

CROSS ARTHURLIE PRIMARY SCHOOL AND NURSERY CLASS

School Improvement Plan 2023-2024



"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

2023-2024

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 3 of a 3 year plan:

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

Continue to develop a curriculum which provides excellent, relevant learner experiences with a particular focus on science, technology engineering and maths (STEM)

**Actions/
Enquiries/
CLPL/**

CLPL in science from ERC development officer

CLPL SSERC including individual and cluster science meets

CLPL Number Talks

Continuing to develop and embed universal and targeted approaches which support health and well-being

CLPL considering how to make our curriculum more diverse and inclusive

Implementation of 1+2 languages framework from EY –P7

CLPL parental engagement and involvement

Children regularly and routinely experience high quality learning and teaching science, technology, engineering and maths outdoors

Staff have increased knowledge and skills in delivering high quality teaching in STEM

Our curriculum continues to reflect our whole school approach to health and well-being with a developing cognisance of diversity

Parents are effectively supported to engage with the developing curriculum

Effective use of the outdoors as a context for teaching and learning

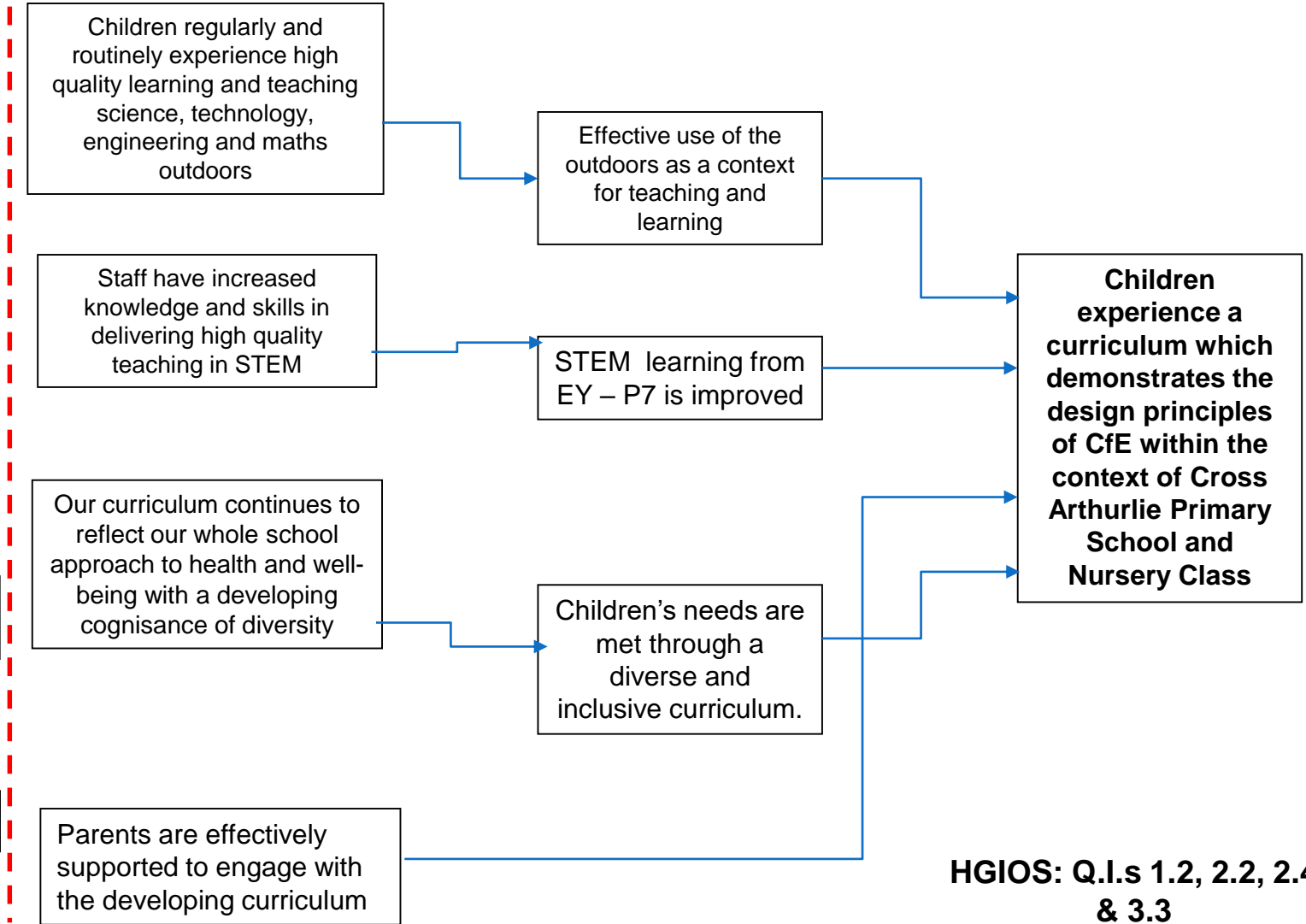
STEM learning from EY – P7 is improved

Children’s needs are met through a diverse and inclusive 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/ CLPL/

ERC learning and teaching moderation events

Embedding of formative assessment to improve teaching, learning and assessment

SMT leadership development using Imperfect Leaders by Steve Mumby

Staff have opportunities to lead developments such as Science mentor; digital leaders, Equalities lead, maths and languages champions and learning for sustainability

Optional teacher leadership development using Imperfect Leaders or Dare to Lead

All staff participate in a Practitioner Enquiry

Implementation of continuous provision in learning and teaching which children have greater responsibility for leading their learning

Investigate forms and processes of parental engagement and homework which best suit our children and their families

Eco committee/ Pupil Council and Parent Community create garden of remembrance

Improved leadership of learning, teaching and assessment by staff and children

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

All staff develop a range of formative assessment strategies

Staff at all levels develop leadership skills which impact positively on the children's learning

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 and staff are motivated to learn

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

Improved outcomes in attainment

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 leadership book group CLPL continuous provision-ERC and school guidelines for learning and teaching policy Engage with parents on their needs and expectations around family learning 	Inset day 4 Time as per WTA	<ul style="list-style-type: none"> Implement PE Implementation of ERC new model for moderation Leadership development – staff book group DHT to undertake Family Friendly accreditation in school PT to undertake Family Friendly accreditation in nursery 	Inset day 5 Time as per WTA	<ul style="list-style-type: none"> Develop position statement on leadership of learning and teaching Review and share learning from PE Develop position statement on family learning and engagement
	Monitoring	<ul style="list-style-type: none"> Analysis of ERC and NSA Pupil focus groups – classroom environment which supports learner responsibility Tracking meetings- professional dialogue, assessments formative and summative PM benchmarking P3-7 SMT learning visit – focus 2.3 learning and teaching, classroom environment 		<ul style="list-style-type: none"> Tracking meetings Collaborative learning visits - embedding of formative assessment strategies Evidence from family friendly award process 		<ul style="list-style-type: none"> NSA and teacher’s professional judgements Peer learning visits Monitoring of forward plansReview progress and identify successes and areas for improvement for next three year cycle of school improvement
Curriculum	Inset day 2 WP Time as per WTA	<ul style="list-style-type: none"> CLPL Outdoor learning (as part of STEM) CLPL Number Talks CLPL STEM- SSERC CLPL diversity and equality Develop outdoor space for remembrance and contemplation with support from Parent Community 	Inset day 4 Time as per WTA £1000	<ul style="list-style-type: none"> Implement PE Review social studies curriculum and identify opportunities for diversity and inclusion to be explored Identify gaps in resources for diversity fill gaps CLPL science from ERC development officer CLPL SSERC Implementation of outdoor learning/ learning outdoors within STEM 	Inset day 5 Time as per WTA	<ul style="list-style-type: none"> Review Science Curriculum across the cluster and identify key components for a cluster science programme
	Monitoring	<ul style="list-style-type: none"> Tracking meetings- discussion on STEM developments Monitoring of forward plans Cluster Science meet Eco committee and pupil council minutes reflect the development of the community garden, all children aware of it’s purpose 		<ul style="list-style-type: none"> Pupil Council learning visits Collaborative learning visits 2.2 classrooms and outdoors which support STEM or Number Talks Pupil focus groups and monitoring of children’s work to reflect improvements in STEM Feedback from parents on Open Afternoon 		<ul style="list-style-type: none"> Peer learning visits Pupil work samples – science journals Monitoring of forward plans Review progress and identify successes and areas for improvement for next three year cycle of school improvement