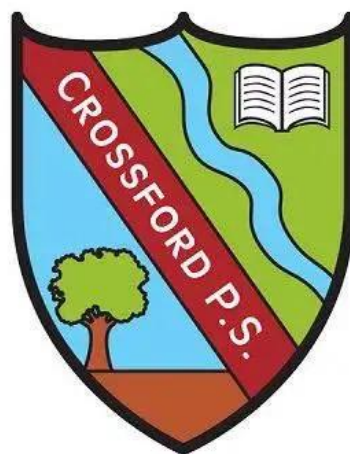


Crossford Primary School & Nursery

School Improvement Plan 2026/2027



Respect Responsibility Kindness Teamwork Best Effort
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Education Directorate Improvement Plan: Improving learning, teaching and assessment Meeting learners' needs				
Focused Priority: By June 2027, the majority of children across the school and nursery will achieve a score of 12 or above on the Listening Skills Rating Scale (Spooner & Woodcock), demonstrating improved readiness to learn and contributing to measurable improvements in literacy attainment across all stages.				
HGIOS4 Quality Indicators			Quality Improvement Framework	
2.3 Learning, Teaching and Assessment – Developing high-quality interactions and learner engagement 2.7 Partnerships – Strengthening learning partnerships with parents/carers 3.2 Raising Attainment and Achievement – Improving outcomes through targeted interventions			Learning, teaching and assessment Curriculum – partnerships Playing, learning and developing Children's progress	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
Measurable increase in attainment in literacy across all stages.	Whole staff professional learning on the importance of good listening and what good listening is.	HT	Listening skills rating scales Literacy attainment data	August in-service

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Crossford Primary School and Nursery School Improvement Plan 2026/2027

(Current % on track or ahead = 82.3%) Most children will demonstrate improved active listening behaviours, including attention, understanding and response. Increased engagement in learning and improved quality of interactions. Reduction in barriers to learning, particularly for targeted groups Staff demonstrate increased confidence and consistency in teaching and reinforcing listening skills	Completion of 'listening skills rating scale' for all children and all cohorts at beginning, middle and end of project Identify individuals or groups for targeted interventions Share information on 'good listening' and rating scale with parents and carers to support at home. Whole class and targeted small groups taking part in weekly sessions to practice good listening through activities from all four rules and identifying when they should be used in school. Evaluation of impact through focus groups, staff feedback , parent/carers feedback.	All staff HT & CTs HT All staff HT	Children's views – focus groups, class visits, time to talk Staff views – professional dialogue, surveys Parent/carers feedback – discussions, surveys Partners feedback – surveys, professional dialogue	By 4 September September 2026 6 weeks from 7 September to 30 October November 2026 Progress to be reviewed December 2026 March 2027 May 2027
Ongoing Evaluation				

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

Education Directorate Improvement Plan: Strengthening our curricular pathways Improving learning, teaching and assessment Meeting learners' needs				
Focused Priority: Review of Nursery Curriculum Rationale				
HGIOS4 Quality Indicators		Quality Improvement Framework		
2.2 Curriculum 2.3 Learning, teaching and assessment 2.7 Partnerships 3.2 Raising attainment and achievement		Curriculum Learning, teaching and assessment Children's progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
A shared, clearly articulated nursery curriculum rationale understood by staff, parents and partners High-quality play pedagogy consistently	Audit and evaluate current practice through professional dialogue with nursery staff using HGIOS 4, Realising The Ambition and Quality Improvement Framework Co-construct updated curriculum rationale through	Stacey Sullivan , PT with Nursery staff	Clear strengths and next steps identified Updated curriculum rationale	Term 1 – completed by October 2026

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evident across the nursery Improve children's engagement, wellbeing and involvement leading to improved outcomes in early literacy, numeracy and HWB Enhanced transitions into Primary 1 which are effective, well planned and positively evaluated Increased parental understanding and engagement with child's learning	- Professional dialogue about early level and 'what matters' in our nursery - Seeking views from children, families and partner agencies	Stacey Sullivan , PT with Nursery staff	Professional dialogue Views of all stakeholders	Terms 1 and 2 – completed by January 2027
	Strengthen play pedagogy through - Targeted professional learning on high-quality interactions, adult role in play - Develop consistent approaches to planning responsive learning, observing and tracking progress in play - Develop learning environments to promote curiosity, creativity and independence - Enhance outdoor learning provision	Stacey Sullivan , PT with Nursery staff	Quality assurance activities including - SLT observations of nursery environment - PLJs - Planning	Ongoing
	Develop clear progression pathways across Early Level	Stacey Sullivan , PT with Nursery staff	Early level progression pathways	Terms 2 and 3 – completed by May 2027
	Ensure consistent approaches to PLJs to record learning progress and tracking and monitoring attainment Strengthen nursery and Primary 1 collaboration through joint moderation activities and sharing planning and learning experiences	Stacey Sullivan, PT and Emma Brown, nursery teacher Stacey Sullivan, PT and nursery staff	Tracking and monitoring of PLJs and attainment Professional dialogue Planning documentation Observation	Ongoing Ongoing

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Crossford Primary School and Nursery School Improvement Plan 2026/2027

	Continue to develop enhanced transition programmes eg increased visits and shared learning contexts Share nursery curriculum rationale with Primary 1 staff Share nursery curriculum rationale with families via workshops, seesaw/showbie, visual displays Support families to engage in learning through stay and play sessions and home learning guidance	Stacey Sullivan, PT Stacey Sullivan, PT Stacey Sullivan, PT Nursery staff	Transition programmes fully developed and implemented Feedback from families Displays Calendar of events for families Feedback from families Home learning guidance	Terms 3 and 4 Term 2 Ongoing Ongoing Progress to be reviewed December 2026 March 2027 May 2027
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				

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Education Directorate Improvement Plan: Meeting Learners Needs Improving learning, teaching and assessment				
Focused Priority: To establish a consistent, school-wide relational approach by June 2027, resulting in a 20% reduction in distressed behaviours and a measurable increase in children's engagement and attainment across all stages.				
HGIOS4 Quality Indicators		Quality Improvement Framework		
2.3 – Learning, teaching and assessment 2.4 – Personalised support 2.5 – Family learning 3.1 – Improving wellbeing, equality and inclusion 3.2 – Raising attainment and achievement		Leadership of continuous improvement Playing, learning and developing Learning, teaching and assessment Nurturing, caring and support Wellbeing, inclusion and equality Children's progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
Increased ability to use self-regulation strategies and access to safe spaces or child led	Use school audit tool (De-escalation Professional Development Pack) to identify readiness and baseline staff practice in collaboration with Educational Psychologist	Lead – Lorna Bernard, HT Involved – all staff	100% of staff complete self-reflection Audit (audit results and action plan)	Term 1 – By Oct 2026

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withdrawal when overwhelmed Improved life chances and attainment as a result of being emotionally ready to learn in a nurturing environment 20% reduction in disruptive incidents 10% improvement in attendance for targeted individuals Observations of staff show 90%+ consistently use non-confrontational body language and the language of choice. Pupil surveys show increased sense of belonging Improvement in literacy and numeracy attainment at P1, P4 and P7 <u>Literacy</u> P1 89% - 94%	Facilitate staff professional learning on de-escalation, trauma informed practice and restorative approaches. Implement regular check-ins and 'child led withdrawal' protocols Develop/update PAMPs for children presenting highest risks, involving multi-agency teams if necessary Review school and nursery documentation to ensure 'trauma-informed' and welcoming language	Lorna Bernard, HT and Stacey Sullivan, PT All staff Stacey Gell, Support for learning Teacher & TAC Lorna Bernard, HT and Stacey Sullivan, PT	Staff demonstrate assertive response styles in observations (observations, professional learning plans) Children report feeling heard and supported in resolving issues (child surveys, check-in logs) PAMPs are detailed and updated regularly and are known to all relevant staff (review of child's plans/PAMPs) Families report feeling welcomed in the school and nursery environment (parental surveys, minutes of meetings)	Ongoing – completed by May 2027 Term 2 – fully implemented by December 2026 Ongoing Term 2 & 3 – fully completed by March 2027 Progress to be reviewed December 2026 March 2027 May 2027
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Crossford Primary School and Nursery School Improvement Plan 2026/2027

P4 74% - 86%				
P7 74% - 86%				
<u>Numeracy</u>				
P1 91% - 96%				
P4 69% - 81%				
P7 65% - 77%				
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				

Education Directorate Improvement Plan: Improving learning, teaching and assessment Meeting learners' needs				
Focused Priority: To ensure consistently high-quality learning, teaching and assessment across all stages, underpinned by a shared understanding of effective pedagogy and robust evidence-based practices.				
HGIOS4 Quality Indicators		Quality Improvement Framework		
2.3 – Learning, teaching and assessment		Learning, teaching and assessment		
32. – Raising attainment and achievement		Children's progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
Almost all children can articulate their learning intentions, co-constructed success criteria and meta-skills. Almost all children can talk about their next steps in learning Almost all children are highly engaged in almost all learning due to	Develop and embed a shared 'Crossford Primary Learning Standard' based on <i>Welcome, Setting the Scene, Main Event and Conclusion</i>, with agreed expectations implemented across all classes and monitored through learning visits and learner feedback. Implement focused Teaching Sprints on differentiation, daily review, questioning, feedback, expectations, behaviour and	Lead – Lorna Bernard, Headteacher Involved – all teaching staff	Standardised planning and lesson structure visible in all learning environments Staff reflection logs Class visits show use of lesson structure, co-creation of success criteria and improved pace and challenge during 'main event'	Term 1 – completed by October 2026 Terms 2, 3 & 4

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appropriately differentiated pace and challenge. All staff use shared learning, teaching and assessment vocabulary and follow agreed school 'non-negotiables' eg learning walls, visible learning intentions/success criteria/meta-skills Increased consistency in teacher judgements and tracking data Tracking data shows increased attainment in literacy and numeracy <u>Literacy</u> P1 89% - 94% P4 74% - 86% P7 74% - 86% <u>Numeracy</u> P1 91% - 96% P4 69% - 81%	relationships, with staff trialling strategies, evaluating impact and sharing effective practice. • Embed regular learner conversations, recorded through written or voice notes, enabling children to identify strengths, next steps and progress over time. • Establish moderation trios to review samples of learning against CfE Benchmarks and success criteria, ensuring consistency and confidence in professional judgements. • Co-construct success criteria with learners to develop understanding of quality and support self-assessment, peer assessment and learner ownership. • Develop staff confidence in digital learning through Showbie Certified Educator and Transforming Learning training, with staff applying and sharing approaches that improve differentiation, feedback, engagement and independence.		Pupil focus groups and learner conversations show that children know where they are in their learning, how they learn best and next steps Jotter monitoring/showbie shows evidence of 'learner conversations' Tracking and monitoring meetings Professional dialogue Showbie Certified Educator status Professional learning logs	Terms 2, 3 & 4 Terms 2, 3 & 4 Ongoing Ongoing
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Crossford Primary School and Nursery School Improvement Plan 2026/2027

P7 65% - 77%				Progress to be reviewed December 2026 March 2027 May 2027
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				