



Standards and Quality Report
Crosshill Primary School
2022-2023



CROSSHILL EYC

Introduction

The purpose of this report is to provide clear evidence of how well our school has performed in the academic year 2022-2023. The report provides a variety of information about how well our pupils are attaining, the many successes we have had, the wide variety of experiences children can expect at Crosshill Primary and Early Years Centre and how they will benefit from learning here. Some Covid-19 impacts remain; however, we continue to be adaptable, always keeping our goal of high-quality teaching and learning to the fore.

Crosshill Primary School and Early Years Centre is located 3 miles (5km) south east of Maybole in South Ayrshire. It is a rural school serving Crosshill village and its surrounding district. Crosshill Primary School and EYC is part of a shared headship with Minishant PS. Children come to school by car or walk. At present, June 2023, the school roll is 42; 31 primary pupils and 12 children in the Early Years Centre and attendance for session 2022-23 was 90%. The SIMD profile of the school is that all of the pupils reside in quintile 3 and FME is 25%.

We have three classroom areas comprising of an Early Years Centre, Class 1 and Class 2. We have a small library area and gym hall/dining hall. We benefit from a lovely outdoor setting that we are continuing to develop, each session.

In August 2023, we had one full time class teacher, two part time class teachers, a 0.5 Principal Teacher and a 0.5 Head Teacher. Principal teacher and Head teacher are shared with Minishant Primary School. In May 2023, due to South Ayrshire Council staffing exercise, we will welcome a new class teacher 1fte and a 0.5 fte member of teaching staff, we also look forward to welcoming a newly qualified 0.8fte class teacher. The school had two School Assistants last session, their hours previously reduced from 55 hours to 42.5 hours and further reduced for session 2023-2024 to one School Assistant for 27.5 hours and a School assistant for 8.5hours. We have one part-time janitor/cleaner, one catering assistant and one clerical assistant for 25 hours. Within the Early Years Centre, we have 3 full time Early Years Practitioners. The school is very well supported by Aileen Valenti, Quality Improvement Manager for South Ayrshire.

Session (2022-23) we received a total of £4719.47 in PEF funding. We used this resource to have Boost Groups for targeted pupils with specific needs, to support learning in deepening pupils' understanding and their ability within numeracy and literacy. These Boost Groups were planned to run from August to December in order to have a positive impact on pupil attainment, engagement and confidence in these areas. Children were identified through assessment results and those not on track to achieve expected Maths and Literacy CfE levels by March 2023. The Boost Groups were led by a class teacher to ensure the most impact on children's deepening knowledge and application of numeracy and maths and literacy. We were also supported by a Pupil Support teacher, timetabled to the school who worked closely with the class teacher on interventions for pupils. This support will not continue in session 2023-24. Regular updates were shared with class teachers and SMT and showed improvements across areas of literacy and numeracy for identified pupils.

The school has excellent links with our cluster primaries and the secondary school, Carrick Academy as well as other local schools.

Our Parent Council is very well informed and supportive and works well, with, and for the school.

Vision

Our vision is to create a happy, safe and nurturing environment, where everyone learns together at the heart of the community. Children will be supported to be confident in who they are and to explore their individual talents.

“Live, laugh and learn together.”

Values

- Confidence
- Respect
- Creativity
- Teamwork
- Friendship

Aims

We aim to create a school of which pupils, parents, staff and the community can be proud. We aim to achieve this by:

- Creating a safe, happy and friendly teaching environment where pupils are supported according to their own strengths and needs
- Valuing all contributions of pupils, staff and the community

Provide a stimulating and appropriate curriculum which is:

- Well planned, effectively resourced and evaluated
- Delivered using a variety of learning and teaching approaches including information and communications technology
- Broad and balanced with links across each area and one which builds on prior learning
- Inclusive and will promote equality of opportunity for all while setting challenging but attainable goals

An awareness of Citizenship and Positive Values by:

- Fostering an awareness of the importance of physical and mental health and fitness
- Promoting a respect for others and their property as well as the environment in general

An effective Partnership which links home, school and the Community by:

- Effective communication with parents
- Supporting the Parent Council
- Actively involving parents in their children's education
- Developing strong links with outside agencies

School Improvement Priorities – Progress and Impact

Leadership and Management	Learning Provision	Success and Achievements	NIF Drivers
1.1 Self-evaluation for improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity	2.1 Safeguarding and Child Protection 2.2 Curriculum 2.3 Learning, Teaching and assessment 2.4 Personalised Support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Improvement wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress 3.3 Increasing creativity and employability	1. School and ELC leadership 2. Teacher and practitioner professionalism 3. Parent/carer involvement and engagement 4. Curriculum and assessment 5. School and ELC improvement 6. Performance information
NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES			

Key priorities of the National Improvement Framework

- 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
- Improvement in attainment, particularly in literacy and numeracy.

What key outcomes have we achieved?

<p>School Priority 1: To raise attainment in literacy, ensuring equality and equity for all learners</p>	
<p>NIF Priority: Improvement in attainment, particularly in literacy and numeracy. NIF Drivers: Assessment of Children’s Progress, Teacher and Practitioner Professionalism and Performance Information</p>	<p>Links to HGIOS 4 / HGIOELC 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2</p>
<p>Progress and Impact</p> <p>Pupils are continuing to experience a literacy curriculum which has a solid foundation, based on a strong phonological awareness and this will be further strengthened through using a variety of ‘Active Literacy’ resources and strategies; identifying and forming letters and their sounds, creating words and sentences, understanding grammar, proficient spelling and putting thoughts and ideas together to develop self-expression. Staff in Primary and EYC to continue to adapt their setting to ensure it is a literacy-rich environment and play-based learning will continue to be developed in Class 1 and adapted in the EYC to support the development of children’s literacy and numeracy skills. The core reading scheme within P1-P3 requires to be up-dated in order to fully link to the phonics programme and investment in a phonics-based reading scheme which will be purchased using PEF funds. This session pupils have benefited from ‘Reading Buddies’ activities and beginning to take part in ‘Reading Schools’ Initiative which will continue as part of ‘South Ayrshire Reads’ in 2023-2024 session. Pupils from EYC-P7 continue to engage in Blooms Taxonomy as well as increased plenary and metacognition strategies, following in-service CLPL. This will be continued and further strengthened within our School Improvement Plan, through re-exploring Making Thinking Visible routines through staff CLPL, Cluster working and South Ayrshire Reads Initiative. ‘Read Write 11’ has been implemented successfully to support, where appropriate, the development of children’s reading skills and this will be extended through teachers use of CALL Scotland and other resources to ensure dyslexia and inclusive practices in all classes.</p> <p>Children made good progress using a variety of resources and approaches, and additional support provided by class teacher-led interventions, within P1-3 and P4-7 and this has seen an improvement in pupils’ confidence and capabilities. Staff and pupils are fully aware of the high levels of expectation that have been set and plan and moderate cross curricular writing opportunities for pupils to demonstrate that they are able to transfer their writing skills in both familiar and unfamiliar contexts, across the curriculum. Targeted pupils have been well supported despite some interruptions due to demands on staff. Due to time demands, delivery of interventions such as ‘5 Minute Box’ and ‘Readingwise’ were intermittent and will be re-assessed for this session, taking account of School Assistant hours being reduced. Staff in the Early Years Centre continue to adapt their setting to ensure a literacy rich environment through effective self-evaluation and planning using HGIOELC and Care Commission Standards. Developmental milestones data is explored to ensure children have the best environment and learning opportunities to achieve these. EYC staff work closely with HT and PT to report concerns around any children who may not be meeting the achievement of milestones.</p> <p>Teaching staff have developed appropriate assessments to support improve outcomes for children. This will be explored by Senior Leadership Team (SLT) working with the new staff to ensure robust data collection at key points in the session, August, December and May. Staff will continue to explore data collected and interrogate data, being mindful of the very small numbers, which affects the data, in some cases.</p>	

Following the Dyslexia and Inclusive Practice Award in February 2020, Crosshill Primary pupils and staff continue to work together to ensure that our school community has a consistent, inclusive and positive approaches which is fully supported by all staff. Parents were kept informed of our inclusive curriculum approaches through Coffee & Chat Sessions, Newsletters, Twitter, parent letters and were consulted to produce a Relationship Policy to replace the Behaviour Policy. All classrooms have appropriate strategies and resources available for our pupils supporting them effectively in numeracy and in collaboration with Scott Morrow, pupil workshops, CLPL and parents' workshops have been planned for the new session.

Next Steps

Pupils will continue to utilise 'Readingwise' decoding and comprehension resources as well as new reading scheme, using PEF funding, based on phonics from Read Write Inc/Ruth Miskin in Class 1. School assistant(s) will work on timetabled sessions with identified individual/groups of pupils to improve their reading skills, in order to raising attainment in reading. Reading will be a strong focus and linked to our school improvement plan and South Ayrshire Reads Initiative, which was shared with parents during Coffee & Chat session in May 2023. Staff will undertake 'Giglets' training on the August In-service which will provides us with a digital solution that allows teachers to access curriculum aligned resources and online materials which will assist in raising attainment levels and assessing pupil progress. We will also have the opportunity for timetabled team-teaching in both classes and the EYC.

Class teachers will continue to provide opportunities for pupils to engage in daily class reading activities and we will continue to promote reading for enjoyment through whole school events such as World Book Day, The Scottish Book Trust and participation in the Reading Schools Initiative and Talk for Writing Approaches. A whole-school Read-a-thon, raised the profile of reading for enjoyment and the funds raised will be used to re-vamp the Rainbow Room into a library area.

School Assistant time will be carefully used to track and monitor progress in spelling and identify target groups to participate in for example '5 Minute Box' with a particular focus on individuals with gaps in their learning.

Play-based learning will be continued in Class 1, ensuring children have the opportunity to participate effectively in such activities. Staff that are new to school will be encouraged to participate in the CLPL and workshops and utilise the South Ayrshire Leads. A Teacher from Minishant Primary who is the Literacy Lead, delivered staff CLPL in 'Talk for Writing', an engaging teaching framework based on the principles of how children learn. This approach to writing will continue to be embedded during next session.

We will continue to develop a consistent approach to utilising the outdoors to deliver quality lessons and improve attainment. In the new session, 2023/2024 teachers will provide 2 ½ hours weekly of quality outdoor education. To support this endeavour, we will continue to use the South Ayrshire Planning grid from Jackie Blair as a minimum, but enhance this through each class working collaboratively with the children to plan a yearly calendar of activities where all children are participating in a range of progressive and creative outdoor learning experiences which are clearly part of the literacy curriculum; learning in the outdoors, learning indoors about the outdoors and learning outdoors about the outdoors. Leadership team to prepare an Outdoor Education Policy Statement for staff, with the desired outcome to aid staff in developing outdoor learning opportunities in order to develop children's appreciation of the places they live, learn and play. We have used Parent Council funding to build and develop eleven large raised bed areas, a

pergola and a shed for gardening resources. Our local community have kindly donated a wide variety of plants, seeds and cuttings.

School Priority 2: To raise attainment in numeracy, ensuring equality and equity for all learners

NIF Priority: Improvement in attainment, particularly in literacy and numeracy.
NIF Driver: School Leadership and Assessment of Children's Progress

Links to HGIOS 4 / HGIOELC 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2

Progress and Impact

Class teachers assessed pupils requiring support in numeracy and then interventions and strategies were put in place for interventions from Class teacher, through PEF funding in order to support and work with those pupils who had lost ground in Maths and Numeracy skills. Approaches from Scott Morrow such as bar-modelling and Concrete, Pictorial and Abstract are beginning to have a positive impact on mental agility and pupils are more aware of what they need to do to become more proficient. We will continue to embed this approach through staff training, pupil and parent workshops to improve the strategies and approaches in all classes and Crosshill EYC. Pupils continue to demonstrate their ability to find the strategy that suits them best when making numerical calculations and to make this thinking visible. Children's confidence is beginning to return once more, following Covid disruptions, as pupils understand more and more about this approach, including the notion that making mistakes can help learning. Teachers continue to make use of the authority frameworks and pathways of learning in order to support pupils. They will continue to implement the SAC Numeracy strategy and will engage in moderation activities to celebrate successful learning and teaching approaches and to build confidence in professional judgements through professional dialogue in order to benefit the pupils. Weekly outdoor sessions were introduced last session to highlight the need to learn outdoor and this will continue next session with 2½ hours of quality outdoor learning per week with a desire for part of the learning for every school day, to be outside. This coming session Aug 2023, staff will have access to a policy statement for outdoor learning, building on the SAC framework from Jackie Blair, quality resources from LOST, Explorify, Learning through Landscapes and SSERC. This allows teachers to use a variety of strategies to utilise the outdoor environment in the teaching and learning of numeracy. Children will continue to experience the opportunity to use their numeracy skills in a real-life context e.g. through My Bnk workshops and resources, 'Maths Week Scotland' and STEM week.

Next Steps

We will again deliver Numeracy Open Afternoons next session in collaboration with Scott Morrow to update parents with developments and involve parents in aspects of their child's learning. Effective use of concrete resources will be used by staff in order to move away from textbook reliance.

Boost/Challenge Groups will target pupils with specific needs to support learning in deepening pupils' understanding and their ability to discuss key concepts within numeracy. These sessions will be led by a class teacher to ensure the most impact on children's deepening knowledge and application of numeracy and maths. We will also have the opportunity for timetabled team-teaching in both classes.

Play-based Learning will be further developed in EYC and Class 1, ensuring children have the opportunity to participate effectively in such activities.

Children will continue to participate in Maths Week Scotland challenges, My Bnk financial workshops and resources to aid enjoyment in Mathematics and Numeracy.

School Priority 3: Improve Employability skills for all children

NIF Priority: Improvement in employability skills and sustained positive school leaver destinations for all young people
NIF Driver: Teacher and practitioner professionalism, Curriculum and assessment and School and EYC leadership

Links to HGIOS 4 / HGIOELC 2.2, 2.6, 2.7, 3.1, 3.2, 3.3

Progress and Impact

This session pupils and staff have had opportunities to be upskilled in the use of digital technologies through available CLPL opportunities to allow this to be embedded across the curriculum, for example, increased use of the Digital Lending Library. In the EYC, the use of Thinglinks and QR Codes have been embedded. EYC staff led CLPL for the Primary staff in these areas. This session pupils from EYC-P7 experienced a whole-school STEM week utilising a variety of visitors and resources.

Next Steps

Continue to use the '3-18 Career Standards' within teacher's planning and use 'My World of Work' resources on GLOW/website and Developing the Young Workforce (DYW) strategies and Creativity resources and information on Education Scotland web pages. Cluster priorities in Science through SSERC will further enhance DYW agenda.

Evaluation Summary

Quality Indicator	School Self Evaluation
1.3 Leadership of change	<p>Developing a Shared Vision, Values and Aims All of our staff are committed to reducing the poverty related attainment gap between most and least deprived children. We have strong and clear vision, values and aims and these will be discussed and shared in order for new staff to be fully focussed on achieving improvements for all of our children. All staff take responsibility for leading change through PRD targets, Committee and Electives and leadership opportunities. Staff are committed to CLPL opportunities, locally, regionally and nationally with the desire to increase and enhance their individual understanding. Staff have worked closely in cluster groupings to improve outcomes across their 7 groupings. The links and networks formed will continue this coming session.</p> <p>Strategic Planning for Continuous Improvement Through robust analysis of standardised assessments, GL assessments, evaluation of the Four Stages of Progress, South Ayrshire Schools Data and professional dialogue, we continue to carefully plan for strategic improvement. The school continues to utilise a wide variety of data, in order to make evaluations about how good the school is; what we do well and what we need to do to make future improvements.</p>

	<p>Time was once again given this session to allow staff to study and evaluate assessment data and this was recorded in our Staff floor book, highlighting the ‘So What?’ of this data. The analysis of this data has a direct impact in identifying priorities for our School Improvement Plan. Our SIP for next session will be based on all data gathered during this session including well-being survey results and pupil views through participation in self-evaluation using How Good Is OUR School document.</p> <p>Members of the EYC continue to work collaboratively with partners such as Educational Psychologist, SALT and Autism Outreach to ensure excellence, equity and inclusive practices are embedded in the EYC and this good practice has been shared throughout the school, their efforts being recognised in and beyond our school community. This will form the basis of ensuring quality communication as part of the South Ayrshire Reads Initiative.</p> <p>Implementing Improvement and Change</p> <p>Staff have individual curricular development responsibilities and clearly identified areas of leadership which have been refreshed to take account of changes in staff and reflected within our School Improvement Plan. We worked closely as a staff team to include parents/carers in ensuring more opportunities to support families and make improvements and this approach will be strengthened through the SIP and calendar of parent/carer links and opportunities to support their child/ren in school and at home to ensure a strong and relentless focus on positive outcomes for children.</p> <p>Evaluative Grading: 5</p>
2.3 Learning, teaching and assessment	<p>Learning and engagement</p> <p>Crosshill Primary School and EYC has a nurturing, welcoming and inclusive ethos. The Head teacher and Principal Teacher have been permanently in place since December 2022 and work hard to ensure continuity and a strong benefit is that they know the children and families well. Covid continues to have an affect with some pupils experiencing gaps in their learning. In order to address these difficulties, there was a concentrated and sustained effort in providing a nurturing and safe environment based on the 6 Principles of Nurture.</p> <p>Children and staff benefit from the strong and focused leadership of a strategic change initiative where the culture reflects the vision and values of our school with respect, co-operation, creativity and enjoyment being used to support children’s learning. All staff have high expectations and aspirations for their children and will continue with Pupil Profiles and celebration of successes in/out of school as this approach is feeding into the positive ethos of the school. The majority of experiences provided in our classes are relevant, enjoyable and stimulating with most lessons are well matched to the pupils’ needs and interests, with the pupils leading aspects of their learning. Following recommendation in the NIF, we continue to work towards ensuring there is appropriate challenge and effective support for all children with a focus on closing the poverty related attainment gap.</p> <p>Rights Respecting Schools was re-established across the school last session and is linked to the learning. The ‘articles’ are visible in displays across the school and teachers refer to these articles regularly during lessons and activities. The children will be encouraged to know and speak about their rights.</p>

Our learning environments are calm and purposeful in the main with the classrooms provide positive learning experiences and children are mostly motivated within these settings. Pupils are encouraged to share their opinions through a variety of ways; Committees, Assemblies, wee HGIOS activities and STOP, START, CONTINUE termly activities. In line with our Positive Relationship Policy, all staff including our new staff will consistently use positive language and support children to make good choices, which reinforces the positive relationships within the classrooms. Staff send home celebration postcards and both pupils and parents appreciate these communications sent through the post. Staff are increasing their use of metacognition and plenary approaches to ensure a quality and depth to pupils' learning and this will be further extended next session.

Quality of teaching

The school vision underpins the work of the school and a refreshed sketch note highlights this and is displayed in all classrooms and is shared and referred to during assemblies. Through assemblies, children talk confidently about the school values and they choose the values to be highlighted and celebrated on a monthly basis. Through self-evaluation we continue to work towards a consistent approach with our parents/carers to ensure a joined-up approach and that expectations are shared. Two new teachers and a newly qualified teacher will join our school and SLT will work diligently and closely to ensure all teachers are creative and innovative in their approaches to teaching and learning and take account of the needs and interests of our pupils. Teaching is underpinned by a desire for equity and excellence through raising attainment and inspiring our pupils to realise their potential. There has been a strong focus on excellent lessons, play-based learning, creativity and keeping pupils at the heart of their learning. Staff have worked diligently to embed and moderate the 'Talk for Writing' initiative. Staff evaluate their teaching practice in discussion with HT/PT in order to inform the SIP and to endeavour to meet the needs of all stakeholders. Following our School improvement visit we will undertake CLPL and professional discussion and development, surrounding the recommendations made.

Planning, Tracking and Monitoring

We continue to improve the quality of learning and teaching across the school and have introduced Celebrations as a way to showcase the work within a class with both peers and SLT involved in celebrating successes in a positive and collegiate manner, this is vital to support staff wellbeing. Teaching practice is of a good standard with class teachers managing the multi-composite classes well and using a variety of AiFL strategies, outdoor learning sessions, MTV approaches and plenary sessions. This work will continue next session and with our new staff through in-service and staff meeting activities. Children who require additional support with their learning are supported well within an inclusive environment through the use of observations and assessments and using expertise and partnership working to fully support pupils and their parents following GIRFEC practices. Staff continue to utilise 'The 4 Stages of Progress' along with the benchmarks and pathways to assist professional judgement on achievement of a level. Staff opportunities to moderate with Minishant Primary School will re-start next session in order to have a high standard that is consistent across both schools.

Staff have regular well-focused professional dialogue and approaches to tracking and monitoring are systematic and thorough, there is a clear tracking and

	<p>monitoring calendar for primary and for EYC. Self-evaluation approaches are robust and children will be involved in self-evaluation through using wee HGIOS4.</p> <p>Evaluative Grading: 4</p>
<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>Wellbeing</p> <p>There is a strong push in Crosshill Primary School where all teachers and support staff are fully committed to a nurturing and inclusive school in order to improve the health and wellbeing and fulfilment of our pupils. All staff continue to build strong relationships with all our families and provide good support to our pupils and their families, going above and beyond. Staff ensure the appropriate interventions, strategies, support and challenge have been implemented to reduce any gaps. We are building strong and positive relationships across the school community and we held a variety of opportunities for parents and carers to feel part of our school community through helpers, parent/carer assemblies, workshops and drop-in sessions with HT/PT. We have the desire for stakeholders to feel that their input and involvement is valued and to be fully involved in the life of the school. We will continue with our Pupil Profiles, giving opportunities for them to be shared with parents throughout the session. Staff are able to support their pupils according to their staged intervention levels and action plans.</p> <p>Support staff support children and use targeted/ timetabled interventions effectively with individuals and small groups to support children including; Reading Wise and 5 Minute boxes in Literacy and Numeracy. Support Staff have benefitted from undertaking Education Scotland Modules to continue their professional awareness and development.</p> <p>We continue to have a strong nurturing culture and ethos which permeates the school. Pupils can discuss wellbeing webs, pupil surveys and PASS surveys to make us aware of their thoughts and feelings about themselves, school, staff and their work. We discuss individual pupils during tracking and monitoring sessions and this also includes exploring their health and wellbeing profiles/results. All staff continue to create safe and nurturing areas throughout the school. Staff are adept at listening to pupils and this allows pupils to feel safe when discussing personal feelings because they feel supported and understood by staff. Children’s rights are promoted actively and are evident across all aspects of the school. Our library has been updated to include more inclusive titles and will continue to be re-vamped in line with the South Ayrshire reads Programme.</p> <p>Phunky Foods resources and their development officer, along with wellbeing resources, has been effective as well as other resources from Treehouse. Education Scotland resources will be explored to enhance and strengthen our approach to health and wellbeing.</p> <p>Fulfilment of statutory duties</p> <p>All staff receive appropriate training when required including an annual update on GIRFEC and Child Protection. Care plans in the EYC are in place within 28 days of start dates and are updated termly in partnership with parents. All pupils in Crosshill Primary receive 2 hours of PE each week and will receive 2½ hours of quality outdoor learning experiences a week. Through regular attendance at CLPL events, staff update their skills and knowledge to ensure quality in their delivery. This session, the school re-introduced Committees which met regularly.</p>

	<p>Inclusion and equality</p> <p>The school benefits from strong partnership with a variety of other agencies in order to support the needs of pupils and their families. Team Around the Child (TAC) meetings are timetabled where appropriate and parents are involved in planning next steps for their child through the Staged Intervention and TAC processes. Next session the revised STINT guidance will mean that twice yearly targets are formulated and evaluated. Increased partnerships with Penumbra, Nurture Network and SALT, benefit our pupils through targeted support resources and sessions. Evaluation show that our Open Afternoons and parent/carer assembly opportunities are valued by parent/carers. We re- established Coffee and Chat sessions for parents/carers to drop into school for discussions on planned areas of outdoor learning, relationships and school improvement priorities. We continue to keep our parents up-dated through regular updates, newsletters and Twitter. Twitter is very well used in the EYC. We will encourage parents to become more involved with their child’s Pupil Profile and targets.</p> <p>Crosshill Primary and EYC has an inclusive learning environment, where all staff celebrate creativity and diversity. Respect and Creativity are two of our values. Inclusion, Equality and Wellbeing are at the heart of all that we do and is embedded across the school. Pupil Profiles form a suitable vehicle for children to be able to talk about, and share, their work, learning, next steps and targets. Work on co-creating learning intentions and success criteria will be on-going. Pupils are encouraged to do their best and work individually and collaboratively on their tasks.</p> <p>Evaluative Grading: 5</p>
<p>3.2 Raising attainment and achievement</p>	<p>Attainment in literacy and numeracy <i>Teachers’ Professional Judgement</i></p> <p>EYC Developmental Milestones</p> <p>Our EYC staff, led by Principal Teacher, have explored the EYC data and will focus the opportunities for structured play to continue to improve the offering for our children in order to improve attainment.</p> <p>P1 Evaluative Comments 2022-2023:</p> <ul style="list-style-type: none"> • In 2021-22, 87.5% of pupils achieved Early Level in, Reading, Writing and Numeracy, this session 100% of children who were assessed in Reading, Writing and Numeracy have achieved Early Level. • In 2021-22, 87.5% of pupils achieved Early Level in Listening and Talking, this session all pupils were assessed in Listening & Talking achieved Early Level. <p>Next Steps:</p> <ul style="list-style-type: none"> • Active Literacy approaches, phonic-based and digital reading resources. • Whole school focus on Reading through; South Ayrshire Reads, Reading Schools Initiative, Reading Buddies, Book Week Scotland activities, Reading Challenges and certificates at assembly. • Interrogate data from a variety of sources to inform gaps and develop appropriate interventions/next steps. • Continue to develop play pedagogy to encourage and develop literacy skills. <p>P4 Evaluative Comments:</p>

	<ul style="list-style-type: none"> • In session 2021-22, the majority of P4 and P7 combined, were secure or above average in Reading, Writing and Maths. This session all pupils achieved First Level Reading, Writing, Numeracy and Listening & Talking. <p>Next Steps:</p> <ul style="list-style-type: none"> • Talk for Writing continued to be fully implemented across the school to ensure consistency and progression in writing. • Interrogate data from a variety of sources to inform gaps and develop appropriate interventions/next steps. • Scott Morrow strategies and Concrete/Pictorial/Abstract approaches. <p>There are clear strengths here and next steps are to maintain improvement and continue to grow our successes and to ensure our children and young people are attaining appropriate levels or exceeding them.</p> <p>P7 Evaluative Comments: In session 2021-22, the majority of P7 children, were secure or above average in Reading, Writing and Maths. This session all pupils were secure at Second Level in Reading and Writing. It should be noted that the numbers of pupils in P7 were low and this affects the data results. The majority of pupils were secure at Second Level Numeracy.</p> <p>Attendance Attendance for Crosshill PS has generally followed the trend for South Ayrshire across the years 2017-22. Attendance for 2021-22 was 95% , this session, we are down to 90% with the South Ayrshire average being 92%. In light of this result, attendance rates in the Primary and EYC to be carefully monitored.</p> <p>Evaluative Grading: 4</p>
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What are the key priorities for improvement in 2023/24?

1. Raising attainment in Literacy
2. Raising attainment in Numeracy
3. Embedding SSERC model to enhance Learning and Teaching in Science (cluster)
4. Embedding Making Thinking Visible strategies (cluster)

What is the capacity for improvement?

In place in Crosshill Primary School & EYC is a newly established leadership team with 0.5 FTE Headteacher alongside a 0.5fte Principal Teacher, through embracing aspects of 'servant' and 'distributed' leadership, this will continue to increased our capacity for improvement and an opportunity to strengthen our structure, routines and remits of the school.

With three new class teachers; 1 fte permanent and 0.5 fte permanent in Class 1 and in Class 2; 0.8 fte newly qualified teacher joining our 0.6fte permanent teacher next session. This creates an excellent opportunity for stability and also for flexibility in teacher-led interventions and supports across the school and this will be important for SLT to ensure

that this change is managed effectively to guarantee that staff are supported and their talents fully utilised for the benefit of our pupils.

As we will have three new members of staff in our team for August 2023, SLT will ensure that staff are part of a shared vision for the school through; In-service, staff meetings, CLPL, building relationships, undertaking professional dialogue and having an 'open door' approach for staff. All staff have a commitment to Career Long Professional Learning and will engage in Professional Development Review meetings annually. School Assistants will continue to undertake the wide-ranging Education Scotland modules for Support Staff.

All staff during In-service activities, will explore the pupils' posters from each school on – What makes an excellent Teacher/school/pupil evidence from 'How Good is OUR School' re-visit our shared vision of where the school should be through professional dialogue to create a SWOT analysis/compass points to highlight the barriers to learning. This then will form a revised sketch note to be shared with pupils and parents during Coffee & Chat as a road-map for our vision for improvement and for all staff and pupils to continue to work hard to achieving this goal.

We are committed to the yearly National Improvement Framework and the key priorities of excellence and equity for all, and raising attainment through narrowing the attainment gap. We have the capacity, drive and willingness to continue to ensure improvements make the biggest difference to the children of Crosshill Primary School. The latest RIC improvement plans continue to take account of the ongoing challenges resulting from COVID-19 and have a strong focus on health and wellbeing, equity, curriculum development, early years, and on closing the poverty related attainment gap. Current RIC plans also focus on areas such as supporting learning leadership, research, and collaborative networks in addition to improving attainment literacy and numeracy, and on the digital and virtual learning skills that came into their own while school buildings were closed. Local authority improvement plans identified a number of common themes reflecting the 5 priorities in the NIF. At Crosshill PS & EYC, we agree with South Ayrshire Council plans to demonstrated a commitment to placing the human rights and needs of every child and young person at the centre of education.