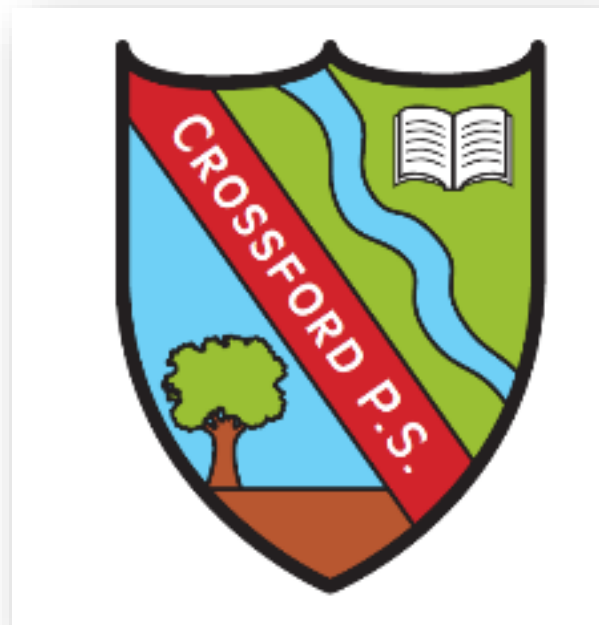


Crossford Primary School & Nursery School & Nursery Improvement Plan 2024/2025



Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing/Attendance & Engagement				
Focused Priority: Questionnaires and focus groups will indicate that almost all children and families will feel respected and that individual needs are being met in our school and nursery resulting in all children making progress in attainment by May 2025.				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
3.1 – Ensuring wellbeing, equality and inclusion 3.2 – Raising attainment and achievement			2.4 – Personalised support 2.5 – Family learning	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Almost all children and parents/carers will report that children feel safe in school and nursery and that the school listens to concerns on bullying.</p> <p>Almost all children and parents/carers will report that the school/nursery helps children to feel more confident and that children enjoy being at school most of the time.</p> <p>Almost all children will experience a positive behaviour ethos with allows them to learn.</p> <p>Almost all parents and carers will feel informed about their child's progress and how to support their child at home.</p> <p>All children receive the relevant supports to enable them to achieve in school/nursery.</p> <p>All children and parents know about the school and nursery improvement priorities.</p>	<p>SLT to attend updated Cool in School launch event in September.</p> <p>Professional learning for all staff regarding Cool in School and Tree of Knowledge resources.</p> <p>Whole school focus on positive relationships through health and wellbeing through learning and teaching, assemblies, display, shared start etc.</p> <p>SLT to collaborate with Cairneyhill PS on use of Bounceback resource to support resilience and mental health and wellbeing.</p> <p>Professional learning for all staff on Bounceback resource.</p> <p>Class teachers to plan learning and teaching using Bounceback resource with whole school focus on individual themes.</p> <p>HWB leads will engage in train the trainer sessions for CIRCLE</p>	<p>PT</p> <p>HT/PT</p> <p>All staff</p> <p>HT/PT</p> <p>PT</p> <p>All class teachers</p> <p>Nursery Teacher, and L Brennan</p>	<p>Class visits Pupil focus groups Parent/carer questionnaires Parent/carer focus groups Staff views/professional dialogue Minutes of review meetings Class teacher evaluations of learning in HWB</p>	<p>4 September 2024</p> <p>September 2024</p> <p>Ongoing</p> <p>September 2024</p> <p>October/November 2024</p> <p>November to June 2025</p> <p>4 September 2024 & 11 November 2024</p>

	<p>inclusive practice framework for primary and ELC</p> <p>HWB leads will lead professional learning for all staff creating an action plan and professional dialogue regarding impact of implementation.</p> <p>Parent/carer workshops/sharing learning sessions.</p> <p>Working groups to create parent/carer guides 'How to support your child at home' for literacy, numeracy and maths, health and wellbeing and learning through play.</p> <p>Display in reception area regarding school improvement priorities updated regularly.</p> <p>Updates on school improvement priorities in weekly SWAY and parent council meetings.</p> <p>Update positive relationships policy/guidance in collaboration with parent/carers, children and partners</p>	<p>Nursery Teacher, and L Brennan All staff</p> <p>All staff</p> <p>All staff</p> <p>SLT</p> <p>SLT</p> <p>SLT</p>		<p>W/B 16 September 2024 W/B 9 December 2024</p> <p>TBC</p> <p>February 2025</p> <p>Ongoing</p> <p>Ongoing</p> <p>June 2025</p>
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Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation

Education Directorate Improvement Plan: Achievement				
Focused Priority: In collaboration with Crossford Primary School				
<ul style="list-style-type: none"> Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education. Use benchmarks for all curriculum areas to measure children’s progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements. 				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
1.2 – Leadership of Learning 1.3 – Leadership of Change 2.2 – Curriculum 2.3 – Learning, Teaching and Assessment 3.1 – Ensuring wellbeing, equality and inclusion 3.2 – Raising attainment and achievement		1.2 – Leadership of Learning 1.3 – Leadership of Change 2.2 – Curriculum 2.3 – Learning, Teaching and Assessment 3.1 – Ensuring wellbeing, equality and inclusion 3.2 – Securing children’s progress		
Expected Impact	Expected Impact	Expected Impact	Expected Impact	Expected Impact
<p>All children will experience planned, progressive learning experiences across the broad general education.</p> <p>All staff will enhance their assessment skills through planned assessment and moderation activity, this will ensure all children are making progress across all areas of the curriculum</p> <p>All staff will track children’s progress across the broad general education and use assessment evidence to support professional judgements to ensure children experience their</p>	<p>Professional Learning Activity</p> <ul style="list-style-type: none"> As part of collegiate sessions staff will engage in professional dialogue on assessment of HWB, Art, Digital Technologies and Computing Science All staff will use CfE benchmarks for identified/all curriculum areas to engage in moderation activity linked to HWB, Art, Digital Technologies and Computing Science <p>Forward Planning</p> <ul style="list-style-type: none"> All staff will use the progression pathways for all curriculum areas to ensure 	<p>Led by SLT All staff</p> <p>Led by SLT All staff</p>	<p>Data</p> <p>Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum Analysis of CfE and BASE/NSA data Analysis of data for identified cohorts eg SIMD ASN, EAL, LAC, AF etc</p> <p>People’s Views</p> <p>Teacher views on new system Teacher professional dialogue with SLT at Planning tracking and attainment Meetings Feedback from moderation activity</p>	<p>October 2024</p> <p>December 2024</p> <p>October 2024</p>

<p>entitlement to a broad general education.</p> <p>Through planned opportunities with parents/carers, knowledge of the broad general education will be developed and this will ensure they can support children in their learning across the curriculum</p>	<p>planned learning experiences are progressive for all children.</p> <ul style="list-style-type: none"> Attainment and Forward Planning dialogues will support assessment within identified/all curriculum areas linked to assessment evidence which informs professional judgements. Staff will develop confidence in planning for assessment. <p>Tracking & Monitoring</p> <ul style="list-style-type: none"> All staff in liaison with SLT will develop their understanding of the Progress Framework. This will be used to track progress in learning across the curriculum and record targeted interventions for individual or cohorts of children. <p>Reporting</p> <ul style="list-style-type: none"> All staff will be familiar with the reporting framework built into Progress and this will support reporting to parents/carers at key points throughout the session. All staff will use the reporting aspect of the framework to complete end of session written reports to ensure all parents/carers have access to an annual written report which is informed by professional judgements. <p>Learning, teaching and assessment</p>	<p>Led by SLT All staff</p> <p>Led by SLT All staff</p>	<p>Parent/carer views on children's experiences of BGE Children's views gathered through class groups and pupil focus groups on the learning experiences across the curriculum</p> <p>Observations Forward planning documentation monitoring Jotter sampling – literacy/numeracy and other curriculum areas</p> <p>Classroom observations linked to identified areas of the curriculum (QA calendar)</p> <p>Focus for LP – analysis of data, Learning experiences across the curriculum/identified area of curriculum, parent/pupil views of the delivery of the curriculum</p>	<p>September 2024 November 2024 January 2025 April 2025</p> <p>February 2025</p> <p>April 2025</p> <p>May/June 2025</p> <p>June 2025</p>
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	<ul style="list-style-type: none">• Focus for parent/carer workshops/open mornings – sharing progression across identified curricular areas	All class teachers		December 2025 March 2025 May 2025
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Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation

Education Directorate Improvement Plan: Achievement				
Focused Priority: Workshop for Literacy – All children will experience contextualised learning, using WfL approach, to support development of core literacy skills by making connections to deepen understanding thus raising attainment in literacy to meet our stretch target. (Stretch target for 24/25 TBC)				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
1.1 – Self-evaluation for self-improvement 1.2 – Leadership of learning 2.3 - High Quality Learning, Teaching and Assessment 2.4 – Personalised Support 3.2 – Raising attainment and achievement			Linked to all relevant QIs as well as key QIs	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Workshop for Literacy – All children will experience contextualised learning, using WfL approach, to support development of core literacy skills by making connections to deepen understanding.	<p>CTs enrol in WfLCore approaches programme cohort 2</p> <p>PSAs enrol in WfL for PSAs programme</p> <p>Class teachers implement WfL approach in classrooms</p> <p>Quality assurance/self evaluation activities – class visits, jotter monitoring, pupil focus groups, professional dialogue</p> <p>Class teachers attend optional additional support offers from PL team – using WfL documentation, using the text type writing assessments, connecting practitioners to share learning, using NSA data effectively.</p>	<p>HT will lead All class teachers</p> <p>All PSAs</p> <p>All class teachers</p> <p>SLT</p> <p>All class teachers</p>	<p>Staff surveys</p> <p>Class visits</p> <p>Planning, tracking and attainment meetings</p> <p>Jotter monitoring</p> <p>Pupil focus groups</p> <p>Parent/carers surveys</p> <p>Attainment data</p>	<p>Enrol by September 2024</p> <p>Workshop for Literacy Core Approaches Cohort 2</p> <ol style="list-style-type: none"> 1. 27 February 2025 2. 13 March 2025 3. 27 March 2025 4. 01 May 2025 5. 15 May 2025 6. 29 May 2025 7. 12 June 2025 <p>Quality assurance - ongoing</p>

Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation

Education Directorate Improvement Plan: Equality & Equity/Achievement				
Focused Priority: Develop vocabulary and phonological awareness for all children in nursery through play and small group activities with all children scoring average or above in ELIPS in May 2024				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
			2.2 – Curriculum 2.3 – Learning, teaching and assessment 2.4 – Personalised support 2.5 – Family learning 3.2 – Securing children’s progress	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All children in nursery will have access to play and learning activities that promotes development of vocabulary and phonological awareness.</p> <p>All families have access to information and strategies to support language development with their children.</p>	Professional learning sessions on phonological awareness and developing vocabulary.	PT/Nursery Teacher	Staff surveys	October 2024
	Create and implement an action plan to introduce songs, stories and games which promote development of phonological awareness and vocabulary.	All nursery staff	Parent/carer surveys	October 2024
	Working group to create materials and run sessions for parents/carers to support language development.	PT and EYOs (TBC)	Observations	October 2024
	ELIPS assessments to gather data	All nursery staff	ELIPS data	October 2024
	High quality observations	All nursery staff	Attainment data	October 2024
	Planning, tracking and attainment meetings	HT/PT	Minutes of planning, tracking and attainment meetings	March 2024
	Meeting learners’ needs meetings	Nursery teacher	Record of meeting learners’ needs meetings	September 2024 & April/May 2025
			Children’s voice recorded in PLJs	Ongoing
				September 2024 November 2024 January 2025 April 2025

Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation

Pupil Equity Fund allocation for session 2024/25	£ 8575
School Context	
<p>Context</p> <p>Crossford is a village in Fife approximately 1.5 miles west of Dunfermline with a population of approximately 2320. Crossford Primary School and Nursery serves Crossford with some placing requests from Dunfermline, Cairneyhill, Torryburn, Carnock and Gowkhill. Queen Anne High School in Dunfermline is the associated secondary school with almost all children transitioning to there in S1.</p> <p>Crossford Nursery Class is open from 8:45 to 2:45 term time.</p> <p>Our Vision Statement: Our aim at Crossford Primary School is “Rise to the challenge; supporting each other”.</p> <p>Crossford Primary School values are:</p> <ul style="list-style-type: none"> • Ambition: we will strive to always achieve our best • Commitment: We try our hardest on our journey to achieve our goals and targets • Respect: We will value others and care for ourselves at all times • Responsibility: We are responsible for everything we say and everything we do <p>Crossford Primary School and Nursery Class is located in the village of Crossford. It provides a broad general education for nursery and primary age children of Crossford and surrounding villages. The school currently has 8 classes and currently has 190 primary pupils. Crossford Nursery provides early learning within the nursery for 1140 hours from 8:45 to 2:45 term time. The senior leadership team of 1.0FTE Headteacher and 0.5FTE PEF DHT. The Nursery Team is supported by a peripatetic Nursery Teacher for 2 to 3 days every second week.</p> <p>Crossford Primary and Nursery were inspected by HMIE in September 2023. Following the inspection our school improvement priorities were updated to reflect the summary of findings with a focus on meeting learners’ needs.</p>	

Cost of the School Day	
At Crossford Primary School we recognise the need to reduce the Cost of the School Day for all our children and particularly for our children who are already experiencing poverty. We examine the school day through the following headings; Uniform, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning.	
Stakeholder engagement (in what ways have you engaged with your stakeholders – learners/parents/community etc.)	Participatory Budgeting (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)
<ul style="list-style-type: none"> - all parents/carers had the opportunity to feedback on improvement priority work through Microsoft form questionnaire and were part of a focus group during HMIE inspection in September. - Pupils on-going feedback gathered through regular pupil focus groups, pupil leadership groups and questionnaires - Pupil wise and parent wise surveys - Parent council discussion termly 	No

Rationale (what poverty-related attainment gap are you trying to address?) This does not all have to have a PEF cost	Amount of Fund allocated (if appropriate) £
<p>85% of our parents and carers said in a survey that they would like Pupil Equity Fund to be used to provide additional hours for staff to work with small groups of children and individuals to support learning and health and wellbeing. They also said that Pupil Equity Fund should be used to ensure that additional learning needs are met.</p> <p>Pupilwise Survey reported that</p> <p>57% of children responded positively to the statement – My school helps me to feel more confident. 10% responded negatively.</p> <p>46% of children responded positively to the statement – I am treated with respect by other pupils in school. 18% responded negatively.</p> <p>Parentwise Survey reported that</p> <p>62% of parents/carers responded positively to the statement – The school supports my child’s emotional wellbeing. 10% responded negatively.</p> <p>54% of parents/carers responded positively to the statement – My child has access to the relevant support to enable them to achieve at school/nursery. 17% responded negatively.</p> <p>45% of parents/carers responded positively to the statement – There is a positive behaviour ethos in the school/nursery which allows for effective learning to take place. 16% responded negatively.</p>	

Staff views are that our focus should be on promoting health and wellbeing, positive relationships and resilience.

Attainment

37 children are not on track in literacy. 15 of the 37 are affected by identified aspects of poverty. 8 have identified additional support needs.

<p>Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference</p>	<p>Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)</p>	<p>Measure of Success (Triangulation of Evidence/QI Methodology)</p>	<p>Impact on learners Ongoing evaluation Dec/June (What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)</p>
<p>All children who are identified with health and wellbeing needs will receive appropriate interventions eg Seasons for Growth, Kitbag, Yogido, friendship groups, movement breaks, access to nurture space, support to be in class.</p>	<p>DHT to oversee PEF plan in both schools.</p> <p>Use Glasgow wellbeing and motivation survey and staff knowledge of the children/families to identify children who would benefit from targeted interventions to support health and wellbeing.</p> <p>Create safe space/nurture space in all classrooms and separate space in room 10.</p> <p>Create and implement action plans for each child eg weekly kitbag sessions, daily check-ins, soft start, seasons for growth, friendship group, yogido, movement break.</p> <p>Share plans with children and parents/carers.</p> <p>Weekly meetings with staff involved.</p> <p>Evaluate impact after 3 weeks and 6 weeks.</p>	<p>Glasgow wellbeing and motivation survey results</p> <p>Evaluation of action plans</p> <p>Staff views</p> <p>Children's views</p> <p>Parent/carer views</p>	<p>What has been the impact? Have you met your original expected impact?</p>

