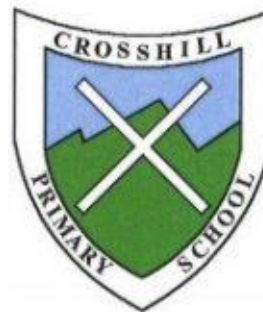
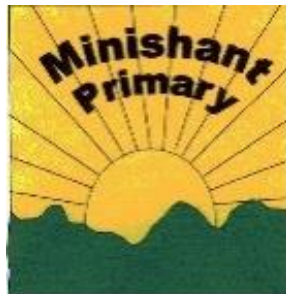




## Minishant and Crosshill Primary Schools and Early Years Centre

School Improvement Plan: Mar 2025 – June 2026





## Vision and Values

At Crosshill Primary School and Early Years Centre we aim for high standards with the view to giving our young people the best possible start in life – through nurture, meaningful learning experiences, and by fostering resilience and confidence to thrive in a changing world. We strive to do our best in all areas, we understand the importance of effective communication and the need to be respectful, kind and honest with one other.

Everyone at the school wants to play their part in making Crosshill, and the wider community, a positive, more equitable and sustainable place to live, work and play. We value community and understand the important role the school plays within that.

This session, we refreshed our school values, vision and school motto through meaningful collaboration with all key stakeholders. Every interaction within our school community is guided by our three new core values, which we have all committed to upholding to the best of our ability...

**Respect**

**Kindness**

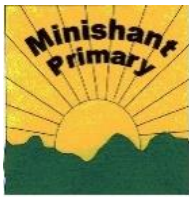
**Honesty**

## Vision

In our rural village setting, our aim is to create a happy, nurturing school where children are inspired to explore, learn, and grow. We value each individual, promote respect and inclusion, and work together to shape passionate, thoughtful learners who care for others and their community.

## Motto

**Be kind, be smart, be you!**



## Vision and Values

At Minishant Primary School we set high standards with the view to giving our young people the best possible start in life – through nurture, meaningful learning experiences, and by fostering resilience and confidence to thrive in a changing world. We strive to do our best in all areas, we understand the importance of effective communication and the need to be respectful, friendly and kind with one another.

Everyone at the school wants to play their part in making Minishant, and the wider community, a positive, more equitable and sustainable place to live, work and play. We value community and understand the important role the school plays within that.

This session, we refreshed our school values, vision and school motto through meaningful collaboration with all key stakeholders. Every interaction within our school community is guided by our three new core values, which we have all committed to upholding to the best of our ability....

**Respect**

**Friendship**

**Kindness**

## Vision

We believe every child deserves a nurturing, inclusive school where they can thrive. Our vision is to be a community that promotes learning together, teaches valuable life skills and ensures everyone is included. In our welcoming environment, we work as part of a team to support each child's journey and help them to thrive in all areas of life.

## Motto

**We care, we share, we help!**

## South Ayrshire Council Plan

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

## Children's Services Plan

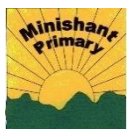
- **The Promise:** Our commitment to Keeping the Promise
- **Family:** Promoting whole family wellbeing
- **Included:** Early help for children with diagnosed or undiagnosed additional support needs
- **Healthy:** Improving physical and mental health for children and young people
- **Voice:** Involving 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



|  |   |   |   |  |  |   |   |  |
|--|---|---|---|--|--|---|---|--|
| <b>Priority 1</b><br>Raising children and young people's attainment and achievement in Literacy and numeracy.  |    | To work closely with South Ayrshire Reads to ensure all staff are trained to provide high quality teaching and learning in Literacy, supported by a progressive phonics programme, decodable books and resources. |   | To gain Reading Schools 'silver' accreditation in the Scottish Book Trust Reading Schools Programme.                               | To work closely with the Numeracy Development Officer 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. |   | To contextualise learning experiences within Literacy and Numeracy to prepare children for the world of work.   |  |
| <b>Priority 2</b><br>Enhance learners' experiences in Health and Wellbeing through partnership working to support the emotional and physical wellbeing of our young people and their families.   |    | To ensure continued development of children's rights and pupil voice.   | To gain Rights Respecting Schools silver award/work towards gold.                       | To develop emotional literacy and self regulation strategies through the use of Zones of Regulation.                               |  | To promote mental, emotional, social and physical wellbeing by providing wider experiences for pupils within their local community and surrounding area, e.g. Competitive Sports. | To develop community links to work with pupils and their families to develop skills for life and work, e.g. Willow Project, gardening group, crochet group. |  |
| <b>Priority 3</b><br>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. |    | To agree shared expectations of what high quality learning and teaching looks like, focusing on pedagogy, high quality experiences, differentiation/adaptive teaching and feedback.                               | To establish consistent approaches to planning and assessment used across both schools. | To work alongside South Ayrshire Learns to enhance learning experiences for children and young people through Play Based Learning. | To ensure all staff have an understanding of meta-skills and to develop adaptive learners and promote success across all contexts.   | To continue to develop our use of digital technologies to support learning in all areas.  | To gain Digital Schools Award.  |  |
| <b>Cluster Priorities</b>  |  | To work closely as a cluster with South Ayrshire Reads to improve the quality of learning and teaching within Literacy, with a specific focus on phonics and reading.   |   | To develop writing pedagogy, approaches to assessment and engage in moderation as a cluster.                                       | To develop a shared pedagogical vision within STEM and link to meta-skills.  | To implement 'My World of Work' profiling tool.   | To work alongside Carrick PE department to improve learning and teaching within Physical Education.   |  |

| Priority: 1. Raising attainment in Literacy and Numeracy  |   |   |   |  |
|---|---|---|---|--|
| HGIOS 4 / HGIOELC Q.Is1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2 / SAC P1,2 / NIF 1, 2   |   |   |   |  |
| 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)   |
| <b>School Priorities</b>  |   |   |   |  |
| <p>Through SAR initiative, to raise attainment in Reading by the end of session 2025/26:</p> <ul style="list-style-type: none"> <li>➤ Crosshill – improvement from 77% to 80%.</li> <li>➤ Minishant – improvement from 76% to 81%.</li> </ul> <p>To develop confident and skilled readers with a lifelong love of reading.</p> <p>Increased attainment in Literacy and Numeracy for all children and to close the attainment gap.</p> | <p>SAR stage 3 schools – Bespoke high quality CLPL with South Ayrshire Reads to provide staff with training on the delivery of high quality teaching and learning, specifically focusing on phonics and reading.</p> <p>Gain Reading Schools 'silver' award accreditation through the Scottish Book Trust.</p> <p>Implementation of new resources - review and audit reading/phonics resources in both school to ensure there is a progressive phonics programme, decodable readers and resources to support early reading skills.</p> <p>Reading leaders attending SAR sessions and cascading development to staff.</p> <p>SAR parent/child workshops to provide further opportunities to support their child's reading development.</p> <p>Develop a writing overview to provide consistency and ensure there are opportunities to develop writing across all curricular areas.</p> | <p>All Teaching Staff</p> <p>Fiona/Jennifer</p> <p>Fiona/Jennifer</p> <p>Jennifer</p> <p>Fiona/SAR Team</p> <p>Fiona/Jennifer</p> | <p>Mar 25 – Aug 26</p> <p>Aug 26</p> <p>Mar 25</p> <p>Aug 25 – Jun 26</p> <p>Aug – Jun 26</p> <p>Aug 25</p> | <p>Staff will engage in CLPL in line with our journey with South Ayrshire Reads in August as part of phase 3 schools. Staff will implement the learning and teaching cycle of Phonics International and Read, Write, Inc. Pupils will develop their encoding, decoding and fluency through high quality learning and teaching.</p> <p>CFE predictions and attainment:</p> <p><u>Crosshill</u> – Most pupils (75-90%) to achieve expected level across P1-7 for Literacy and Numeracy by Aug 2026. Currently: 73% are on track for Literacy and stretch aim target is improvement by 3% and 80% are on track for Numeracy and the aim is to maintain 80%.</p> <p><u>Minishant</u> – Most pupils (75-90%) to achieve expected levels across P1-7 for Literacy and Numeracy by Aug 2026. Currently: 76% are on track for Literacy and stretch aim target is improvement by 5% and 76% are on track for Numeracy and stretch aim target is improvement by 10%.</p> <p>Progress will be recorded through beginning/end of year assessments:</p> <p>Schonell reading/spelling<br/>Fluency assessments<br/>DFE Screener results<br/>NSA data<br/>GL assessments<br/>Early Years Developmental milestones</p> <p>Achievement of Reading Schools accreditation at silver level.</p> |

|   |  |                         |                 |   |
|---|--|-------------------------|-----------------|---|
| <p>To raise attainment in writing across the school through provision of consistent writing criteria across all genre and stages.</p> <p>To support staff to implement best practice through a culture of shared knowledge, collaboration and enquiry.</p> <p>To improve children's literacy and numeracy skills within Crosshill Early Years Centre.</p> | <p>Implementation of new writing criteria to assess writing.</p>   | Fiona/Jennifer          | May 25          | Parent/child SAR workshop feedback.   |
|   | <p>Moderation of writing across both schools and the cluster.</p>  | Teaching staff          | May 25 – Aug 26 | Writing moderation feedback from staff to gauge staff confidence/moderation feedback from SLT.                                      |
|   | <p>Writing criteria to be used to record and predict ACEL data across all stages.</p>  | Teaching staff/Fiona    | May 25- Aug 26  | Evidence of pupil skills/knowledge through Numeracy baseline assessments (Sep, Jan, Jun)  |
|   | <p>CLPL for staff with the Numeracy Development Officer to support the learning and teaching of CPA approaches and ensure manipulatives are readily available throughout all lessons to support children developing mathematical thinking.</p> | Sharon                  | Apr 25 – Jun 25 | School improvement/action plan feedback from curricular leads at staff meetings.  |
|   | <p>Develop a numeracy overview that encourages continual opportunities to revisit/scaffold previous learning.</p>  | Sharon                  | Jun 25          | Pupils not meeting expected levels will receive targeted support and targets will be reviewed 3 times per year to monitor progress. |
|   | <p>Provide opportunities for staff to visit other establishments that are highlighted as good practice for play based learning, phonics, reading and numeracy.</p>   | Fiona                   | Mar 25 – Jun 26 |   |
|   | <p>Contextualise learning experiences for children through play based learning.</p>  | Natalie/Catriona        | Mar 25 – Jun 26 |   |
|   | <p>To review policies and procedures for assessing, planning and tracking of developmental milestones for 2-3 year olds and 4-5 year olds and discuss during EYC meetings.</p>   | EYC Staff/Sharon        | Aug 25 – Jun 26 | New milestone tracker implemented - recorded 3 times per year.  |
|   | <p>To engage in EYC SAR CLPL sessions throughout the year.</p>   | EYC Staff               | Aug 25 – Jun 26 | SAR/Nurturing Mathematical Thinkers staff feedback.   |
|   | <p>To continue to develop use of digital technology and QR codes.</p>  | EYC Staff/EYC PT/Sharon | Aug 25 – Jun 26 | Achievement of European digital award.  |
|   | <p>Timetabled support input on aspects of Monitoring Calendar from SAC PT.</p>   |                         | Aug 25 – Jun 26 | Quality Assurance feedback forms.   |
|   |  |                         |                 | Self-evaluation floor book.   |
|   |  |                         |                 | Monitor attendance at parent sessions.  |



|  |  |                  |                 |  |
|--|--|------------------|-----------------|--|
|  | To engage parents in their children's learning through Peep sessions, Community Transition experiences and Coffee & Chat sessions, assemblies and share the learning sessions. | EYC Staff/Sharon | Aug 25 – Jun 26 |  |
|  | Engage in nurturing mathematical thinkers CLPL   | EYC Staff/Sharon | Aug 25- Jun 26  |  |

**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.**

**HGIOS 4 / HGIOELC Q.Is1.5, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2 / SAC P1,2 / NIF 2,3,4,**

| <b>What Outcomes Do We Want To Achieve?</b>  | <b>How Will We Achieve This? (Intervention Strategies)</b>   | <b>Lead Person</b>  | <b>Start and Finish Dates</b>  | <b>How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)</b>  |
|--|--|---|--|--|
|  |  |   |  |  |
| <b>School Priorities</b>   |  |   |  |  |
| <p><b>Ensure continued development of children's rights and pupil voice.</b></p> <p><b>Children to develop emotional literacy and skills to self-regulate.</b></p> | <p>Children's rights remain a high and visible priority throughout the school and EYC. Evaluation of progress and next level accreditation.</p> <p>Pupil voice – pupils actively encouraged to give ideas to improve change across the school and for pupils to get opportunities to take the lead on those changes, e.g. electives, school events.</p> <p>Pupil questionnaire to gather views.</p> <p>Soft start and daily emotional check ins established in all classes in the school and consistent across all stages.</p> <p>Agreed plan to support emotional literacy and self regulation through the use of Zones of Regulation and Nurture groups for individual pupils.</p> | <p>Caroline/Nicola</p> <p>Caroline/Fiona</p> <p>Fiona</p> <p>Class Teachers</p> <p>Class Teachers</p> | <p>Jun 2025</p> <p>Ongoing</p> <p>May 25/Sep 25/May 26</p> <p>Apr-Jun 25</p> | <p>All pupils to be part of RRS group. Weekly together time to collect the views of all pupils. Pupil voice evidenced – pupil surveys.</p> <p>Rights of the month planned with pupils.</p> <p>Achievement of RRS accreditation at silver level (CPS), working towards gold (MPS).</p> <p>Pupils leading on whole school events and taking the lead on electives. This will be recorded on the electives record and pupils will identify meta-skills being developed.</p> <p>Classroom observations – as part of observations – in almost all observations soft start and emotional check ins evident.</p> <p>Learning walks - most pupils able to talk about the zones of regulation and identify strategies to support self-regulation.</p> <p>Zones of Regulation display in all classes that children regularly refer to.</p> |



|   |  |                    |                |  |
|---|--|--------------------|----------------|--|
| Promote mental, emotional, social and physical wellbeing by providing wider experiences for pupils within their local community and surrounding area, | Provide wider experiences to create opportunities for pupils to develop skills across the curriculum and offer opportunities for personal achievement, e.g. music specialist, Competitive Sports events. | Fiona/Sharon       | Mar 25- Jun 26 | Toolkits created and used by individual pupils to help with self-regulation.   |
| Further develop community links to work with pupils and their families to develop skills for life and work.   | Develop further links within the community to promote partnership working for children and their families to develop skills for life/work, e.g. Thriving Communities, crochet group, Crag arts.          | Fiona/Sharon/Elise | Mar 25- Jun 26 | Analysis of wellbeing webs/pupil wellbeing surveys - completed twice per year (Sep/May). Follow up conversations recorded with individual pupils with a 5 or below.<br><br>Results from Boxall profiles and individual targets set for identified pupils.<br><br>School wider achievement tracker to ensure all pupils have opportunities for wider achievement. |

**Priority 3: Improve learning outcomes through consistent, high quality learning and teaching, with a focus on developing planning and assessment formats and tracking and monitoring procedures.**

**HGIOS 4 / HGIOELC Q.Is1.1, 1.2, 2.2, 2.3, 3.1, 3.2, 3.3 / SAC P1,2 / NIF 1, 2, 4, 5**

| 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)   |
|---|---|--|--|--|
| <b>School Priorities</b>  |   |  |  |  |
| To agree shared expectations of what high quality learning and teaching looks like, focusing on pedagogy, high quality experiences, differentiation/adaptive teaching and feedback. | Create shared expectations of high quality learning and teaching through See, Hear, Feel with staff, pupils and parents.<br><br>Staff to self-evaluate in line with See, Hear, Feel and have focus time at staff meetings to address areas of improvement through shared staff expectations/CLPL. | Class teachers/<br>Fiona/Sharon  | March 2025   | Clear guidance on high quality learning and teaching and implemented into the learning and teaching policy.<br><br>Staff self-evaluation scores improved (See, Hear, Feel)   |
| To work alongside South Ayrshire Learns to enhance learning experiences for children and young people through Play Based Learning.  | Classroom observations/peer observations and visits to other establishments to seek out best practice. Focus on play based learning, CPA approaches and learning and teaching of phonics and reading.<br><br>Work alongside South Ayrshire Learns Team, South Ayrshire Reads and Numeracy         | Class teachers/Fiona/<br>Sharon<br><br>Class teachers/Fiona/<br>Sharon | March 2025<br><br>Mar – Jun 26<br><br>Mar – Jun 26 | Classroom observation paperwork – most agreed expectations met within observations.<br><br>Feedback from staff leads on actions for school improvement priorities.<br><br>Meta-skills outlined at the start of lessons alongside the LI and SC. Increased staff confidence to talk about and identify key meta-skills being developed.<br><br>Increased pupil knowledge so most are confident to talk about the meta-skills they are developing. |

|   |  |                            |              |   |
|---|--|----------------------------|--------------|---|
| <p><b>To ensure all staff have an understanding of meta-skills.</b></p> <p><b>To establish consistent approaches to planning, tracking and assessment used across both schools.</b></p> | Development Officer to support the pedagogy/learning and teaching within identified areas.   | Class Teaches/Fiona/Sharon |              | <p>Tracking system in place and tracking of key meta-skills recorded and evident in learning journals and weekly/termly planning.</p> <p>Differentiation evident from classroom observations, weekly/termly planning, jotter monitoring.</p> <p>Through monitoring it will be clear that staff are engaging in online planning and they are evaluated and reviewed termly.</p> <p>Evidence of standardised assessments used throughout the year and evidence of progress in teacher assessment folder.</p> <p>Pupils requiring support/challenge on STINT and progress evident.</p> |
|   | To develop play based learning approaches within P1-4.   | Catriona/Natalie           |              |   |
|   | To develop digital technologies and gain digital award.  | Eryn                       | Dec 25       |   |
|   | Introduce meta-skills to pupils and to lessons to highlight key skills being developed alongside, LI and SC.                               | Fiona/Class Teachers       | Apr 25       |   |
|   | Use of benchmarks and progression frameworks to ensure challenge and support.  |                            | Mar – Jun 26 |   |
|   | Review termly planning format.   | Class Teachers             |              |   |
|   | Use of standardised assessments – SWRT, SWST, Number Talks baseline assessments, GL, NSA. (Sep, Jan, Jun)                                  | Fiona                      | Aug 25       |   |
|   | Track attainment on new school tracker of all relevant assessment data.  | Class Teachers/Sharon      | Jan – Jun 26 |   |
|   | Termly tracking and monitoring meetings with staff to discuss individual pupils and identify pupils on track, requiring support/challenge. | Fiona                      | Mar 25       |   |
|   | STINT to be used as working documents and highlight interventions for individual pupils to ensure progression.                             | Fiona                      | Jan – Mar 26 |   |
|   |  | Class Teachers             | Mar – Jun 26 |   |



# Crosshill Primary School

## Session 2025-26



### Fluency

Wednesday 4th  
February 2026  
3:15 - 4:45pm  
Venue: Crosshill PS



### Responsive

Wednesday 22nd  
April 2026  
3:15 - 4:45pm  
Venue: Crosshill PS



### Phonics: Embedding Decoding & Encoding

Wednesday 24<sup>th</sup>  
September 2025  
3:15 - 4:45pm  
Venue: Crosshill PS



### Advanced Phonics: Syllabification & Morphology

Monday 20th  
October 2025  
9:15 - 10:30am  
Venue: Crosshill PS



**Conversation  
Cafe**  
TBD (optional)



### Reading Leader Workshop

Wednesday 20th  
May 2026  
3:15 - 4:15pm



**Conversation  
Cafe**  
TBD (optional)



**Conversation  
Cafe**  
TBD (optional)



### South Ayrshire Reads Phase 3 Launch

Tuesday 18th  
August 2025  
1:00 - 3:00pm  
Venue: Ayr  
United



**Key**

Partnership

Across Cohort

Assessment Window



# Crosshill Early Years

## Crosshill



### Workshop 1

Wednesday 1<sup>st</sup> October  
2025



### Workshop 2

Thursday 6<sup>th</sup> November  
2025



### Early Writing Skills

Wednesday 29<sup>th</sup>  
April 2026

Term 1

Term 2

Term 3

Term 4

### Universal Phonological Awareness 1

Wednesday 27<sup>th</sup> August  
2025



### Universal Phonological Awareness 2

Thursday 30<sup>th</sup> October  
2025



### Vocabulary

Wednesday 28<sup>th</sup>  
January 2026



### Collaborative Working



Wednesday 8<sup>th</sup> October 2025



Wednesday 19<sup>th</sup> November 2025



Monday 16<sup>th</sup> February 2026



Tuesday 12<sup>th</sup> May 2026



## Minishant Primary School Session 2025-26



### Phonics: Embedding Decoding & Encoding

Wednesday 24<sup>th</sup>  
September 2025  
3:15 - 4:45pm  
Venue: Crosshill PS



### Advanced Phonics: Syllabification & Morphology

Monday 20<sup>th</sup>  
October 2025  
9:15 - 10:30am  
Venue: Crosshill PS



### Fluency

Wednesday 4<sup>th</sup>  
February 2026  
3:15 - 4:45pm  
Venue: Crosshill PS



### Responsive

Wednesday 22<sup>nd</sup>  
April 2026  
3:15 - 4:45pm  
Venue: Crosshill PS



### South Ayrshire Reads Phase 3 Launch

Tuesday 18<sup>th</sup>  
August 2025  
1:00 - 3:00pm  
Venue: Ayr  
United



### Conversation Cafe

TBD (optional)



### Conversation Cafe

TBD (optional)



### Conversation Cafe

TBD (optional)



### Reading Leader Workshop

Wednesday 20<sup>th</sup>  
May 2026  
3:15 - 4:15pm

#### Key



Partnership



Across Cohort



Assessment Window

## PEF Budget

| Priority   | Staffing costs (F/y)  | Staffing costs (P/Y) | Resources/ other                       | Total  |
|--|---|----------------------|--|--------|
| <b>Crosshill PEF</b><br><br>School Assistant hours to focus on pupils identified for support with literacy and numeracy. | £6094<br><br>Additional School Assistant hours – 7.7 hrs per week.  |                      |  | £6,125 |
|  |   |                      |  |        |
| <b>Minishant PEF</b><br><br>School Assistant hours to focus on pupils identified for support with literacy and numeracy. | £8230<br><br>Additional School Assistant hours – 10.4 hrs per week. |                      | £345<br><br>Breakfast club food items. | £8,575 |