

CROSS ARTHURLIE PRIMARY SCHOOL AND NURSERY CLASS

School Improvement Plan 2022-2023



"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

2022-2023

1. Continue to de-define the curriculum to reflect the school context and learner needs
2. Improved learning, teaching and assessment

We are currently in year 2 of a 3 year plan:

2021-2022	2022-2023	2023-2024
Curriculum development	STEAM curriculum(begin with some classes)	STEAM curriculum
Learning, teaching and assessment	Improved learning, teaching and assessment	Family learning
Leadership of learning	Embedding curriculum developments (1+2 languages; outdoor learning)	Embedding curriculum developments

Continue to develop a curriculum which provides excellent, relevant learner experiences

Actions/ Enquiries/ CLPL/

CLPL in science and engineering

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

Implementation of new 1+2 framework in French and Mandarin

Whole school curriculum reflects UNCRC

CLPL in various areas of ASN including: SULP; Compassionate Connected Classrooms; communication friendly school

CLPL parental engagement and involvement

Family Connect Programme in EY and P1

Children regularly and routinely experience high quality learning and teaching outdoors

Effective use of the outdoors as a context for learning

An appreciation of language, culture and celebration of diversity is developed through the 1+2 curriculum

1+2 languages are a high quality learning experience from EY – P7

Our curriculum reflects our whole school approach to health and well-being

Staff effectively adapt the curriculum to meet learner needs

Parents are effectively supported to engage with the developing curriculum

Children experience a curriculum which demonstrates the design principles of CfE within the context of Cross Arthurlie Primary School and Nursery Class

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

NIF drivers: 1 and 2

Actions/ Enquiries/ CLPL/

ERC moderation events

Focus on aspects of formative assessment to improve teaching, learning and assessment

Continuous provision in learning and teaching

- Early-observations which inform planning
- First- effective use of targets
- Second- children responsible for own targets

School library and class libraries to be accessed by children and story sacks used with parents

Family Connect Programme in EY and P1 – family learning and numeracy homework packs

All staff have shared understanding of the learning, teaching and assessment cycle

All staff develop a range of formative assessment strategies

Children at all stages of the school are more actively engaged in the teaching and learning process

Parents are included as key partners in the learning and teaching process

Learning, teaching and assessment cycle routinely applied

Children, staff and parents have enhanced understanding and ownership of the teaching and learning process

Improved outcomes in attainment

Improved learning, teaching and assessment

HGIOS Q.I.s 1.1,2.3,3.2

NIF drivers: 2, 4 and 6

Priority						
Learning and teaching and assessment	Inset day 1,2 &3 WP Time on WTA	<ul style="list-style-type: none"> Develop research question and plan PE CLPL moderation (ERC) CLPL Formative Assessment (Cluster) CLPL continuous Provision (working Party) CLPL Language and Communication friendly school (ASN/ PEF) CLPL compassionate & Connected Classrooms Families Connect at Early Level 	Inset day 4 Time as per WTA Additional NCCT for continuous provision development/ visits	<ul style="list-style-type: none"> Implement PE Implementation of ERC new model for moderation Implementation of continuous provision across the school Family learning for reading 	Inset day 5 Time as per WTA	<ul style="list-style-type: none"> Develop policy statement on learning teaching and assessment Review and share learning from PE
	Monitoring	<ul style="list-style-type: none"> Analysis of ERC and SNSA Pupil focus groups & work samples Tracking meetings PM benchmarking P3-7 Peer learning visits 		<ul style="list-style-type: none"> Pupil focus groups & work samples Tracking meetings SMT learning visits 		<ul style="list-style-type: none"> PM benchmarking P2-6 Collaborative learning visits Monitoring of forward plans SNSA analysis Teacher judgements Review progress and identify successes and areas for improvement for next SIP
Curriculum	Inset day 2 WP Time as per WTA	<ul style="list-style-type: none"> French CLPL new ERC framework (inset day 1) CLPL Outdoor learning (working party) CLPL STEM CLPL ASN 	Inset day 4 Time as per WTA Additional NCCT for curriculum development	<ul style="list-style-type: none"> Implement PE RRS permeating whole school curriculum CLPL science from ERC development officer CLPL engineering Implementation of outdoor learning/ learning outdoors 	Inset day 5 Time as per WTA	<ul style="list-style-type: none"> Develop policy statement on the structure and design of the curriculum Review progress and identify successes and areas for improvement for next SIP
	Monitoring	<ul style="list-style-type: none"> Learning visit peer Tracking meetings Monitoring of forward plans RRS visit (November) 		<ul style="list-style-type: none"> Peer/ SMT/ pupil learning visits SMT learning visits Monitoring of forward plans 		<ul style="list-style-type: none"> Peer/ SMT/ pupil learning visits Collaborative learning visits Monitoring of forward plans SNSA analysis Teacher judgements Review progress and identify successes and areas for improvement for next SIP