Crosshouse Primary School and Nursery Class

Establishment Improvement Plan and Standards and Quality Report

Session 2015/2016

Duncanrig Learning Community:
SECTION CONTENTS

Section 1: Standards and Quality Report

1 A Introduction, Statement of Purpose and Aims of Learning Community

1 B Establishment aims

1 C Establishment Standards and Quality

Section 2: Planning for Improvement

2 A Establishment Position in Relation to Education Resources

2 B Improvement Priority Action Plan
The Standards in Scotland’s Schools etc Act (2000) places a duty on schools to produce an annual report on its work and the strategies it is implementing to raise education standards for all pupils.

This report has been written to provide information to parents/carers and other stakeholders about the work of Crosshouse Primary School and Nursery Class and to celebrate our successes.

Crosshouse Primary School and Nursery Class is situated in the Greenhills area of East Kilbride. The school role is 330 pupils with 15 classes and a 30/30 nursery class. The school also includes 3 supported classes supporting children with Autistic Spectrum Disorder.

Crosshouse has a wide catchment area including social and private housing within the immediate area of the school and extending to include the more recently built Lindsayfield area.

We promote positive relationships within the school and foster an ethos which encourages all pupils to respect themselves and others. We look to parents and families to support us in maintaining this positive ethos.

We work in partnership with families, specialist and other agencies to help every child be the very best they can be.

Crosshouse Primary provides an inclusive, engaging and dynamic curriculum allowing pupils to become creative, independent thinkers.

Crosshouse Primary also aims to provide the opportunity for pupils to participate in a variety of after school clubs including Netball, Football, Choir, Athletics and Literacy.

Our core values underpin everything we do at Crosshouse:

Ca   R  ing
R     E  sponsibility
Tru   S  t
   P  ride
Hon E  sty
   C  onfidence
In   T  egrity

Crosshouse Primary School
and Nursery Class
Curlew Drive, East Kilbride
G75 8ZY
Tel No. 01355 245300
Email: office@crosshouse-pri.s-lanark.sch.uk
The vision of South Lanarkshire Council is to ‘Work Together to improve the quality of life for everyone in South Lanarkshire’.

The purpose of Education Resources is to support this vision through ensuring that all learners:

- are effectively supported to raise their attainment and achieve their full potential;
- benefit from an appropriate range of learning opportunities which match their individual needs;
- are actively engaged, as appropriate, in evaluating the quality and impact of their learning experiences, and
- are safe and feel valued when using Education Resources premises.

This will be achieved by ensuring that all learners:

- access a curriculum which reflects national and council priorities and best practice in education;
- experience a motivated and professional workforce who demonstrate best practice in providing opportunities for learning;
- have access to modern resources which are used effectively to maximise the impact of learning experiences, and
- benefit from partnership working and the integration of services.

### Aims of the Learning Community

All staff in establishments and teams in the Duncanrig Learning Community are committed to working together to:

- raise standards of educational attainment and achievement especially in the core skills of literacy and numeracy at all stages;

- share practice, use current knowledge, reflect on and evaluate practice to support continuous improvement;

- promote and secure equality and help every young person benefit from education with particular regard to pupils with additional support needs;

- work in partnership with parents and others in the community to develop the children’s respect for self, one another and others in their community;

- integrate services to support all children to become successful learners, confident individuals, responsible citizens and effective contributors, and

- create and maintain environments which are conducive to high quality learning and teaching.
Establishment Aims

Key performance outcomes

- Key performance outcomes;
  We aim to continue to raise standards of educational attainment and achievement through consistently high standards of teaching to meet all children's needs.

- Impact on learners;
  We aim to provide an inclusive, flexible learning environment in which all our children are valued, self-motivated and actively involved in all aspects of their learning.

- Impact on staff;
  We aim to enhance the climate of team work which fosters mutual respect, trust and confidence to deliver a high quality education.

- Impact on the community;
  We aim to continue to raise our profile in the local community and strive to engage with local businesses when appropriate.

- Delivery of education;
  We aim to provide a broad, balanced and flexible curriculum in accordance with national and local guidelines to meet the needs of all learners and deliver equality of opportunity.

- Policy development and planning;
  We aim to use the views and expertise of all in our school to inform the development, evaluation and review of our practice in order to improve learning.

- Management and support of staff;
  We aim to continue to develop an environment based on mutual respect and shared values in which all staff are able to enhance their skills and confidence in a supportive environment.

- Partnership and resources;
  We aim to provide a safe, stimulating environment, which maximises the effectiveness of staff, accommodation and resources. We are fully committed to the values of partnership working and engage actively with stakeholders.

- Leadership;
  We aim to embed an ethos where all are valued and respected and are safe and secure in applying leadership and consultative approaches.
Establishment Standards and Quality report

How well do our children learn and achieve?

Existing Strengths:
Overall Quality of Attainment and Progress
Quality Indicator 1.1

- The school approach to collecting data is improving and now builds on the use of historical data; information from standardised assessments and tracking of pupil progress through experiences and outcomes.
- A whole school system of recording attainment in writing has been introduced. This data is being used well to track and impact pupil learning and attainment in writing.
- A baseline standard word spelling assessment was administered from Primary 23-7. Children will be regrouped accordingly and this will allow us to track progress on an annual basis.
- Consultations with the Specialist Support Team took place to identify stages for the administration of standardised assessments for reading and mathematics to be introduced in session 2015-2016. This will provide data allowing us to track, evaluate learning, teaching, additional support and resources.
- We have captured the data from SEEMIS reports regarding Curriculum for Excellence levels for each pupil. This will provide a baseline allowing us to track and evaluate learning, teaching, additional support and resources.
- Pupil progress in spelling and reading is good. In spelling 77% of pupils in P2-7 are performing on or above their chronological age.
- 94% of parents/carers feel that their child is progressing well and 90% feel that they are encouraged and stretched to their own ability.
- We use a range of tools to help us assess; such as AfL strategies, Summative assessments, Snapshot jotters, using the data gathered to inform our planning to provide challenge and support in meeting the needs of groups and individuals.
- Snapshot jotters provide a record of pupil work throughout the year however we require to use this data in a more formative manner to ensure that it impacts on pupil learning and attainment.
- Staff are encouraged to work with colleagues to share good practice in assessment as part of the moderation process and this is an area that we would like to develop further. Doing so will help us to create robust assessments which support pupil learning.
- We have a strong commitment to provide purposeful learning experiences for our learners and regularly meet as a staff to discuss the pace of learning to ensure that individual needs are met.
- We use a range of strategies to enhance teaching and learning e.g. responsive planning, collaborative learning, active learning.
- New planning formats linked to the CfE levels have ensured a more consistent approach to teaching and learning across levels.
- Many children demonstrate the ability to use their literacy and numeracy skills across learning and this is an area for further focus.
- Teachers use Assessment for learning strategies well to enhance pupil learning. The use of challenging questioning, clearly set expectations using Learning Intentions and Success Criteria and the provision of quality feedback continues to engage children in their learning highlighting their strengths and how to improve.
- Most children are becoming increasingly aware of their strengths as learners and are able to set targets for their next steps in learning and know what to do to achieve these. Many children are able to peer and self assess effectively and are confident and skilled at evaluating their work.
- The school improvement plan is focused and uses success criteria to measure success. The success criteria used will now focus more closely on the impact of the targets on children and their learning.
The results of our questionnaires indicate that almost all pupils are highly motivated in their learning. Results also show that the majority of children think that the school is helping them to become more confident. 96% of parents/carers agree that their child enjoys learning at school and that they school helps their child become more confident.

Most children are actively engaged in their learning and are stimulated by quality learning experiences in the majority of classes. Most work confidently in collaborative groups, in pairs and independently.

Children are encouraged to take ownership of their learning by engagement in planning interdisciplinary topics, thus allowing increased opportunities for personalisation and choice.

Teachers use Assessment for Learning strategies well to enhance pupil learning. The use of more challenging questioning, provision of high quality feedback and the establishment of clear learning intentions helps children to engage more deeply with their learning. We will develop this further through the development of individual target setting and additional support plan target setting.

Many classes have opportunities to engage in a wide range of stimulating extra-curricular activities which enhance children’s education and motivation. This will be extended in session 15/16.

The learning environment, including the outside classroom, is utilised to some extent and provides outdoor learning experiences across most curricular areas.

Some children are empowered to contribute to their school community and the wider community through Eco School Committee, Pupil Council and Junior Road Safety.

The children have many opportunities to participate in sport, competitive and non-competitive and musical events.

Learning and teaching is enterprising in its approach and encourages partnership with members of the wider school community.

All children use technology well to enhance their learning including the use of innovative technologies e.g. ipads, Easimaths

Participation and engagement in the learning community pupil council significant enhances the relationships between children and establishments.

The expertise of staff is shared amongst stages e.g. outdoor learning, ICT and French. Teachers regularly work in other classes to share knowledge and expertise. Early years staff with a particular skill in teaching French work across the stages and enhance our nursery to P1 transition programme.

All children from P3-P7 engage in regular conversational French as part of their curriculum.

Additional projects are accessed to engage pupils and enrich learning experiences e.g. Pits & Ponies, Peer mediation, EK South Pupil Council, Social Enterprise, Microtyco and Artsnet

Areas for development:

- Continue to develop profiling, assessment and tracking in line with CfE
- The engagement of pupils and parents in self evaluation to impact on school improvement
- Further develop a whole school approach to pupil target setting and learning discussions
- Develop skills in financial management through membership in Credit Union.
- Review current physical education curriculum
- Extend extracurricular provision and track achievement
How well does Crosshouse Primary support children to develop and learn?

Existing Strengths:

Meeting Learners' Needs/Quality Indicator 5.3

96% of parents/carers agree that the staff know their child well and support and meet their individual needs.

Tasks/Activities and resources

- Almost all children with additional support needs are supported, attaining and progressing well at their individual levels.
- In almost all classes, children are very effectively supported through quality learning and teaching which is differentiated and well matched to individual needs.
- Most of the children are happy, feel safe, confident and well supported in the classrooms; parents regularly comment on the nurturing, caring relationships between staff and children particularly in the nursery and supported classes.
- The school's approach to personal learning planning provides varied opportunities for children to reflect and become increasingly responsible for their own learning eg learning logs, snap shot jotters, P7 profiling, learning conversations, target setting and ASPs etc.
- Children with additional support needs, including vulnerable children are supported well using multiagency planning, flexible teaching approaches and appropriate technologies.

Identification of learning needs

- Staff know the children well and a staged intervention approach is used effectively to identify learning needs, seek further advice and guidance from senior managers and other agencies.
- Almost all members of teaching staff understand their role in supporting individual children and are able to identify successful classroom strategies through the staged intervention process.
- Almost all children feel they get help when they need it.
- Staff are becoming more focused on challenging higher achieving pupils within their classes.
- Parents and other agencies work successfully together in order to identify appropriate support for individual children.
- Almost all members of staff including SSAs and teaching staff can identify when a child’s behaviour signals distress and take the most appropriate action.

The roles of teacher and specialist staff

- Our 3 DHTs coordinate Additional Support needs across the nursery, school and supported classes. They are very effective in their partnerships with staff, parents and other partner agencies to ensure a coordinated approach to pupil centred planning.
- Our DHTs and HTs work very well together, across their respective departments to ensure a consistent approach to supporting individual needs. An effective system for monitoring support across the school is in place and is monitored and updated as part of our quality management system.
- Our Specialist support teacher provides quality advice to staff and supports with focussed assessment of pupils. Time is targeted effectively and regularly reviewed.
- Teachers work very effectively with other partners to ensure the needs of pupils are effectively met and learning experiences enhanced eg parents, students, health professionals etc.
- School support assistants are deployed very effectively to support the needs of individual children; this is regularly reviewed and evaluated. Support staff are actively involved in parents evenings and working groups.

Meeting and Implementing the requirements of legislation

- Rigorous procedures are in place to identify, assess and support pupils in line with the expectations of GIRFEC.
- The DHTs coordinate additional support needs across departments very effectively.
- There are very good systems and records in place which are consistently maintained for children with social work input, single agency assessments, CSPs and ASPs.
- ASPs are regularly reviewed in partnership with pupils, parents and other agencies.
- Parents are involved in their child’s learning. 88% of parents feel well informed about their child’s progress. Parents and children are fully involved in the educational planning and target setting process for those with ASPs.
- Children are appropriately considered for Coordinated Support Plans in partnership with parents, other relevant agencies and timescales are adhered to.
- All staff are trained in ‘Getting It Right for Every Child’ and the school is making good progress embracing the principle in practice.
- Electronic systems (seemsis/pastoral notes) are used effectively to record and track events.

<table>
<thead>
<tr>
<th>Areas for development:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Develop individual target setting via learning logs, Snap shot jotters and ASPs.</td>
</tr>
<tr>
<td>- Monitoring the impact of target setting in line with progression.</td>
</tr>
<tr>
<td>- Access and use of ASPs during school day</td>
</tr>
<tr>
<td>- Increase opportunities for inclusion for children across nursery, mainstream and supported classes.</td>
</tr>
<tr>
<td>- Review ASP format to include behaviour management plan and multiagency plan.</td>
</tr>
<tr>
<td>- SMT to attend further training on Managing Aggressive and Potentially Aggressive behaviour</td>
</tr>
<tr>
<td>- Increase SSA involvement in working groups</td>
</tr>
<tr>
<td>- Increased use of Autism toolkit in mainstream and supported classes</td>
</tr>
<tr>
<td>- Increased use of CSP toolkit in mainstream and supported classes</td>
</tr>
</tbody>
</table>
How well does Crosshouse Primary improve the quality of its work?

**Existing Strengths:**
Commitment to Self Evaluation

**5.9 Evaluation Statement**

- S.M.T. monitor and review key outcomes for learners to impact upon children’s attainment and achievement and to engage staff in self evaluation dialogue to enhance teaching.
- Teaching staff engage in a professional dialogue with the management team using classroom visits and forward plan meetings as improvement agenda.
- Children are actively involved in self and peer evaluation in the classroom.
- AifL strategies are evident in teaching and learning in most classes to support attainment and achievement and to develop successful learners and responsible citizens.
- Staff are involved in the Standards and Qualities Report to ensure appropriate target setting and evaluations.
- Pupils and parents are consulted on learning and teaching to inform Improvement Plan priorities.
- H.G.I.O.S. is used to evaluate progress in whole school developments including school working parties and classroom observations to assist with the design of next steps.

**Management Self-Evaluation**

**Evaluation Statement**

- Self evaluation features strongly in the annual calendar of collegiate activities e.g. collaborative planning, cross campus learning, C.A.T. in-service.
- An annual calendar of monitoring activities is in place and used to support practice and improvement using quality professional dialogue and feedback.
- Responsive planning is used to support ongoing evaluation of learning and teaching and to guide next steps for learners.

**School Improvement**

**Evaluation Statement**

- Staff are encouraged to take an innovative approach to develop creativity in their teaching in order to develop creativity in their learners.
- Improvement priorities are designed using data from all quality management sources e.g. jotter monitoring, P.D.R., Class visits, pupil consultations.
- Targets are SMART and manageable and enable staff to review progress at key points. Timescales allow for improvements to be qualitative and embedded in school practice.
- Peer visits provide an opportunity to enhance teachers learning, engage in professional dialogue, share good practice and embed in teachers practice.

**Areas for development:**

- Develop a clear vision, values and aims for Crosshouse Primary as a school community.
- Embed the use of HGIOS 4 within our self-evaluation processes.
- Communicate how information from self-evaluation is used and its impact on school improvement, in a meaningful way.
How do you we ensure equality and inclusion and promote diversity across our establishment/service (delete as appropriate)?

Theme 5.6 Equality and Fairness

Approaches to Inclusion

Evaluation Statement:

- The school has a very positive, welcoming and inclusive ethos in which the needs of the whole child in terms of their physical and emotional health and well being are our first priority.
- Staff and children in the nursery, mainstream classes and supported classes work well together to provide meaningful inclusive opportunities for our children to learn, play and achieve together.
- The school has developed very good coordinated multi-agency working to support children and families.
- Very good structures are in place to identify, and plan to support children’s additional support needs.
- Parents are encouraged to play a key role in supporting children’s progress.
- Parents are given an increasingly rich variety of opportunities to be involved in the life and work of the school and to share in children’s learning. These include parent open days, joint parent/child homework tasks, and parent workshops, volunteering opportunities in class and within the wider school life.
- Parents are sensitively supported when additional support needs in their children are identified. Our parent support group runs monthly for parents with children with additional support needs.
- Systems are in place to track the progress of vulnerable children and families.
- Very effective transition activities are in place to enable children and families to have a positive start to Primary One and to enable staff to begin to develop positive relationships with parents and children and to gather effective information to support planning.
- Vulnerable children in Primary 7 are identified and supported in transition to secondary through a nurture group delivered by teaching staff and educational psychologist.
- Transition to secondary school is planned carefully to ensure a seamless transition that meets the needs of all children.
- Very good transition review systems to secondary are conducted by the school for children with identified support needs and their families.
- Transitions into nursery are being developed and a multi-agency approach to this is being created.
- The school is developing strategies to support the inclusion of “hard to reach” families in children’s learning and achievements.
- GIRFEC is embedded into all aspects of communications and practice in supporting children with additional needs.
- Staff have equal opportunities to take on leadership roles within the school.
- Attendance and late coming is monitored on a monthly basis and action/support is taken to ensure children have full access to education.
- Effective use is made of Click and Go Pastoral Care notes to track and monitor key events for pupils as required.
- The school has very positive working relationships with other agencies and community partners.
- Some children have additional opportunities for leadership through cross stage committees and this will continue to be developed.
- As a school our RME programme embraces religious and culture diversity and we utilise our pupil experiences to ensure that we take account of individuals’ beliefs whilst promoting cultural exchange.
- Learners’ needs are met to the best of the school’s ability through allocation of resources and support. Individual pupils’ needs are met via one to one sessions with identified staff members.
- We meet the needs of children with significant medical issues through staff training, allocation of support staff, close liaison and regular communication with parents.

Promoting equality and inclusion

Evaluation Statement:

- The values underpinning equality and inclusion are understood by staff and central to our practice.
- Almost all parents and learners feel welcome in the school and nursery and praise staff for their approachability, friendliness and genuine concern for pupils learning and wellbeing.
- Many opportunities are created to engage pupils and families in the life of the school.
- Our staff have a positive and proactive approach to supporting vulnerable pupils. Information is regularly shared to ensure a consistent approach for pupils and their families. Staff training in Emotional Literacy, nurture and on working with pupils with autistic spectrum disorders has enhanced our understanding of
causes of behaviour problems and possible approaches to supporting our pupils. We use every possible approach to combat barriers to learning. We utilise the knowledge and expertise of our staff in our supported classes to benefit children and staff across the school.

- All staff are fully committed to developing inclusive practice within our school and all show a willingness to increase our inclusion approaches.
- Staff are committed to professional reflection and encouraged to engage in continuous professional development
- Teachers employ a variety of strategies to support the learning style preferences of children
- The curriculum provides good opportunities for children to celebrate cultural and religious diversity
- A variety of opportunities for children to be involved in and take leadership in working with charities e.g. Mary's Meals, Wear it Yellow, Comic Relief
- Through assemblies children further explore the impact of their charity work in developing the capacity of the individuals being supported
- Children develop as responsible citizens and effective contributors through a variety of opportunities e.g. choir performing at care homes for the elderly and EK shopping centre, positive play leaders, Primary 7 role models for good behaviour, peer mediation in P6.
- Through supporting children in other countries children develop capacities in relation to global citizenship
- Democratic processes take place in school to lead children to an understanding of its place and value in our school and society
- The school’s positive behaviour strategy based on “Assertive Discipline” ensures that children are supported consistently and fairly

Ensuring Equality and Fairness
Evaluation Statement:

- A supportive pastoral care strategy is in place
- “Proud to be Me” provides opportunities for children to learn about gender and equality issues
- Children are encouraged to respect the cultural, religious and racial diversity of our community
- Almost all children feel safe, happy and respected within their school community.
- The pupil council is elected through democratic elections and their role will continue to be developed.

Areas for development:

- Introduce Rights Based Learning across the school
- Review and develop approaches to inclusion throughout the school and nursery class.
- Review and develop school vision, values and aims
Section 2:
Planning for Improvement
<table>
<thead>
<tr>
<th>2A</th>
<th>Improvement Priorities Session 2015/2016</th>
<th>Progress of Priorities and Impact for Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tracking Attainment</strong></td>
<td>Early reading assessments at P1 and Star reading assessments in P4-7 allow us to identify pupil strengths and development needs in reading. Numeracy assessments at P2, P5 and P7 have also been introduced. We use this to identify gaps in pupil and to plan intervention. This ensures that children receive the support they need to progress. The next steps will be to create a programme of assessment and tracking across all stages.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Easimaths has been rolled out across the school and will be extended next session. This provides a supportive and challenging personalised programme in maths.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue to adapt Learning Logs to ensure learners depth of understanding of their learning in all areas.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Logs are used in all classes and this session include feedback on learners' interests and activities outside school, allowing staff to pinpoint any gaps and plan accordingly. Learning conversations are improving learners' ability to think about specific strengths and next steps in their own learning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue participation in Learning Community and SLC moderation and planning groups.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff participated in SLC networks for P.E, Modern Languages, Literacy and RME. The Learning Community group for Character Education has made great strides in promoting character strengths and resilience. The new resource will be in place for next session.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff to consider Significant Aspects of Learning Papers for curriculum areas. Incorporate SAL into assessment process. All staff are aware of the SAL and have used these to inform a range of assessment tasks ensuring consistency across levels. This to be developed next session.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Revise some IDL planners to ensure Snapshot jotters provide a record of pupil learning from Nursery to P7. We will review the use of these jotters to improve the impact on pupil learning. Children, parents/carers, teachers and SMT comment and identify next steps in snapshot jotters. The impact of this and the setting of targets will be reviewed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Celebrating Achievement An ethos of achievement for all is established within the school community. Pupils support each other and the school as Reading Buddies, P1/P7 Buddies, Pupil Council and through Classroom responsibilities. Spotlight assemblies have been introduced and parents/carers are informed daily using the school behaviour tracking system.</td>
<td></td>
</tr>
</tbody>
</table>

Improve achievement and attainment outcomes in all establishments annually till March 2016.
<table>
<thead>
<tr>
<th>Extra Curricular Provision</th>
</tr>
</thead>
<tbody>
<tr>
<td>The provision of extra curricular clubs will be extended. A system of tracking children’s participation and achievements in extracurricular activities will be introduced.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school website was launched in Sep 2014 and has enhanced the communication with parents/carers and the wider community. This will be further enhanced this session in further celebrating achievements, publishing school information and updating class pages. At time of writing the website had 27,338 hits.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modern Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue development of French programme nursery-P7 taking account of SLC and national guidance.</td>
</tr>
<tr>
<td>Our French programme is in place from Nursery to Primary 7. Learners enjoy a progressive and motivating curriculum which gives them the knowledge and skills to do well when they make the transition to secondary.</td>
</tr>
</tbody>
</table>

| Continue development of Spanish as second language using resources from secondary school. |
| This pack is now in use; providing information and activities on cultural aspects of Spain and the Spanish language. Where relevant other culture and languages are included in the planning of interdisciplinary projects. |

<table>
<thead>
<tr>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planners for science, prepared by the Learning Community continue to be piloted ensuring that children have a quality learning experience in science.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical and Social Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A whole school emotional wellbeing programme has been introduced and piloted at P1, P4 and P6 stages. The programme is called Compassion Blooms and will be rolled out across the school in session 15/16 and an impact audit will be carried out.</td>
</tr>
<tr>
<td>Opportunities are in place for children to be physically active and outdoor learning has been rolled out across the stages. Further work on engaging with secondary to support transitions will take place in session 2015-2016 in line with the principles of P.E.P.A.S.</td>
</tr>
<tr>
<td>Children in our supported classes benefited from a wide range of physical activities including basketball, football, cycling, yoga and walking. Swimming was also introduced to the children in our supported classes at P5 stage. It is hope that this will enhance our opportunities for inclusion next session.</td>
</tr>
<tr>
<td>We will review our physical education curriculum in session 15/16.</td>
</tr>
</tbody>
</table>

| Literacy – Implementation of Accelerated Reader Programme and Reading Strategies |
| Accelerated reading programme has been introduced from P4-7 and children were assessed using the star reading assessment. Results have been analysed and we have began to plan for the expectation |

Implement key aspects of Curriculum for Excellence in all schools and establishments as appropriate annually till March 2016.
that children will have a reading age equivalent to at least their chronological age. 2 members of staff have attended further training on reading strategies and have provided CLP sessions for teaching staff. The strategies will be used as a whole school approach in session 15/16.

<table>
<thead>
<tr>
<th>Implement key aspects of legislative duties as prescribed in revised/new legislation annually till March 2016.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We comply with all legislative requirements in accordance with SLC guidance and policy.</td>
</tr>
<tr>
<td>We continue to update our policy statements on disability, race and equality.</td>
</tr>
<tr>
<td>Single Agency Assessments are used to support children’s H&amp;WB, literacy and numeracy. Parents and children are involved in the process and we aim to further improve in this area.</td>
</tr>
<tr>
<td>In-service at the beginning of the session was used to update staff on core policies such as Child Protection, Inclusion and Equality</td>
</tr>
<tr>
<td>Staff received an update on Child Protection procedures when the new A22 procedures document was issued.</td>
</tr>
<tr>
<td>The school actively promotes equal opportunities.</td>
</tr>
<tr>
<td>School and class procedures robustly reflect SLC anti-bullying guidelines.</td>
</tr>
<tr>
<td>The attainment of minority ethnic pupil, disabled pupils and if all learners by gender is monitored and where necessary support is provided to improve attainment and achievement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Progress recommendations of Getting it Right for Every Child (GIRFEC) till March 2016.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raise staff awareness of <strong>Character Strengths</strong> education. The Learning Community have taken this initiative forward with very positive results. All staff understand the importance of character education and resilience training as a tool for improving outcomes for learners. At Crosshouse our representatives from the LC group have delivered several inputs so that all staff are well-informed and ready to deliver the new programme.</td>
</tr>
<tr>
<td><strong>GIRFEC</strong> All members of the SMT have attended training and passed relevant information to various teams. The GIRFEC principles and paperwork is used to help us to do our best for every child at Crosshouse. We work with a wide range of partners to tailor and develop the support package for individual pupils according to their very varied needs.</td>
</tr>
<tr>
<td><strong>Staged Intervention</strong> In adopting an early intervention approach the school will make relevant agencies aware of the needs of children who require support. We have staged intervention processes which are monitored continually by staff and parents.</td>
</tr>
</tbody>
</table>
| Increase involvement in lifelong learning for young people and adults till March 2016. | Social Enterprise  
Children have greater understanding of the World at Work and Skills for learning life and work are implemented in topic work. This will be further developed through Financial Education next session. Our P6 class won the social enterprise award. Further links will local businesses will be sought.  
Analyse pupil involvement in activities outside of school.  
We have completed a very detailed survey and analysis of pupil activities in and out of school. The vast majority of our pupils are involved in a range of cultural and sporting activities suited to their individual interests and needs. This to be evaluated through Learning Logs at the end of the session and any individuals to be pinpointed and encouraged next session.  
Promote school and local clubs activities to those who are not involved.  
We will audit children’s participation and achievements in clubs outside school. Links with local clubs will be further developed. A tracking and monitoring system will be put in place. Volunteers including parents and extended family members will be encouraged to utilise their skills through our extracurricular programme.  
Monitor involvement of pupils with additional support needs and address any barriers to participation.  
Pupils with additional support needs are equally involved in additional activities except for those on the autistic spectrum, for whom we provide targeted activities and opportunities. |
| --- | --- |
| Progress the key themes of self evaluation and leadership in all establishments and services till March 2016. | Quality Management  
We developed a planned monitoring programme and quality management calendar this session to ensure that a range of tools were being used to gather information on the quality of learning and teaching taking place. This involved SMT led discussions, visits and work monitoring; Staff peer visits; pupil consultations. The information gathered helped us plan for support of both pupils and staff, helped us identify CPD opportunities, provided opportunities for staff to share good practice and impacted on targets for the 2015-2016 improvement plan. Further development is required to fine tune the process to ensure it impacts fully on teaching and learning in the short and longer term.  
Self Evaluation  
We engaged parents and pupils in surveys regarding the experience of parents and pupils as members of the Crosshouse school community. The results were mainly positive however highlighted areas where improvements could be made to ensure that all feel supported and informed.  
Leadership  
Opportunities throughout the year and across stages were provided for pupils to take on leadership roles within their own and others learning. This will be further developed next session as pupils are engaged in target setting and individual profiles.  
Continue to support staff in developing CLPL portfolios.  
All teaching staff are maintaining professional portfolios through the GTC website and have a good understanding of the variety of activities that makes up professional learning. Support staff with Professional update. Teaching staff are also recording their PRD targets and actions through the online portal. An |
SLC twilight course was offered to staff, giving further detail on the process.

**Further improve opportunities for pupil involvement in monitoring quality of learning.**
Our pupils are involved in many aspects of the learning cycle through co-operative planning, learning logs and focus groups. They are able to hold meaningful learning conversations and identify next steps in their own learning. This will be further developed through learning conversations and children’s participation in self evaluation activities.

**Continue to support staff in a variety of leadership roles at school, learning community and SLC level.**
Distributed leadership is crucial to our ethos and methodology at Crosshouse. Our staff take a very significant role in Learning Community and South Lanarkshire networks. Staff complete postgraduate training and share their learning with colleagues. Promoted and unpromoted staff freely volunteer for a variety of leadership roles all of which contribute to the high quality learning experiences provided for our learners. Many staff take on mentoring roles with students, probationers and volunteers.
## Improvement Plan Priority

### 5.6 Equality and Fairness
- Approaches to Inclusion
- Promoting equality and fairness
- Ensuring equality and fairness

<table>
<thead>
<tr>
<th>Target</th>
<th>Success Criteria</th>
<th>Audit/Monitoring/Evaluation of Impact and Benefits for learners</th>
<th>Timescales</th>
<th>Resources/Implementation group / personnel involved/time</th>
<th>Staff development / external support requested / planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop a shared understanding of the principles of Inclusive Education amongst all staff in the establishment.</td>
<td>Leaders of the development group have depth of knowledge and understanding of Inclusive Education to share with all staff. Janice Guy and Lesley Sprott to lead a development group to share and develop knowledge and understanding of the principles and practice of Inclusive education. Actively seek to remove all barriers that impact on effective inclusion for all pupils. Establish timetabled opportunities for liaising with stage partners to share pupil information and plan inclusive learning experiences for all.</td>
<td>Staff have deeper knowledge and understanding of Inclusive practice throughout the school. Staff in development group take lead role in supporting and advising their colleagues throughout the school. All staff can identify best practice and further develop knowledge, skills, strategies and resources and implement this with greater confidence. Further increase opportunities for collegiate approaches by increasing communication and shared planning time in order to meet the needs of all pupils within the establishment.</td>
<td>Begin August 2015 Termly input Termly updates and progress checks</td>
<td>Staff have access to relevant literature. Staff have access to in house workshops and examples of best practice.</td>
<td>Opportunities that arise for CPD to be offered to all staff, as appropriate.</td>
</tr>
<tr>
<td>To identify and implement examples of best practice in Inclusive Education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
To further enable all staff to embrace the principles of Inclusive Education and demonstrate this in their classroom practice.

<table>
<thead>
<tr>
<th>To further enable all staff to embrace the principles of Inclusive Education and demonstrate this in their classroom practice.</th>
<th>Increase staff confidence in delivering Inclusive education to all pupils.</th>
<th>Staff have increased knowledge of appropriate resources and strategies and are aware of how to access support and advice when required.</th>
<th>Establish timetabled opportunities for sharing of information and planning learning experiences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A shared knowledge of pupils additional support needs and their educational, social and behavioural targets. Demonstration of deeper understanding and awareness of learners with autism and those who display challenging behaviours.</td>
<td>Reduced barriers to learning for all ensuring equality of opportunity for learners at Crosshouse. Greater recognition and celebration of diversity in order to encourage full participation in the life of the school. Strengthened relationships between peers and pupils and staff.</td>
<td>Begin August 2015 Termly input Termly updates and progress checks</td>
<td></td>
</tr>
</tbody>
</table>
## Improvement Plan Priority

<table>
<thead>
<tr>
<th>Target</th>
<th>Success Criteria</th>
<th>Audit/Monitoring/Evaluation of Impact and Benefits for learners</th>
<th>Timescales</th>
<th>Resources/Staff development / external support requested / planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audit current self-evaluation practices in the nursery setting. Plan opportunities to engage in self-evaluation with all stakeholders. Raise awareness of national guidance to support self-evaluation. Reflect on guidance and identify strengths and areas for improvement. Engage in regular planned self-evaluation involving all stakeholders.</td>
<td>Audit created of current practice. Self-evaluation calendar developed. All staff familiar with national guidance, such as Building the Ambition and revised Care Inspectorate standards. All staff engaged in self-evaluation process. Self-evaluation feedback is used to provide next steps and actions and enhance the early learning and childcare experience.</td>
<td>Minutes of nursery staff meetings. Nursery forward planning, forward plan consultation, nursery observations, Family Fridays, parent/carer questionnaires. Childrens’ views recorded e.g. ipads, floorbooks, drawings, talking book... Pre and post training questionnaires to track awareness of national guidance and impact on quality of nursery experience. Minutes of staff meetings. Minutes of Area DHT, Team Leader and Teacher meetings. Nursery forward planning, forward plan consultation, nursery observations, Family Fridays, parent/carer questionnaires. Childrens’ views recorded e.g. ipads, floorbooks, drawings, talking book... Pre and post training questionnaires to track awareness of national guidance and impact on quality of nursery experience.</td>
<td>August ‘15</td>
<td>Mrs Sandilands Mrs Hardie Mrs Collins Miss Connolly Mrs Forbes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>August’15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>August ‘15-October’15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>August’15 – June’16</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>August’15 – June’16</td>
<td></td>
</tr>
</tbody>
</table>
### Improvement Priority Action Plan

**Improvement Plan Priority**

A whole school approach to Rights Based Learning through the implementation of the SLC Policy ‘Rights Made Real’, setting up of Working Party and review of the school vision, values and aims.

<table>
<thead>
<tr>
<th>Target</th>
<th>Success Criteria</th>
<th>Audit/Monitoring/Evaluation of Impact and Benefits for learners</th>
<th>Timescales</th>
<th>Resources/ (Implementation group / personnel involved/time)</th>
<th>Staff development / external support requested / planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make staff aware of SLC document and create working group.</td>
<td>Leader of this working group have depth of knowledge and understanding to work with all staff. Staff are following SLC guidelines ‘Rights Made Real’ and are confident to deliver Rights Based Learning within the classroom.</td>
<td>Working Party audit current vision, aims and values, monitor progress of embedding rights across the school and complete evaluations throughout the session.</td>
<td>August 2015</td>
<td>SLC Document/ Visits to local schools implementing children’s rights</td>
<td>Staff attending any CPD opportunities</td>
</tr>
<tr>
<td>Create school ‘Rights Committee’ involving children from across the whole school.</td>
<td></td>
<td></td>
<td>September 2015</td>
<td>SLC Document/ Visits to local schools implementing children’s rights</td>
<td>Continual support from Principal Teacher and members of Rights Based Learning Working Party</td>
</tr>
<tr>
<td>Focus assemblies once a month on rights and embed ‘Right of the month’ across the school.</td>
<td></td>
<td>Parent/Staff/Pupil questionnaire data</td>
<td>Session 2015/2016</td>
<td>SLC Document – UNCRC online resources</td>
<td></td>
</tr>
<tr>
<td>Staff implement rights within classroom setting.</td>
<td></td>
<td></td>
<td>Session 2015/2016</td>
<td>Questionnaires, online surveys, area on school website with updated information, parent workshops</td>
<td></td>
</tr>
<tr>
<td>Review school vision, values and aims and develop these consulting parents, staff and children.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Improvement Plan Priority 2

Progress the key themes of self-evaluation and leadership in all establishments and services till March 2016.

<table>
<thead>
<tr>
<th>Target</th>
<th>Success Criteria</th>
<th>Audit/Monitoring/Evaluation of Impact and Benefits for learners</th>
<th>Timescales</th>
<th>Resources/</th>
<th>Staff development/external support requested/planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop a shared vision, values and aims</td>
<td>Children’s school experience is positive, focused and inspirational</td>
<td>Pupil, parent &amp; staff consultation and evaluation  &lt;br&gt; Observations of pupil engagement and motivation  &lt;br&gt; Tracking of pupil attainment and achievement</td>
<td>Nov-March Consultation Review School statement written</td>
<td>Journey to Excellence resource- “Creating and sustaining the vision”  &lt;br&gt; Staff – teaching, support &amp; facilities  &lt;br&gt; Parents  &lt;br&gt; Pupils  &lt;br&gt; CAT / Inservice  &lt;br&gt; Management time  &lt;br&gt; Lead- Isabelle Murray</td>
<td></td>
</tr>
</tbody>
</table>
**Improvement Priority Action Plan**

(Details of the approaches used to consult and involve pupils, parents, staff and other agencies in identifying the improvement priorities in this plan are included in the establishment’s Standards and Quality report)

### Improvement Plan Priority 1

Improve achievement and attainment outcomes in all establishments annually til March 2016

<table>
<thead>
<tr>
<th>Target</th>
<th>Success Criteria</th>
<th>Audit/Monitoring of Impact and Benefits for Learners</th>
<th>Timescales</th>
<th>Resources/Staff development / external support requested / planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>To create a broad, balanced and progressive curriculum plan for literacy and numeracy, which takes account of the need for assessment to drive learning.</td>
<td>Pupil attainment and achievement in literacy and numeracy is improved Assessment in literacy and numeracy results in pupil need being addressed quickly Pupil learning experiences are improved through a focus on skills development and the provision of a range of relevant and challenging activities</td>
<td>Standardised and formative assessment Forward plan discussions Learning conversations Pupil work Observations of pupil engagement Observations of learning and teaching Monitoring and tracking of attainment Pupil target setting records</td>
<td>Aug-Oct Review of planning taking account of lines of progression &amp; significant aspects of learning Standardised assessments and support measures put in place. Review of assessment folders Oct-Dec Review of resources Jan Assessment of ASN children and review of plans Jan-June Assessment plan for literacy &amp; numeracy created May SWRT, SWST completed with whole school/NGRT with spec stages: attainment tracked Jan-Mar Review of P1 &amp; P2 planning, organisation, resourcing &amp; teaching methods Apr-June Pilot of P1 &amp; P2 revised format</td>
<td>hours CAT/Inset time Management time Teaching staff Stonelaw Reading pack Staff training CQIS literacy &amp; numeracy QIO/QDO – ask for advice Literacy &amp; numeracy co-ordinator meetings</td>
</tr>
<tr>
<td>Target</td>
<td>Success Criteria</td>
<td>Audit/Monitoring/Evaluation of Impact and Benefits for learners</td>
<td>Timescales</td>
<td>Resources/Staff development / external support requested / planned</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------</td>
<td>------------------------------------------------------------</td>
<td>-------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Audit existing literacy teaching and learning experiences and literacy resources employed in P1-P3.</td>
<td>Audit created of experiences and resources and shared with all P1-P3 staff.</td>
<td>Minutes of development meetings</td>
<td>September ’15</td>
<td>Mrs Sandilands (Literacy Co-ordinator) Working Party</td>
</tr>
<tr>
<td>Consult with staff children and parents/carers on strengths and areas for development in the literacy programme.</td>
<td>Feedback shared with staff and children and used to inform next steps in development of programme.</td>
<td>Learning conversations Learning Logs Forward plan consultations</td>
<td>September – December’15</td>
<td>SLC Literacy Co-ordinators Meetings.</td>
</tr>
<tr>
<td>Engage with local and national policy and current research and use results of audit and consultations to produce a coherent and progressive literacy programme for P1-P3.</td>
<td>Working Party reflect on local and national policy and current research.</td>
<td>Minutes of working party meetings</td>
<td>January - April ’16</td>
<td>Infant staff training</td>
</tr>
<tr>
<td>Update Literacy Policy.</td>
<td>Working Party produce P1-P3 literacy programme.</td>
<td></td>
<td></td>
<td>SLC Higher Order Reading Skills Active Literacy Programmes Literacy and English Principles and Practice document.</td>
</tr>
<tr>
<td></td>
<td>Literacy Policy updated and followed consistently at P1-P3 stages.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classroom visits – literacy focus Forward plans Forward plan consultations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target</td>
<td>Success Criteria</td>
<td>Audit/Monitoring/Evaluation of Impact and Benefits for learners</td>
<td>Timescales</td>
<td>Resources/external support requested/planned</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------</td>
<td>---------------------------------------------------------------</td>
<td>------------</td>
<td>--------------------------------------------</td>
</tr>
</tbody>
</table>
### Improvement Plan Priority

<table>
<thead>
<tr>
<th>Target</th>
<th>Success Criteria</th>
<th>Audit/Monitoring/Evaluation of Impact and Benefits for learners</th>
<th>Timescales (including progress / success checks, dates)</th>
<th>Resources/Implementation group / personnel involved/time</th>
<th>Staff development / external support requested / planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop effective planning for PE using cross-curricular links across the key stages.</td>
<td>All children will benefit from a challenging, progressive and coherent programme of study within P.E.</td>
<td>Share new P.E planners with staff and analyse Progression Pathways.</td>
<td>Oct 15-June 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To develop progression pathways to track and monitor pupil attainment in PE.</td>
<td>Effective planning ensures all children access PE in a creative way and make good progress.</td>
<td>Develop a manageable system to use Progression Pathways to track and monitor pupil attainment within P.E.</td>
<td>May 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To audit current resources.</td>
<td>Effective progression pathways and assessment inform teaching and planning.</td>
<td>Trial new P.E planners. Evaluate progress and finalise.</td>
<td>Aug 15 – June 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To further develop visits from specialist teachers and coaches to enrich the PE curriculum for all pupils.</td>
<td>More opportunities and experiences provided for pupils to explore a range of activities and develop skills in all aspects of physical education.</td>
<td>Organise from Thematic review, CLPD sessions, led by PE specialist, to focus on key areas of development with hands-on, focused sessions for staff. These sessions will look at progression of focused and identified areas.</td>
<td>Oct 15 –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To provide a programme of CLPL for teachers and support staff.</td>
<td>Increased knowledge, understanding and confidence in teaching different aspects of PE curriculum.</td>
<td>Forward Plan Reviews. Learning Conversations with Pupils and Staff.</td>
<td>Ongoing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To formulate a whole school policy for Physical Education.</td>
<td>New policy and PE curriculum shared and used across the school and nursery class.</td>
<td></td>
<td>June 2016</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>