Crookfur Primary School

Improvement Plan

2024/2025

Everyone Attaining, Everyone Achieving, through Excellent Experiences

In Crookfur Primary School, we pursue excellence in all aspects of our work. We embrace the values and principles of our curriculum to enable us to provide the highest quality of educational experiences to support our young people to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We work to ensure we get it right for every child and that all children are safe, healthy, achieving, nurtured, active, respected, responsible and included.

Our aspirational vision of *Learning, Caring and Working Together To Be All We Can Be* is supported by a number of strategies including the following:

- ✓ Ensuring breadth and balance across the curriculum, appropriate to learners' needs
- ✓ Raising attainment
- ✓ Providing a safe, quality learning environment which stimulates and motivates pupils
- ✓ Supporting pupils through nurturing approaches and active health
- ✓ Effective deployment of staff and resources
- ✓ Working in close partnership with children, parents and carers, colleagues and with our local community
- ✓ Ensuring the development of excellence by fostering high quality leadership at all levels
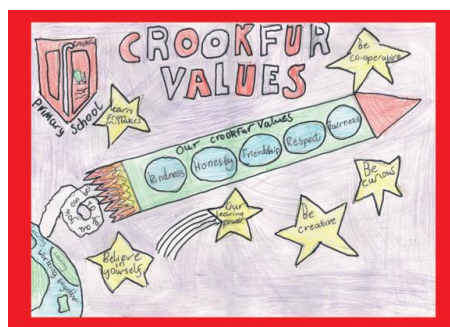
Learning, Caring and Working Together To Be All We Can Be

Consultation with stakeholders

We have worked with senior officers within the Education Department, cluster colleagues, our Parent Council and school staff in order to develop this plan.

Our Parent Council has been instrumental in supporting the school to consult with the wider parent forum, sharing their views at regular meetings and discussing key elements of our learners' experiences. At all stages in planning, the work of the school has been effectively communicated through Parent Council meetings and weekly parent round up newsletters.

This draft plan has been submitted to the Education Department for further quality assurance and scrutiny.

School Improvement Priorities for 2024-2027		
2024/25	**2025/26**	**2026/27**
Build a culture of professional inquiry, leading to developments in practice which improve outcomes for children		Review approaches to collaborative self-evaluation for self-improvement
Develop approaches to learning, teaching and assessment using the most up to date pedagogical research and practices		Further develop ways in which we deploy innovative and creative resources and teaching approaches, including digital technologies
Audit and review of curriculum design to develop innovative and creative learning pathways, which exemplify design principles and lead to improved outcomes for learners.	Implementation of refreshed curriculum	
Develop nurturing and trauma informed approaches through Nurturing Responses to Trauma and CIRCLE Framework		Continue to develop and embed innovative approaches to inclusive practice and personalised support
Ongoing targets for improvement ➢ Embed Forest Schools approach to outdoor learning ➢ Continue to implement recommendations of review of 1+2 Languages Strategy ➢ Continue to work in partnership with Active Schools, ER Culture and Leisure and Instrumental Music Service to ensure all children have high quality opportunities for achievement. ➢ Implementation of Parental Involvement and Engagement Strategy ➢ Implementation of Social Justice Strategy		

2024/25

Leadership and Management

Priority- Build culture of professional inquiry, leading to developments which improve outcomes for children	
NIF Priority- Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children and young people	QIs- 1.1, 1.2, 1.3,2.3, 2.7,
NIF Drivers- Teacher and practitioner professionalism, School and ELC improvement, School and ELC leadership	LIP- An improvement in the attainment of disadvantaged children and young people An ethos of high expectations and achievement in every school and service A culture of self-evaluation and continuous improvement in all schools and services A skilled and confident workforce A culture of professional enquiry in all establishments

Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
A deep understanding of our shared responsibility in improvement through self-evaluation, links clearly to identified areas for improvement	Introduce regular focused self-evaluation activities which involve all staff, partners, learners and other stakeholders	SLT lead	Termly focus	Power BI Improving our Schools programme Education Endowment Foundation Professional learning and reading HGIOS4 and HGiOURs	Professional dialogue Learning visits Feedback from children, parents and staff Minutes from staff meetings Evidence of learning Attainment data CLPL records PRD records
Staff confidently gather and analyse a range of intelligence and data to monitor and track progress for all learners	Staff training on use of digital solutions to support interrogation of data	Power BI Lead (CJ)	By May 25		
Our school has a collegiate learning culture	Staff work collaboratively to make effective use of up to date research to inform their learning and developments	SLT and identified teaching staff to lead	September 24 and ongoing		
	Teachers utilise a model of professional inquiry through the Improving our Schools programme to promote critical reflection and enhance teaching approaches	All teachers	September 24 to May 25		

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Learning Provision
Priority - Develop approaches to learning, teaching and assessment using the most up to date pedagogical research and practices

NIF Priority- Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy Improvement in skills and sustained, positive school-leaver destinations for all young people	QIs- 2.2, 2.3, 2.4, 3.1, 3.2
NIF Drivers- Curriculum and assessment; Performance information; Teacher and practitioner professionalism, School and ELC improvement; School and ELC Leadership	LIP- Improved literacy and numeracy attainment throughout the years of the broad general education An improvement in the attainment of disadvantaged children and young people An ethos of high expectations and achievement in every school and service

Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
Teachers know and are able to reflect on school context Improved attainment and achievement in Numeracy and Mathematics as measured by ERC standardised tests (P3, P5 and P7, national measures (NSA and ACEL) and in class level assessments	Participation in interrogation of school and class level data, including diagnostic assessments, demographics and reflections on potential barriers in relation to equity groups, professional development needs and to identify focus for improvement for numeracy and mathematics	All teaching staff	Aug in service and ongoing	Collegiate hours – see WTA Improving our Schools programme and support materials West Partnership IOS Network ERC Learning and Teaching Strategy ES National Improvement hub Support from QIO team, ERC Learning, Teaching and Assessment PT, Numeracy and Mathematics PT Maths Champion network HGIOS4	QA calendar with IOS activities highlighted Self-evaluation grids ACEL data Minutes of meetings Teachers' plans IOS Journals Learning conversations with children Evidence of learning Learning visits Assessment evidence Attainment data
All teachers have a well-developed and shared understanding of effective learning, teaching and assessment and use this to facilitate high quality learning experiences for all children	Programme of professional development and professional reading to enhance pedagogy and learning experiences drawn from IOS programme materials	SLT and identified teachers to lead	Ongoing Aug- June as per IOS timeline		
	Use of school's model of collaborative quality assurance to identify features of highly effective practice and areas for development	All teaching staff	October and as per QA calendar		
All teachers make effective use of assessment evidence to ensure learners experience the correct level of challenge and support, experience success and make very good progress in their learning	Implementation of planned, targeted interventions to support improved attainment in numeracy and mathematics	All teaching staff	Jan 25-Mar 25		
	Ongoing monitoring and review through tracking meetings, planning dialogue, learner conversations and trio visits	All teaching staff	Ongoing Aug- June as per IOS timeline		

2024/25

Learning Provision
Priority- Develop innovative and creative learning pathways, which exemplify design principles and lead to improved outcomes for learners.

NIF Priority- Placing the human rights and needs of every child and young person at the centre of education Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy	QIs- 2.2, 2.3, 2.4, 3.1, 3.2
NIF Drivers- Curriculum and assessment; Performance information; Teacher and practitioner professionalism, School and ELC improvement; School and ELC Leadership	LIP- Improved literacy and numeracy attainment throughout the years of the broad general education An improvement in the attainment of disadvantaged children and young people An ethos of high expectations and achievement in every school and service

Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
Learners' experiences are enriched by opportunities to develop creativity, curiosity and enquiry	Look outwards to identify best practice in project and enquiry based learning and innovative curriculum design – ERC Curriculum: Looking Outwards event, WP Primary curriculum programme	Curriculum Development group	May / June '24	Curriculum audit tools relevant to IDL Benchmarks (all curricular areas) School/Cluster moderation opportunities Skills Development Scotland – Meta Skills toolkit Meta-skills progression framework Developing the Young Workforce Action Plan 2022-25 Collegiate hours/calendar West Partnership	Long term planning Feedback from learning visits Evidence of children's learning Feedback from pupils Professional dialogue Meta-skills action plan Evaluated floor books and planning Other evidence of learning Progress through accredited programmes e.g. RRS, Eco Awards, STEM etc
	Create curriculum development team – experienced class teachers to work together to support curriculum innovation across Early- Third levels	HT and lead DHT	By May '24		
	Review approaches to curriculum planning and tracking of interdisciplinary learning, with a focus on skill progression	Curriculum Development group			
	Develop increased community and partnership links to enhance learners' experiences	Curriculum Development group			
Skills are recorded, tracked and celebrated across the BGE	Develop systematic approach to assessment and moderation in other curricular areas (IDL)	Curriculum Development group			
Our curriculum vision and rationale is shaped by our school values and supports a shared understanding of the purpose and design of our curriculum across our school community	Consultation and review to develop refreshed curriculum rationale	Curriculum Development group			

Successes & Achievements	
Priority- Effectively meet learners' needs through inclusive practice based on nurturing approaches and trauma informed practice	
NIF Priority- Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people	QIs- 2.4, 2.5, 2.6, 2.7, 3.1, 3.2
NIF Drivers- Teacher and practitioner professionalism, School and ELC improvement, Parent/carer involvement and engagement; School and ELC Leadership	LIP- Resources which lead to improvements for learners and service users An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities Maintain and where possible improve upon the already low exclusions and high attendance rates in our schools, especially for looked after children Maintain and where possible reduce the number of children and young people reporting they experience bullying and/or racist behaviour A positive culture in health and wellbeing in every school and service A rights based culture, centred on Getting It Right For Every Child Practices and experiences which ensure that the needs of children, young people and adults are identified and addressed

Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
Environments and relationships are emotionally supportive, predictable, reliable and consistent where children feel safe and secure, motivated and able to participate fully	Engagement with CIRCLE framework Training for all staff on use of CIRCLE to support inclusive practice Implementation of framework across the school	CIRCLE Champion to lead	August in service and ongoing	CIRCLE Framework and associated professional learning Keeping the Promise Award programme Boxall Profile & Beyond the Boxall Collegiate hours CLPL hours HealthiER Minds resources and materials Link with Psychological Services Pupil Equity Fund Opportunities for Participatory Budgeting	Completed audits and readiness questionnaires Reported incidences of bullying Reported incidents of physical violence to staff/other children Attendance information Boxall profiles CWP evaluations Feedback from children, parents and staff
Improved educational experiences and outcomes for children who are, or are previously, care experienced	All staff to engage with professional learning and development around Keeping the Promise	Promise Champion to lead	August in service and ongoing		
Staff are able to integrate knowledge into practice to effectively support children who have experienced adversity or trauma	Programme of improvement around identified nurture principles using a professional inquiry model	NRT development group	Ongoing implementation and termly check in		
There is a universal understanding and appreciation of the importance of nurturing principles and the school's approaches to support	Information campaign for children and families – workshops, Sway presentations, information signposted on school website etc	DHT and identified staff to lead	By May '24		