

CROSS ARTHURLIE PRIMARY SCHOOL AND NURSERY CLASS

School Improvement Plan 2026-2027



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:

- Improvement in attainment, particularly in literacy and numeracy**
- Closing the attainment gap between the most and least disadvantaged children**
- Improvement in children and young people's health and wellbeing**
- 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:

- School leadership**
- Teacher professionalism**
- Parental engagement**
- Assessment of children's progress**
- School improvement**

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

East Renfrewshire Council

Local Improvement Plan

Pedagogy and Learning

Empowerment and Leadership

Attainment, achievement and progression

Social Justice and wellbeing

Strategic Priority:		Continue to develop a curriculum which is relevant and in line with the school's revised curriculum rationale and the evolving national Curriculum Improvement Cycle			
NIF Priority:	- Placing the human rights and needs of every child and young person at the centre of education - Improvement in children and young people's health and wellbeing - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in skills and sustained, positive school-leaver destinations for all young people			NIF Driver:	<i>Teacher and practitioner professionalism</i> <i>Curriculum and assessment</i> <i>School and ELC leadership</i>
QIs:	1.2 , 1.3 Leadership & Children Play and Learn	2.2 & 2.3 Children Play and Learn Children are supported to achieve	3.3 Increasing creativity and employability	Local Improvement Plan:	<i>Pedagogy and Learning Empowerment and Leadership</i>
Outcome (short term)		Measures of success / Monitoring and evaluating progress		Improvement Activities	
<i>What will improve?/ what change will happen?</i> <i>What? For whom? By how much? By when?</i>		<i>The data that allows you to determine whether or not the change has taken place - What data? How often will data be gathered and by whom? Is a baseline required? Who will collate/analyse the evidence?</i>		<i>Key action/activities that will effect change. Who will do it and what resource is required?</i> <i>Ensure costings of PEF activities</i>	
By March 2027 all staff demonstrate increased confidence in effective teaching and learning via the 'Learning, Teaching & Curriculum Collaboratives' (L,T & C) in-school sharing event		- Formal and informal check-ins with facilitators and wider staff group indicate a growing confidence in effective learning, teaching and assessment - Collaborative (SMT & peer) class visit (March) on theme of L,T & C collaborative reflects the progress made by each teacher on their chosen theme		- L,T & C collaborative programme ➤ In-service day 1 introduction ➤ Staff identify area of interest ➤ Collaboratives formed and meet 9/9/26 ➤ Inset day 3, October ➤ Staff apply learning within classroom ➤ Staff develop slide for sharing their learning with colleagues ➤ In-service day 4- feedback to group ➤ Staff share learning with school colleagues.	
				To ensure staff have secure pedagogical approaches and are able to adapt to the proposed changes as part of the Curriculum Improvement Cycle. Children receive appropriate feedback which enables them to take increasing responsibility for their learning.	

	● Jotter monitoring, pupil focus groups reflect impact of L,T & C collaborative as per school calendar.		
By December 2026, all staff have an understanding of the purpose of Inter-disciplinary learning (IDL) By March 2027, all staff have an understanding of the key features of high quality IDL By June 2027, all staff are able to articulate the main features of highly effective practice in IDL	● Professional dialogue during tracking meetings indicates that staff are developing a deepening understanding of the purpose of IDL ● Forward plans reflect changes to staff planning more effectively for IDL ● Pupil focus groups indicate that children are becoming more actively engaged in their learning through IDL ● Staff collaborate effectively during working parties as per school calendar	● Staff complete professional learning on latest advice from Education Scotland on IDL ● Staff discuss learning during staff meetings or working parties ● Staff develop clear rationale for IDL ● Staff review current practice in IDL identifying area of strength and for improvement ● Staff begin to develop new planners for IDL	All staff are confident in the rationale and pedagogical approaches needed to ensure meaningful relevant learning. All children experience a curriculum which is meaningful, relevant and supports them to become responsible citizens, effective contributors, successful learners and confident individuals.

Strategic Priority:		Improve attainment in literacy			
NIF Priority:	- Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in skills and sustained, positive school-leaver destinations for all young people			NIF Driver:	School and ELC leadership Teacher and practitioner professionalism School and ELC improvement Performance information
QIs:	1.2 1.3 Leadership & Children Play and Learn	2.2 , 2.3 & 2.5 Children Play and Learn Children are supported to achieve	3.2	Local Improvement Plan:	Pedagogy and Learning Attainment, achievement and progression
Outcome (short term)		Measures of success / Monitoring and evaluating progress		Improvement Activities	
<i>What will improve?/ what change will happen? What? For whom? By how much? By when?</i>		<i>The data that allows you to determine whether or not the change has taken place - What data? How often will data be gathered and by whom? Is a baseline required? Who will collate/analyse the evidence?</i>		<i>Key action/activities that will effect change. Who will do it and what resource is required? Ensure costings of PEF activities</i>	
Improved attainment in reading for identified children (approximately 5%). On in-service day 5 2026, staff identified children who, with an additional focus on reading, could improve attainment in reading. Identified children will be a particular focus during tracking meetings. Improved attainment of Cross Arthurlie NC children within baseline scores identified areas of pre-reading strategies such as		Class visits ➤ Classroom organisation and displays reflect improved approaches to reading ➤ Focused SMT visit identifies improved learning and teaching in reading Pupil focus groups ➤ Children comment positively on improved reading strategies ➤ Children are able to articulate reading strategies they use at from Early to Third level. ➤ Nursery children are more confident pre-reading skills		- Staff familiarisation with new resource: Big Cat Reading for children in Primaries 2-7 ➤ New books purchased May 2026 (reserves of £21k used) ➤ Organise storage ➤ Big cat added to teachers' forward planners - CLPL ➤ Literacy PTs' input on guided reading strategies and DLL ➤ Literacy champion input (JP) on Meaning Makers (follow-up from Professional Enquiry) ➤ Time agreed for working parties and in-service days as per WTA.	
				The rationale for change. Why it matters? A change in professional knowledge/confidence, practice and/or learners' experiences/outcomes	
				All staff have increased confidence in teaching and scaffolding children's reading development from Early to Third level.	

alliteration, rhyme and phonological awareness.	such as alliteration, rhyme and phonological awareness Professional dialogue/tracking ➤ Moderation across all levels indicates improved confidence in teachers' professional judgements ➤ Moderation across all levels indicates improved pupil attainment ➤ ELC quality assurance identifies improved pre-reading strategies regularly evidenced in journals, blogs and children's personal plans	➤ Nursery CLPL phonological awareness; concepts of print and onset & rime ● Parents ➤ Updated input on how to support they child with reading at home, optional workshop, leaflet or part of Open Afternoon or parents evening	
Improved attainment in writing for identified children (approximately 5%). On in-service day 5 2026, staff identified children who, with an additional focus on writing, could improve attainment in writing. Identified children will be a particular focus during tracking meetings. Within ELC we are focusing on understanding children's writing developmentally. This is tracked through journals. Looking for all children, and especially those	● Class visits ➤ Classroom organisation and displays reflect improved approaches to writing ➤ Focused SMT/ peer visit identifies improved learning and teaching in writing ● Pupil focus groups ➤ Children comment positively on improved writing strategies ➤ Children are able to articulate their targets in writing use from Early to Third level ➤ Nursery children are have increased opportunities for meaningful mark making ● Professional dialogue/tracking	● Staff familiarisation with new resource: PM Writing for children in Primaries 1-7 ➤ Purchased May 2026 (PEF of £2k used) ➤ Organise storage ➤ PM Writing added to teachers' forward planners ● CLPL ➤ PM input during in-service day 1 with cluster ➤ DHT to lead working party ➤ Time agreed for working parties and in-service days as per WTA ➤ Nursery CLPL Drawing Club (to be led by Primary Teacher)	All staff have increased confidence in teaching and scaffolding children's writing development from Early to Third level.

who are deferred, to be supported to increase their engagement with meaningful mark making.	➤ Moderation across all levels indicates improved confidence in teachers' professional judgements ➤ Moderation across all levels indicates improved pupil attainment ➤ Moderation across the cluster indicates improved outcomes in writing ● Nursery quality improvement systems reflect children's increased confidence in writing evidenced in journals and blogs .		
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Strategic Priority:		To fully embed our approaches assessment which enables children to become more active in their learning by setting their own targets.			
NIF Priority:	- Placing the human rights and needs of every child and young person at the centre of education - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in skills and sustained, positive school-leaver destinations for all young people - Improvement in attainment, particularly in literacy and numeracy			NIF Driver:	<i>Teacher and practitioner professionalism</i> <i>Curriculum and assessment</i> <i>School and ELC leadership</i> <i>School and ELC improvement</i>
QIs:	1.1 Self-evaluation for self-improvement	2.4 Personalised support Children Play and Learn Children are supported to achieve	3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	Local Improvement Plan:	<i>Pedagogy and Learning</i> <i>Empowerment and Leadership</i> <i>Social Justice and wellbeing</i>
Outcome (short term)		Measures of success / Monitoring and evaluating progress		Improvement Activities	
<i>What will improve?/ what change will happen?</i> <i>What? For whom? By how much? By when?</i>		<i>The data that allows you to determine whether or not the change has taken place - What data? How often will data be gathered and by whom? Is a baseline required? Who will collate/analyse the evidence?</i>		<i>Key action/activities that will effect change.</i> <i>Who will do it and what resource is required?</i> <i>Ensure costings of PEF activities</i>	
By March 2027, staff will effectively use Learning Journals in ELC and Floor Books in P1–P3 to track learning across the curriculum, enabling children to increasingly reflect on their learning and contribute to next steps. By March 2027, My World of Work Profiles will be fully embedded across P4–P7, enabling children to regularly reflect on their strengths, achievements and learning targets.		Baseline (August 2026): Audit current use of Learning Journals and Floor Books from Nursery to P4 Termly monitoring: Quality assurance sampling of Learning Journals and Floor Books by SLT - Learning visits focusing on learner participation and reflection. - Professional dialogue during tracking meetings. - Pupil focus groups explore understanding of learning, feedback and next steps. Success measures:		- Provide professional learning and exemplification of effective practice. - Provide staff training and guidance on profiling and target-setting - Facilitate moderation activities and sharing of effective approaches across stages. - Include learner reflection opportunities within weekly learning experiences. - Build quality assurance activities into the school calendar. - Schedule termly profiling and reflection opportunities.	
				- A culture of learner agency is evident across the school. - Children demonstrate increased independence, motivation and responsibility for their learning. - Improved attainment through greater understanding of learning intentions,	

By March 2027, children across the school will have regular opportunities to reflect on their learning, identify successes and set meaningful next steps.	• All classes maintain high-quality Learning Journals/Floor Books. • Evidence of children contributing to planning, reflection and evaluation of learning. • Increased pupil ability to talk about what they are learning and why. Baseline (August 2026): Audit current profiling practices across P5–P7. Termly monitoring: • Review of pupil profiles and target-setting records. • Sampling of profile entries by SLT. • Pupil focus groups and learner conversations. • Tracking discussions linked to pupil targets. Success measures: • All pupils maintain an up-to-date profile. • Profiles contain regular reflections on learning, skills and achievements. • Pupils can clearly articulate strengths, progress and next steps. • Increased pupil engagement in target-setting conversations.	Engage parents and carers in celebrating achievements recorded within profiles. • Embed reflective dialogue within classroom practice. • Use profiling, floor books and journals to support reflection. • Share effective practice through collegiate sessions and moderation activities. • Develop a consistent whole-school approach to learner reflection and target setting. • Develop shared expectations and guidance for Learning Journals and Floor Books.	success criteria and next steps. • Children are confident, successful learners who can articulate their progress and achievements.
By June 2027, all staff will demonstrate increased confidence and consistency in applying trauma-informed and relational approaches across the school and ELC.	Leadership and Professional Learning • Depute Head Teacher and identified class teacher to undertake the NRTA training programme and act as school leads. • NRTA leads engage in suite of professional learning and networking opportunities. • NRTA leads to engage in professional enquiry and reflection on relational practice. • Develop a staged implementation plan to support staff development. Practice Development	Leadership and Professional Learning • Depute Head Teacher and identified class teacher to undertake the NRTA training programme and act as school leads. • NRTA leads to engage in the full suite of professional learning and networking opportunities. • Develop a staged implementation plan to support whole-school adoption.	• Staff demonstrate greater confidence, knowledge and consistency in applying trauma-informed and relational approaches. • Staff use a shared language and understanding when supporting children experiencing adversity.

	● Facilitate staff discussion and sharing of effective approaches through collegiate sessions. ● Use learning professional dialogue and coaching to support consistency across classes and stages. ● Develop guidance and agreed expectations for trauma-informed and nurturing practice across the school and ELC.	Staff Development Deliver professional learning focused on: ● Learning is understood developmentally. ● The environment offers a safe base. ● Language as a means of communication. ● Understanding and supporting transitions. ● Relational approaches and emotional regulation. ● Trauma-informed responses that promote inclusion and wellbeing.	● Increased professional capacity to meet the diverse wellbeing needs of learners. Learners ● Children report feeling safe, valued, included and supported within school. ● Increased engagement in learning and participation across school life. ● Improved emotional regulation, resilience and positive relationships. ● Reduction in barriers to learning and increased readiness to learn.
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