CROSS ARTHURLIE PRIMARY SCHOOL AND NURSERY CLASS

School Improvement Plan 2025-2026







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? Qls 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

- Continue to develop the curriculum to reflect the school context, national advice and learner needs
- 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 | Engagement with CIC technical frameworks | | | |
| | (area TBC) | (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

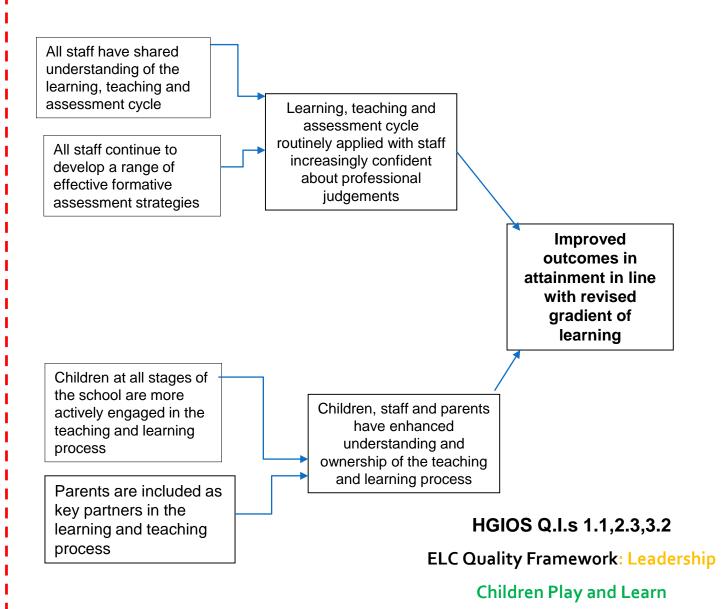
Development of whole school approaches to children capturing their learning and identifying next steps in their learning

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

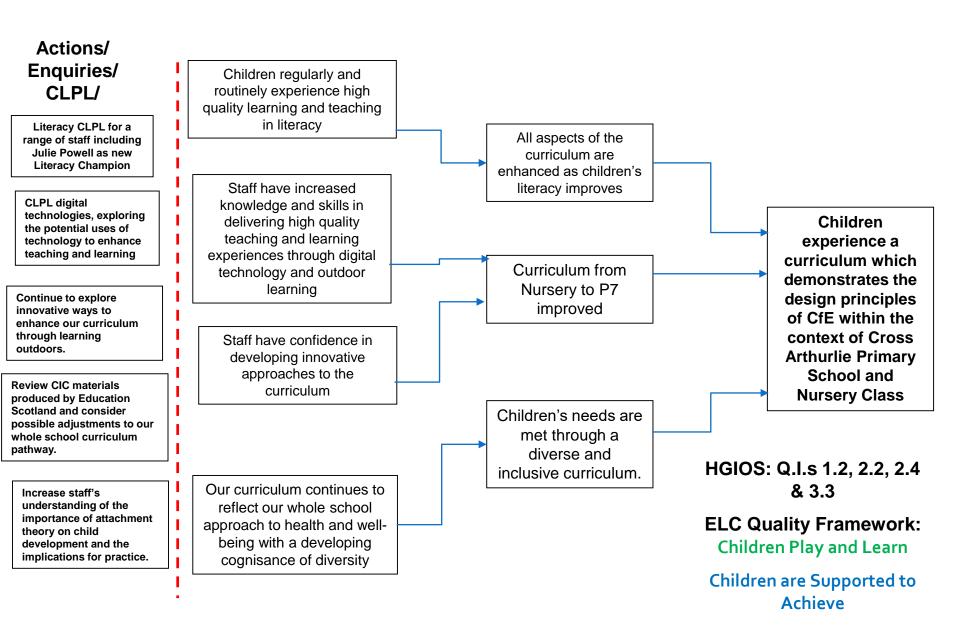
Expand the use of floor books to P1-4 as record of children's learning and identification of next steps in learning

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

Priority 1: Assessment in teaching and learning



NIF drivers: 2, 4 and 6



NIF drivers: 1 and 2

Actions/ Enquiries/ CLPL/

ERC learning and teaching moderation events

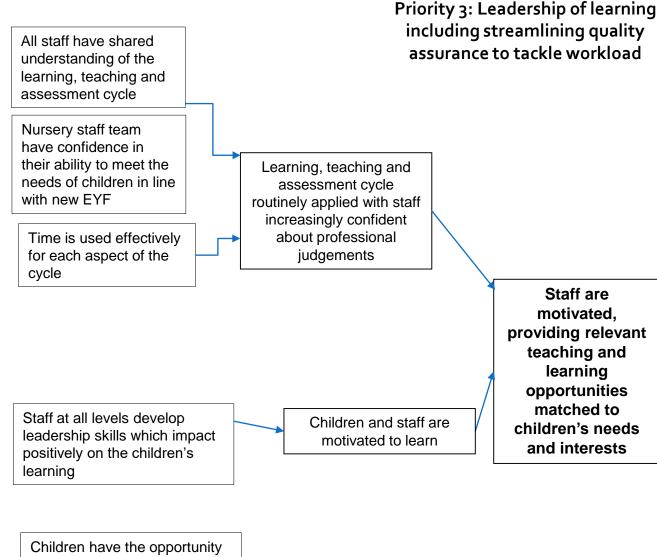
SMT and staff leadership development using Dare 2 Lead by Brene Brown

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



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

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 | Develop research question and plan PE CLPL moderation (ERC) CLPL digital learning logs CLPL floor books for recording children's learning Engage with parents on their needs and expectations around family learning | Inset day 4 Time as per WTA | Implement PE CLPL Teaching Sprints assessment 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 | Develop position statement on children's use of assessment Review and share learning from PE Develop position statement on family learning and engagement |
| | Monitoring | Analysis of ERC and NSA 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 | | Tracking meetings Collaborative learning visits as part of Teaching Sprints - embedding of formative assessment strategies Evidence from family friendly award process | | 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 |
| Priority 2: Innovative approaches to our curriculum | Inset day 1,2 &3 WP Time as per WTA | CLPL Julie Powell – Literacy lead CLPL digital technologies CLPL ES materials on CIC Develop outdoor space for remembrance and contemplation with support from Parent Community CLPL HeartStart for all staff | Time as per WTA £1000 | Implement PE Review social studies curriculum in light of ES guidance Identify gaps in resources in literacy provision Implementation of outdoor learning/ learning outdoors CLPL attachment theory | Inset day 5 Time as per WTA | Review curriculum and develop position statement in line with advice for ES |
| | Monitoring | Tracking meetings- discussion on STEM developments Monitoring of forward plans Cluster moderation event Eco committee and pupil council minutes reflect the development of the community garden, all children aware of it's purpose | | Pupil Council learning visits Pupil focus groups and monitoring of children's work to reflect improvements in children's increased responsibility for their learning Feedback from parents on Open Afternoon | | Peer learning visits – QI 3.1 equity and inclusion Pupil work samples Monitoring of forward plans Review 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 | • | 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 | • | Implement PE Implementation of ERC new model for moderation Leadership development – staff book group | Inset day 5 Time as per WTA | • | Develop position statement on leadership of learning and teaching Review and share learning from PE Develop position statement on family learning and engagement |
| | Monitorin g | • | Pupil focus groups – classroom environment which supports learner responsibility Tracking meetings-professional dialogue, assessments formative and summative – gradient of learnin SMT learning visit – focus 2.3 learning and teaching, classroom environment | | • | Tracking meetings PE wall | | • | 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 |