



Cross Arthurlie Primary Improvement Plan

2020-2021

“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 improve approaches to learning teaching and assessment</i>
<i>2. To continue to improve: literacy; numeracy and digital learning</i>
<i>3. To review school curriculum rationale</i>

3-YEAR IMPROVEMENT PRIORITIES (2019- 22)

School Improvement Priorities for 2019 – 2022		
2019 – 2020	2020 – 2021	2021-2022
<i>To engage staff and children in increased opportunities to lead learning</i>	<i>To improve approaches to learning teaching and assessment</i>	<i>To develop high quality teaching and learning within STEM</i>
<i>To improve teaching and learning in Numeracy</i>	<i>To continue to improve: literacy; numeracy and digital learning</i>	<i>To develop our approaches to family learning</i>
<i>To improve teaching and learning in Literacy</i>	<i>To review school curriculum rationale</i>	<i>To develop our approaches to health and well - being</i>

Priority: 1. To improve approaches to learning teaching and assessment	
NIF Priority: 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	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
Staff are skilled in using a range of summative and formative assessment strategies to effectively target teaching	<ol style="list-style-type: none"> 1. CLPL in running records and miscue analysis 2. Interrogation of ERC standardised assessment data 3. CLPL formative assessment strategies 	EC LS class teachers F.MacD	Sept 2020	Inservice Days 1 & 2	Class visits Professional dialogue Children's work samples Tracking meetings
Staff are skilled in supporting children's emotional literacy and resilience	<ul style="list-style-type: none"> • Revision of the use of Kit bags for all staff • Staff in 'huddles' agree how the Six Nurturing Principles will impact their classrooms post/ within aspects of Lockdown • Details of kitbags and nurturing principles shared with parents • PSA hours to support health and well-being 	F. MacD	September 2020	Inservice day 2 x 1 hour or staff meeting CLPL hours from staff personal CLPL allocation £10,000 from PEF budget	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"> • Linking to professional reading on 'Outstanding Teaching' • Teacher with responsibility for Rights Respecting Schools (RRS) 	CC (PT) RRS coordinator	March 2021	£500 CLPL budget	Minutes of meetings Feedback to staff and children on learning

	meet with schools which currently have Gold status				
<p>Agreed whole school approach to children leading learning.</p> <p>Children are actively engaged in their learning which leads to improved outcomes learner confidence.</p>	<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 contexts for learning Improve the use of outdoor learning to increase children's opportunity for risk-taking, decision-making and team working Develop position paper on approaches to supporting children to lead learning 	SMT	June 2021	<p>£1000 CLPL budget</p> <p>Scott Rogers from Spotty Dog Adventures</p> <p>Muddy Movers packs</p> <p>Staff meetings – 30 min x 3</p> <p>Inservice day 2</p>	<p>Minutes of Meetings</p> <p>Pupil council minutes</p> <p>Class focus groups</p>
<p>Clear links between children leading learning and RRS are evident</p> <p>Achievement of Gold RRS award</p>	<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 2021	<p>1 x 50 min block per week</p> <p>Staff meeting – 30min</p>	<p>Minutes of Equalities committee</p> <p>Action plan and evidence from RRS award accreditation</p>
<p>Parents are supported with effective strategies to support children's personal, social and emotional and literacy development at early and beginning first level leading to improved literacy at Early and first level.</p>	<ul style="list-style-type: none"> Implement Families Connect programme for a range of families who may have experienced difficulties in engaging their children in learning during Lockdown 	KB	June 2021	<p>0.1 FTE teacher (approx. £10,000) PEF</p>	<p>Feedback from families</p>

Priority: 2. To continue to improve: literacy; numeracy and digital learning	
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 : Everyone Attaining; everyone achieving through excellent experiences

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
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, visual and abstract (CVA) • Identify any gaps in resources • Purchase new resources • Review use of resources 	CC	In-set day 2	¼ day Inservice day 2 £1000 PEF Staff meeting – ½ hour	Class visits Children's focus groups Minutes of staff meetings
Staff have a well-developed understanding of key features of high quality teaching and learning in maths	<ul style="list-style-type: none"> • Professional reading and ERC CLPL • CLPL for working party re best practice in maths teaching 	F.MacD Numeracy champion CC	December 2020	Cover for LS Staff meeting	Minutes of meetings Class visits; peer visits; pupil focus groups
Clear policy guidelines on teaching and learning in maths which lead to improved outcomes in numeracy and maths	<ul style="list-style-type: none"> • Staff agree key elements of maths teaching and learning policy • Develop draft policy, share with children and staff • Amend policy following feedback • Distribute policy 	SMT All staff	June 2021	Staff meeting	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 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 Feedback to working party and sub-groups 	Working party GR; JM; EC Literacy champion	April 2021	Time from WTA	Minutes of meetings Class visits; peer visits; pupil focus groups
Improvement of reading at Primary 2 & 3	<ul style="list-style-type: none"> Continue to provide Reading Recovery at Primary 2 & 3 (for those children who were unable to complete the programme due to Lockdown) 	EC (now 0.6 FTE)	June 2021	PEF - £30,000	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 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 GR	June 2021	Within Priority 1 £1000 for appropriate books PEF £2000 CLPL (from carry forward) £5000 PEF	
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 & SG All staff	June 2021	Time from WTA Staff meeting	Minutes of meetings

Equity of access to an increased range of digital technologies which support teaching and learning	<ul style="list-style-type: none"> • Audit of challenges of on-line learning • Identify hardware gaps including items which would support high quality video lessons • Purchase additional chrome books, iPad and materials for creating video lessons • CLPL on the use of green screen and a range of new hardware/software as it becomes available • Parent workshops/ videos to support parents is accessing digital technologies 	F.MacD & SG	Dec 2020	<p>£ 10, 000 PEF</p> <p>£20,000 carry forward</p>	Monitoring uptake of digital home learning.
All staff confident in using a wide range of digital technologies to support teaching and learning and communication	<ul style="list-style-type: none"> • CLPL on MS Teams; Google Meet; Google Suite of resources • CLPL programming;; and video editing 	SG & staff who participated in video vault development	Jan 2021	<p>ERC on-line digital CLPL</p> <p>Time from CLPL</p>	Minutes of meetings Professional dialogue via PRD

Priority: 3. To review school curriculum rationale	
NIF Priority: <ol style="list-style-type: none"> 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 	QIs: 1.3
NIF Drivers: School leadership; Parental engagement ; school improvement	LIP: Everyone Attaining; everyone achieving through excellent experiences

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
New curriculum rationale is developed which reflects the shared vision, values and aims of the school and nursery and is relevant to the school and its community	<ul style="list-style-type: none"> • Audit of children, parents and staff regarding the strengths noticed during lockdown • Identify key features of the school and community which we want to strengthen and areas of challenge we need to address • 	F.MacD Pupil council Parent Council Whole staff	October 2020	MS forms	Feedback from various groups
Establish new nursery class identity despite staff and children being displaced	<ul style="list-style-type: none"> • Children in school enter competition to design new badge for nursery. • Nursery class teacher (NCT) establishes link to displaced staff, creates team identity using 'Our Iceberg is Melting' as per teaching staff • Regular meetings for NCT to meet with team and PT/ HT • Timetable of visits to displaced nursery staff and children 	F.MacD; SG ; KL Nursery staff ERC building works	Jan 2021	Time HT/PT	Minutes of meetings

	<ul style="list-style-type: none">• Development of communication with nursery parents: Twitter, NC blog and Google Classroom; NC newsletter• Involve parents in decisions on uniform• Oversee building works• Ensure project plan is in place for smooth transition of nursery families to the new building.				
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