



Cross Arthurlie Primary Improvement Plan

2018/19

“Everyone Attaining, Everyone Achieving through Excellent Experiences”

Vision

High quality learning experiences, meeting the needs of all learners in a positive and nurturing community.

Aims

Our main aim in Cross Arthurlie is that all children are happy, safe and achieving their full potential.

We aim to encourage all children to take responsibility for upholding their own and others' rights.

We aim to create a curriculum that best meets the needs of all stakeholders.

Values

Fairness, honesty, loyalty, respect, responsibility and kindness are important qualities we endeavour to develop in all our pupils

Our Curriculum

In Cross Arthurlie our curriculum is designed to offer a wide range of experiences that will prepare children for a wide range of positive destinations.

We want all children to experience:

- **A positive and nurturing ethos**
- **High quality teaching and learning**
- **Personalised support**
- **Community engagement, and**
- **A skilled workforce.**

There will be an emphasis on high expectations for all; a protective, consistent, equitable ethos, within which we foster resilience; and skills for learning, life and work which will help prepare learners gain a better understanding of their community and the world of work.

The National Improvement Framework (NIF)

The NIF is designed to help deliver the twin aims of excellence and equity. The NIF priorities are:

1. **Improvement in attainment, particularly in literacy and numeracy**
2. **Closing the attainment gap between the most and least disadvantaged children**
3. **Improvement in children and young people's health and wellbeing**
4. **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

The NIF sets out six key drivers for improvement which provide a focus and structure for gathering and analysing evidence:

1. **School leadership**
2. **Teacher professionalism**
3. **Parental engagement**
4. **Assessment of children's progress**
5. **School improvement**
6. **Performance information**

HGIOS 4 Categories

1. **Leadership and Management** – How good is our leadership and approach to improvement? QIs 1.1 – 1.5
2. **Learning Provision** – How good is the quality of care and education we offer? QIs 2.1 – 2.7
3. **Successes and Achievements** – How good are we at ensuring the best possible outcomes for all our learners? QIs 3.1 – 3.3

2018- 19 IMPROVEMENT PRIORITIES

School Improvement Priorities for 2018-19
1. <i>To ensure effective use of digital technologies throughout the school</i>
2. <i>To raise levels of attainment and achievement in Numeracy</i>
3. <i>To raise levels of attainment and achievement in Literacy</i>

3-YEAR IMPROVEMENT PRIORITIES (2018- 21)

School Improvement Priorities for 2018 – 2021		
2018 – 19	2019 – 2020	2020 – 2021
<i>To ensure effective use of digital technologies throughout the school</i>	<i>To engage staff and children in increased opportunities to lead learning</i>	<i>To embed the attributes of high quality teaching and learning across the curriculum</i>
<i>To raise levels of attainment and achievement in Numeracy</i>	<i>To raise levels of attainment and achievement in Numeracy</i>	<i>To develop our approaches to family learning</i>
<i>To raise levels of attainment and achievement in Literacy</i>	<i>To raise levels of attainment and achievement in Literacy</i>	<i>To review approaches to self-evaluation for self-improvement</i>

Priority: 1. To ensure effective use of digital technologies throughout the school	
NIF Priority: Improvement in employability skills and sustained, positive school-leaver destinations for all young people	QIs: 3.3; 1.5;1.2; 2.3
NIF Drivers: Teacher professionalism School improvement	LIP: An increase in the number of pupils, school leavers and adults with well-developed employability skills A skilled and confident workforce

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
All staff use GLOW on a regular basis	<ul style="list-style-type: none"> Ensure all staff are aware of GLOW and its uses, encourage staff to use aspects of 365 and tiles on GLOW 	All staff	June 2019	¼ in-service day 1	Glow usage spreadsheet reflects increase in staff usage
All children to use GLOW on a regular basis to access a variety of programmes which enhances their ability to personalise their learning	<ul style="list-style-type: none"> Peer support for staff in accessing GLOW 	SG; RM; CD All staff	June 2019	Cover to release teacher to provide in class support	Glow usage spreadsheet reflects increase in pupil usage Staff meetings
Staff to use One Note for planning which will ensure learning and teaching is more responsive to children's interests	<ul style="list-style-type: none"> CLPL for staff on new planning format CLPL via on-line modules Review via departmental meeting Review via staff meeting 	DHT/PT All staff All staff	Oct 2018	¼ day in-service day 1 1 hour CLPL Staff meetings	Feedback on in-service input Minutes of meetings High quality planning is completed using One Note
Staff and children to access Forms, improving digital literacy and the potential for digital innovation.	<ul style="list-style-type: none"> CLPL on Forms and its application Peer support for staff in accessing Forms 	SG; RM; FMacD All staff	Dec 2018	¼ day in-service day 3	Minutes of tracking meetings
All staff have access to and are beginning to use Google classroom which ensures children grow in confidence in their use of digital technologies.	<ul style="list-style-type: none"> SG and RM pilot the use of Google classrooms SG and RM deliver CLPL on Google classroom SG and RM provide in-class support in the use of Google classroom 	SG; RM All staff	June 2019	¼ day inservice day 3 Cover to release SG & RM on a timetables basis	Tracking meetings Staff meetings Class visits
Children are confident in using at least one of the following pieces of	<ul style="list-style-type: none"> Audit staff re hardware use CLPL for identified staff on use 	CD Identified staff	June 2019	Staff meeting PT time	Evidence of VR headsets and Chrome

new hardware: <ul style="list-style-type: none"> • VR headsets • Chrome books 	of hardware				books being used as part of the curriculum through: class visits; pupil focus groups
Children use digital technologies as part of their learning on a regular basis developing both digital literacy and opportunities for digital innovation.	<ul style="list-style-type: none"> • Audit staff to identify barriers to regular use of digital technologies • Agree minimum standard for children at different stages throughout the school • CLPL on areas identified as weaknesses • Digital technologies to be used in planning and focus for one round of planning for assessment 	FMacD All staff	June 2019	On-line CLPL Staff meetings Planning for assessment	Evidence of digital technologies being used as part of the curriculum through: planning; class visits; pupil focus groups
Primary 6 children are trained as digital leaders providing an opportunity for them to take on additional responsibilities and to develop skills which are directly connected to employment.	<ul style="list-style-type: none"> • CLPL for CD; RM and SG on digital leaders materials • Using digital leaders programme selected P6 children are trained as digital leaders 	CD; SG; RM P6 teachers	June 2019	Cover provided for CLPL £500 for digital leader registration	Digital leaders in place

Priority: 2. To raise levels of attainment and achievement in Numeracy	
NIF Priority: <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children 	QIs: 2.2; 2.3; 3.2
NIF Drivers: Teacher professionalism ; Assessment of children's progress; Performance information	LIP: Improved mathematics attainment throughout the years of BGE.

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
Benchmark current levels of attainment in numeracy Using the EEF audit tool for maths identify areas of strength and for improvement thus ensuring that assessment evidence is used effectively to improve outcomes for children.	<ul style="list-style-type: none"> Review tracking data : ERC SA & SNSA data ; teachers' judgements From SNSA; SA and through professional dialogue staff have detailed understanding of children's learning re maths and numeracy 	CD Numeracy working party	Sept 2018	Time from WTA ERC tracking and monitoring database	Minutes of meetings
	<ul style="list-style-type: none"> Professional reading EEF maths audit and report Audit current practice against EEF identifying areas where EEF and information from above align 	CD Numeracy working party	Oct 2018	Time from WTA EEF materials	Minutes of meetings
Working party to improve teaching and learning in maths of identified target area from audits above and actively engage in implementing improvement and change in teaching which improves outcomes for children.	<ul style="list-style-type: none"> Professional reading and ERC CLPL for numeracy champion Numeracy champion to attend Prof Jo Boaler conference in Edinburgh CLPL for working party re best practice in maths teaching Identify resources, if required, for professional enquiry Purchase resources Members of working party to undertake professional enquiry on target area Feedback to working party 	CD Numeracy working party	Term 1 Dec 2018 Feb 2019 April 2019	Time from WTA £500 CLPL budget £2000 from PEF budget	Feedback from CLPL CLPL programme in place Minutes of meetings

To begin to improve teaching and learning in maths	<ul style="list-style-type: none"> Working party share successful strategies with wider staff All staff identify one area of their practice they will pilot for cluster moderation 	CD Numeracy working party All staff	June 2019	Time from WTA Staff meeting Cluster moderation event	Minutes of meetings Class visits; peer visits; pupil focus groups
--	--	---	-----------	--	--

Priority: 3. To raise levels of attainment and achievement in Literacy	
NIF Priority: <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children 	QIs: 2.2; 2.3; 3.2
NIF Drivers: Teacher professionalism ; Assessment of children's progress; Performance information	LIP: Improved reading and writing attainment throughout the years of BGE.

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
Benchmark current levels of attainment in reading and writing Staff implement good practice in the teaching of writing thus ensuring that assessment evidence is used effectively to improve outcomes for children.	<ul style="list-style-type: none"> Review tracking data : ERC SA & SNSA data ; teachers' judgements; national benchmarking tool From SNSA; SA and through professional dialogue staff have detailed understanding of children's learning in children's learning re reading and writing 	GR Literacy working party	Sept 2018	Time from WTA ERC tracking and monitoring database	Minutes of meetings
	<ul style="list-style-type: none"> From audit above emphasis given to taught aspects of Big Writing Purchase new writing jotters for children throughout the school which will be transferred and used as assessment evidence All children to complete one teacher assessed piece of writing per term Children use Big Writing criteria or benchmarks to self and peer assess at least one piece of writing per term In school moderation of writing 	All staff	Sept 2018 August 2018 Terms 1-3 2018-2019 Dec 2018	Staff meeting £200 Staff meeting	Minutes of meetings Children's writing jotters Focus groups; tracking meetings

<p>Staff are familiar with good practice in the teaching of reading and actively engage in implementing improvement and change in teaching which improves outcomes for children.</p>	<ul style="list-style-type: none"> • Professional reading of EEF materials • Audit data against EEF reading to identify strategies to improve children's learning • Literacy champion to visit comparator schools with greater attainment in reading to identify possible strategies or resources which will support the development of reading • Identify resources, if required, for professional enquiry • Purchase resources • CLPL for working party members, if required • Members of working party to undertake professional enquiry on target area • Feedback to working party 	<p>GR Literacy working party</p>	<p>Term 1 Dec 2018 Dec 2018 April 2019</p>	<p>Time from WTA £500 CLPL budget £2000 from PEF budget</p>	<p>Feedback from CLPL CLPL programme in place Minutes of meetings</p>
<p>To begin to improve teaching and learning in reading</p>	<ul style="list-style-type: none"> • Working party share successful strategies with wider staff • All staff identify one area of their practice they will pilot for cluster moderation 	<p>GR Literacy working party All staff</p>	<p>May 2019</p>	<p>Time from WTA Staff meeting Cluster moderation event</p>	<p>Minutes of meetings Class visits; peer visits; pupil focus groups</p>