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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:

Excellence, partnership, confidence, respect, trust, honesty, responsibility, inclusion, manners, achievement

Crosshouse Primary School and Nursery Class
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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.
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.
How well do our children learn and achieve?

Existing Strengths:

At Crosshouse there has been a particular focus on maintaining and increasing high expectations of all learners and establishing consistently high standards of attainment and wider achievement. The school values have been renewed and now reflect the school vision of ‘Attain, Believe and Achieve’. Over the year staff and children have shared their expectations via learning logs, feedback, learning conversations and target setting which has helped to develop a more consistent approach to raising standards and expectations. Staff now encourage children to always produce high quality work and a whole school approach to handwriting and presentation has been introduced.

All staff have higher expectations for children and a deeper understanding of the shared responsibility for educating the whole child. All staff share clear learning intentions and success criteria with pupils and formally record these in writing in jotters or on class displays. Conversations with learners show that most pupils can articulate the relevant learning intention. Pupils are enthusiastic about new learning experiences and are now more involved in target setting and evaluating progress through Learning Logs and Snap jotters. Observations show that almost all tasks and activities are now clearly linked to relevant Es and Os for the appropriate stage of learning.

3.2 Raising Attainment and Achievement

Staff now plan and make effective use of assessments and are beginning to share their understanding of standards to make confident judgements about how well children are learning and progressing. A whole school tracking and monitoring system was introduced in October 2015 to ensure continuous progress for learners, including points of transition. Through this system we will continue to gather data and information to monitor and track progress of all learners. Staff are beginning to interrogate the data and identify effective interventions which ensure continuous progress for learners.

As indicated above, we record and track children’s progress in reading, writing, numeracy and mathematics related to Curriculum for Excellence. The targets are based on percentage of learners achieving the expected levels by the end of P1, P4 and P7. Overall, progress in reading is very good with 83% of learners on track or operating beyond the minimum level. Across the school children are making very good progress in writing with 80% of children on track or operating beyond the minimum level. Progress in numeracy is very good with 77.7% of children on track to achieve or operating beyond the minimum level. The school could do more to raise attainment in listening and talking, particularly at second level. Overall, the school should work to improve attainment in numeracy and listening and talking.

There are differences between the data collected via our tracking and monitoring processes and the attainment of a level data submitted in June 2016. We will continue to develop a more consistent and robust approach to assessment, moderation, profiling and reporting in line with National Improvement Framework. Most teachers make confident judgements and use a range of assessments which is leading to improvements in attainment.

Over all, most of our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens. Almost all learners are enthusiastic members of our school House System. This has enhanced the ethos within the school and provided opportunity for pupil leadership. Pupil Voice is enabled through the Pupil Council, Eco Committee, Fairtrade Committee where pupils work collegiately to raise issues of concern and identify areas for improvement.

During the programme of planned classroom visits for last session, which focused on literacy, there was clear evidence that most learners were actively engaged and motivated in their learning. From a recent (learner) questionnaire, it was found that most learners felt that the school provided them with a high quality of education, however they would like to be provided with more opportunities to influence the context and topics in which they engage. 93% of parents felt that their child learning was progressing and almost all felt that the school helps their child to be more confident. Our work on Inclusion has led to improvements in how teachers engage with learners in setting and evaluating targets. Most learners can articulate their individual targets and can identify next steps in their learning. This is also enhanced via snapshot jotter dialogue, Learning Log dialogue and Health & Wellbeing profiles. Health & Wellbeing profiles will be rolled out in session 16/17 and Learning Conversations will now feature in our quality management calendar.
Children in the upper school and infants work very well together on social enterprise activities. This session we won the East Kilbride Silver Salva award for services to the local community and in particular our work with the local nursing home. We hosted several World of Work days which enabled most learners to enhance their understanding of a variety of occupations and consider the skills for work required for future employment. Thank you letters written to visitors demonstrated the high impact this had on some learners.

Achievements within school are recognised and tracked in a variety of ways including ‘Spotlight On Success Awards,’ House Tokens, Class Charts and post cards home. Although there is evidence that children are applying and increasing their achievements through active participation in their local community this is not yet captured by the school mechanisms.

2.3 Learning, Teaching and Assessment

The ethos and culture in our school reflects a commitment to children’s rights and positive relationships. In a recent questionnaire most children surveyed indicated that they were more aware of their rights following improvements in Rights Based Learning. This indicates that many children now have enhanced knowledge of the UNCRC and all classes will have a class charter for session 16/17. We held a Unicef Day for Change which provided a real life context for children to engage with ‘Rights’. Many children asked insightful questions during the whole school assembly and total of £307 was raised for the charity through children bringing loose change to school.

In the nursery class, learner’s exercise choice in the range and type of experiences offered to them. Learner’s work with staff when purchasing new resources, setting up the playroom and take an active part in the daily life within the nursery. In the nursery class the majority of learners’ experiences are appropriately challenging and matched to the needs and interests of some. Staff in the nursery know the children very well and will now use this information more rigorously to provide high quality learning experiences for all children.

During the programme of planned classroom visits for last session, which focused on literacy, there was evidence that learner’s experiences were varied, differentiated, active and provided effective support and challenge in most of the classes. Improvements in our reading curriculum have enabled teachers and learners to focus on higher order reading skills, resulting in a more consistent approach to teaching reading across the school.

The quality of teaching across the school is very good and is underpinned by our new shared vision and values. Almost all teachers use skilled questioning and feedback is used effectively to inform and support progress in learning. Learning is enriched and supported by effective use of digital technologies, particularly in the upper stages of the school. Teachers in the supported classes observe learners closely and use well timed interventions which support progress in learning.

We have introduced termly assessments in reading writing, numeracy and mathematics to support the variety of assessment approaches already in use across the school. Teachers now work together to plan assessment opportunities and share standards. Developing more robust arrangements for moderation across stages and across the curriculum will be a priority in 16/17.

All teachers have indicated that the tracking and monitoring systems in place have had a positive impact on the progress of our learners. Assessments, including the tracking and monitoring data is now shared with parents and children to report on progress. In a recent questionnaire parents almost all parents indicated that this information helped them to understand their child’s progress and next steps in learning.

2.2 Curriculum

The school has a clear vision and rationale for our curriculum. Staff have worked collegiately to develop and shape our rationale, based on our shared values. We have developed learning pathways for most curricular areas but the school still needs to further develop its numeracy, Music and talking and listening curriculum as priorities for session 16/17. Learning pathways in ICT, reading, art & design, Science have been developed recently. These pathways have been developed based on the experiences and outcomes and design principles. We will evaluate these pathways in the forthcoming session to ensure appropriate progression for all learners.
Areas for development:

- Continue to develop a consistent approach to assessment, moderation, profiling and reporting in line with National Improvement Framework.
- Continue to develop profiling, assessment and tracking in line with CfE (New bench marking guidance)
- Include listening & talking in tracking and monitoring framework.
- Develop listening & talking curriculum
- 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
- Extend extracurricular provision and track achievement out with school
- Further develop knowledge and understanding of achievement of a level.
- Develop Music and Spanish curriculum
1C | How well does Crosshouse Primary support children to develop and learn?

Existing Strengths:

2.4 Personalised Support

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.

Children with additional support needs, including vulnerable children are supported well using multiagency planning, flexible teaching approaches and appropriate technologies. 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 increasing 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. This is evidenced in the interventions recorded in the behaviour management plans for individuals.

The school has an active parent support group for parents with children with additional support needs. This group is offered to all parents with children in the supported classes and parents of children in the mainstream school with identified needs. Participation and attendance at this group has increased and a programme of events has proved very popular. In a recent survey 100% of parents said that the parent support group had been of benefit to both them and their children. School staff work with parents and outside agencies to provide a range of identified support workshops including puberty and ASD, Transition, Living with Autism and based on the needs of the group.

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 HT 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.

Rigorous procedures are in place to identify, assess and support pupils in line with the expectations of GIRFEC. 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 learners, parents and other agencies. Parents are involved in their child’s learning. 82% 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 principles in practice. Wellbeing profiles have been piloted in the supported classes and help children identify progress and next steps using SHANARRI indicators. This will be rolled out to the rest of the school and nursery. Electronic systems (seemis/pastoral notes) are used effectively to record and track events.

Communication jotters, termly class newsletters, information leaflets, our website, homework jotters, written reports, workshops, snap shot jotters and other informal mechanisms continue to keep parents involved in their child’s learning. Parental involvement within the supported classes is excellent and almost all feel very involved in their
children’s learning. The school could do more to establish other mechanisms to involve parents/carers from across the school. Family Learning initiatives will be developed in session 16/17.

Within the Learning Community Problem Solving and Character Education have been priorities. These will continue to be implemented and embedded into the life of the school next session, with representatives from the school on Learning Community Improvement Groups.

Overall the school works very well with key partners to remove barriers to learning and provide an inclusive learning environment.

**Areas for development:**

- Programme of Family Learning based on Parent Support group model
- Further develop individual target setting via learning logs, Snap shot jotters and ASPs.
- Monitoring the impact of target setting in line with progression.
- Increase opportunities for inclusion for children across nursery, mainstream and supported classes.
- Increase SSA involvement in working groups
- Increased use of Autism toolkit in mainstream and supported classes
- Increased use of CSP toolkit in mainstream and supported classes
**Existing Strengths:**

**1.1 Self Evaluation for Self Improvement**

Through staff training and engagement in self-evaluation activities most staff now understand their responsibility in improvement through self-evaluation. We use a range of approaches to ensure all staff, partners, learners, parents and other stakeholders are actively involved in ongoing self-evaluation activities. Pupil participation is a feature of our approach to self-evaluation but we will continue to look at ways to involve our pupils more in this process. Eg pupil representation on IP groups. Our collaborative approaches have improved during recent years. Almost all staff feel that they are actively involved in setting priorities to improve the school. The school could do more to involve support staff and children in setting priorities and understanding the school's strengths and improvement needs. We have developed some effective mechanisms to consult with stakeholders and can demonstrate that their views influence change and improvement.

Asking the opinions of our parents and carers has been very successful this session. In the Nursery, self-evaluation has improved. Parents/Carers have given honest feedback on Enrolment and Induction, Family Friday sessions and Leadership and the Nursery Environment, with positive actions being put in place to improve this. Seeking the views of families has included a focus on infant literacy and transition programmes. The Literacy consultation has ensured that the improvement work undertaken has taken these views on board and brought about change and improvement.

The experience of all learners is central to our self-evaluation activities and we actively seek their views on how we can further develop classroom activities and improve their learning. We recognise and celebrate many excellent achievements at school, class and individual level and take action quickly when actions for improvement are identified. The Quality Calendar gives a coherent structure and agreed timetable to self-evaluation and tracking and monitoring for the session. Master folders are maintained with key information for each class including progress reports, forward plan reviews; additional support needs information, pastoral care information and records of any significant parental issues or concerns. Assessment folders and Learning Logs are used in every class to track and record attainment and achievement. The purpose of these and how these can be developed will be considered next session, improving them to take into account Significant Aspects of Learning, GIRFEC and SHANARRI priorities.

**1.2 Leadership of Change**

The Crosshouse community are committed to ensuring that we achieve the highest possible standards and success for all learners. All staff display commitment to shared educational values and professional standards. All staff model and almost all of our learners model our core values in their day to day interactions. Our school places our learners at the heart of everything we do.

Leadership is promoted across the school and senior leaders provide strong leadership which has enabled our school to develop and promote an aspirational vision which is underpinned by continuous improvement. 'Attain, believe and Achieve is our motto. Improvement priorities focus on improving learning outcomes for our learners. Senior leaders within our school guide and manage strategic direction and pace of change very effectively.

Most staff have a clear understanding of our collective strengths and areas of development. The school could do more to promote learning rounds/trios for members of staff to observe classroom practice and bring about change. The school will work to maximise available opportunities for peer collaborative learning. This will be a feature through our improvement priorities for 16/17.

**1.4 Leadership & Management of Staff**

The culture and ethos of our school is very positive and it is a happy place to learn and work. We focus on the needs of our learners, staff and partners and actively promote equalities for all. Our staff feel confident and supported within the workplace. Almost all teaching staff have a leadership remit and feel empowered to take decisions and lead aspects of school improvement. The school could do more to empower our support staff, particular within the supported classes.

Staff development and CLPL is well coordinated and staff offer CLPL to colleagues within the school and learning community. We now have an annual calendar of CLPL events within our school. This is based on improvement priorities and influencing change and improvement within classrooms.
Areas for development:

- Embed vision, values and aims for Crosshouse Primary as a school community
- Leadership roles for SSAs
- Develop learning rounds/trios within school and learning 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
- Refine systems of Quality Management, Self-Evaluation and Tracking to ensure all pupils’ needs are met and areas for development are prioritised.
- Moderation procedures to be considered at Learning Community Level to help support the development of “Achieving a Level” across all schools in the area.
How do you ensure equality and inclusion and promote diversity across our establishment?

3.1 Improving Wellbeing, equality and inclusion

Greater awareness has been raised of inclusion and additional support needs through the delivery of Inclusion workshops to both teaching and support staff. Staff who attended the sessions gained understanding of what makes an inclusive school and barriers to learning. Feedback on the two sessions was very positive. Support staff appreciated the opportunity to engage in CLPL. Almost all staff demonstrate a shared understanding of the meaning of Inclusion. The term ‘inclusion’ is being used more frequently and with greater knowledge by staff, learners and parents. Inclusion is one of the school values. More meaningful models of inclusion beginning to be embedded throughout the school. All learners in the school are well supported in their learning in order to achieve and attain to the best of their ability. The school fosters a welcoming and inclusive ethos.

Almost all staff are aware of the growing cultural diversity of the learners within Crosshouse and treat all learners with respect. In recent surveys this was confirmed with almost all parents, staff and children feeling that they were treated respectfully. Almost all learners are included in the life of the school and have opportunities to participate and lead initiatives.

Additional support needs are identified using a staged intervention approach. Interventions and support mechanisms are identified to ensure individual needs are met. A whole school record of supported children is maintained and updated on a regular basis. Interventions are monitored and tracked. Additional Support Plans contain individual targets to meet the curricular and health and wellbeing needs of those who face barriers to their learning.

Inclusion and respect form part of our new school values and our vision for all learners is Attain, Believe and Achieve. The school has a zero tolerance policy on bullying and discrimination.

1+2 Modern languages initiative is being rolled out throughout the school and is raising greater awareness of French and Spanish culture. Visits from a French Canadian Modern Language Assistant raised awareness of aspects of French Canadian culture. P7 Film club have enjoyed watching and discussing films from different cultures especially Japan. The children from the supported classes led and organised Fairtrade Fortnight.

The school sought the views of learners, staff and parents to formulate our new school vision and values.

Surveys completed by teaching staff and support staff to gain views of Inclusion throughout the school. Following improvements in inclusion almost all staff felt they had increased knowledge of the language of Girfec and Shanarri. Many felt they were very familiar with it. Almost all staff felt Inclusive Practice is embedded throughout the school. Most of respondents felt they were well informed about current Scottish policy on ASN.

Within the supported classes there are very good arrangements for transition to secondary school. Staff, parents and children work very well together to develop individual transition programmes, tailored to the individual needs of children. Skills passports and learners statements have been introduced for all P7 pupils. There is a comprehensive programme of transition events throughout the year. This will be further developed as part of the Duncranrig Learning Community Improvement plan.

Areas for development:

- Further develop transition programmes within learning Community
- Review and develop approaches to inclusion throughout the school and nursery class.
Section 2:
Planning for Improvement
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<th>Improvement Priorities Session 2015/2016</th>
<th>Progress of Priorities and Impact for Learners</th>
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**Tracking Attainment**

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 support they need to progress. The next steps will be to create a programme of assessment and tracking across all stages.

Easimaths has been rolled out across the school and will be extended next session. This provides a supportive and challenging personalised programme in maths.

**Continue to adapt Learning Logs to ensure learners depth of understanding of their learning in all areas.**

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.

**Continue participation in Learning Community and SLC moderation and planning groups.**

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.

**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.

**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.

**Celebrating Achievement**

Improve achievement and attainment outcomes in all establishments annually till March 2016.
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.

**Extra Curricular Provision**

The provision of extra curricular clubs will be extended. A system of tracking children’s participation and achievements in extracurricular activities will be introduced.

**School Website**

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.

**Modern Languages**

*Continue development of French programme nursery-P7 taking account of SLC and national guidance.*

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.

*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.

**Science**

Planners for science, prepared by the Learning Community continue to be piloted ensuring that children have a quality learning experience in science.

**Physical and Social Curriculum**

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.

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.

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.

We will review our physical education curriculum in session 15/16.

Implement key aspects of Curriculum for Excellence in all schools and establishments as appropriate annually till March 2016.
Literacy – Implementation of Accelerated Reader Programme and Reading Strategies

Accelerated reading programme has been introduced from P4-7 and children were assessed using thr star reading assessment. Results have been analysed and we have began to plan for the expectation 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.

We comply with all legislative requirements in accordance with SLC guidance and policy.

We continue to update our policy statements on disability, race and equality.

Single Agency Assessments are used to support children’s H&WB, literacy and numeracy. Parents and children are involved in the process and we aim to further improve in this area.

In-service at the beginning of the session was used to update staff on core policies such as Child Protection, Inclusion and Equality.

Staff received an update on Child Protection procedures when the new A22 procedures document was issued.

The school actively promotes equal opportunities.

School and class procedures robustly reflect SLC anti-bullying guidelines.

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.

Raise staff awareness of Character Strengths 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.

GIRFEC

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.

Staged Intervention

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.
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<th>Increase involvement in lifelong learning for young people and adults till March 2016.</th>
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<tr>
<td><strong>Social Enterprise</strong>&lt;br&gt;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.</td>
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<td><strong>Analyse pupil involvement in activities outside of school.</strong>&lt;br&gt;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.</td>
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<td><strong>Promote school and local clubs activities to those who are not involved.</strong>&lt;br&gt;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.</td>
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<td><strong>Monitor involvement of pupils with additional support needs and address any barriers to participation.</strong>&lt;br&gt;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.</td>
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<td>Progress the key themes of self evaluation and leadership in all establishments and services till March 2016.</td>
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<td><strong>Quality Management</strong>&lt;br&gt;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.</td>
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<td><strong>Self Evaluation</strong>&lt;br&gt;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.</td>
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<td><strong>Leadership</strong>&lt;br&gt;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.</td>
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<td><strong>Continue to support staff in developing CLPL portfolios.</strong>&lt;br&gt;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</td>
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