South Ayrshire Council

Crosshill Primary School and Early Years Centre

Minishant Primary School

IMPROVEMENT PLAN: 2019-2020

Crosshill Primary 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

Staff, pupils and parents of Crosshill worked collaboratively and have established six core values which represent who we are. Our values are:

- Confidence
- Creativity
- Friendship
- Respect
- Teamwork

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

Minishant Primary School

VISION

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- "Live, laugh and learn together!"

VALUES

Staff, pupils and parents of Minishant worked collaboratively and have established six core values which represent who we are. Our values are:

- Honesty
- Respect
- Individuality
- Friendship
- Ambition

AIMS

- We aim to create a positive school ethos that promotes inclusion and equality
- We aim to provide a stimulating and enjoyable curriculum for our pupils
- We aim to improve the standard of achievement and attainment within the school
- We aim to assist our pupil's personal and social development and to teach them the values and responsibilities of citizenship in a democratic society
- We aim to promote an effective partnership that links home, school and community
- We aim to develop an effective framework for learning

South Ayrshire Council Plan
1. Effective Leadership that promotes fairness
2. Reduce poverty and disadvantage
3. Health and care systems that meet people's needs
4. Make the most of the localeconomy
5. Increase the profile and reputation of South Ayrshire and the council
6. Enhanced environment through social, cultural and economic activities
Children's Services Plan
1. Ensure South Ayrshire's children get the best start in life, it is the best place to grow up, and all children and young people are successful learners, confident individuals, responsible citizens and effective contributors.
2. Reduce the gap in outcomes between the most deprived and least deprived children and young people in South Ayrshire.
3. Ensure children and young people who are looked after or are care leavers are cared for and supported to improve their life experiences and life chances.
4. Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.
5. Ensure children and young people have a voice in influencing service delivery that affects their lives.
Educational Services Plan and National Improvement Framework Priorities
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 peopleThe proportion of young people and adults with relevant qualifications is increased.
National Improvement Framework- Drivers
1. School Leadership
2. Teacher professionalism
3. Parental engagement
4. Assessment of children's progress
5. School Improvement
6. Performance Information

Priority: 1. RAISING ATTAINMENT IN LITERACY
Lead Person – Wendy Rigg

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
Cluster Priority				
To improve children's technical skills for writing across the curriculum. To build consistency of approach in pupil experience across Cluster. *QI 3.2*	- Audit of Literacy Framework - To create joint assessment tool for use across Cluster - To administer assessment to all P7's (August 20) - Retest pupils at point of transition into S1 (Sept 2021)		-Planning completed June 2020 for implementation in August 2020; August 2021 for S1	➢ Writing attainment will increase by 10% across all CfE levels. ➢ Analysis of assessment tool attainment (Sept 2021) ➢ 90% children are applying consistent literacy skills ➢ 100% children across Cluster are taught agreed skills
School Priorities				
To improve children's reading skills in Crosshill and Minishant Primaries in order to raise attainment. **(Article 28)** *QI 3.2*	➢ 'Reading Wise' and 'Reading Wise Comprehension' for targeted group of pupils to be incorporated in program of work at Crosshill and timetabled a Minishant. ➢ Continue to use targeted interventions such as; Five Minute Box, Catch-Up Literacy, Word Aware, Reading Wise, in order to raise attainment and address any identified or potential gaps in achievement. ➢ To continue to provide opportunities in staff training in the use of these targeted interventions including Early Years staff. ➢ Support for Learning Teacher to support targeted children in developing their reading skills ➢ HT will monitor progress and attainment termly and will observe strategies in use during learning visits termly, including Early Years' milestones. ➢ Reading is tracked and discussed through learning conversations and progress and attainment meetings ➢ Embed Play-based Learning in Class 1 at Minishant Primary to enhance a reading culture and develop children's reading skills ➢ Continue to develop holistic approaches to planning learning, teaching and assessment including appropriate benchmark statements.	School Assistants Class Teachers / School Assistants W. Rigg C Leavy/S Devlin W. Rigg Class Teachers	September 2019-June 2020	➢ 90% of children in P1, P4, P7 to attain age appropriate CfE levels and age equivalent standardised testing results ➢ 100% targeted children to achieve personal targets in reading ➢ 80% boost group children to achieve planned targets ➢ 100% of children are able to talk about what they need to do to improve their learning ➢ 100% of children to participate in regular outdoor reading activities

	➢ Continue to embed SAC Literacy Strategy ➢ Review and update the Marking and Feedback policy through consultation with staff, parents and pupils. ➢ Display a copy of the marking code in each class to ensure feedback to pupils helps them to understand what they do well, what they need to do to improve and their next steps in learning ➢ Continue to develop opportunities for learners to be actively involved in agreeing learning intentions and success criteria including consultation with pupils in Crosshill EYC ➢ To introduce the First Ministers Reading Challenge ➢ To introduce the learning library in Crosshill EYC ➢ To engage all pupils with the Scottish Book Trust shared reading project ➢ To work towards achieving the next level of Dyslexia Inclusive Practice Award: ➢ Features of a dyslexia friendly classroom monitored through classroom, peer and pupil observations ➢ To train staff and implement the use of 'Read Write 11' to support the development of children's reading skills ➢ To utilise outdoor sessions to develop reading skills in a real life context ➢ Links with SAC mobile library and author visits to enhance a positive reading culture ➢ Review and update the Reading Buddies scheme	W Rigg Class Teachers S Devlin Mrs Rigg Class Teachers S Devlin	October 2019 Oct/Nov 2019 September 2019-June 2020 September 2019 September 2019-June 2020 October 2019 September 2019-June 2020 September 2019	
To improve children's literacy skills within Crosshill Early Years Centre. **(Article 28)** ***QI 3.2***	➢ Staff will continue to adapt the setting to ensure it is a literacy rich environment ➢ To continue to develop phonological awareness in the Early Years Centre and a foster a love of reading both indoors and outdoors ➢ To introduce the learning library in Crosshill EYC ➢ To continue to assess, plan and track the developmental milestones for 2-3 year olds and 4-5 year olds ➢ Track attendance on a termly basis ➢ To implement targeted approaches of intervention for pupils not achieving their literacy milestones ➢ Staff to undertake CLPL in order to use the POLAAR environmental checklist in EYC ➢ To continue to embed and develop resources for the Family	EYPs S Devlin EYPs	August 2019- June 2020	➢ 80% of all children in our Early Years Centre achieve their developmental milestones in Literacy. ➢ 90% attendance rate in our Early Years Centre. ➢ 100% of children have an opportunity to develop an interest and enthusiasm for literacy ➢ 100% of children have the opportunity to engaged in literacy activities both indoors and outdoors ➢ 100% of families are given the opportunity to engaged in literacy activities in the home through home link activities and in the EYC through Peep and Coffee & Chat sessions

	➢ of 3 Read Approach to improve engagement in reading ➢ Continue develop monthly home link activities to support literacy development including Story Bags ➢ Staff visits to other Early Years settings to share good practice ➢ To embed the use of Blooms Balls ➢ To implement the 'Learning French with Camembear' resource ➢ To engage parents in their children's learning through Peep and Coffee & Chat sessions	S Devlin		
Improve children's writing skills within Crosshill and Minishant Primary Schools in order to raise attainment and become creative and purposeful writers. **(Article 28)** ***QI 3.2***	➢ To continue to track spelling across the session ➢ To continue to use 'My Spelling Programme' to ensure consistency in teaching spelling ➢ To train staff and implement the use of 'Read Write 11' to support the development of children's writing skills ➢ Continue to embed a focused approach to teaching grammar and punctuation across both schools using Nelson Grammar ➢ Continue to embed SAC Literacy Strategy ➢ Embed revised authority frameworks ➢ Review and update the Marking and Feedback policy through consultation with staff, parents and pupils. ➢ Display a copy of the marking code in each class to ensure feedback to pupils helps them to understand what they do well, what they need to do to improve and their next steps in learning ➢ Continue to develop opportunities for learners to be actively involved in agreeing learning intentions and success criteria including consultation with pupils in Crosshill EYC ➢ Embed Play-based Learning in Class 1 at Minishant Primary to support the development of children's writing skills ➢ To utilise outdoor sessions to develop writing skills in a real life context ➢ Support for Learning Teacher to support targeted children in developing their writing skills ➢ Analysis of SNSA: writing assessment data utilised to support and challenge all children effectively ➢ Monitoring of teaching and learning in all classes and EYC. ➢ Through PEF funding boost groups receive additional teacher support at Minishant Primary for writing	Class Teachers W Rigg Class Teachers W Rigg Class Teachers Class Teachers & EYPs Mrs Leavy Class Teachers Mrs Wilson Mrs Devlin W Rigg Mrs Jamieson	August 2019- June 2020 October 2019 August 2019- November 2020 October 2019 Oct/Nov 2019 August 2019 – June 2020 September 2019 – December 2019 May 2019 August 2019-June 2020 August 2019- December 2020	➢ 90% of children achieve working at the appropriate level of spelling or above ➢ 90% children achieve age and stage appropriate levels in writing ➢ 100% targeted children to achieve personal targets in writing ➢ 80% boost group children to achieve planned targets ➢ 100% of children are able to talk about what they need to do to improve their learning ➢ 100% of children are engaged in and can demonstrate higher order thinking skills ➢ 100% of children to participate in regular outdoor writing activities

Higher order thinking skills are evident in all classes including the EYC and children are engaged with this. **(Article 29)** *QI 2.3*	➢ Staff will continue to be trained in Making Thinking Visible, in particular new staff and EYPs ➢ Making Thinking Visible Strategies to be evident in Literacy and other curricular areas ➢ Implement MTV planner ➢ Higher Order questions and Blooms Balls to be used in all classes and Crossshill EYC	Class teachers & EYPs	August 2019 – June 2020 October 2019 – June 2020	
Increased family engagement opportunities to support literacy development. **(Article 5)** *QI 2.5, 2.7*	➢ Two Access Hours to run over the session involving practical activities for parents to engage with ➢ 'Coffee and Chat' sessions to be held throughout the year offering opportunities for parents to engage with Early Years' staff and the management team in an informal setting ➢ Continue to engage parents in the EYC through 'Play and Stay' sessions ➢ Gather views of pupils and parents ➢ Through consultation with parents, pupils and staff review 'Pupil Profiles' to ensure children's progress in reading and writing is communicated to parents effectively ➢ To continue to target set with children and ensure this information is shared through learning conversations with staff and parents. ➢ Peep transition sessions and 'Tears and Tantrums'	W Rigg & Class teachers Mrs Rigg/Mrs Devlin & EYPs EYPs Mrs Rigg/Mrs Devlin Class Teachers & EYPs	August 2019 - June 2020	➢ 50% attendance at family events allowing parents to support their children more effectively ➢ 100% of pupils can talk to their family about what they are good at and what they need to do to improve their learning ➢ Increased Parental confidence in supporting their children

Priority 2: RAISING ATTAINMENT IN NUMERACY
Lead Person – S Devlin

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
Cluster Priority				
To improve children's numerical skills. To build consistency of approach in pupil experience across Cluster.	- Refer to Level 2 Study Pack in line with framework to identify key skills to be covered - Staff CLPL to engage with Study Pack & Framework to ensure consistency of approach across Cluster: twilight event on 13 November 2019 - Testing of pupils at point of transition into S1 (Sept 2020)	Cluster HT's	August 2019 Sept 2020	➢ Maths attainment will increase by 10% across all CfE levels. ➢ 90% children are applying consistent literacy skills ➢ 100% children across Cluster are taught agreed skills ➢ reduction in gaps in learning at point of transition

School Priorities				
Children will benefit from high quality learning, teaching and assessment, through consistent and effective pedagogy **(Article 28)** *QI 2.2* *QI 3.3*	➢ Continue to work alongside secondary school and cluster colleagues to moderate numeracy assessment and support P7 transition	W Rigg	September 2019- May 2020	➢ 90% children in P1, P4 and P7 to attain age appropriate CfE levels and age equivalent standardised testing results ➢ 100% targeted children to achieve personal targets in Numeracy ➢ 80% boost group children to achieve planned targets ➢ 100% children participate in active numeracy experiences ➢ 100% children to engage in regular Number Talks ➢ 100% of children to participate in regular outdoor numeracy activities ➢ 100% of children are able to talk about what they need to do to improve their learning
	➢ Regular outdoor math/numeracy lessons to be embedded to develop numeracy/math skills in a real life context	Class Teachers & EYPs	August 2019- June 2020	
	➢ Support for Learning Teacher to support targeted children in developing their numeracy skills	C Wilson		
	➢ Through PEF funding boost groups receive additional teacher support at Minishant Primary for numeracy	R Jamieson	August 2019- December 2020	
	➢ Dedicated 6 hours quality numeracy and maths per week, ensuring opportunity for every child to practise mental agility and apply skills within a context.	Class Teachers	August 2019- June 2020	
	➢ To embed SAC Numeracy Strategy ➢ To embed revised authority frameworks	W Rigg, Class teachers & EYPs		
	➢ Review and update the Marking and Feedback policy through consultation with staff, parents and pupils.	Class teachers	October 2019	
	➢ Display a copy of the marking code in each class to ensure feedback to pupils helps them to understand what they do well, what they need to do to improve and next steps in learning		Oct/Nov 2019	
	➢ Increase opportunities for learners to be actively involved in agreeing learning intentions and success criteria		August 2019- June 2020	
	➢ Continue to embed Number Talks to improve the range of mental agility strategies in all classes and Crosshill EYC	Class teachers & EYPs		
	➢ Staff to undertaker Number Talks CLPL			
	➢ Numeracy and Mathematics is tracked and discussed through learning conversations and progress and attainment meetings			
	➢ Assessments contain word problems in context, making links to real life.			
	➢ Identified children tracked and targeted in numeracy			
	➢ School assistants are trained and confident in using the numeracy '5 minute box' early intervention resource to support targeted children	W Rigg & SAs		
	➢ Staff visits to other Primaries and Early Years settings to share good practice	W Rigg		
	➢ Opportunities for staff at cluster, authority and SWEIC level to share good practice			
	➢ Continue to develop a mathematical rich environment both indoors and outdoors in the EYC to allow children to enjoy exploring and applying mathematical concepts to understand and solve problems	EYPs		

	➢ Ensure consistency of strategies and assessment, through school moderation across two schools ➢ Staff to work across schools to develop holistic assessments for mathematics and numeracy	W Rigg & S Devlin	August 2019- June 2020	
Increased family engagement opportunities to support mathematics and numeracy development. **(Article 5)** *QI 2.5, 2.7*	➢ Two Access Hours to run over the session involving practical activities for parents to engage with ➢ 'Coffee and Chat' sessions to be held throughout the year offering opportunities for parents to engage with Early Years' staff and the management team in an informal setting ➢ Continue to engage parents in the EYC through 'Play and Stay' sessions ➢ Gather views of pupils and parents ➢ Through consultation with parents, pupils and staff review 'Pupil Profiles' to ensure children's progress in math/numeracy is communicated to parents effectively ➢ To continue to target set with children and ensure this information is shared through learning conversations with staff and parents. ➢ Peep transition sessions and 'Tears and Tantrums'	W Rigg C Leavy/s Devlin Class Teachers Early Years Practitioners	February 2019 August 2019 - June 2020	➢ 50% attendance at family events allowing parents to support their children more effectively ➢ 100% of pupils can talk to their family about what they are good at and what they need to do to improve their learning ➢ Increased Parental confidence in supporting their children

Priority 3: WELLBEING, EQUALITY & INCLUSION FOR ALL
Lead Person – Wendy Rigg

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
Cluster Priority				
Cluster will achieve Mental Health & Wellbeing Charter mark. Production of Cluster policy on LGBT+	➢ complete initial audit and action plan for Mental Health & Wellbeing Charter as Cluster, personalise for individual school contexts ➢ Cluster approach to completing activities required to achieve charter mark ➢ young people identify shared issues, produce policy and resources to support others	C Hodgart C Kay	August 2019 June 2020	➢ 100% of children will improve in each of their SHANARRI indicators ➢ achievement of Mental Health & Wellbeing Charter mark ➢ policy will be produced and individualised to reflect school context

School Priorities				
To develop the use of the outdoor environment and outdoor learning to enhance the health and wellbeing of all pupils. **(Article 24)** *QI 3.1* *QI 2.7*	➢ All primary pupils to be engaged in outdoor learning for at least 2 hours per week ➢ Staff CLPL in outdoor Learning to enhance teaching and learning in the outdoors ➢ Source funding to develop and enhance outdoor space, clothing and equipment ➢ Work alongside Parent Council to secure funding for new playground CCTV and development of the outdoor space	Class Teachers and EYPs W Rigg	August 2019 - June 2020	➢ 100% of children to engage in at least 2 hours of outdoor learning on a weekly basis ➢ 100% of children have opportunities to engage in sharing their view on the development of the outdoor space ➢ 100% of children will improve in each of their SHANARRI indicators
To increase confidence levels and to have a positive impact on wellbeing for all pupils. **(Article 17 & 24)** *QI 3.1* *QI 1.1, 1.2*	➢ 2 Phunkyfoods ambassadors in each school to deliver key healthy eating messages through peer to peer learning ➢ YMI input with Mrs Nelson and Mr Henderson (both schools) – The Big Sing and The Big Strum ➢ Working with cluster colleagues and Active Schools to achieve Silver Sports Award. ➢ P5-7 children at Minishant to engage in cooking sessions by Lindsay Guidi from 'Homecookschool' ➢ Children have the opportunity to be on a school committee to drive forward initiatives	W Rigg R Jamieson & B Scott W Rigg & S Devlin Class Teachers	August 2019- June 2020	➢ 90% of children's wellbeing webs improve at the end of the session compared to the beginning of the session ➢ 80% children can talk confidently about healthy eating ➢ 100% of children take part in a variety of sports ➢ 50% of children(P5-P7) have the opportunity to cook a meal in Minishant Primary ➢ 100% children (P1-P7) are on a school committee and have the opportunity to share their opinions and give suggestions regarding school issues and development of the SIP
To ensure pupil voice is evident in all aspects of school life in both Crosshill and Minishant Primaries **(Article 12)** *QI 1.1, 1.2* *Q I2.7*	➢ Audit and revise school aims ➢ Continue Committee groups leading termly assemblies ➢ Self-evaluation of SIP will continue to be led by pupils: 'What's Hot, What's Not?' ➢ Continue to embed pupil participation through self-evaluation using 'How Good is Our School' – Together time ➢ Work towards achieving the next level with Rights Respecting Schools Award. ➢ Pupil/Parent friendly SIP display to be created allowing views and suggestions to be added throughout the year	W Rigg All staff and pupils S Beattie / B Scott S Devlin	December 2019 August 2019 – June 2020	➢ 100% of children (P1-P7)are on a school committee and have the opportunity to share their opinions and give suggestions regarding school issues and development of the SIP ➢ 100% children have the opportunity to engage in the process of updating the school aims ➢ 80% children can talk confidently about children's rights and links to the curriculum ➢ 100% children involved and engaged in leading assemblies
To provide pupils a nurturing environment where they are supported and challenged to thrive while building confidence, self-belief, resilience and leadership skills **(Article 24 & 28**) *QI 3.1*	➢ Creation of a nurture area within the school ➢ Staff CLPL to build capacity in staff and develop understanding of a whole school nurture approach ➢ Whole school parental involvement strategy	W Rigg All Staff	August 2019 – June 2020	➢ 100% children have access to the nurture area and resources ➢ 100% children show improvements in each of their SHANARRI indicators ➢ 100% targeted children reach their nurture targets

Priority 4: IMPROVE EMLOYABILITY SKILLS FOR ALL CHILDREN Lead Person – W Rigg & S Devlin				
What Outcomes Do We Want To Achieve?	**How Will We Achieve This? (Intervention Strategies)**	**Lead Person**	**Start and Finish Dates**	**How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)**
Further development of 'Developing Young Workforce' Programme. **(Article 29)** *QI 3.3* *QI 2.7*	➢ Teachers and EYPs to utilise the 'Developing the Young Workforce 3-18 Career Standards' within planning ➢ Continue to 'Develop Scotland's Young Workforce' by organising visitors throughout the year including STEM Week ➢ Upskilling staff and pupils in the use of digital technologies ➢ Make use of relevant digital and online resources, in particular 'My World of Work' ➢ Self-evaluation of SIP by staff and pupils. ➢ All children to engage in STEM Week	Class Teachers & EYPs S Devlin W Rigg Class Teachers & EYPs S Devlin	August 2019-June 2020	➢ 100% of children can make real life links with their learning. ➢ 100% 0f children have regular opportunities to engage in STEM activities/experiences developing skills for learning, life and work ➢ 100% of children have regular opportunities to engage in the use of digital technologies tracked through monitoring procedures.

Appendix 1
Budget

Priority	Staffing costs (F/y)	Staffing costs (P/Y)	Resources/ other	Total
Crosshill Primary School				
➢ To provide pupils a nurturing environment where they are supported and challenged to thrive while building confidence, self-belief, resilience and leadership skills			➢ Staff CLPL ➢ Nurture Resources	£3,600
Minishant Primary School				
➢ To provide a free breakfast club in the school's IFE wing between the hours of 8:15am and 9am. ➢ To provide 26 weeks P1-7 Boost Groups led by class teacher	➢ School assistant for an additional 6.25 hrs per week ➢ 0.2 class teacher for 6 months (26weeks)	➢ £3821.14 ➢ £5,359.50	➢ Breakfast Club food and resources to engage and motivate all pupils during breakfast club hours e.g. board games, arts and crafts, sports equipment, books e.t.c. Estimated cost = £1619.36	£10,800