

CROSS ARTHURLIE PRIMARY SCHOOL AND NURSERY CLASS

School Improvement Plan 2021-2022



"Everyone Attaining, Everyone Achieving through Excellent Experiences"



OUR CONTEXT FOR IMPROVEMENT

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

Leadership and Management – How good is our leadership and approach to improvement? QIs 1.1 – 1.5

Learning Provision – How good is the quality of care and education we offer? QIs 2.1 – 2.7

Successes and Achievements – How good are we at ensuring the best possible outcomes for all our learners? QIs 3.1 – 3.3

WHO WE ARE AND WHAT MATTERS TO US

"A caring community of learners"

The values we hold:

- Kindness
- Respect
- Confidence

Together we will develop a curriculum where the journey of learning is a priority. We will build friendships and confidence looking out for each other as we live life now and prepare for our future.

OUR PRIORITIES

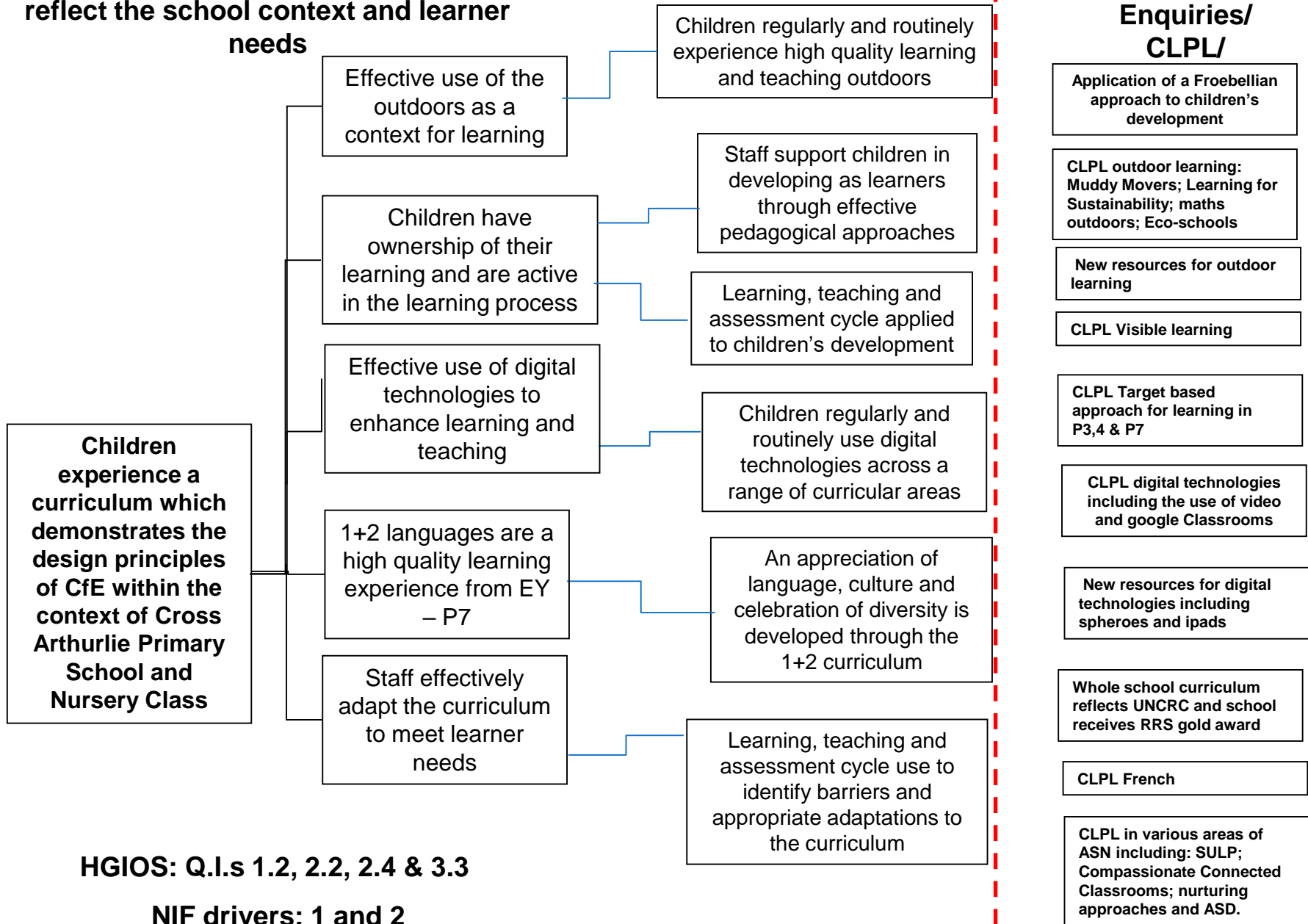
2021-2022

1. Begin to re-define the curriculum to reflect the school context and learner needs
2. Improved learning, teaching and assessment in literacy and mathematics
3. To increase staff opportunities to lead improvements in learning and teaching

Over the next three years our priorities will be:

2021-2022	2022-2023	2023-2024
Curriculum development	STEAM curriculum	STEAM curriculum
Learning, teaching and assessment	Family engagement	Family learning
Leadership of learning	Embedding curriculum developments	Embedding curriculum developments

Begin to re-define the curriculum to reflect the school context and learner needs



**Actions/
Enquiries/
CLPL/**

Application of a Froebellian approach to children's development

CLPL outdoor learning: Muddy Movers; Learning for Sustainability; maths outdoors; Eco-schools

New resources for outdoor learning

CLPL Visible learning

CLPL Target based approach for learning in P3,4 & P7

CLPL digital technologies including the use of video and google Classrooms

New resources for digital technologies including spheres and ipads

Whole school curriculum reflects UNCRC and school receives RRS gold award

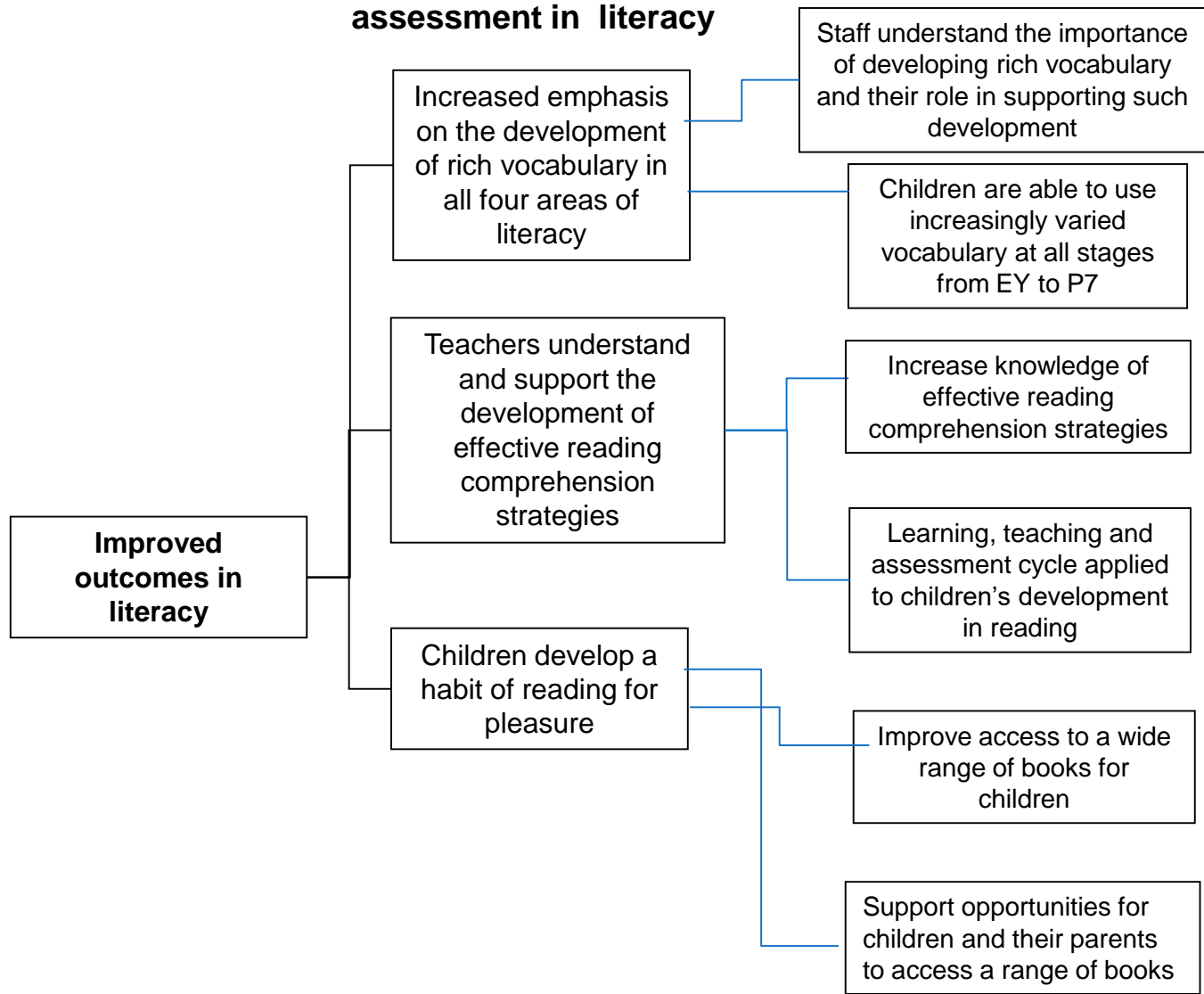
CLPL French

CLPL in various areas of ASN including: SULP; Compassionate Connected Classrooms; nurturing approaches and ASD.

HGIOS: Q.I.s 1.2, 2.2, 2.4 & 3.3

NIF drivers: 1 and 2

Improved learning, teaching and assessment in literacy



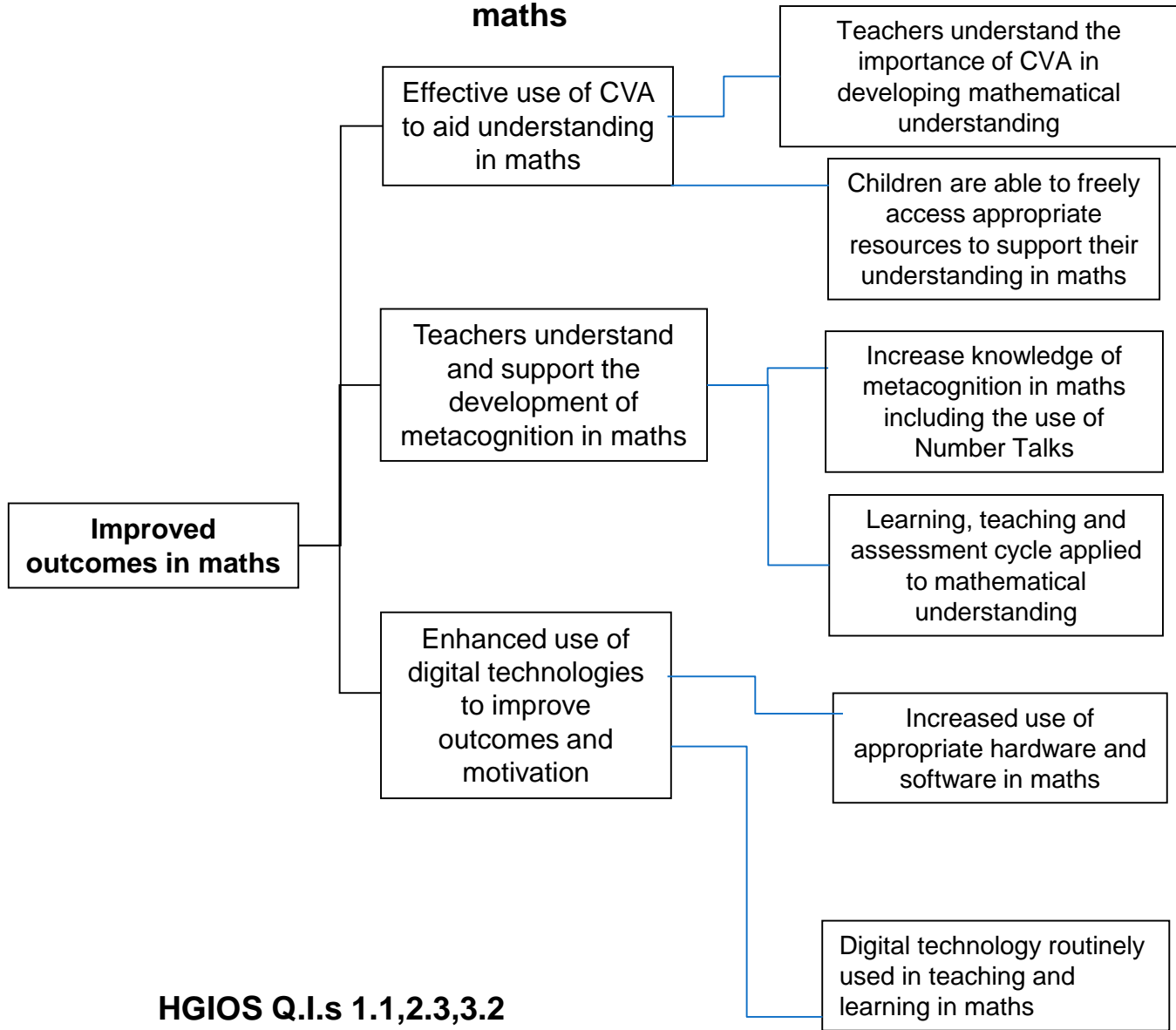
Actions/ Enquiries/ CLPL/

- Application of a Froebellian approach to children's language development
- Exploration of Foundations of Writing in Nursery-P2
- CLPL staff role in developing rich vocabulary
- Family Connect Programme in EY and P1
- CLPL effective reading comprehension strategies
- CLPL Running Records and the use of PM benchmarking
- Pilot a TRAIL programme for identified children in P3 & 4
- Implement new reading resource for P4-7
- School library and class libraries to be accessed by children and story sacks used with parents

HGIOS Q.I.s 1.1,2.3,3.2

NIF drivers: 2, 4 and 6

Improved learning and teaching in maths



Actions/ Enquiries/ CLPL/

- CLPL White Rose Maths kits with BHS staff
- Modelling use of CVA materials
- Classroom management and organisation changes to allow access to materials as required
- Numicon homework packs for P1
- CLPL metacognition to improve mathematical understanding
- CLPL Number Talks
- Pilot a range of digital technologies in maths
- Analysis of ERC and SNSA to identify gaps and track improvements
- Application of a Froebellian approach to children's development in maths

HGIOS Q.I.s 1.1,2.3,3.2

NIF drivers: 2, 4 and 6