



Crosshill Primary School and Early Years Centre

Minishant Primary School

IMPROVEMENT PLAN: 2023-2024



CROSSHILL EYC



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

- 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 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

Spaces and PLaces
Live, Work, learn
Civic and Community Pride

Children's Services Plan

Outstanding universal provision
Tackling Inequalities
Love and support for our Care Experienced young people and young carers
Good physical and mental wellbeing
Promoting Children's Rights

Education Services Priorities

Equity, Wellbeing and Inclusion
Learning, Teaching and Assessment
Curriculum
Self Evaluation for Self Improvement

National Improvement Framework Priorities

Placing the human rights 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
Improvement in employability skills and sustained positive school leaver destinations for all young people
Improvement in attainment, particularly in literacy and numeracy

South Ayrshire Service Plan Priority:

1. Closing the poverty-related attainment gap by improving attainment in literacy

SAR Strategic Plan Priority:

To raise attainment in literacy and close the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire

**ALL SOUTH AYRSHIRE SCHOOLS
2023-2024**

SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
To develop confident and skilled readers in South Ayrshire with a lifelong love of reading and the confidence to access all aspects of education, culture and society	By June 2023 all schools will have an identified Reading Leader	The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders	All reading leaders can join a dedicated MS Team to ensure access to information, local/regional/national messages and resources and, opportunities to collaborate.		June 2023
	By June 2023 all clusters will have an identified SAR link person to direct enquiries / requests to.		South Ayrshire Reads strategy document and MS Team		June 2023
	By end of August 2023 ALL education staff, parents, children and young people will be introduced to the strategic vision of (SAR)the South Ayrshire Reads initiative.		SAR Video link will be provided, and time allocated on August Inservice days to share with all school staff. <i>(Please share with all pupils during the first few weeks of term and share the video link on your school social media channels)</i>		August 2023

To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry	By April 2024 ALL education staff will have had the opportunity to attend an online South Ayrshire Reads Engagement session		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed		April 2024
	By April 2024 ALL parents, carers and partners will have had the opportunity to attend an online South Ayrshire Reads Engagement session		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed		April 2024
	By September 2023 ALL primary education staff will have engaged in initial science of reading training (Sept Twilight) and follow-up training (TBC)		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed		April 2024
	By February 2024 ALL school assistants will have had the opportunity to attend in-person Supporting Children with Reading training		Training will take place on both October 2023 and February 2024 Inservice days		October 2023 February 2024

Evidence gathered for our School Improvement Plan

- Self-evaluation using HGIOS4/HGIOELC quality indicators during staff meetings and in-service days
- Views of parents were sought at parent information sessions
- Pupils explored wee HGIOS and were consulted on What makes a good School? Lesson? and Teacher?
- Coffee & Chat meetings throughout the session
- Questionnaires to pupils, parents and staff
- Professional dialogue at staff meetings and in-service
- Classroom Celebration visits by PT/HT
- Tracking and monitoring of pupil progress using data tracking sheets
- Interrogating data from standardised testing and formative assessments
- Tracking/pupil progress meetings with staff throughout the session
- Evidence gathered from our School Improvement Visit
- Monitoring of pupil attainment and analysis of data during in-service and staff meetings
- Staged Intervention – SMART targets and appropriate targets shared with staff/parents
- PRDs
- Evaluation of previous SIP and PEF plan
- Update/review policies as necessary

Priority: 1. RAISING ATTAINMENT IN LITERACY Lead Person – Shirley Devlin Sharon Beattie HG IOS 4 / HG IOELC Q.Is1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2 / SAC P1,2/ CSP 1,2 / ESP 2, 3, 4 / NIF 1, 2/ SAR				
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 build consistency of approach in pupil transition experience across Cluster. <i>QI 3.2</i>	<ul style="list-style-type: none"> ➤ Consult with Cluster staff and sharing good practice and strengthening transitions. Collaborate with Carrick staff through team-teaching and modelling opportunities including digital lessons 	Cluster Group members	August 2023- June 2024	<ul style="list-style-type: none"> ➤ Working in partnership, sharing good practice for a consistant approach. ➤ Transition and enhanced transition activities with Carrick staff
School Priorities				
To improve children's reading skills in Crosshill and Minishant Primaries in order to raise attainment. (Article 28) <i>QI 3.2</i>	<ul style="list-style-type: none"> ➤ Utilise appropriate assessments to highlight gaps in learning, testing of retrieval, improving meta-cognitive strategies and checking for understanding. 	All Teaching Staff	Aug 2023- June 2024	<ul style="list-style-type: none"> ➤ 90% of children in P1, P4, P7 to attain age appropriate CfE levels and age equivalent standardised testing results.
	<ul style="list-style-type: none"> ➤ SLT will support - School assistants/teaching staff in tracking interventions. ➤ Continue to embed SAC Literacy Strategy, Reading Schools and introduce South Ayrshire Reads Initiative (see separate SAC Priority Plan for SAR). 	SDevlin/SBeattie All Teaching Staff School Assistants EYC staff	Aug 2023/Dec 2023/May 2024 Sept 2023	<ul style="list-style-type: none"> ➤ 100% targeted children to achieve personal targets in reading. ➤ 100% of children are able to talk about The values, vision and aims of South Ayrshire Reads ➤ 100% of children to participate in Reading Schools Initiative and regular reading activities. ➤ 100% of children have opportunities to access reading/quiet areas.
	<ul style="list-style-type: none"> ➤ Each class to develop and display their own Marking and Feedback approaches through consultation with pupils and exploring the School's Jotter Policy. ➤ Continue to develop opportunities for learners to be actively involved in agreeing Learning Intentions and Success Criteria through collaboration and co-creating with pupils. 	All teaching Staff All Teaching Staff	Aug/Sept 2023 Aug 2023- June 2024	<ul style="list-style-type: none"> ➤ 100% of children have discussed and co-created their own marking and feedback approaches for their class. ➤ Pupils will understand what they do well, what they need to do to improve and know their next ateps in learning. ➤ A whole school commitment to learners at the centre of their learning. ➤ Staff meetings and professional dialogue opportunities.
Play Based Learning - Article 31 of the United Nations Convention on the Rights of the Child (UNCRC) To embed play pedagogy Play is a process that is freely chosen, personally directed and intrinsically motivated.	<ul style="list-style-type: none"> ➤ Play-based Learning/Play pedagogy to be further developed to improve attainment in literacy through high-quality play-based 	All Teaching Staff School Assistants EYPs	Aug – June 2023	<ul style="list-style-type: none"> ➤ Most P1 pupils to achieve the appropriate SNSA banding in reading and writing. ➤ For 75% of pupils to achieve Early Leavel Reading and Writing in Primary 1.

	<ul style="list-style-type: none"> ➤ learning approaches embedded consistently within EYC and Class 1. 			
Dyslexia and Inclusive Practice To improve children's reading skills in Crosshill and Minishant Primaries in order to raise attainment.	<ul style="list-style-type: none"> ➤ To maintain the success of achieving the Dyslexia and Inclusive Practice Award through continuing to embedding a variety of inclusive approaches. ➤ Further develop the use of 'Read Write 11' and CALL Scotland resources, Office 365 tools across both schools to support dyslexia friendly approaches and the development of children's reading skills. 	All Staff EYPs All Staff HT/PT Staff EYPs	Aug – June 2023	<ul style="list-style-type: none"> ➤ Staff will utilise targeted interventions such as Three Read Approach, Five Minute Box, ReadingWise, Word Aware, Toe by Toe, Doorway Spelling, Read Write Gold, in order to sustain attainment and attend to any identified or potential gaps in achievement. ➤ Baseline assessments at all stages carried out in August, December and May to measure impact of approaches, these demonstrate that 90% of children are on target. Class1/P1 staff to use Developmental Milestone data from EYC to target specific children. ➤ A whole school commitment to Dyslexia and Inclusive Practice will be evident and pupils with dyslexia or any other barriers to learning will be identified early, supports put in place and recorded through SEEMIS and STINT paperwork.
To improve children's literacy skills within Crosshill Early Years Centre. (Article 28) Q/ 3.2	<ul style="list-style-type: none"> ➤ Staff will continue to adapt/develop the setting to ensure it is a literacy rich environment including developing phonological awareness and a foster a love of reading; indoors and outdoors. ➤ To continue to assess, plan and track the developmental milestones for 2-3 year olds and 4-5 year olds and discuss during EYC meeting (timetabled on yearly Calendar). ➤ To engage with the Speech and Language team (SALT) for staff training in approaches and to share information and work in partnership with parents. ➤ Clerical support to track attendance on a termly basis, data monitored by SLT. ➤ To identify pupils requiring intervention and implement targeted approaches to achieving their literacy milestones. ➤ To embed and develop resources for the Family of 3 Read Approach to improve engagement in reading. ➤ To continue to develop home link activities to support literacy development including use of digital technology and QR codes. ➤ To continue the use of higher order questions, AiFL and plenary folder of ideas. ➤ Weekly, timetabled support input from PT. ➤ To engage parents in their children's learning through Peep sessions, Community Transition experiences and Coffee & Chat sessions ➤ SAR Initiative (see separate priority plan) ➤ To continue with digital technologies to cultivate a culture of inquiry, innovation and exploration. ➤ Creativity will be embraced and embedded in learning and teaching. ➤ Transition Community Event for toddlers throughout the session. 	<div> <div>EYPs</div> <div>HT</div> <div>PT</div> </div> <div> <div>EYPs</div> <div>HT</div> <div>PT</div> </div>		<ul style="list-style-type: none"> ➤ 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, home link bags and Coffee & Chat sessions. ➤ Baseline assessments carried out in October and in June to show value added. Track progress in Milestones during the session to measure impact of approaches, these to demonstrate that 85% of EYC children are on target. ➤

<p>Improve children's writing skills within Crosshill and Minishant Primary Schools in order to raise attainment and become creative and purposeful writers. (Article 28) Q/ 3.2</p>	<ul style="list-style-type: none"> ➤ Continue to embed Talk for Writing across both classes at Minishant and Crosshill Primary Schools. ➤ SLT will support with support assistants/teaching staff tracking interventions. ➤ To continue to track spelling across the session using assessments such as Schonell Spelling Tests and GL Assessments. ➤ To begin to use North Lanarkshire Active Spelling resource to ensure consistency in teaching spelling. ➤ Visits to/from other schools to share best practice and observe North Lanarkshire Active Spelling Programme. CLPL opportunities. ➤ Observation of teaching and learning in all classes and EYC through a 'celebration' approach. ➤ Utilise assessments to highlight gaps in learning and identify gaps in learning, testing of retrieval, improving meta-cognitive strategies and checking for understanding. Tracking and monitoring meetings at least 3 times per school session. ➤ Creativity will be continue to be embraced and embedded in learning and teaching. CLPL opportunities through Education Scotland Resources. 	<p>Class Teachers</p> <p>HT PT</p> <p>Class Teachers/ B Russell</p> <p>Class teachers</p> <p>PT/HT</p> <p>Class teachers</p>		<ul style="list-style-type: none"> ➤ 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 to participate in regular outdoor writing activities. ➤ 100% children are able to talk about what they need to do to improve their learning. ➤ Baseline assessments at all stages carried out in August, December and May to measure impact of approaches, these demonstrate that 90% of children are on target. Staff to plan assessments for all baseline assessments for literacy progress. ➤ Dyslexia and inclusive practices to be embedded within planning and classroom practice.

<p>Higher order thinking skills are evident in all classes and the EYC and children are engaged with this approach. (Article 29)</p> <p><i>QI 2.3</i></p>	<ul style="list-style-type: none"> ➤ Plenary and MTV to be utilised in each class and EYC and investigated throughout the session. ➤ Higher Order questions to be used in all classes and Crosshill EYC ➤ Utilise increased outdoor learning to promote higher order thinking skills. ➤ Creativity will be embraced and embedded in learning and teaching. ➤ Visits to/from other schools to highlight good practice 	<p>Class teachers EYPs</p> <p>PT</p> <p>HT</p>	<p>August 2022 – June 2023</p>	<ul style="list-style-type: none"> ➤ 100% of children are engaged in, and can demonstrate, higher order thinking skills approaches. ➤ All staff to re-investigate MTV approaches and thinking routines through CLPL during staff meetings, in-service and cluster sessions. ➤ 100% of children to participate in regular writing activities (increased opportunity for outdoor sessions) to enhance higher order thinking skills and metacognition.
<p>Increased family engagement opportunities to support literacy development. (Article 5)</p> <p><i>QI 2.5, 2.7</i></p>	<ul style="list-style-type: none"> ➤ Gather views (through questionnaires and discussion during school events) of pupils and parents throughout the session on various issues. ➤ Staff continue to use new 'Pupil Profiles' format to ensure children's progress is celebrated and communicated to parents effectively. ➤ Focus on HWB targets with children and ensure this information is shared through learning conversations with staff and parents. ➤ Parental appointments to be carried out face-to-face where possible and phone calls to be offered. ➤ Early Years staff to continue to work with Gillian Munro to support Peep/Community Learning session in the EYC. ➤ 'Coffee and Chat' & 'Open Afternoons' ➤ Parents invited into school to share time/knowledge/expertise ➤ Parents invited to Open Afternoon events ➤ Parents invited to their child's Class assemblies 	<p>Class Teachers & EYPs</p> <p>Class Teachers</p> <p>All staff</p> <p>Class Teachers</p> <p>SDevlin/EYPs</p> <p>SDevlin/SBeattie</p> <p>SDevlin/SBeattie</p>		<ul style="list-style-type: none"> ➤ 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. ➤ 100% of pupils achieve their HWB personal targets. ➤ Opportunity for all parents/carers to engage with staff and pupils.

Priority 2: RAISING ATTAINMENT IN NUMERACY Lead Person – Sharon Beattie				
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				
<p>To improve children's numerical skills.</p> <p>To build consistency of approach in pupil experience across Cluster, sharing good practise and ensuring smooth transitions.</p> <p>QI 3.2</p>	<ul style="list-style-type: none"> ➤ Continue to utilise the Level 2 Study Pack within Cluster Primaries. ➤ Liaising with Carrick Academy Maths Department staff on Primary 7 transition. 	<p>Class 2 teachers</p> <p>Carrick Maths staff</p>	<p>August 2023 – June 2024</p>	<p>Overall, children are applying consistent numeracy skills.</p> <p>All children across Cluster are taught agreed skills</p> <p>Reduction in gaps in learning at point of transition.</p> <p>Primary/Secondary Transition activities.</p>
School Priorities				
<p>Children will benefit from high quality maths/numeracy learning, teaching and assessment, through consistent and effective pedagogy (Article 28)</p> <p>Improved attainment for all children in numeracy and maths in EYC and Primary.</p> <p>To improve numeracy attainment and achievement for all pupils, whilst closing the attainment gap between most and least deprived pupils.</p> <p>QI 2.2 QI 3.3</p>	<ul style="list-style-type: none"> ➤ Staff will continue to use SAC framework planner and pathways (GLOW) of core skills to ensure progression and achievement of a level. Planners used appropriately for each ability group to ensure differentiation and adequate support and challenge. ➤ Pedagogy in both schools and EYC to be moderated and adapted to ensure consistency of learning and teaching. ➤ Scott Morrow will support both schools to ensure high quality learning and teaching strategies in teaching of numeracy skills. ➤ Problem solving/Making thinking visible to be integrated into maths pedagogy. ➤ Staff to undertake CLPL to develop integrated problem solving, mathematical reasoning and the development of a sense of curiosity about mathematics and numeracy. ➤ High quality play based learning opportunities in EYC and Class 1 ➤ Opportunities for staff to undertake on-going training in pedagogy and implementation through ➤ EYC continue to use milestones as well as 	<p>Class teachers</p> <p>Class teachers EYPs HT/PT</p> <p>Scott Morrow</p> <p>Class teachers</p> <p>EYPs Class 1 staff</p> <p>EYPS</p>	<p>August 2023 – June 2024</p>	<ul style="list-style-type: none"> ➤ 80% 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/challenge group children to achieve planned targets. ➤ 100% children participate in active numeracy experiences. ➤ 100% of children to participate in regular outdoor numeracy activities. ➤ 100% of children are able to talk about their learning and what they need to do to improve their learning. Recorded in Pupil Profiles. ➤ Most children in P3-7 to achieve GL score of 90 or above. ➤ Class 1/P1 staff to use Developmental Milestone data from EYC to inform planning and to target specific children ➤ Staff to utilise the approaches and resources from CLPL from Numeracy PT Scott Morrow. ➤ Almost all children to display a positive attitude to problem solving in an attitude to maths survey. ➤ MTV routines to be used regularly to make thinking visible. P2's Thinking Routines Toolbox

<p>Increased family engagement opportunities to support mathematics and numeracy development. (Article 5)</p> <p><i>QI 2.5, 2.7</i></p>	<p>CI documents to support planning such as benchmarks, Building the Ambition and CI resources</p> <ul style="list-style-type: none"> ➤ Continue to work alongside secondary school and cluster colleagues to moderate assessment and support P7 transition ➤ Utilise increased outdoor learning in maths/numeracy to develop numeracy/math skills in a real-life context ➤ Identified groups/individuals to receive additional SA/staff support for numeracy ➤ Increase opportunities for learners to be actively involved in agreeing/co-creating learning intentions and success criteria ➤ Numeracy and Mathematics – tracked and discussed through learning conversations and progress and attainment meetings using 4 stages of progress. ➤ School assistants are trained and confident in using the numeracy ‘5 minute box’ early intervention resource to support targeted children. ➤ Staff visits to Carrick, other Primaries and Early Years settings to share good practice – 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 ➤ Creativity will be embraced and embedded in learning and teaching. ➤ Participate in national and local events to celebrate numeracy and maths. ➤ Gather views of pupils and parents throughout the session on various issues ➤ Through consultation with parents, pupils and staff review ‘Pupil Profiles’ to ensure children’s progress is communicated to parents effectively through sending targets home and sharing Pupil Profiles with parents. ➤ Focus on all targets with children and ensure this information is shared through learning conversations, STINT and Pupil Profile targets with staff and parents. ➤ Parental appointments to be carried out and face-to-face to be encouraged. ➤ Early Years staff to continue to work with Gillian Munro from Peep to support parents in the EYC ➤ ‘Coffee and Chat’ & ‘Open Afternoon’ events 	<p>HT/PT</p> <p>All staff</p> <p>Class teachers</p> <p>Class teachers</p> <p>Class teachers</p> <p>HT/PT</p> <p>HT/PT</p> <p>All staff</p> <p>HT/PT/Staff</p> <p>Staff</p> <p>HT/PT</p> <p>Class teachers</p> <p>Class teachers</p> <p>Class teachers EYPs EYPs</p> <p>HT/PT</p>		<ul style="list-style-type: none"> ➤ Project Zero (harvard.edu) ➤ Increase use of Scott Morrow approaches - Concrete/Pictorial/Abstract approaches in all classes ➤ All staff to utilise Numeracy blueprint resources with pupils https://www.countonus.org.uk/numeracy-blueprints/ ➤ At least 80% of children to achieve Early Level secure in Primary 1. ➤ Most children in Primary 1 to achieve the appropriate SNSA banding. ➤ For at least 80% of children in the EYC to achieve their numeracy and mathematics developmental milestones. <ul style="list-style-type: none"> ➤ 100% parents engaged in effective communication with school through various means. ➤ 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 through opportunities such as workshops and Open Afternoons. Increased opportunity for parents to support their child/children in school.
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Priority 3: WELLBEING, EQUALITY & INCLUSION FOR ALL Lead Person – Shirley 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)
Wellbeing, Equity and Inclusion for All School Priorities	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)
<p>To continue to develop the use of the outdoor environment and outdoor learning to enhance the health and wellbeing of all pupils. (Article 24)</p> <p style="text-align: right;">Q/ 3.1 Q/ 2.7</p>	<ul style="list-style-type: none"> ➤ All primary pupils engage in outdoor learning for at least 2.5 hours per week ➤ Continued Staff training on Outdoor Learning through engaging with 'Teaching the Primary Curriculum Outdoors' and LOST resources. ➤ Aim for pupils to enjoy daily outdoor sessions. ➤ Staff CLPL in outdoor Learning to enhance teaching and learning in the outdoors ➤ Outdoor playground area/zones to be developed. ➤ Each class to create an Outdoor Learning Year Plan with pupils. ➤ All pupils to undertake Silver Award in Wild Challenge from RSPB, following on from Bronze obtained last session. ➤ Continue to work alongside Parent Council to develop outdoor spaces. ➤ Daily opportunities for exercise outdoors in order to improve mental and physical health and wellbeing. ➤ Visit to/from other schools to highlight best practice 	<p>SDevlin</p> <p>Class Teachers and EYPs</p> <p>Class teachers/EYPs</p> <p>SDevlin Staff at Minishant</p>	<p>August 2023 - June 2024</p>	<ul style="list-style-type: none"> ➤ 100% of children to engage in at least 2.5 hours of outdoor learning on a weekly basis. ➤ 100% of children to be involved in creating an Outdoor Learning Yearly Plan. ➤ Each class to undertake the Silver award in Wild Challenge. https://www.rspb.org.uk/fun-and-learning/for-teachers/schools-wild-challenge/activities/ ➤ Staff to engage with professional reading and LOST resources. ➤ Daily mile or other exercise activity to take place, daily, to improve physical and mental wellbeing. ➤ Parents invited to Curriculum Open Afternoons which will have an outdoor learning focus embedded. ➤ #MakeaDifference https://iammescotlandeducation.org.uk/courses/ ➤ Poly crub – community garden enterprise

	<ul style="list-style-type: none"> ➤ Utilise #Make a difference resources ➤ Food for Thought Grant - Minishant 			
<p>To increase confidence levels and to have a positive impact on wellbeing for all pupils. (Article 17 & 24)</p> <p>Q/ 3.1 Q/ 1.1, 1.2</p>	<p>SAMH workshops at each school.</p> <ul style="list-style-type: none"> ➤ Two Phunkyfoods ambassadors in each school to deliver key healthy eating messages through peer to peer learning ➤ Increased focus on 'Creativity' ➤ Working with Active Schools to achieve coaching awards. ➤ Minishant kitchen and Crosshill trolley to be utilised for cooking sessions ➤ All children have the opportunity to be on a school committee to drive forward initiatives ➤ Continue to run Minishant's Breakfast Club 8.15am-8.45am ➤ Daily wellbeing check-ins with pupils and opportunities to chat to staff across both schools and EYC. ➤ Class and Playground Charters drawn up by pupils ➤ Regular use of plenary, AiFL and metacognition approaches ➤ Autism workshops – Caroline Connell 	<p>Zoe Dingham (SAMH)</p> <p>Class Teachers/EYPs</p> <p>Class Teachers and EYPs</p> <p>Class Teachers, EYPs and SAs</p>	<p>August 2023- June 2024</p>	<ul style="list-style-type: none"> ➤ All pupils to undertake the Glasgow Motivation and Wellbeing Tool and PASS data interrogated by staff to monitor and track wellbeing during tracking sessions. ➤ 100% pupils involved in experiencing opportunities to be creative e.g. https://www.creativity4wellbeing.com/ ➤ 80% children can talk confidently about healthy eating. ➤ 100% of children take part in a variety of sports. ➤ 100% of children (EYC-P7) have the opportunity to cook/bake a in Crosshill/Minishant Primary. ➤ 100% children (EYC-P7) are on a school committee and have the opportunity to share their opinions and give suggestions regarding school issues and development of the next SIP. ➤ Class teachers to ensure all pupils are aware of, and engaged with, The 6 Principles of Nurture. ➤ 100% of targeted children attend Minishant's Breakfast Club.
<p>To ensure pupil voice is evident in all aspects of school life in both Crosshill and Minishant Primaries (Article 12)</p> <p>Q/ 1.1, 1.2 Q/ 12.7</p>	<ul style="list-style-type: none"> ➤ Traffic light activity stop, start, continue termly activity to embed pupil participation through taking part in self-evaluation using 'How Good is Our School' HGIOS4 ➤ Continue to work towards achieving our next level in the Rights Respecting Schools Award ➤ Whole school assemblies ➤ Class Assemblies – Parents invited ➤ Staff to highlight Rights of the Child and link to lessons and experiences. 	<p>All staff and pupils / S Devlin/S Beattie</p> <p>S Devlin/S Beattie/Committees/ Staff</p>	<p>August 2023– June 2024</p>	<ul style="list-style-type: none"> ➤ 100% of children (EYC-P7) are on a school committee and have the opportunity to share their opinions and give suggestions regarding school issues and development of the new SIP. ➤ All children can talk confidently about children's rights and links to the curriculum. ➤ 100% children involved and engaged in leading assemblies.
<p>To provide pupils with a nurturing environment where they are supported and challenged to thrive while building confidence, self-belief, resilience and leadership skills (Article 24 & 28)</p>	<ul style="list-style-type: none"> ➤ Utilise the nurture areas within the school to effectively support pupils needs ➤ Continue staff CLPL to build capacity in staff and develop understanding of a whole school inclusive approach 	<p>S Devlin</p> <p>Staff/Parents</p>	<p>August 2023 – June 2024</p> <p>Jan-May 2024</p>	<ul style="list-style-type: none"> ➤ 100% children have access to the nurture area and resources. ➤ 100% of children to participate in GMWT and PASS.

Q/ 3.1	<ul style="list-style-type: none"> ➤ Use Positive Behaviour Policy ➤ Pupils set personal targets in Pupil Profiles and evaluate each term ➤ Continue to embed Nurture Approaches and 6 Principles of Nurture from staff training. ➤ Musicianship – Kodally and Charanga 	Class Teachers		<ul style="list-style-type: none"> ➤ 80% targeted children reach their personal targets through Pupil Profiles. ➤ Staff have a sound knowledge of CfE Benchmarks for HWB. Specific focus on Mental, Emotional and Social Wellbeing, to ensure robust planning, teaching, assessment and tracking. ➤ Pupils experience musicianship.
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Priority 4: IMPROVE EMPLOYABILITY SKILLS FOR ALL CHILDREN
Lead Person –S Devlin and S Beattie

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)
<p>Continued development of 'Developing Young Workforce' Programme. (Article 29)</p> <p>Q/ 3.3 Q/ 2.7</p>	<ul style="list-style-type: none"> ➤ Teachers and EYPs to utilise the 'Developing the Young Workforce 3-18 Career Standards' within their planning, embedded throughout the year . ➤ Continue to 'Develop Scotland's Young Workforce' by organising visitors e.g. Chamber of Commerce and Founders4Schools 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. ➤ MyBnk - Financial Literacy Programme 	<p>Class Teachers & EYPs</p> <p>S Devlin/S Beattie</p> <p>Class Teachers & EYPs</p> <p>S Devlin S Beattie</p>	<p>August 2022-June 2023</p>	<ul style="list-style-type: none"> ➤ 100% of children can make real life links with their learning. ➤ 100% Of children have regular opportunities to engage in STEM activities/experiences/visitors to develop skills for learning, life and work ➤ 100% of children have regular opportunities to engage in the use of digital technologies e.g. Digital Lending Library and tracked through monitoring procedures. ➤ CLPL opportunities for staff in digital technologies through Amanda Pickard and Glow tile/resources.

Cluster Priority 1: Embedding SSERC model to enhance Learning and Teaching in science To focus on improving confidence and competence of Staff to effectively teach STEM education and provide learners with STEM skills and knowledge that they require throughout their lives. HGIOS 4 / HGIOELC Q.Is1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2 / SACP 1,2/ CSP 1,2 / ESP 2, 3, 4 / NIF 1, 2				
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)	Review
Cluster Priority STEM group (Lead Science Steering Group)				
<ul style="list-style-type: none"> ➤ Children and young people's skills development knowledge and understanding in science subjects is enhanced due to further development in pedagogy and assessment skills in staff. ➤ Children will experience coherent and progressive learning and teaching in science across and through the Carrick cluster because of the collegiate development of science programme of study. ➤ Children, young people and staff will engage more readily with science enquiry and aspire to pursue a career in science. 	<ul style="list-style-type: none"> ➤ Cluster Science Steering group consisting of school mentors for Science will continue to access CLPL directly from SSERC and take the lead within each cluster school. ➤ Staff from Early Years, Primary and Secondary Science will engage in online collaborative training led by mentors with external support available from SSERC. ➤ SSERC meets will take place throughout the session 2023/2024 ➤ Mentors to apply for further grants and funding through SSERC, to source science resources for schools. ➤ Cluster Science Steering group to showcase practice. ➤ Staff throughout the cluster will implement more STEM based activities in classrooms and more varied approaches to learning and teaching. ➤ Mentors will introduce the TAPS focussed assessment within each school. (https://pstt.org.uk/resources/curriculum-materials/assessment) ➤ Established Primary/Secondary links will create a programme of study to ensure a seamless transition of skills, knowledge and understanding from Early level to third/fourth level within science enquiry. 	August 2023 to June 2024	Cluster Staff Wheel of Science questionnaire on levels of confidence within the science organisers. (September 2023 and June 2024) SSERC showcase for mentors. Classroom observations/moderation across cluster schools involving science champions Staff evaluations following CLPL activities. Most children will achieve the appropriate level in science within ACEL data	Cluster questionnaire for staff and children.

Cluster Priority 2: Consistency in practice in learning and teaching through MTV routines HG10S 4 / HG10ELC Q.Is1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2 / SACP 1,2/ CSP 1,2 / ESP 2, 3, 4 / NIF 1, 2			
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
CLUSTER PRIORITY - MTV			
<ul style="list-style-type: none"> ➤ Improve the Teaching and Learning experience and make young people more actively engaged in the learning process in order to build confidence in learners. 	<ul style="list-style-type: none"> ➤ Improve consistency across the cluster through professional learning and embedding thinking routines into classroom practice. ➤ CLP sessions for all staff delivered by MTV ambassadors and lead learners. ➤ Making full use of SAC blogs and shared resources through the creation of a networking group. ➤ Introduction of Focus of the Fortnight, routines shared with all staff to trial. By the end of the session staff will have a booklet of routines to use. ➤ Staff and pupil evaluations will be carried out in December and May. 	September 2023-June 2024	<ul style="list-style-type: none"> ➤ Through staff and pupil evaluation in December and May ➤ Peer and SLT Classroom observations across cluster

Appendix 1 - Budget

Priority	Staffing costs (F/y)	Staffing costs (P/Y)	Resources/ other	Total
Crosshill Primary School				
<ul style="list-style-type: none"> ➤ To provide pupils in with a new reading and phonics-based programme through RWI and North Lanarkshire resources 	<ul style="list-style-type: none"> ➤ 		<ul style="list-style-type: none"> ➤ Read, Write Inc/North Lanarkshire Active Literacy Resources 	£6,125
Minishant Primary School				
<ul style="list-style-type: none"> ➤ To provide a free breakfast club in the school's IFE wing between the hours of 8:15 am and 8:45 am. 	<ul style="list-style-type: none"> ➤ School Assistant for an additional 6.25 hrs per week 	<ul style="list-style-type: none"> ➤ 	<ul style="list-style-type: none"> ➤ Breakfast Club food and resources to engage and motivate all pupils during breakfast club hours. 	£8,575

