



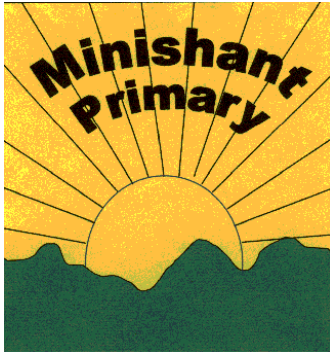
Crosshill Primary School and Early Years Centre

Minishant Primary School

IMPROVEMENT PLAN: 2024-2025



CROSSHILL EYC



South Ayrshire Vision



What are we trying to achieve?

Our Journey



We want to go on a journey to ensure **families in South Ayrshire are at the heart of everything we do**, and where their wellbeing is our top priority.

With a focus on **prevention and early intervention** we will work to empower families living in South Ayrshire. We will work with families in a way that values the unique needs and perspectives of each family member.

We will ensure those working in our services have **access to the resources, training, and the support they need** to achieve our shared goal, and where they can overcome any challenges that come their way.

We will help build strong and **resilient communities** where families are supported to thrive, and where every member is **valued and included**. This is our whole family approach.

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 Parent group
- 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

At Minishant School and Crosshill PS and Early Years Centre, we aim to be a positive, inclusive and continuously improving learning organisation. We aspire to achieve this in many ways, including utilising the local and national plans, and frameworks below:

South Ayrshire Council Plan

- Spaces and Places
- Live, Work, Learn
- Civic and Community Pride

Children's Services Plan

- **The Promise:** Our commitment to Keeping the Promise
- **Family:** Promoting whole family wellbeing
- **Included:** Early help for children with diagnosed or undiagnosed additional support needs
- **Healthy:** Improving physical and mental health for children and young people
- **Voice:** Involving children and young people in local decision making
- **People:** Collaborative learning and reflection opportunities for the workforce

Education Services Priorities

- Engaged and Included
- Outstanding learning, teaching and assessment
- Developing our curriculum
- Self Improving Service

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 and young people
- Improvement in employability skills and sustained positive school leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

Summary Statement and Priorities





Using Self Evaluation, as a staff team, we reviewed the 2023-2024 School Improvement Plan (SIP). We have included our evaluation of this performance data review within our Standards and Quality 2024 Report which accompanies this document. In consultation, we have identified the priorities for the forthcoming year as highlighted below within this SIP. The priorities and targets in this plan enable us to clearly set out the next steps on our journey, promoting a Curriculum for Excellence throughout and have been developed through the school audit process which has included;

- Consultations with staff and staff audits
- Pupil Questionnaires and pupil impact/feedback activities
- Tracking, monitoring and evaluation of learning and teaching
- Self-evaluation using HGIOS4/HGIOELC and Care Inspectorate guidance 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? Teacher?
- Coffee & Chat meetings throughout the session with HT/PT
- 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 with staff across the session
- Interrogating data from standardised testing and formative/summative assessments
- Monitoring of pupil attainment and analysis of data during in-service and staff meetings
- Staged Intervention – SMART targets shared with staff/parents
- PRDs
- Evaluation of previous SIP and PEF plan
- Update/review policies as necessary, to include pupil voice

The SIP is a working document and is regularly reviewed and adapted to ensure it is meeting the needs of the pupils of Minishant and Crosshill Primary Schools and Crosshill Early Years Centres.

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Priorities - At A Glance

<p>Priority 1 Raising children and young people's attainment and achievement in Literacy and numeracy.</p>		<p>To close the attainment gap in Literacy through engagement with South Ayrshire Reads and SARs. (Authority Priorities)</p>	<p>To ensure all staff have an understanding of meta-skills and creativity skills and how these can be used to enhance the teaching and learning experience for our pupils.</p>	<p>To improve attainment in Literacy through using high quality, decodable books and resources, aligned to phonics programme.</p>	<p>To raise attainment in numeracy and develop number skills through resources linked to CfE and developing conceptual understanding of maths that incorporate: Concrete Pictorial Abstract Mathematical reasoning and problem solving.</p>	<p>To improve children's handwriting and presentation of their work in jotters.</p>
<p>Priority 2 Enhance learners' experiences in Health and Wellbeing through partnership working to support the emotional and physical wellbeing of our young people and their families.</p>		<p>To enhance learners' experiences by providing a progressive HWB programme with a focus on social and emotional health (Tree House)</p>	<p>To ensure children are safe, happy and settled at school.</p>	<p>To support our children and young people to reach their learning potential with a focus on wellbeing and removing barriers to learning by embedding Nurture Principles.</p>	<p>To ensure continued development of children's rights and pupil voice.</p>	
<p>Priority 3 Improve learning outcomes through consistent, high quality learning and teaching, with a focus on developing planning and assessment formats, tracking and monitoring procedures and effective approaches to learning and teaching.</p>		<p>To establish consistent approaches to planning and assessment used across both schools.</p>	<p>To agree shared expectations of what high quality learning and teaching looks like through staff meeting focus on differentiation/adaptive teaching and feedback.</p>	<p>To enhance learning experiences for children and young people through play and active learning.</p>	<p>To continue to improve engagement through the use of MTV thinking Routines and SSERC science</p>	
<p>Cluster Priority - Transition</p>		<p>To establish a robust transition framework for P6-S2 across the cluster schools</p>	<p>To review Curriculum transition experiences for the Carrick Cluster</p>	<p>To explore the national perspective, contextualised approach as a cluster.</p>		

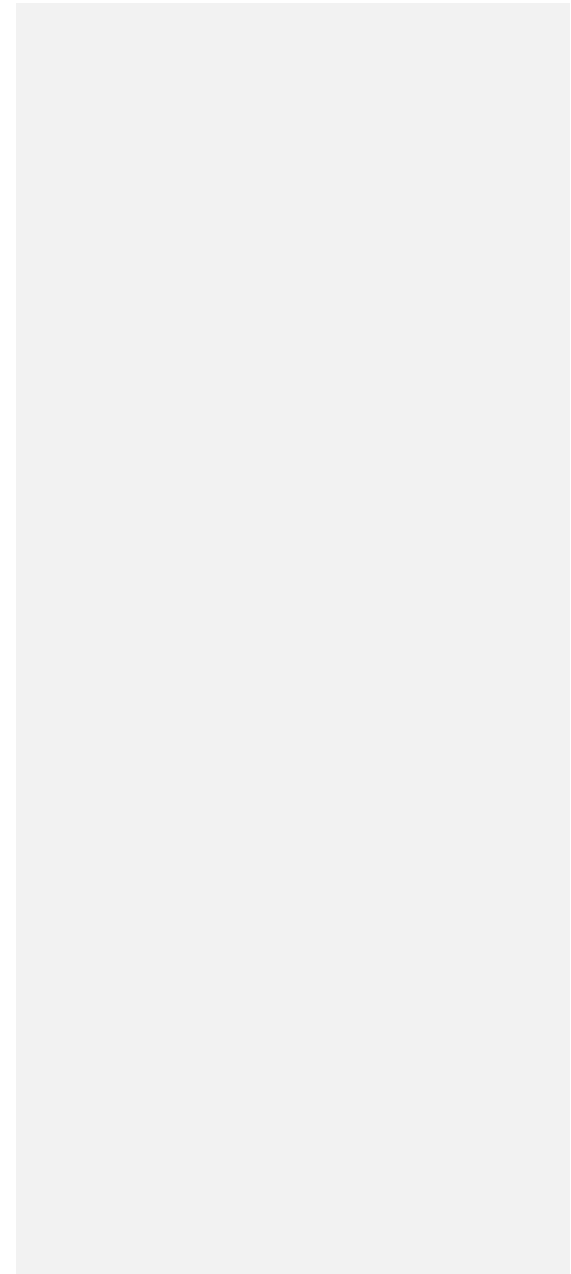
Priority: 1. Raising attainment in Literacy and Numeracy Lead Person – Sharon Beattie and Shirley Devlin				
HGIOS 4 / HGIOELC Q.Is1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2 / SAC P1,2/ CSP 1,2 / ESP 2, 3, 4 / NIF 1, 2/ SAR				
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
School Priorities				
<p>1. To improve children's literacy and numeracy skills in Crosshill and Minishant Primaries in order to raise attainment. (Article 28) QI 3.2</p> <p><i>Priority 2 – Outstanding learning, teaching and assessment SAC education Improvement Plan</i></p>	<p>Utilise appropriate assessments to highlight gaps in learning, testing of retrieval, improving meta-cognitive strategies and checking for understanding.</p>	All Teaching Staff	Aug 2024- June 2025	<p>100% targeted children to achieve personal targets in reading. For 75% of pupils to achieve Early Leavel Reading and Writing in Primary 1.</p> <p>Staff meeting focus on Meta skills toolkit Meta-skills Toolkit - Skills Development Scotland and poster displayed in classrooms overarching-meta-skills-poster.pdf (skillsdevelopmentscotland.co.uk)</p>
	<p>Continue to embed SAC Literacy Strategy, Reading Schools accreditation (Silver) and continue with South Ayrshire Reads Initiative</p>	SDevlin/SBeattie	Aug 24 Dec 24 May 25	<p>Almost all children to be able to talk about the values, vision and aims of South Ayrshire Reads.</p> <p>All children to participate in Reading Schools Initiative (Silver) and regular reading activities through assemblies and the Reading Schools Committees.</p> <p>100% of children have opportunities to access reading/quiet areas.</p>
	<p>Each class to embed the School's Jotter Policy.</p>	All Teaching Staff School Assistants EYC staff	Aug- October	<p>100% of children to discussed the Jotter Policy through assesmbly and have their view recorded as pupil voice. Pupils will co-created their own marking and feedback approaches for their class.</p> <p>Pupils will understand what they do well, what they need to do to improve and know their next steps in learning.</p> <p>Staff and pupils continue to use 'Pupil Profiles/Learning Journals' format to ensure children's progress is celebrated and communicated to parents effectively.</p>
	<p>Creativity focus in literacy and Numeracy - Continue to develop learning approaches and opportunities for learners across EYC and Primary to be actively involved in agreeing Learning Intentions and Success Criteria through collaboration and co-creating with pupils.</p>	All Staff	Term 1	<p>Staff meetings and professional dialogue opportunities. Professional reading and activities on an excellent lesson ingredients. Pupils consulted as to 'What makes an excellent lesson' Pupils complete Creativity Survey</p>

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<p>To improve children's literacy and numeracy skills within Crosshill Early Years Centre.</p>	<p>Introduce a new maths resource, linked to CfE and using Concrete, Pictorial and Abstract approaches.</p> <p>Staff will continue to adapt/develop the setting to ensure it is a literacy/numeracy rich environment including developing phonological awareness and a foster a love of reading; indoors and outdoors.</p> <p>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).</p> <p>Clerical support to track attendance on a termly basis, data monitored by HT/PT</p> <p>To continue to develop use of digital technology and QR codes. Weekly, timetabled support input on aspects of Monitoring Calendar from SAC PT.</p> <p>To engage parents in their children's learning through Peep sessions, Community Transition experiences and Coffee & Chat sessions, assemblies and share the learning sessions.</p>	<p>Staff EYPs</p> <p>Staff/EYPs</p> <p>HT</p> <p>PT</p> <p>EYPs</p> <p>EYPs</p>		<p>assessment and developing numeracy and mathematics within inter-disciplinary learning. Share learning from the planning and delivery of learning experiences across these themes within the TLC.</p> <p>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.</p> <p>80% of all children in our Early Years Centre achieve their developmental milestones in Literacy and Numeracy.</p> <p>90% attendance rate in our Early Years Centre.</p> <p>All children have an opportunity to develop an interest and enthusiasm for literacy.</p> <p>100% of children have the opportunity to engaged in literacy activities both indoors and outdoors.</p> <p>All families are given the opportunity to engaged in literacy and numeracy activities through Peep, home link bags, share the learning, assemblies and Coffee & Chat sessions.</p> <p>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 almost all of EYC children are on target.</p>
	<p>Continue to use Talk for Writing across both classes at Minishant and Crosshill Primary Schools. Ruth Miskin training for P1-4 staff.</p> <p>To continue to track spelling across the session using assessments such as Schonell Spelling Tests and GL Spelling Assessments. Tracking and monitoring meetings at least 3 times per school session.</p> <p>Observation of teaching and learning in all classes and EYC through a 'celebration' approach, three times a year.</p> <p>Creativity will be continue to be embraced and embedded in learning and teaching. CLPL opportunities through Education Scotland Resources and Cluster</p>	<p>Class Teachers</p> <p>Class Teachers</p> <p>Class teachers</p> <p>PT/HT</p>		<p>100% of children are able to talk about what they need to do to improve their learning.</p> <p>Baseline assessments at all stages carried out in August, December and May to measure impact of approaches, these demonstrate that most children are on target.</p> <p>Staff to plan assessments for all baseline assessments for progress across Literacy and Numeracy.</p>

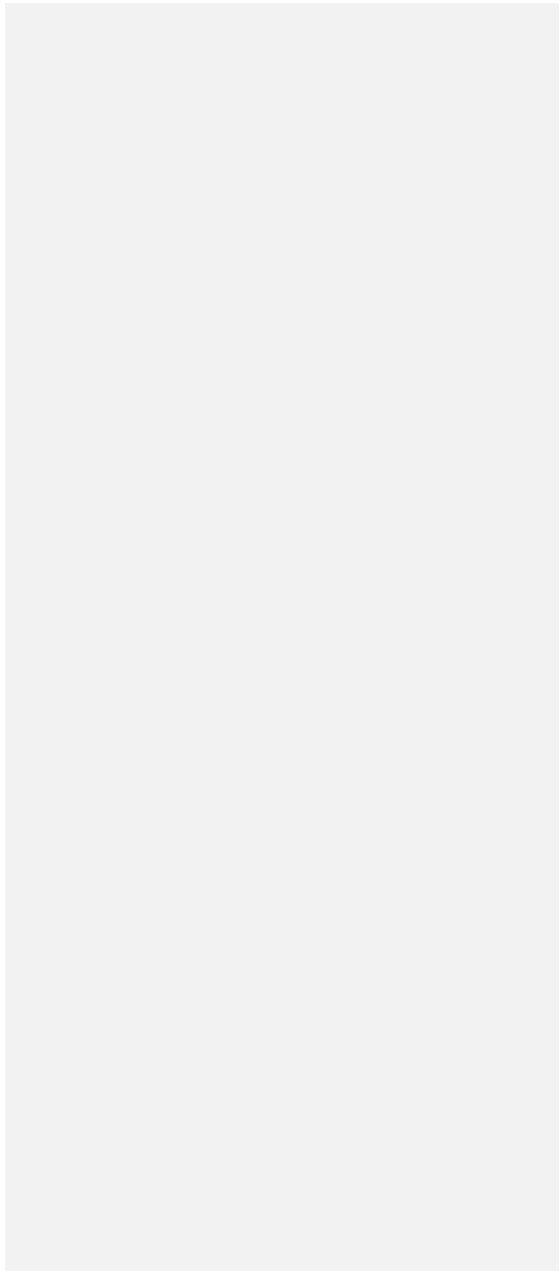
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Priority 2: RAISING ATTAINMENT IN Health and Well-being Enhance learners' experiences in Health and Wellbeing through partnership working to support the emotional and physical wellbeing of our young people and their families.				
What Outcomes Do We 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)
School Priorities				
<p>2. To provide pupils with a nurturing environment where they are supported and challenged to thrive while building confidence, self-belief, resilience and leadership skills</p> <p>(Article 24 & 28) Priority 1 – Engaged and Included SAC Education Services Improvement Plan</p>	<p>Utilise the nurture areas within the school to effectively support pupils needs</p> <p>Staff to engage with the Treehouse resource to support HWB lessons and activities</p> <p>Continue staff CLPL to build capacity in staff and develop understanding of a whole school inclusive approach</p> <p>Use Positive Relationship policy.</p> <p>Pupils set personal targets in Pupil Profiles/Learning Journals and evaluate each term</p> <p>Continue to embed Nurture Approaches and 6 Principles of Nurture from staff training.</p> <p>Musicianship – Charanga and SAC teaching input across the year</p>	<p>S Devlin</p> <p>Staff/Parents</p> <p>Class Teachers</p>	<p>August 2024 – June 2025</p> <p>Jan-May 2024</p>	<p>All children have access to the nurture area and resources.</p> <p>All children to participate in GMWP and PASS.</p> <p>80% targeted children reach their personal targets through Pupil Profiles.</p> <p>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.</p> <p>Pupils experience musicianship.</p>
<p>To continue to develop the use of the outdoor environment and outdoor learning to enhance the health and wellbeing of all pupils.</p> <p>To ensure pupil voice is evident in all aspects of school life in both Crosshill and Minishant Primaries</p>	<p>All primary pupils engage in outdoor learning for at least 2.5 hours per week</p> <p>Continued Staff training on Outdoor Learning through engaging with 'Teaching the Primary Curriculum Outdoors' and LOST resources.</p> <p>Aim for pupils to enjoy daily outdoor sessions.</p> <p>Staff CLPL in outdoor Learning to enhance teaching and learning in the outdoors</p> <p>Outdoor playground area/zones to be developed.</p> <p>All pupils to undertake Silver Award in Wild Challenge from RSPB, following on from Bronze obtained last session.</p> <p>Daily opportunities for exercise outdoors in order to improve mental and physical health and wellbeing.</p> <p>Visit to/from other schools to highlight best practice</p>	<p>SDevlin</p> <p>Class Teachers and EYPs</p> <p>Class teachers/EYPs</p> <p>Staff</p>	<p>August 2024 - June 2025</p> <p>Yearly calendar of events</p>	<p>100% of children to engage in at least 2.5 hours of outdoor learning on a weekly basis.</p> <p>Each class to undertake the Silver award in Wild Challenge. https://www.rspb.org.uk/fun-and-learning-for-teachers/schools-wild-challenge/activities/</p> <p>Staff to engage with professional reading and LOST resources.</p> <p>Daily mile or other exercise activity to take place, daily, to improve physical and mental wellbeing.</p> <p>Parents invited to Curriculum Open Afternoons which will have an outdoor learning focus embedded.</p>

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<p>Ensure children are safe, happy and settled at school in order to improve outcomes for all learners by focusing on wellbeing and removing barriers to learning, allowing our children and young people to reach their learning potential.</p>	<p>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> <p>Soft start and daily emotional check ins established in all classes and consistent across all stages.</p> <p>Staff trained in Boxhall Profiles. 6 Nurture principles to be embedded throughout the school and EYC with Nurture Policy shared with parents/carers & all staff. SAC Outreach Nurture information circulated to staff, parents/carers. 'Staff library' to be created in each staff room with a selection of professional reading linked to nurture principles, restorative practice, emotion coaching and attachment theories.</p>			<p>All pupils will experience planting and growing activities - Poly crub and raised beds</p> <p>All 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.</p> <p>All children can talk confidently about children's rights and links to the curriculum.</p> <p>All children involved and engaged in leading assemblies through committees and showcase assemblies.</p> <p>The Pupil Attitudes to School and Self (PASS) will be used as well as GMWP for pre and post measures alongside SHANARRI Well-being Webs will show that the most score 8 or higher on HWB indicators.</p> <p>All staff have a focus on the 6 Principals of Nurture</p> <p>All children who are care experienced to have Boxall and Ecological assessments.</p> <p>Learning Walks and learning conversations will demonstrate that the Six Principles of Nurture are evident in all classes.</p>
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Priority 3: Improve learning outcomes through consistent, high quality learning and teaching, with a focus on developing planning and assessment formats, tracking and monitoring procedures and effective approaches to learning and teaching.
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)
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>3. Establish consistent approaches to planning and assessment used across both schools.</p> <p>(Priority 3 – Developing our Curriculum Priority 4 – Self improving service From SAC Education Improvement Plan)</p>	<p>Use of standardised assessment evidence procedures across both schools from examples of good practice to demonstrate pupils’ learning journey</p> <p>Explore updated tracking and monitoring format through visiting Glenburn PT</p> <p>Use of MTV planners and SSERC science resources</p>	<p>HT</p> <p>Mrs Leavy</p> <p>Miss Price</p>	<p>Aug-June</p>	<p>Consistent planning and assessment format to be developed. Through monitoring it will be clear that all staff are engaging with planning and any feedback and adjustments will be made. Assessment data used to inform teaching and learning and allocate resources to meet learners’ needs. All pupils will have an assessment evidence file</p>
<p>Shared expectations of what high quality learning and teaching looks like.</p>	<p>Review tracking and monitoring, Checklist, Classroom Observations, shared teaching and learning expectations. Develop the use of meta skills to support progression in learning Promote creativity in curriculum planning and pedagogy</p>	<p>HT</p>		<p>Celebration visits/paperwork Clear learning and teaching policy Moderation activities across school/classes Staff engaged with Education Scotland curriculum innovation/transition project Pupil learning survey data</p>
<p>Shared understanding of Trusted techniques for; differentiation, challenge and support, and feedback</p>	<p>Staff meeting focus on challenge and support and use of feedback using professional dialogue and readings</p>	<p>Staff</p>		<p>Through staff and pupil evaluation in December and May</p> <p>Peer and SLT Classroom observations</p>

Cluster Priority : Transition			
To focus on achieving progressive learning and teaching approaches, which enhance transition experiences and pupil confidence.			
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)
Cluster Priority: Transition			
<p>Children will experience progressive learning and teaching approaches in all schools across the Carrick Cluster because of the development of curriculum transition plans and aims.</p> <p>Children and young people will benefit from well-planned transition activities that will lead to increased confidence and reduced anxiety P6-S1 transition.</p>	<ul style="list-style-type: none"> ➤ Cluster Transition Steering group consisting of Primary and Secondary school leads, CLD, Active Schools, Campus Police, Education Scotland staff and NCCBC representatives. ➤ Staff from Early Years, Primary and Secondary will engage in training on Curriculum Development. ➤ All Cluster Primaries will engage in the Alloway Tunnel project to provide pupils with the opportunity for Interdisciplinary learning. ➤ HTs will collaborate with Education Scotland in a process which will assist the shared development of a cluster vision and aims. ➤ Cluster meetings will take place throughout the session 2024/2025 with Curriculum Development as a key priority. ➤ Education Scotland contact to source key speakers and appropriate supports to assist the Cluster aims. ➤ Staff will implement IDL activities that foster creativity, critical thinking, 	<p>August 2024 to June 2025</p>	<p>Pupil questionnaire Transition survey beginning and end</p> <p>Classroom observations/pupil/staff dialogue about transition experience across cluster schools.</p> <p>Staff evaluations following IDL activities.</p> <p>Most children will feel positive/confident about transition to the academy.</p>

	<p>problem solving techniques, which develop meta-skills for life, learning and beyond.</p> <p>➤ Established Primary/Secondary links will create a transition programme to ensure a seamless transition of skills, knowledge and understanding from Primary 6 to S1.</p>		
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Appendix 1 - Budget

Priority	Staffing costs (F/y)	Staffing costs (P/Y)	Resources/ other	Total
Crosshill Primary School				
<p>➤ To provide pupils with a new CfE mathematics programme through Leckie and Leckie and maths resources</p>			<p>➤ Leckie and Leckie CfE resources</p>	£6,125
Minishant Primary School				
<p>➤ To provide a free breakfast club in the school's IFE wing between the hours of 8:15 am and 8:45 am.</p>	<p>➤ School Assistant for an additional 6.25 hrs per week</p>		<p>➤ Breakfast Club food and resources to engage and motivate all pupils during breakfast club hours.</p>	£8,575