



Arkley Primary School

STANDARDS AND QUALITY REPORT

June 2024

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-2025. 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 290 pupils over 12 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 19 languages other than English and are represented by children of 4 faiths. 22% of children speak English as an additional language.

31% of our children have an additional support need, 6% live within SIMD 1-3. 21% of children are entitled to Free School Meals and 21% 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



Success × Teamwork × Attitude × Respect

We aim to live and breathe our values by creating an environment that is:

- S – Safe**
Protecting everyone from abuse, neglect or harm
- H – Happy and Healthy**
Helping everyone to fulfil their potential
- I – Inclusive**
Allowing everyone to play an active part in their learning
- N – Nurturing**
Ensuring everyone thrives
- E – Equitable**
Treating everyone fairly, in accordance with their level of need



Success × Teamwork × Attitude × Respect

Our school values:

- S – Success**
Achieving success both in and out of school
- T – Team**
Everyone playing their part to achieve our vision
- A – Attitude**
Being the best you can be in all areas of life
- R – Respect**
Showing respect through our actions. (Respecting the rights of the child)

SUCSESSES AND ACHIEVEMENTS

This session, we have continued to build on the progress previously made.

- ★ We work hard to help children to understand their roles as respectful and responsible citizens. This session our work gained recognition with the school earning its 8th Eco School Green Flag.
- ★ We have achieved our 3rd Gold Sports Scotland Award for our commitment to providing a variety of sports experiences for children.
- ★ As a school we are passionate about helping children to be achieving citizens who have a love for reading. This has resulted in the school attaining the Reading Schools Silver Accreditation.
- ★ Our citizenship programme continues to build on strong community connections. Almost all bases have connected with an international school, helping our pupils to have a greater understanding of the global needs of children.
- ★ As a Rights Respecting school, we work hard to ensure rights-based learning is evident across the school. We are now the first school in Renfrewshire to attain the gold award for the third time, with our assessment taking place at the end of June 2024.
- ★ Our focus on nurturing approaches is evident throughout the school. Recent work on transitions and environments has resulted in us submitting evidence for our Amethyst Nurture School Award.
- ★ Our attainment levels for children in P1, 4 and 7 this session are back to pre-pandemic levels in almost all areas of the literacy and numeracy.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- ★ One teacher completed the Improving our Classrooms Training through the West Partnership, in conjunction with Renfrewshire Council. This allowed them to further develop their skills in using data and self-evaluation to raise attainment and improve outcomes in their classroom with a focus on both the curriculum and learning and teaching (**Article 28**).
- ★ One teacher participated in professional learning with Edinburgh University, developing their understanding of play through Froebel principles. This expertise will be used to support the development of play beyond early level (**Article 29**).
- ★ One teacher has led the Reading Schools Programme within the school, raising the levels of engagement in reading for pleasure for most pupils. This work has gained the school its silver award.
- ★ Support staff visited Woodside Primary in Lanarkshire. This visit supported changes to our approaches in the playground. In consultation with children, our playground now has designated zones for play, that reflect their interests.
- ★ 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.
- ★ All children can lead on areas linked to our citizenship themes. Those on a committee meet each term to work on identified priorities. Those not on a committee lead discussion that support changes to our school. All learners feel that we respect their right to have their say about their school and their experiences (**Article 12**).
- ★ All teaching completed training with Who Cares Scotland, developing their understanding of the needs of our care experienced children. Staff now have access to learning materials to support children's understanding of the care system. This reflects our commitment to The Promise Scotland. (**Articles 3, 9, 20, 21**)
- ★ All P7 children gained their Play Leader Accreditation and have led lunchtime clubs for children across the school. This has helped to increase the percentage of children participating in clubs both in and out of school to 88%. (**Article 15**)
- ★ One member of staff has led Bikeability sessions for P6 and P7 children this session. This has increased our wider achievement offer and 89% of P7 children completed Level 2 Award. (**Article 29**).

Teacher Professionalism

- ★ Coordinated by our literacy coordinator, moderation activities took place between Arkleston Primary School and Bishopton Primary School to support teacher judgement of a level in writing. This has helped to build staff confidence in the assessment of writing using the Talk for Writing approach.
- ★ As an associate assessor for His Majesty's Inspectorate of Education, the head teacher has participated in school inspections across Scotland that have helped to shape our own quality assurance processes and levels of confidence in evaluating our work.
- ★ 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.
- ★ Our principal teacher has created connections with international schools that in almost all classes has resulted in children having a greater understanding of themselves and others and part of our citizenship programme.

Parental Engagement

- ★ Brian Donnelly led sessions for parents as part of our behaviour policy consultation process. This supported parents to understand our approaches to supporting children to be their best self. Parents valued the information regarding how they can support the school and their child on this journey.
- ★ Meet the Teacher sessions in September provided parents with information about learning. Parents who attended felt the sessions were informative. Most parents feel that they can support their child's learning at home.
- ★ We held a workshop to share the Sexual Health and Relationships information with parents. This prompted a lot of discussion and allowed parents to have a greater understanding of the contents of the programme, allowing them to make informed decisions for their child.
- ★ 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.
- ★ A minority of bases have held open afternoons to share learning with parents. Most parents feel that the school organises activities where they can learn alongside their child.
- ★ Our Scottish afternoon 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.
- ★ Children's attendance rates are 1% below Renfrewshire Council's average. Renfrew Cluster has a collegiate approach to tackling attendance, sharing information with parents on our SEESAW platform. Letters home to parents and individual contact has increased attendance rates for most identified children.

Assessment of Children's Progress

- ★ Our results for children across the school are back to pre-pandemic levels in almost all areas. Our poverty related attainment gap for literacy is 7% and for numeracy 4%. Both are below the authority average.
- ★ 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 children have achieved our stretch aims for this session.
- ★ 92% of children have stayed on green this session, this is an increase of 4% from last session. 8% 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. Behaviours in the playground have improved with the introduction of zoned areas for play.
- ★ Almost all P6 and P7 children attained their Hi-5 and Dynamic Youth Awards, these give children tariff points on their SQA certificates in S4 and have helped children to develop their skills for learning, life and work.
- ★ 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 a 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

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. 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.

Work with Brian Donnelly this session has focused heavily on supporting children and families. He has provided small group support to a group of P3 and P4 children, supporting their social and emotional awareness and this has had a positive impact on almost all targeted children. Work with individuals and families has resulted in improvements in behaviour and emotional regulation for almost all, with a 4% improvement in behaviour across the school.

This session we have invested in Collins Big Cats reading books and access to their eBook platform. This is providing a more streamlined approach to the teaching and assessment of reading for staff. The poverty related attainment gap for reading is reduced to 7% and reading levels across the school have improved by 2% across all stages.

KEY STRENGTHS OF THE SCHOOL

- ★ Our approaches to the curriculum reflect our passion to support our children 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 children to cope with the challenges of the future, allowing them to achieve lifelong success in all areas of their lives - helping them to be the citizens of today, ready to be the leaders of tomorrow.
- ★ Working with Renfrewshire Council Educational Psychology Team on our nurture principles, ensures we meet the health and wellbeing needs of children. An inclusive approach to education, with staff in the school making a clear effort to treat each child as an individual.
- ★ 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.
- ★ 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, one of our core aims. We provide a prayer room for Muslim children during the month of Ramadan, supporting equality for all.

OUR NEXT STEPS – PRIORITIES FOR 2024-25

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

- ★ Further develop staff understanding of additional support needs processes by building on Renfrew Cluster work in session 2023-24. Work this session aims to build staff confidence in using the CIRCLE framework and non-violent resistance training, to review classroom practice, ensuring it reflects the context of Scottish education, inclusion and equality.
- ★ Develop our approaches to teaching and learning with a focus on staff use of assessment, both formative and summative. Training from Shirley Clarke will support staff across the Renfrew Cluster to review their use of formative assessment strategies.
- ★ Continue to develop our citizenship planners, ICT learning pathways and assessment processes to ensure learning pathways support children and young people to build on prior learning.
- ★ Continue to develop approaches to play based learning beyond early level, providing opportunities for children to develop a sense of the world around them through inquiry, exploration, interaction and problem-solving.
- ★ Identified P6 children to participate in the Young Leaders of Learning Programme, helping children to be more actively involved in helping to improve our school.

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
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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

www.arkleston.renfrewshire.sch.uk Twitter:
[@ArklestonSchool](https://twitter.com/ArklestonSchool)

Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.