EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

THURSDAY 26 SEPTEMBER 2024

Report by Director of Education

EDUCATION SCOTLAND REPORT ON CROSS ARTHURLIE PRIMARY SCHOOL

PURPOSE OF REPORT

1.   To inform Education Committee of the report by Education Scotland on Cross Arthurlie Primary School.

RECOMMENDATIONS

2. Education Committee is asked to:

   a) recognise and comment on the achievements of Cross Arthurlie as outlined in Education Scotland's report; and,

   b) approve the action plan to address the agreed areas for improvement.

BACKGROUND

3.   Cross Arthurlie Primary School was inspected by a team from Education Scotland in June 2024. The inspection covered key aspects of the work of the school and identified particular strengths and areas for improvement using the Education Scotland six-point scale and the self-evaluation framework *How Good is our School?*

4.   Cross Arthurlie Primary School nursery class was inspected by the Care Inspectorate within the past 18 months, therefore, following discussion with the headteacher we agreed with Education Scotland that the nursery class would not be part of the inspection.

5.   Since August 2016, Education Scotland use 2 models of school inspection. The full and the short model.

6.   The full model evaluates 4 quality indicators, with the short model focusing on 2. Both models include an evaluation of Learning, Teaching and Assessment and Raising Attainment and Achievement.

7.   Cross Arthurlie Primary School was inspected using the short model, with an evaluation for 2 quality indicators and a short report which details the strengths and areas for improvement. The report was published on 17 September 2024 and is attached as Appendix 1. It has been issued to staff, parents, local elected members, the Convener for Education, Equalities, Culture and Leisure and made available to the local community.

REPORT

8.   In assessing the indicators of quality in the school, Education Scotland found both aspects of the work to be very good: learning, teaching and assessment; and raising attainment and achievement.

9.   The report highlights 2 areas of best practice, identified as worth sharing more widely nationally:

Professional learning and enquiry
- All teachers have engaged in professional learning through individual and collaborative enquiry projects. Teachers take a reflective approach to consider how their teaching impacts on children's experiences. Teachers identify areas of focus linked to the needs of children in their classes. They conduct small tests of change to share and scale up approaches which are found to be successful. Evaluations of individual projects show the positive impact on the quality and depth of children's learning experiences.

Teaching and learning in French
- There is a strong commitment to children's learning of modern languages, including a progressive programme of learning in French from P1 to P7. Language learning is integrated with other aspects of learning across the curriculum, such as social studies. Teachers regularly work with primary and secondary colleagues across the local authority, including through engaging in moderation activities. This is supporting the development of language learning.

10.   The inspection team found the following strengths in the school's work:

- *Polite, confident, articulate children who are proud of their school and demonstrate the school values very well. They are highly motivated to learn and achieve.*

- *The very effective teamwork of senior leaders and teachers. They have worked together very successfully to develop high-quality, creative and engaging approaches to learning and teaching.*

- *The robust approach developed by senior leaders to monitor and track children's progress in literacy and numeracy. This helps staff to maximise children's progress and is helping children to attain very well.*

- *The wide variety of motivating contexts for children to achieve and experience success. This is helping them to develop important skills for learning, life and work.*

11.   This is a very good report on an East Renfrewshire establishment.

12.   It was particularly pleasing that the inclusive and nurturing ethos was highlighted in the Summarised Inspection Findings:

- *Senior leaders and staff have created a calm and nurturing ethos across the school. Children benefit from a constructive and positive learning environment. Staff are very effective in ensuring that children's experiences are underpinned by the school values*

of kindness, respect and confidence. As a result, relationships between children and staff are very positive and respectful.

- *All staff know children and their individual needs well. Almost all children who require additional support with their learning are supported well to make appropriate progress. Children benefit from a range of supports, such as high-quality direct support. A few children benefit from carefully planned and targeted support in the 'Galaxy' and 'Star' support settings. Teachers and support assistants work effectively together to ensure children benefit from a planned approach to their learning.*

13.   The inspection team identified 2 areas for improvement:

- Continue to support children to use feedback to set and evaluate their own targets in learning.

- Continue to develop approaches to monitor the progress of children's learning across all curricular areas.

14.   Appendix 2 of this paper includes the action plan to address the agreed areas for improvement. The Quality Improvement Service will work closely with the Cross Arthurlie leadership team to support its implementation.

15. The letter to parents/carers and more detailed summarised inspection findings is available on the [Education Scotland Website.](#)

16.   Education Scotland will make no further reports in connection with the inspection of Cross Arthurlie Primary School.

17.   Within 2 years of the date of publication, the Quality Improvement Service will revisit the school to review the impact of the improvement (action) plan in addressing the agreed areas for improvement and to provide a progress report to parents/carers.

FINANCE AND EFFICIENCY

18.   There are no financial or efficiency implications related to this report.

RECOMMENDATIONS

19. Education Committee is asked to:

a) recognise and comment on the achievements of Cross Arthurlie as outlined in Education Scotland's report; and,

b) approve the action plan to address the agreed areas for improvement.

Mark Ratter
Director of Education
26 September 2024

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Appendices
1. Education Scotland report on Cross Arthurlie Primary School
2. Cross Arthurlie Primary School Action Plan

Summarised inspection findings

Cross Arthurlie Primary School

East Renfrewshire Council

17 September 2024

Key contextual information

Cross Arthurlie Primary School is located in Barrhead, East Renfrewshire Council. The current roll is 341 children across 14 classes. The senior leadership team consists of the headteacher, one depute headteacher and two principal teachers. The headteacher has been in post for seven years. At the time of the inspection approximately half of children live in Scottish Index of Multiple Deprivation (SIMD) data zones 1 to 5.

Cross Arthurlie Primary School nursery class was inspected by the Care Inspectorate within the past 18 months, therefore, the local authority and headteacher had the option to include the nursery class as part of this inspection. We have agreed with the local authority and school that the nursery class is not part of this inspection. The findings set out below are for the primary school stages.

2.3 Learning, teaching and assessment	very good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

■ learning and engagement
■ quality of teaching
■ effective use of assessment
■ planning, tracking and monitoring

■ Senior leaders and staff have created a calm and nurturing ethos across the school. Children benefit from a constructive and positive learning environment. Staff are very effective in ensuring that children's experiences are underpinned by the school values of kindness, respect and confidence. As a result, relationships between children and staff are very positive and respectful.

■ Children are confident and articulate. They speak positively about their learning and are proud of their school. Overall, children behave very well. Staff very successfully create bespoke approaches to nurture and support. As a result, almost all children consistently engage very enthusiastically with their learning and interact well with each other during activities. Children understand their rights and those of others very well. They create class charters which are based on children's rights. Teachers link children's experiences across the school explicitly to children's rights.

■ In almost all lessons, teachers use a range of approaches to ensure experiences are well-matched to children's needs and interests. Children take opportunities to lead their learning regularly in almost all classes. They are empowered and confident in making suggestions about their learning. This provides children with opportunities for personalisation and choice. For example, children work in teams to research different topics and then select which questions require further investigation and decide how they will do this. This well-embedded practice helps ensure children enjoy highly relevant learning experiences that motivate them well to be independent and confident learners.

■ In almost all lessons, teachers share effectively the purpose of learning and link it to prior learning. In a few classes, teachers skilfully ensure that children identify how they can be

successful. This is helping children to better measure and understand their own progress in their learning. This approach should now be extended more widely across the school.

■ All staff know children and their individual needs well. Almost all children who require additional support with their learning are supported well to make appropriate progress. Children benefit from a range of supports, such as high-quality direct support. A few children benefit from carefully planned and targeted support in the 'Galaxy' and 'Star' support settings. Teachers and support assistants work effectively together to ensure children benefit from a planned approach to their learning. There is now scope for staff to provide even greater challenge for children who could achieve more.

■ Almost all staff use skills developed from their professional learning well to improve children's learning experiences. They regularly share ideas and effective practice to improve the quality of learning and teaching, for example, in relation to formative assessment. Staff consider carefully how their teaching impacts on children's experiences. They tailor their professional learning to meet the specific needs of their classes. This is positively impacting on the quality and depth of children's learning.

■ Almost all teachers use questioning effectively to check for understanding and recall from children. A few teachers use questioning highly effectively to promote children's skills in explaining their thinking. Staff are well-placed to identify this practice and spread this more widely to ensure that more children benefit from these opportunities.

■ Teachers have embedded the use of digital technology very well to support learning across the school. Almost all teachers use digital technology effectively to enhance the learning experiences of children. A few teachers use digital technology exceptionally skilfully to promote challenge, relevance and stimulate thinking among learners. Children on the digital leaders' committee also support their peers in further developing their skills. These approaches support the development of children's digital skills as well as their skills in communication and personal responsibility.

■ Almost all children benefit from opportunities to learn outdoors. For example, they enjoy learning about nature and expressive arts projects outdoors. As planned, staff should continue to develop approaches for children to benefit from high-quality and progressive outdoor learning experiences.

■ Across the school, most classes use space effectively to motivate children and to encourage the development of play pedagogy. Teachers have embedded a play-based approach to learning in P1 in line with national guidance. Teachers motivate and encourage children in their play experiences well. Teachers plan play well across the school through open ended activities and focused exploration areas. This provides rich opportunities for children to extend and consolidate their learning, across a range of curricular areas.

■ Teachers use a helpful range of high-quality assessments to gather information about children's progress and attainment in literacy and numeracy. They use assessment information and tracking data effectively to identify children's progress in learning and to evaluate the impact of interventions. Teachers use an appropriate balance of formative and summative assessment strategies effectively as part of learning and teaching across the curriculum. This is helping teachers to identify gaps or misconceptions in learning effectively and to build on children's prior learning.

■ Teachers use a wide range of information effectively to ensure continuity of learning at points of transition. Children assess their own and others learning routinely and, as a result, almost all children talk confidently about their learning. All children would now benefit from staff being more explicit about their next steps in learning for literacy and numeracy. This will support children to take more ownership of their learning and understand better the progress they are making.

■ All staff engage in informal and focused moderation activities at school, cluster and at local authority level. Teachers work regularly with staff from other schools in specialist moderation groups for a variety of areas, such as French and nurture. As a result, there is a greater shared understanding of national standards.

■ Senior leaders have developed highly-effective approaches to monitoring and tracking children's progress in literacy and numeracy. Teachers and senior leaders meet regularly to evaluate planning and children's progress through focused discussion. This helps teachers to adapt planning and support as required to maximise children's progress. As planned, senior leaders should continue to build on these approaches to track children's progress across all areas of the curriculum.

2.1 Safeguarding and child protection

■ The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter of urgency.

3.2 Raising attainment and achievement	**very good**

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

■ attainment in literacy and numeracy
■ attainment over time
■ overall quality of learners' achievement
■ equity for all learners

Attainment in literacy and numeracy

■ Overall attainment in literacy and English and numeracy and mathematics is very good. Almost all children achieve expected Curriculum for Excellence (CfE) levels in reading and listening and talking. Most children achieve expected CfE levels in writing and numeracy. Almost all children who receive additional support for their learning make very good progress against their individual targets for learning.

Attainment in literacy and English

■ Overall, children's progress in literacy and English is very good.

Listening and talking

■ At early level, almost all children listen well to adults and their peers and follow instructions confidently. They enjoy listening to and discussing stories. At first level, almost all children listen respectfully and contribute their opinions well during group tasks. At second level, most children build on each other's ideas well during discussions. Most children at first level and second level confidently describe the verbal and non-verbal skills needed to present to a group.

Reading

■ At early level, almost all children identify accurately the author and illustrator of a book. They use their knowledge of sounds well to decode unknown words. They sequence a story accurately and answer questions about a text. At first level, most children read fluently using punctuation to add expression. They find evidence within a text and confidently make predictions about what might happen next in a story. At second level, most children identify the main themes of a text and answer a range of literal questions. At second level, children would benefit from more experience of answering a range of inferential and evaluative questions.

Writing

■ At early level, most children form letters correctly and use capital letters and full stops accurately in sentences. At first level, most children write effectively for a range of purposes including letters, fact files and imaginative stories. At second level, most children write for a variety of purposes and genres. They would benefit from increased use of personal targets and using teacher feedback to improve specific aspects of their writing. This would help to develop a better understanding of their own writing style, strengths and areas for development.

Numeracy and mathematics

■ Overall, children's progress in numeracy and mathematics is very good.

Number, money and measure

■ At early level, almost all children work confidently with numbers up to 20. They add and subtract within 10 and identify coins to £2. At first level, almost all children read measurements accurately. They are developing a good understanding of the link between multiplication, division and fractions. At second level, most children understand the costs, benefits and the risks of using debit and credit cards. They would benefit from more practice in solving multi-step problems.

Shape, position and movement

■ Across all levels, children use mathematical language, appropriate to their age and stage, to describe the properties of two-dimensional shapes and three-dimensional objects. At early level, most children use directional language accurately and understand position and movement by giving simple directions. At first level, most children use coordinates to identify locations and describe positions. They identify symmetry within shapes, pictures and patterns. At second level, most children confidently discuss, describe, and classify angles using appropriate mathematical vocabulary.

Information handling

■ At early level, almost all children gather information and display their findings in different ways by using tally marks and pictograms. At first and second level, almost all children are aware of the various ways data can be collected and displayed. They use technology effectively to survey children across their classes and school. At second level, most children are aware that the presentation of data can be misleading and biased.

Attainment over time

■ Senior leaders have a very clear overview of children's attainment in literacy and numeracy. Staff use information about children's progress very effectively to support continuity of learning across all levels, including at points of transition. School attainment data shows high standards of attainment in literacy and numeracy for most children over time. Following a slight dip in attainment in 2020/21, attainment has now improved to be in line with, and in some aspects exceed, pre-pandemic levels. Senior leaders should now monitor children's progress across all areas of the curriculum.

■ Children's attendance is generally in line with the national average. A few children attend school for less than 90% of the time. Staff track attendance and engage with families to improve attendance. Staff have worked with partners to undertake individualised support to improve attendance, for example through focused approaches to nurture and wellbeing. Senior leaders should continue to take action to improve attendance for identified children, particularly those with lower patterns of attendance over time.

Overall quality of learner's achievements

■ Children learn and achieve in and beyond the classroom in a wide range of contexts. Children's achievements are celebrated in a variety of ways such as at assemblies, on 'achievement walls' and through online class blogs.

■ Across the school, children develop a range of skills for learning, life and work. For example, children in P5 learn about first aid. Across the school, a majority of children participate in a range of lunchtime and after-school clubs and activities. A few children lead lunchtime clubs enthusiastically, such as the football and comic club. This supports them very well to achieve across the four capacities of the CfE. Senior leaders monitor children's participation in clubs and activities. They identify children who are at risk of missing out and take steps to address barriers to participation, for example by extending the range of clubs available.

- Children have a range of leadership roles, for example, as digital leaders and members of the pupil council. House captains lead events well such as house assemblies. Older children support younger children very well as learning and playground buddies. These roles empower children to make an effective contribution to the life and the work of the school. Children describe effectively how these experiences and achievements are helping them to develop skills such as leadership and teamwork. Senior leaders should now support children to profile and track the many skills they are developing through engaging in wider achievement activities.

Equity for all learners

- Senior leaders and staff have a clear understanding of the social, cultural and economic context of the school community. Senior leaders signpost support for families with the cost of living. Families benefit from a range of approaches to support them, including access for children to a free breakfast 'grab and go' service and pre-loved school uniform.

- Senior leaders use data and information well to identify and target the needs of specific children. Senior leaders use Pupil Equity Funding (PEF) effectively to improve wellbeing, attainment and attendance. Targeted approaches are supporting children who face economic disadvantage to make good progress and are helping to close gaps in attainment. Senior leaders should continue to evaluate the impact of targeted interventions, making adjustments as appropriate to ensure continued accelerated progress in attainment.

Other relevant evidence

- Across the school, children have access to a wide range of fiction and non-fiction texts in the school and class libraries. This is helping to support a strong culture of reading for enjoyment.

- The headteacher consults with the Parent Council about PEF. Children and parents were involved in decisions about spending a proportion of PEF as part of participatory budgeting.

- Children benefit from high-quality physical education (PE). Senior leaders should review timetables to ensure all children receive their entitlement to two hours of quality PE each week.

- All children learn French progressively from P1 to P7. Across the school, children learn Mandarin.

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole-school approaches to improving the health and wellbeing of children through food in school. A few areas for improvement have been agreed with the school and the school meals provider. Aspects of good practice were identified in relation to food and health promotion in the school.

Practice worth sharing more widely

Professional learning and enquiry

■ All teachers have engaged in professional learning through individual and collaborative enquiry projects. Teachers take a reflective approach to consider how their teaching impacts on children's experiences. Teachers identify areas of focus linked to the needs of children in their classes. They conduct small tests of change to share and scale up approaches which are found to be successful. Evaluations of individual projects show the positive impact on the quality and depth of children's learning experiences.

Teaching and learning in French

■ There is a strong commitment to children's learning of modern languages, including a progressive programme of learning in French from P1 to P7. Language learning is integrated with other aspects of learning across the curriculum, such as social studies. Teachers regularly work with primary and secondary colleagues across the local authority, including through engaging in moderation activities. This is supporting the development of language learning.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

Area for Improvement	Continue to develop approaches to monitor the progress of children's learning across all curricular areas				
Impact and Outcomes	**Action**	**Personnel**	**Timescale**	**Resources**	**Monitoring and Evaluation**
Children are able to articulate the skills they are developing and next steps in a range of curricular areas	Look outwards to identify best practice in curriculum design CLPL in approaches to curriculum design Review planning for Interdisciplinary Learning (IDL) cognisant of children's views	DHT and PT to lead HT Senior Leadership Team; identified members of staff	Dec 2024 June 2025	ERC curriculum reference group documentation and materials West Partnership	School Improvement plan and standards and quality report Class visit feedback
Meta skills are recognised, articulated and valued by practitioners and children. All children are able to articulate the value of these on learning, life and work	Using ERC skills framework, identify core competences across all curricular areas (year 1: science, music and French) Look outwards at curricular tracking systems	DHT and PT Senior Leadership Team and teacher leaders Members of the Quality Improvement and Strategic Equity Fund Team	June 2025 March 2025	ERC: Learning, Teaching & Assessment Hub	Professional dialogues Focus groups Learning observations
Children's progress beyond literacy and numeracy is tracked to ensure progression.	Devise tracking system to capture children's attainment and achievement across all curricular areas	Senior Leadership Team	March 2026	Education Scotland good practice	Collegiate/Staff Meetings PRD processes Moderation

Cross Arthurlie Primary School Action Plan following Education Scotland Inspection

Area for Improvement	Continue to support children to use feedback to set and evaluate their own targets in learning				
Impact and Outcomes	**Action**	**Personnel**	**Timescale**	**Resources**	**Monitoring and Evaluation**
All children receive high quality feedback about their learning, including in-lesson feedback	Audit staff on their understanding of 'effective feedback' using ERC learning and teaching platform	Senior Leadership Team	Sept 24	ERC: Learning, Teaching & Assessment Hub	Class visits all lessons include SI/LI with clear links to next steps and pupil autonomy in leading their own learning
	Through professional learning support teaching staff to refine their understanding of the relationship between LI/SC, high quality feedback and differentiated approaches to learning and teaching.	Identified teachers including DHT through sharing Practitioner Enquiry	March 25	Examples of good practice locally and nationally	
All children know and can articulate what they need to do next to continue to improve	Increase and improve the use of teacher feedback, self- and peer-assessment across the curriculum to better support pupils to identify their own progress and next steps in learning including through the use of digital technologies.				Pupil focus groups

Learning walls |
| Almost all children can lead their own learning, as appropriate to age and stage, leading to a strong sense of ownership of their own learning and progress | Continue to improve the consistency of practice in using formative assessment to support learners' progress. | Members of the Quality Improvement and Strategic Equity Fund Team | June 25 | Education Scotland good practice

ERC assessment and moderation hub | Professional dialogue |
| | Further develop staff skills in using pedagogical approaches to increase learner independence during learning and teaching. | All staff | June 25 | | Parental feedback

Learning visits |