



Cross Arthurlie Primary Improvement Plan

2019-20

“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

2019-20 IMPROVEMENT PRIORITIES

School Improvement Priorities for 2019-20
<i>1. To engage staff and children in increased opportunities to lead learning</i>
<i>2. To improve teaching and learning in Numeracy</i>
<i>3. To improve teaching and learning in Literacy</i>

3-YEAR IMPROVEMENT PRIORITIES (2019- 22)

School Improvement Priorities for 2018 – 2021		
2019 – 2020	2020 – 2021	2021-2022
<i>To engage staff and children in increased opportunities to lead learning</i>	<i>To develop high quality teaching and learning within STEM</i>	<i>To embed high quality teaching and learning within STEM</i>
<i>To improve teaching and learning in Numeracy</i>	<i>To develop our approaches to family learning</i>	<i>To embed our approaches to family learning and engagement</i>
<i>To improve teaching and learning in Literacy</i>	<i>To review approaches to self-evaluation for self-improvement</i>	<i>To develop our approaches to health and well - being</i>

Priority: 1. To engage staff and children in increased opportunities to lead learning	
NIF Priority: 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	QIs: 1.2; 2.2; 2.3.1
NIF Drivers: Teacher professionalism School improvement ; parental engagement	LIP: Everyone Attaining; everyone achieving through excellent experiences

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
Children are clear about their strengths and development needs are confidently lead their own learning children leading their learning	Audit current areas of strength and for development re: 1. children' responsibility for their own learning 2. children's ability to discuss their learning and set personal targets 3. children's ability to develop resilience and confidence	CD & GR	Sept 2019	Inservice Day 1 Forms	Analysis of data from Forms questionnaires
Staff are skilled in supporting children's emotional literacy and resilience	<ul style="list-style-type: none"> • CLPL on use of Kit bags • CLPL developing nurturing approaches as part of CIP • PSA hours to support P1 • Optional CLPL on Building the Learning Power 	Children 1 st worker	September 2019	£10,000 from PEF budget Inservice day 2 x 1 hour or staff meeting CLPL hours from staff personal CLPL allocation £3000 PEF (for BLP)	Evaluation of training

Staff have clear understanding in terms of what good practice in children leading learning looks like	<ul style="list-style-type: none"> DHT and PT to attend Scottish Learning Festival Teacher with responsibility for Rights Respecting Schools (RRS) visit schools which currently have Gold status 	CD & GR RRS coordinator	October 2019	£500 CLPL budget	Minutes of meetings Feedback to staff and children on learning
Agreed whole school approach to children leading learning. Children are actively engaged in their learning which leads to improved outcomes learner confidence.	<ul style="list-style-type: none"> Agree strategies which we are going to develop at different stages across the school to <ol style="list-style-type: none"> improve children's ability to discuss their learning and set personal targets Provide more opportunities for children to lead learning across a the four conexts for learning Develop position paper on approaches to supporting children to lead learning 	CD & GR	June 2020	£100 CLPL budget P4-7 diaries £500 PEF Staff meetings – 30 min x 3 Inservice day 4	Minutes of Meetings Pupil council minutes Class focus groups
Clear links between children leading learning and RRS are evident Achievement of Gold RRS award	<ul style="list-style-type: none"> Develop Action Plan for Rights respecting Schools Gold awards Share plan with staff, children and parents Implement Plan Support staff and children in developing skills associated with RRS Gather and submit evidence for RRS Gold award 	RRS coordinator and Equalities committee	June 2020	1 x 50 min block per week Staff meeting – 30min JR to teach P3-5 PSE/ H& Well-being through NCCT	Minutes of Equalities committee Action plan and evidence from RRS award accreditation
Children are able to confidnetly lead learning in the area of digital approaches Achievement of Digital Schools award	<ul style="list-style-type: none"> Review Digital Schools Award action plan to identify current areas still to be progressed Support staff and children to further develop their skills in using digital technologies Gather and submit evidence for digital schools award 	RM, CD & SG	March 2019 (or sooner)	2x 50 min teaching blocks for SG & RM/LM RM to teach P3-5 digital skills through NCCT	Minutes of digital leaders meetings Action plan and evidence from Digital School award accreditation
Parents are supported with effective strategies to support children's personal, social and emotional and literacy development	<ul style="list-style-type: none"> CLPL for staff on Families Connect for P1&2 Staff implement Families Connect programme 	KB & KL	December 2019	£500 PEF	Feedback from families

at early and beginning first level leading to improved literacy at Early and first level.					
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Priority: 2. To improve teaching and learning in Numeracy	
NIF Priority: 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children	QIs: 1.2; 2.3; 3.2
NIF Drivers: Teacher professionalism ; Assessment of children's progress; school leadership; school improvement	LIP: Improved mathematics attainment throughout the years of BGE.

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
All staff are familiar with the components of Lesson Study (LS) as a form of CLPL and able to decide whether LS or Practitioner Enquiry (PE) will support their CLPL	<ul style="list-style-type: none"> CLPL on Lesson Study approach to staff development 	Siobhan McColgan (HT Carlibar) Fiona MacDonald	August 2019	¼ day – inservice day 2	Completed evaluations
All staff develop their understanding on the importance of children having open access to concrete and visual resources routinely in their classrooms. Children access appropriate resources to support their learning.	<ul style="list-style-type: none"> CLPL on the use of a variety of concrete and visual resources which support children in developing their understanding of number ; concrete, vial and abstract (CVA) Identify any gaps in resources Purchase new resources Review use of resources 	FMacD	November 2019	¼ day inservice day 2 £2000 CLPL budget £2000 PEF Staff meeting – ½ hour	Class visits Children's focus groups Minutes of staff meetings
Following on from last year's PE outcomes, members of the working party identify they if would prefer to focus on CVA or whole class differentiated learning as the subject of their Lesson Study or Practitioner Enquiry.	<ul style="list-style-type: none"> Working party discuss processes and requirements of PE and LS Presentation on learning from PE in P7 & P2 on whole class differentiated teaching 	KH & LB Numeracy working party	September 2019	WTA	Minutes of meetings

<p>Staff have a well developed understanding of key features of high quality teaching and learning in maths</p>	<ul style="list-style-type: none"> • Professional reading and ERC CLPL • CLPL for working party re best practice in maths teaching • Identify resources, if required, for Professional Enquiry/ Lesson Study • Purchase resources • Members of working party to undertake CLPL on target area • Feedback to working party 	<p>Working party FMacD Numeracy champion</p>	<p>April 2020</p>	<p>Time from WTA Cover for LS Staff meeting</p>	<p>Minutes of meetings Class visits; peer visits; pupil focus groups</p>
<p>Clear policy guidelines on teaching and learning in maths which lead to improved outcomes in numeracy and maths</p>	<ul style="list-style-type: none"> • Working party agree key elements of maths teaching and learning policy • Develop draft policy, share with children and staff • Amend policy following feedback • Distribute policy 	<p>FMacD Numeracy working party All staff</p>	<p>June 2020</p>	<p>Time from WTA Staff meeting</p>	<p>Minutes of meetings</p>

Priority: 3. To improve teaching and learning in Literacy	
NIF Priority: 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children	QIs: 1.2; 2.3; 3.2
NIF Drivers: Teacher professionalism ; Assessment of children's progress; school leadership; school improvement	LIP: Improved reading and writing attainment throughout the years of BGE.

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
All staff are familiar with the components of Lesson Study (LS) as a form of CLPL and able to decide whether LS or Practioner Enquiry (PE) will support their CLPL	<ul style="list-style-type: none"> CLPL on Lesson Study approach to staff development 	Siobhan McColgan (HT Carlibar) Fiona MacDonald	August 2019	¼ day – inservice day 2	Completed evaluations
All memebers of working party have clear understanding of either PE or LS.	<ul style="list-style-type: none"> Working party discuss processes and requirements of PE and LS Staff agree sub groups to working party 	Literacy working party	September 2019	Time from WTA	Minutes of meetings
Developing understanding of key features of high quality teaching and learning in literacy which is implemented into practice leading to improved outcomes for children	<ul style="list-style-type: none"> Professional reading and ERC CLPL CLPL for working party re. high quality teaching and learning within key stages of development <ul style="list-style-type: none"> Early – First level First – Second level Second- third level Identify resources, if required, for Professional Enquiry/ Lesson Study Purchase resources Members of working party to undertake CLPL on target area 	Working party GR; JM; EC Literacy champion	April 2020	Time from WTA Cover for LS is required £4000 CLPL budget Staff meeting Cluster moderation event	Minutes of meetings Class visits; peer visits; pupil focus groups

	<ul style="list-style-type: none"> Feedback to working party and sub-groups 				
Improvement of reading at Primary 2	<ul style="list-style-type: none"> Continue to provide Reading Recovery at Primary 2 	EC		PEF - £50,000	RR running records
To develop a culture of reading for pleasure at school and at home	<ul style="list-style-type: none"> Support parents with their children learning to read within Families Connect programme Provide a lending library for children in P1& 2 Promote reading for reluctant readers in P7 and P4 through paired reading (follow-up to last year's PE) Develop an area within the ICT suite for use as a literacy and digital learning space <ul style="list-style-type: none"> Create pupil reading committee Agree space and design in consultation with children, staff and parents Source potential funding Identify and purchase resources 	KB & KL KB and parent volunteers JR and RMcW GR		<p>Within Priority 1</p> <p>£200 for PVGs PEF</p> <p>£1000 for appropriate books PEF</p> <p>Potential funding from external sources plus £2000 CLPL £5000 PEF</p>	
Clear policy guidelines on teaching and learning in literacy which lead to improved outcomes for children	<ul style="list-style-type: none"> Working party agree key elements of literacy teaching and learning policy Develop draft policy, share with children and staff Amend policy following feedback Distribute policy 	GR; EC JM Literacy working party All staff	June 2020	Time from WTA Staff meeting	Minutes of meetings