

CROSS ARTHURLIE PRIMARY SCHOOL AND NURSERY CLASS

School Improvement Plan 2025-2026



"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

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

Early Years Framework – 10 QIs (CI= Care Inspectorate ES= Education Scotland)

Leadership : Leadership and management of staff and resources (CI) Staff skills, knowledge, values and deployment (CI) Leadership of continuous improvement (ES)

Children Thrive and Develop in Quality Spaces: Children experience high quality spaces

Children Play and Learn: Play and learning (CI) Curriculum (ES) Learning, teaching and assessment (ES)

Children are Supported to Achieve: Nurturing care and support (CI) Wellbeing, inclusion and equality (ES) Children's progress (ES) Safeguarding and child protection (CI & ES)

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

2025-2026

1. Continue to develop the curriculum to reflect the school context, national advice and learner needs
2. Meaningful assessment which informs next steps in learning leading to enhanced ownership of learning and improved attainment
3. Review quality assurance and school and nursery calendars

We are currently in year 1 of a 3 year plan which may change due to national developments.

2025-2026	2026-2027	2027-2028
Assessment in teaching and learning	High quality teaching and learning in literacy	High quality teaching and learning in maths
Innovative approaches to our curriculum	Engagement with CIC technical frameworks (area TBC)	Engagement with CIC technical frameworks (area TBC)
Leadership of learning including streamlining quality assurance to tackle workload	Embedding new quality assurance frameworks	Review of school QA calendar in light of revised HGIOS (if available)

Actions/ Enquiries/ CLPL/

ERC learning and teaching
moderation events

Teaching Sprints approach
around effective use of formative
assessment

All staff participate in a
Practitioner Enquiry

Development of whole school
approaches to children capturing
their learning and identifying next
steps in their learning

Pilot use of My World
of Work app from P5-7

Expand the use of floor
books to P1-4 as record
of children's learning
and identification of next
steps in learning

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

Priority 1: Assessment in teaching and learning

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

All staff continue to
develop a range of
effective formative
assessment strategies

Learning, teaching and
assessment cycle
routinely applied with staff
increasingly confident
about professional
judgements

**Improved
outcomes in
attainment in line
with revised
gradient of
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

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

HGIOS Q.I.s 1.1,2.3,3.2

ELC Quality Framework: Leadership

Children Play and Learn

NIF drivers: 2, 4 and 6

Priority 2: Innovative approaches to our curriculum

Actions/ Enquiries/ CLPL/

Literacy CLPL for a range of staff including Julie Powell as new Literacy Champion

CLPL digital technologies, exploring the potential uses of technology to enhance teaching and learning

Continue to explore innovative ways to enhance our curriculum through learning outdoors.

Review CIC materials produced by Education Scotland and consider possible adjustments to our whole school curriculum pathway.

Increase staff's understanding of the importance of attachment theory on child development and the implications for practice.

Children regularly and routinely experience high quality learning and teaching in literacy

Staff have increased knowledge and skills in delivering high quality teaching and learning experiences through digital technology and outdoor learning

Staff have confidence in developing innovative approaches to the curriculum

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

All aspects of the curriculum are enhanced as children's literacy improves

Curriculum from Nursery to P7 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

ELC Quality Framework:
Children Play and Learn

Children are Supported to Achieve

NIF drivers: 1 and 2

Actions/ Enquiries/ CLPL/

ERC learning and teaching
moderation events

SMT and staff leadership
development using Dare 2 Lead
by Brene Brown

Revise Primary school calendar
and WTA to make best use of
available time, with particular
consideration to increased
personalised planning and
reporting for children with ASN

Review nursery class quality
assurance calendar in light of
new ELC Quality Framework
publication

All staff participate in a
Practitioner Enquiry

Staff are supported to deliver
enhance opportunities for children
to lead learning through formal and
informal groups such as Eco
committee; Pupil Council; House
Captains; digital leaders; JRSO;
Sports' Committee and other
groups at the request of children

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

Nursery staff team
have confidence in
their ability to meet the
needs of children in line
with new EYF

Time is used effectively
for each aspect of the
cycle

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

Children have the opportunity
to develop leadership skills
which impacts positively on
their learning

Learning, teaching and
assessment cycle
routinely applied with staff
increasingly confident
about professional
judgements

Children and staff are
motivated to learn

**Staff are
motivated,
providing relevant
teaching and
learning
opportunities
matched to
children's needs
and interests**

**Priority 3: Leadership of learning
including streamlining quality
assurance to tackle workload**

HGIOS Q.I.s 1.1,2.3,3.2

ELC Quality Framework: Leadership

NIF drivers: 2, 4 and 6

SIP Priority	Resources	Term 1 August 2025-December 2025		Resources	Term 2 January 2026-March 2026		Resources	Term 3 April 2026-June 2026	
Priority 1: Assessment in teaching and learning	Inset day 1,2 &3 WP Time on WTA	<ul style="list-style-type: none">Develop research question and plan PECLPL moderation (ERC)CLPL digital learning logsCLPL floor books for recording children’s learningEngage with parents on their needs and expectations around family learning	Inset day 4 Time as per WTA	<ul style="list-style-type: none">Implement PECLPL Teaching Sprints assessmentLeadership development – staff book groupDHT to undertake Family Friendly accreditation in schoolPT to undertake Family Friendly accreditation in nursery	Inset day 5 Time as per WTA	<ul style="list-style-type: none">Develop position statement on children’s use of assessmentReview and share learning from PEDevelop position statement on family learning and engagement			
	Monitoring	<ul style="list-style-type: none">Analysis of ERC and NSAPupil focus groups – classroom environment which supports learner responsibilityTracking meetings- professional dialogue, assessments formative and summative – gradient of learningSMT learning visit – focus 2.3 learning and teaching, classroom environment		<ul style="list-style-type: none">Tracking meetingsCollaborative learning visits as part of Teaching Sprints - embedding of formative assessment strategiesEvidence from family friendly award process		<ul style="list-style-type: none">NSA and teacher’s professional judgementsPeer learning visitsMonitoring of forward plansReview progress and identify successes and areas for improvement for next three year cycle of school improvement			
Priority 2: Innovative approaches to our curriculum	Inset day 1,2 &3 WP Time as per WTA	<ul style="list-style-type: none">CLPL Julie Powell – Literacy leadCLPL digital technologiesCLPL ES materials on CICDevelop outdoor space for remembrance and contemplation with support from Parent CommunityCLPL HeartStart for all staff	Inset day 4 Time as per WTA £1000	<ul style="list-style-type: none">Implement PEReview social studies curriculum in light of ES guidanceIdentify gaps in resources in literacy provisionImplementation of outdoor learning/ learning outdoorsCLPL attachment theory	Inset day 5 Time as per WTA	<ul style="list-style-type: none">Review curriculum and develop position statement in line with advice for ES			
	Monitoring	<ul style="list-style-type: none">Tracking meetings- discussion on STEM developmentsMonitoring of forward plansCluster moderation eventEco 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 visitsPupil focus groups and monitoring of children’s work to reflect improvements in children’s increased responsibility for their learningFeedback from parents on Open Afternoon		<ul style="list-style-type: none">Peer learning visits – QI 3.1 equity and inclusionPupil work samplesMonitoring of forward plansReview progress and identify successes and areas for improvement for next three year cycle of school improvement			

SIP Priority	Resources	Term 1 August 2025-December 2025	Resources	Term 2 January 2026-March 2026	Resources	Term 3 April 2026-June 2026
Priority 3: Leadership of learning including streamlining quality assurance to tackle workload	Inset day 1,2 &3 WP Time on WTA	<ul style="list-style-type: none"> Implement revised WTA CLPL for nursery staff on EYC framework Revised nursery moderation calendar CLPL leadership book group Explore the use of cluster icons 	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 	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"> Pupil focus groups – classroom environment which supports learner responsibility Tracking meetings- professional dialogue, assessments formative and summative – gradient of learning SMT learning visit – focus 2.3 learning and teaching, classroom environment 		<ul style="list-style-type: none"> Tracking meetings PE wall 		<ul style="list-style-type: none"> NSA and teacher’s professional judgements Peer learning visits Monitoring of forward plans Review progress and identify successes and areas for improvement for next three year cycle of school improvement