within our citizenship approaches, all staff participated in LGBT Level 2 training and have begun to explore ways to incorporate this in lessons. All staff now feel they understand their responsibilities and are confident in implementing this within Arkleston.
- ★ The head teacher has participated in training delivered by His Majesty's Inspectorate of Schools and as an associate assessor, has supported 2 school inspections across Scotland this session. This has helped the head teacher to shape our own quality assurance processes and levels of confidence in evaluating the work of Arkleston against national standards.
- ★ The head teacher has participated in training delivered by UNICEF and as a result is now a silver rights respecting schools assessor, supporting the accreditation process for Scottish schools. This supports Arkleston Primary School in its own rights respecting journey and allows us to moderate our ongoing work.

Parental Engagement

- ★ One aspiring principal teacher has increased levels of engagement in reading for pleasure for children through encouraging parents to come into school and read to children in class. Parents have been keen to get involved and the process has promoted the importance of reading with your child at home to increase levels of attainment in literacy.
- ★ Open sessions were organised by the depute head with a focus on numeracy skills and Meet the Teacher sessions in September provided parents with information about learning. Parents who attended felt the sessions were informative. Almost all parents now feel that they can support their child's learning at home. There has been a 25% increase in the number of parents who feel that they have the opportunity to learn together with their child.
- ★ Cultural events organised by the principal teacher to recognise and celebrate EID have had a positive impact on our Muslim community. Through parental participation, our Muslim parents now feel a stronger connection with the school and feel more confident to approach the school, particularly where language has previously been a barrier.

- ★ One aspiring principal teacher led parental workshops for P1 parents to support in the understanding of how we teach phonics. All parents that attended found the information helpful in supporting their children with learning at home.
- ★ Parents are aware of their child's learning targets and character strengths in key areas through termly Personal Learning Plans. Pupil, parent, teacher conferences twice a year allow learning conversations to focus on achievements and next steps in a collaborative manner.
- ★ Our 50th anniversary open sessions in October, whole school show in March and Scottish afternoon for grandparents in January provided the community with opportunities to share in the work and life of the school. Almost all parents would recommend the school to other parents.
- ★ 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. Almost all parents are satisfied with the work of the school.

Assessment of Children's Progress

- ★ We monitor the progress of children at all levels and have seen a slight drop in levels of attainment as a whole school. We have previously been in line with or above our local and national comparators and have a plan to increase levels of attainment this session.
- ★ We use a range of assessment for learning strategies to support learning and assessment. We encourage children to be part of the assessment process and almost all children feel that the staff help them to understand how they are progressing in their schoolwork.
- ★ Teaching staff moderate 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 use the data gathered to assess the school against national criteria using How Good is Our School 4 gradings.
- ★ 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. This work helps us to ensure that the whole school community has a shared understanding of the strengths and improvement needs of the school.

Performance Information

- ★ Members of the senior management team meet with teachers to discuss children's progress termly. We have revised these tracking meetings to ensure there is a greater focus on supporting learners and tackling attainment gaps identified. Class teachers update trackers online at any point which ensures a fluid and true reflection of pupil progress.
- ★ Our attainment tracker allows us to view attainment from a child, class and cohort level ensuring we monitor progress regularly and over time. The majority of learners have achieved our stretch aims for this session.
- ★ 88% of children have stayed on green this session. 12% of children have received a consequence because of their behaviour and this information is shared with parents every 4 weeks. We use data gathered to create a picture for a child over time and to identify individuals that need targeted interventions.
- ★ 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.
- ★ Emotion Stars booklets, created by our principal teacher, provide data on daily basis for all children. Staff use this information to track trends in emotions for individuals and classes, allowing conversations to take place to identify concerns. Staff use PATHS (Promoting Alternative Thinking Skills) lessons to target issues. Almost all children feel that the school takes their views into account and teaches them how to lead a healthy lifestyle.

PUPIL EQUITY FUNDING

Discussions with pupil groups and our parent council help us to create our pupil equity plan for the session. Our pupil equity fund has been utilised this session to provide support across the school from two additional classroom assistants. With a focus on raising attainment in literacy, this has allowed us to deliver the 5 Minute Phonics and IDL Programmes to targeted children from P4-7. Across the stages there has been an average improvement of 60% for targeted children in their competence in completing 5 Minute Phonics activities. IDL assessments show that there has been an average gain of 6 months in children's reading age and an average of 5 months in their spelling ages.

We continued to work with Calm Minds this session, providing a health and wellbeing intervention for children needing support with stress and anxiety. All children targeted with one-to-one or small group support felt that their levels of stress and anxiety had reduced and that they were more confident in using strategies to manage their emotions.

We engaged with Headstrong this session to support the transition of P6 children into P7 and to provide one to one support for targeted children. A minority of children struggled with behaviour and emotions in P6 and we wanted a programme to support them socially and emotionally as a class. The majority of children showed an increased score in the wellbeing questionnaire during the final session. All children agreed that they were more in control of their emotions because of participation in workshops with Headstrong.

Work with Brian Donnelly this session has focused heavily on supporting children and families. He has provided small group support to a group of P6 children, supporting their social and emotional awareness and this has had a positive impact on almost all the group. Work with individuals and families has resulted in improvements in behaviour and emotional regulation for all.

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 we meet the health and wellbeing needs of children.
- ★ We are brave, creative, and willing to try new things, supporting children to be their best.
- ★ 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.
- ★ We benefit from a diverse school community that helps us to promote diversity and inclusion and one of our core aims.

OUR NEXT STEPS – PRIORITIES FOR 2023-24

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

- ★ Work with our cluster to use the CIRCLE resource to review classroom practice to ensure it reflects the context of Scottish education, inclusion and equality
- ★ Develop our inclusive classroom practices, including the use of digital technologies to support and secure achievement and attainment for children and young people who require additional support
- ★ Implement the updated Getting it Right for Every Child Renfrewshire Council Policy
- ★ Continue to review and develop our approaches to the implementation and assessment of Talk for Writing
- ★ Continue to develop our planning processes to ensure learning pathways support children and young people to build on prior learning and ensure appropriate progression for all learners
- ★ Continue to develop creative approaches to engage families with a focus on better outcomes for learners in literacy, numeracy and health and well-being

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.