



ARKLESTON PRIMARY SCHOOL

STANDARDS AND QUALITY REPORT

June 2025

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2025-2026. 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 284 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 5 faiths. 12% of children speak English as an additional language.

We have 29% of our children on staged intervention, 18% live within SIMD 1-3. 13% of children are entitled to Free School Meals and 17% 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



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



THE MORE WE LEARN
THE BRIGHTER WE SHINE

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)

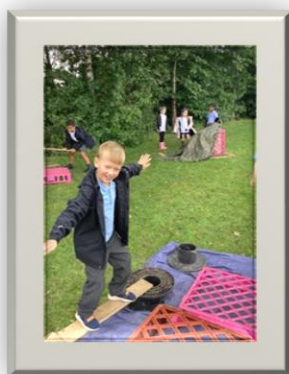
SUCCESSES AND ACHIEVEMENTS

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 3rd UNICEF Rights Respecting School Award. We are now the only school in Renfrewshire to have gained this award 3 times.



- ★ We are working towards our 4th Sports Scotland Gold 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 Gold Accreditation.
- ★ Our focus on nurturing approaches is evident throughout the school. Recent work on transitions and environments has resulted in us achieving our Ruby 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.
- ★ A programme of outdoor learning this session has supported children to access the curriculum outdoors, improving their concentration, communication, cooperative skills and levels of engagement.



- ★ Our P6 Young Leaders of Learning have built strong links with pupils from St James' Primary in Renfrew, supporting each other in evaluating the work of our schools in the theme of relationships.
- ★ Our children have opportunities to develop themselves in line with **Article 29** including participation in clubs and representing the school at various events. This session our new choir has performed at Renfrew Care Home, Buchanan Galleries, West Scotland Glee Competition and the opening of the new Renfrew Bridge.



HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

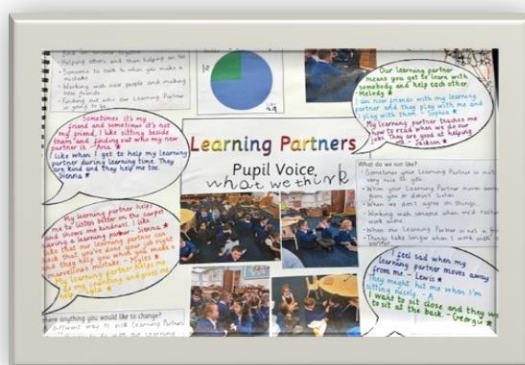
Improvement Priority 1 – Learning and Teaching – Assessing Learners

Formative Assessment and Pupil Engagement

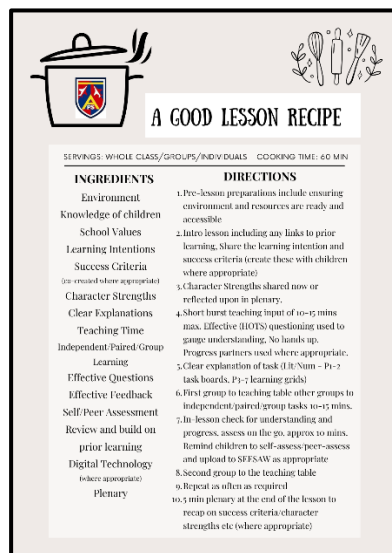
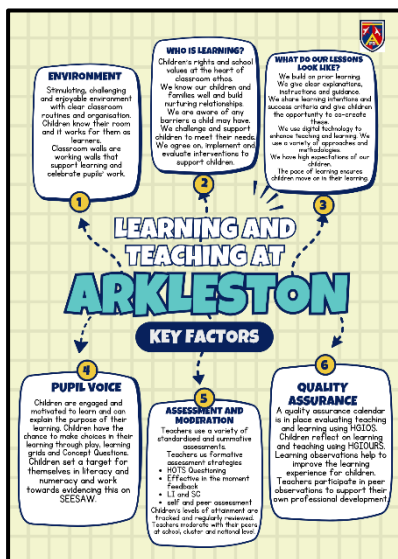
In August, all staff took part in training led by Shirley Clarke, focusing on formative assessment strategies. This provided an opportunity to reflect on how we support children in understanding their progress and next steps in learning.

You may notice less written marking in your child's jotter. This is because we are prioritising verbal feedback given during lessons, which research shows has a greater impact on learning. Real-time feedback helps children make immediate improvements and better engage with their learning.

At almost all stages, staff have introduced learning partners, giving children regular opportunities to discuss their learning and share their thinking with a peer. Peer feedback encourages reflection, collaboration, and supports children in working towards shared learning goals.



Feedback from children in P1 shows that 75% enjoy having a learning partner and feel it helps them with their thinking. Similar responses have been gathered from learners across other stages, highlighting the positive impact of peer collaboration. We will continue to build on this approach next session to further enhance engagement and reflective learning.



Improving Learning and Raising Attainment

Teaching staff have developed a shared checklist outlining the key features of effective learning and teaching at Arkleston, along with a clear structure for lesson delivery. Learning observations during Term 3 showed that the pace of learning had significantly improved in almost all classes.

As a result, most classes have seen an increase in attainment compared to the previous session. Overall, attainment has returned to pre-pandemic levels, and we are now performing ahead of our national comparator schools in almost all areas at P1, P4, and P7.

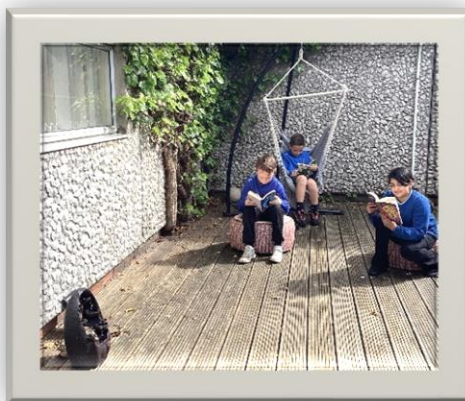
Improvement Priority 2 – Health and Wellbeing – Engagement of Learners

Staff Development and Inclusive Practice

All staff participated in Non-Violent Resistance (NVR) training this session, which has further enhanced our approaches to behaviour by emphasising connection, repair, and consistent adult presence. This has strengthened our response to children's behaviour across the school.

Teaching staff continue to embed the CIRCLE Framework to promote inclusive learning and collaborative practice, with a particular focus on improving learner engagement. An environmental audit conducted in January highlighted that “all classes have a happy, welcoming, and calm environment.” Staff will continue to review and refine individual targets for learners with additional support needs to ensure these targets are clear and measurable.

New breakout spaces have been developed near The Ark, The Courtyard Garden, and outside P1, offering children a variety of supportive environments to enhance their wellbeing.



Staff have reviewed the school's dyslexia identification process, reaffirming the importance of gathering evidence over a full academic year. One staff member has attended specialist dyslexia training and will share their learning to promote more dyslexia-friendly practices throughout the school.

Engagement and Behaviour

Brian Donnelly has delivered a range of support including a parental workshop, class sessions, small group work, and individual sessions with both parents and children. School behaviour data remains strong, with over 90% of children consistently staying on green each day. Notably, there has been an 8% reduction in red cards issued compared to the previous session.

The Leuven Scale continues to be used to assess learner engagement. Staff report a 50% increase in engagement among children who were previously performing below their peers.

Improvement Priority 3 – Young Leaders of Learning

P6 Young Leaders of Learning – Collaboration with St James's Primary

Our P6 Young Leaders of Learning team recently participated in authority training and have had the exciting opportunity to work alongside St James's Primary in Renfrew. This collaboration has allowed our pupils to have their voices heard on ways to improve Scottish Education.

Before the holidays, our Young Leaders visited St James's Primary, and on Wednesday 22 April, we were delighted to welcome eight children and their teacher from St James's to Arkleston. During their visit, the pupils spent the day learning what it's like to be a pupil at Arkleston and shared their feedback with us at the end of their experience. We were thrilled to receive such positive and thoughtful comments from our visitors. Here are some of the highlights they shared:

- 🏠 **Den building** – valued for developing important skills
- 💙 **House points** – encourage kindness and positive behaviour
- 🙌 **A welcoming school environment**
- 📅 **Well-resourced and organised playground zones**
- ⭐ **Sparky Arkly Days** – great for building connections across year groups
- 🧼 **Tidy playgrounds** – thanks to indoor lunchtime routines
- 🌿 **Courtyard garden** – a calm, peaceful space for reading and reflection
- 🎨 **Bright, welcoming decorations** throughout the school
- 🦖 **Beastie Street** – a fun, freeing experience
- 😊 **Friendly staff** – especially visible and welcoming in the playgrounds

What lovely comments to receive from one of our cluster schools! Our Young Leaders were proud of how well the day went and were inspired by the feedback and ideas shared. They've also gathered some suggestions from the visiting children on things we might try at Arkleston next session.

Looking ahead, our current Young Leaders will soon take on the responsibility of training the next cohort, ensuring the legacy of leadership continues. They are also looking forward to presenting their journey and achievements at an upcoming authority event in June.

Every child who took part in the programme reported an improvement in their leadership skills – a fantastic outcome from a rewarding and impactful experience!



PUPIL EQUITY FUNDING

This session, our school used Pupil Equity Funding to address identified gaps in attainment and wellbeing through targeted, data-informed interventions. Robust self-evaluation, including analysis of SNSA data, teacher professional judgement, wellbeing tracking, and stakeholder feedback, enabled us to plan spending effectively, ensuring alignment with the needs of our learners most affected by poverty.

Two additional classroom assistants deliver targeted support in literacy, particularly for children in P2–P4 who had been identified through baseline assessments as underperforming in early phonics and decoding skills. This support allowed us to implement the *5 Minute Phonics* and *IDL Literacy* programmes. Targeted learners showed a **60% average improvement in phonics task performance**, and IDL assessments indicated **average reading age gains of 10.4 months** and **spelling gains of 6.4 months**—evidencing significant progress over the course of the session. These improvements are closing the literacy attainment gap for our most disadvantaged pupils, particularly those who also experience barriers related to additional support needs.

Our focus on health and wellbeing was strengthened through collaboration with Brian Donnelly, who provided small group and one-to-one emotional and social support. These targeted children displaying low wellbeing indicators and difficulties with emotional regulation. His work has resulted in measurable improvements in behaviour, with a 7% increase in behaviours for targeted children and qualitative reports show increased confidence, resilience, and self-

awareness in targeted pupils. Families engaged with this support have reported improved home routines and strengthened relationships, enhancing the sustainability of these outcomes beyond the school context.

Families were actively involved in shaping our PEF strategy through consultation, informal discussions, and targeted surveys. A key concern raised by families was the shift to digital reading platforms, which some felt risked widening the digital divide and limiting access to reading at home for children affected by poverty. In response, we made a strategic decision in January 2025 to reintroduce physical reading books for homework. This change was welcomed by families and supported more equitable access to literacy activities beyond the classroom.

We have robust systems in place to track the impact of our interventions, with clear baselines, mid-point reviews, and end-of-year evaluations using both quantitative and qualitative data. Our evidence shows that the gap is narrowing for most targeted learners, and we are embedding practices that will ensure improvements are both flexible and sustainable.

	Reading Average Gain	Spelling Average Gain
IDL	10.4 months	6.4 months
5 Minute Phonics		2 months
Toe by Toe	17.6 months	11 months

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.

Our UNICEF Gold Report highlighted the following strengths in June 2024:

- ★ Very articulate children who demonstrated good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concept of rights.
- ★ Rights are explicitly linked to all areas of the school's work. The school has acted on recommendations in the previous report.
- ★ A clear, strategic approach to embedding children's rights in school life. The continued influence of rights on policy and practice is evident in areas such as relationships.
- ★ The current focus on developing the curriculum, working with families and children to reflect the school's diverse community and build children's cultural capital.
- ★ Children are confident in their ability to influence what happens in their school and in the wider world.



OUR NEXT STEPS – PRIORITIES FOR 2025-26

We have made very good progress during session 2024-25 and we will use the improvement priorities listed below to build on this progress moving forward.

Priority 1 - Assessment

- Build on our recent work with formative assessment by exploring how both formative and summative assessment strategies contribute to a comprehensive understanding of pupils' strengths, learning gaps, and areas for development. Use these insights to design high-quality assessments that enable children to effectively demonstrate their conceptual understanding, skill proficiency, and ability to apply knowledge in meaningful contexts.
- Introduce the new Renfrewshire Council Learning, Teaching and Assessment Guidance (The Renfrewshire Way) to promote common understanding amongst all staff who are involved with learners of what constitutes highly effective practice and apply this in our classrooms.
- Create an assessment strategy and assessment calendar that supports teachers in gathering appropriate and meaningful evidence of progress and achievement of a child's knowledge and understanding of the curriculum, skills, attributes and capabilities.
- Review our holistic assessment approaches, reflecting on how evidence is used to support children's wellbeing. Trial the use of the Glasgow Motivation and Wellbeing Profile with a target group of children.
- Use our language of character strengths across our school community to create a refreshed strengths assessment, supporting children's wellbeing and understanding of self, which in turn will increase confidence, happiness and positive relationships.
- P6 Young Leaders of Learning to organise Literacy and Numeracy Leaders from P6 and P5 children to share and support learning within P4.

Priority 2 – Parental Engagement

- Create a Parental Engagement and Involvement policy and strategy to better reflect the needs of our diverse school community.
- Staff training focussing on effective engagement, unconscious bias, and barriers faced by EAL parents.
- Create a calendar of events to reflect the school's cultural diversity, with parents helping to shape celebrations of key festivals such as Eid, Diwali, and Holi.
- Each class to plan and deliver engagement sessions, including at least one for Literacy or Numeracy, alongside more informative workshops on key topics like ASN, curriculum, and supporting learning at home.

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.

