



Education Resources
Curriculum and Quality Improvement Service

2018/2019



Crosshouse Primary School Improvement Plan



Attain, Believe & Achieve

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Overview of Establishment 3 Year Cycle of Improvement Plan Priorities Sessions: 2017/2018 2018/2019 2019/2020

National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people's health and wellbeing; and Improvement in employability skills and sustained positive school leaver destinations for all young people. 		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	<p>Major focus dates identified as follows:</p> <ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 19/20 17/18 1.2 Leadership for learning 19/20 17/18 1.3 Leadership of change 19/20 17/18 1.4 Leadership and management of staff 17/18 1.5 Management of resources to promote equity 18/19 2.1 Safeguarding and child protection 18/19 2.2 Curriculum 18/19 19/20 2.3 Learning teaching and assessment 19/20 17/18 2.4 Personalised support 17/18 18/19 2.5 Family learning 19/20 2.6 Transitions 17/18 18/19 2.7 Partnership 19/20 17/18 3.1 Ensuring wellbeing, equality and inclusion 17/18 3.2 Raising attainment and achievement/Securing children's progress 19/20 17/18 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 17/18 18/19 	Transforming Learning and Teaching
		Implementing Curriculum for Excellence
		Meeting the Needs of all Learners', GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)

Strategic Priorities 3 Year Cycle

Target	National Improvement Framework Key Drivers	Link To SLC Education Implementation Timeline	SLC Education Resources Themes	HGIOS 4
To raise attainment in Literacy and English through improved approaches to learning, teaching and assessment.	<ul style="list-style-type: none"> School Improvement Assessment of Children's Progress 	<ul style="list-style-type: none"> Curriculum Planning and Design Assessment, Achievement, Profiling and reporting. 	<ul style="list-style-type: none"> Implementing Curriculum for Excellence Transforming Learning and Teaching Leadership 	<ul style="list-style-type: none"> 2.3 Learning, Teaching and Assessment 3.2 Raising attainment and achievement 1.1 Self-Evaluation for Self Improvement 2.2 Curriculum 1.2 Leadership of Learning 2.4 Personalised Support
To raise attainment in Numeracy and Mathematics through improved approaches to learning, teaching and assessment.	<ul style="list-style-type: none"> School Improvement Assessment of Children's Progress 	<ul style="list-style-type: none"> Curriculum Planning and Design Assessment, Achievement, Profiling and reporting. 	<ul style="list-style-type: none"> Implementing Curriculum for Excellence Transforming Learning and Teaching Leadership 	<ul style="list-style-type: none"> 2.3 Learning, Teaching and Assessment 3.2 Raising attainment and achievement 1.1 Self-Evaluation for Self Improvement 2.2 Curriculum 1.2 Leadership of Learning 2.4 Personalised Support
To improve provision to meet the mental, emotional, social and physical wellbeing of pupils.	<ul style="list-style-type: none"> School Improvement 	<ul style="list-style-type: none"> Opportunities for Personal Achievement 	<ul style="list-style-type: none"> Meeting the Needs of all Learners' 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 2.3 Learning, Teaching and Assessment 3.2 Raising attainment and achievement
To embed Health & Wellbeing within the planning and design of our curriculum.	<ul style="list-style-type: none"> School Improvement 	<ul style="list-style-type: none"> Curriculum planning and design. 4.19 	<ul style="list-style-type: none"> Meeting the Needs of all Learners' 	<ul style="list-style-type: none"> 2.3 Learning, Teaching and Assessment 2.2 Curriculum 3.2 Raising attainment and achievement

Continue to develop a consistent approach to assessment, moderation, profiling and reporting in line with National Improvement Framework.	<ul style="list-style-type: none"> Teacher Professionalism Assessment of Children's Progress 	<ul style="list-style-type: none"> Assessment, achievement, profiling and reporting. 5.24, 5.25, 5.26 	<ul style="list-style-type: none"> Transforming Learning and Teaching Leadership (Change and Improvement) 	<ul style="list-style-type: none"> 1.2 Leadership of Learning 2.3 Learning, Teaching and Assessment. 3.2 Raising Attainment and Achievement
To develop appropriate timescales for the implementation of the new National Assessments in Literacy and Numeracy and identify training for staff.	<ul style="list-style-type: none"> Teacher Professionalism Assessment of Children's Progress 	<ul style="list-style-type: none"> Assessment, achievement, profiling and reporting. 5.24, 5.25, 5.26 Quality Assurance 	<ul style="list-style-type: none"> Implementing Curriculum for Excellence Professional Learning Leadership (Change and Improvement) 	<ul style="list-style-type: none"> 1.2 Leadership of Learning 2.3 Learning, teaching and Assessment 3.2 Raising attainment and Achievement
Continue to improve the design of our curriculum and with progression pathways and achievement of a level.	<ul style="list-style-type: none"> School Improvement 	<ul style="list-style-type: none"> Assessment, Achievement, Profiling and Reporting. 5.24, 5.25, 5.26 Curriculum Curriculum Planning and Design 	<ul style="list-style-type: none"> Implementing Curriculum for Excellence Leadership (Change and Improvement) 	<ul style="list-style-type: none"> 2.2 Curriculum 2.3 Learning, teaching and Assessment 1.3 Leadership of Change
To improve how we gather a range of data and information to monitor and track progress for all learners.	<ul style="list-style-type: none"> Assessment of Children's progress. 	<ul style="list-style-type: none"> Assessment, Achievement, Profiling and Reporting. Quality Assurance 6.16 	<ul style="list-style-type: none"> Implementing Curriculum for Excellence Leadership (Change and Improvement) 	<ul style="list-style-type: none"> 2.3 Learning, teaching and Assessment Self-Evaluation for Self Improvement 1.2 Leadership of Learning 2.4 Personalised Support
To improve the design of our curriculum to ensure coherence and progression across the levels.	<ul style="list-style-type: none"> School Improvement 	<ul style="list-style-type: none"> Curriculum 1.23 Curriculum Planning and Design 4.16, 4.17, 4.18, 4.19 	<ul style="list-style-type: none"> Implementing Curriculum For Excellence Meeting the Needs of all Learners' 	<ul style="list-style-type: none"> 2.2 Curriculum 2.3 Learning, teaching and Assessment 1.3 Leadership of Change
To increase the positive impact of working with families to improve learning and achievement.	<ul style="list-style-type: none"> Parental Engagement 	<ul style="list-style-type: none"> Communication with stakeholders 	<ul style="list-style-type: none"> Meeting the Needs of all Learners' 	<ul style="list-style-type: none"> 2.5 Family Learning 2.7 Partnerships

National Improvement Framework Key Priorities <ul style="list-style-type: none">Improvement in attainment, particularly in literacy and numeracy;Closing the attainment gap between the most and least disadvantaged children;Improvement in children and young people's health and wellbeing; andImprovement in employability skills and sustained positive school leaver destinations for all young people.		Collaboration and consultation <table><tr><th>Who?</th><th>When?</th><th>How?</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>			Who?	When?	How?									
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		<u>Meeting the Needs of all Learners', GIRFEC and Statutory Duties</u>														
		Skills for Learning, Life and Work														
		Professional Learning														
		<u>Leadership (Change and Improvement)</u>														

Strategic Priority	PEF	Intended Impact	How it will be Measured	Actual Impact
QI 2.3 Learning, Teaching & Assessment 1. To raise attainment in Literacy and English through improved approaches to learning, teaching and assessment.	√	<ul style="list-style-type: none"> • Raised attainment and achievement in writing. • Raised attainment in reading and writing as a result of improvements in writing. • Increased confidence in teaching and learning in writing. • Improved approaches to teaching and learning. • Consistent approaches to planning, learning, teaching and assessment which ensure progression. • Children demonstrate and apply skills and knowledge in a variety of contexts across learning. • Staff confident in the language and methodology of listening and talking. • Increase staff confidence in judgment of pupil achievement of a level and understanding across and within each CfE level through engagement in learning visits and moderation activities. • Increased pupil involvement in gathering assessment information to demonstrate progression and achievements. • Increased attainment evidenced through monitoring and tracking and assessment results. 	<ul style="list-style-type: none"> • Analysis and evaluation of intelligence and data. • Analysis of attainment results. • Professional engagement, collegiate working resulting in moderation of standards ensuring a robust approach. <p>Self-evaluation for self-improvement methods:</p> <ul style="list-style-type: none"> • learning conversations • pupil pulse groups • class visits • Forward plan dialogues • Tracking and monitoring dialogues • Teacher learning and teaching reviews 	
QI 2.2 Curriculum 2. To improve the design of our curriculum to ensure coherence and progression across the levels and to establish greater continuity across the school, taking account of recent strategic priority developments.		<ul style="list-style-type: none"> • All stakeholders contribute to the rationale, design and ongoing development of the curriculum which takes account of recent strategic improvement priorities. • Everyone understands what that school is trying to achieve through its curriculum. • All stakeholders are able to talk about how the unique features of the school community inform the design of the curriculum. • All staff and partners are ambitious and expect high levels of attainment and achievement for all learners. • Planning for progression in children and young people's learning is in place for the four contexts and shows how knowledge, understanding and skills are built over time. • Our curriculum has a strong focus on developing the skills our young people need in the world of work. • We make our children and young people aware of a range of careers and the skills required for them. 	<ul style="list-style-type: none"> • Analysis and evaluation of intelligence and data. • Analysis of curriculum rationale and learning pathways. • Professional engagement, collegiate working resulting in moderation of standards ensuring a robust approach. <p>Self-evaluation for self-improvement methods:</p> <ul style="list-style-type: none"> • learning conversations • pupil pulse groups • class visits • Forward plan dialogues • Tracking and monitoring dialogues • Teacher learning and teaching reviews 	

<p>2.4 Personalised Support</p> <p>3. To review the procedures for identifying, supporting and tracking interventions for children who require additional support with learning.</p>	√	<ul style="list-style-type: none"> Both universal and targeted learning and support is embedded and is having a positive impact on children's progression with their learning. Children requiring additional support have high quality individualised and meaningful progression pathways. Learners' needs are identified through robust assessment information including specialist input where required. Staff make effective use of staged intervention processes to ensure children's needs are met. Relevant support staff are involved in planning and reviewing support for individuals and groups of learners. Children and young people and their parents/carers are fully involved in decisions about how their needs will be met. Effective partnership approaches are embedded within planned programmes and support processes. Staff reflect on their own practice and work collaboratively with others, including stakeholders, to build their capacity to meet the needs of all learners. The school reviews the progress of all children effectively, including those with additional support needs. They can provide reliable and valid evidence to support this process. 	<ul style="list-style-type: none"> Analysis and evaluation of intelligence and data. Analysis of intervention evaluations Professional engagement, collegiate working resulting in moderation of ASPs, staged intervention records etc. <p>Self-evaluation for self-improvement methods:</p> <ul style="list-style-type: none"> learning conversations pupil pulse groups class visits Forward plan dialogues Tracking and monitoring dialogues Teacher learning and teaching reviews 	
<p>QI 3.1 Ensuring wellbeing, equality and inclusion</p> <p>4. To develop a whole school approach to nurture which supports improvements in wellbeing and relationships and the growth and development of children.</p>	√	<ul style="list-style-type: none"> The school's nurturing approach has a clear focus on warmth and support alongside high expectations and academic challenge. This has a positive impact on the behaviour and attainment of the children. The school's emphasis on nurturing, respectful relationships help promote children and young people's readiness to learn and has a significant impact on all attainment and wider achievement. There are appropriate systems in place to monitor and track the wellbeing needs of children and young people as well as their attainment. An understanding of attachment theory and early trauma helps school staff to focus appropriate support on those children and young people who come from areas of disadvantage, and to raise their attainment. Staff recognise the importance of a nurturing approach and the way that it can contribute to higher attainment. A nurturing approach is used to help support attendance in school and to prevent exclusions. Professional learning incorporates different methods to keep staff skills and knowledge on nurturing approaches updated including staff networks and digital learning. A wide variety of assessment approaches to health and wellbeing are used, including observations, gathering of views, observational tools such as the Boxall Profile, when appropriate. Where the Boxall Profile is used, staff have had training in its use and only use it in a targeted way 	<ul style="list-style-type: none"> Health & Wellbeing Profiles Qualitative measures for staff Analysis of intervention evaluations Analysis of tracking & monitoring data Attendance & late coming data <p>Self-evaluation for self-improvement methods:</p> <ul style="list-style-type: none"> learning conversations pupil pulse groups class visits Forward plan dialogues Tracking and monitoring dialogues Teacher learning and teaching reviews 	

<p>QI 3.1 Ensuring Wellbeing, Equality & Inclusion</p> <p>5. To review and develop anti bullying policy across the school and to embed anti bullying practices in line with school vision and values.</p>		<ul style="list-style-type: none"> • To develop an anti-bullying policy which provides consistency in process, action and practice. • To raise awareness and understanding between all stakeholders by organising a series of anti-bullying awareness events. • To reduce reported incidents of bullying across the school. 	<ul style="list-style-type: none"> • Health & Wellbeing profiles • Attendance at events • Learning conversations • Health & Wellbeing survey • Parent/carers questionnaire 	
<p>1.2 Leadership of Learning</p> <p>6. To extend and deepen staff knowledge and understanding in outdoor learning by supporting staff in accessing high-quality professional learning.</p>	√	<ul style="list-style-type: none"> • We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning. • We support staff to access high-quality professional learning linked to cross-cutting themes such as outdoor learning • Outdoor spaces, are used effectively to create and sustain effective learning environments. These are used well to support learning. • We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning. • Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning and green space with wellbeing. • As a result of training and increased knowledge and understanding, outdoor learning takes place in a range of contexts such as the school grounds, local areas, on day excursions or field trips and residential experiences. Its purposes include developing environmental understanding, encouraging physical activity, health and wellbeing and personal and social development. 	<p>Self-evaluation for self-improvement methods:</p> <ul style="list-style-type: none"> • learning conversations • pupil pulse groups • class visits • Forward plan dialogues • Tracking and monitoring dialogues • Teacher learning and teaching reviews 	

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2018/2019

Strategic Priority 1: Raise attainment and achievement in Literacy and English through improved learning, teaching and assessment of writing.

National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people's health and wellbeing; and Improvement in employability skills and sustained positive school leaver destinations for all young people. 		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement <u>Assessment of children's progress</u> <u>School improvement</u> Performance information 	<ul style="list-style-type: none"> <u>1.1 Self Evaluation for self-improvement</u> <u>1.2 Leadership for learning</u> 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection <u>2.2 Curriculum</u> <u>2.3 Learning teaching and assessment</u> 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion <u>3.2 Raising attainment and achievement/Securing children's progress</u> 3.3 Increasing creativity and employability/Developing creativity and skills for life and learning 	<u>Transform Learning and Teaching/Implement CfE</u>
		Meeting the Needs of all Learners', GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		<u>Leadership (Change and Improvement)</u>

Expected Outcome/Impact	Key Actions (How)	Personnel/Resources	Timescale	Comments
<ul style="list-style-type: none"> • Raised attainment and achievement in writing. • Raised attainment in reading and writing as a result of improvements in writing. • Increased confidence in teaching and learning in writing. • Improved approaches to teaching and learning. • Consistent approaches to planning, learning, teaching and assessment which ensure progression. • Children demonstrate and apply skills and knowledge in a variety of contexts across learning. • Staff confident in the language and methodology of writing. • Increase staff confidence in judgment of pupil achievement of a level and understanding across and within each CfE level through engagement in learning visits and moderation activities. • Increased pupil involvement in gathering assessment information to demonstrate progression and achievements. • Increased attainment evidenced through monitoring and tracking and assessment results. 	1. Establish improvement working group to take forward strategic priority.	Lynne McDougall (Literacy coordinator)	August 2018	Staff identified via self-evaluation mechanisms and PDR process. Support staff and parents to be part of group.
	2. Audit current approaches and resources to ensure they meet the requirements of curriculum delivery.	Lynne McDougall (Literacy coordinator) Improvement Group	Aug/Sep 2018	Staff, children and parent/carers to take part in audit.
	3. Analyse, interrogate and evaluate current attainment data on talking and listening, identifying gaps.	Isabelle Murray (HT) Improvement Group School attainment data including tracking and monitoring data.	Sep 2018	
	4. Improvement group to engage in professional enquiry and research and engage in professional dialogue on the teaching and learning of talking and listening.	Improvement Group SSLN talking and listening resources SLC Literacy Strategy	Oct 2018	Review current thinking, policy and research.
	5. Improvement group to liaise with SLC literacy development officer and visit establishments where current excellent practice has been identified.	Lynne McDougall SLC Development Officer	Sep/Oct 2018	Arrange class and peer visits within and out with establishment.
	6. Develop whole school approach to the teaching and learning of writing including: ❖ Curriculum map for writing ❖ Curriculum framework for writing ❖ Progression framework for writing ❖ Production of a progressive programme and policy for planning, learning and teaching and assessing and recording progress.	Improvement group Writing pathways and progression framework Assessing progress and achievement in Literacy and English – Education Scotland SSLN materials	Jan 2019	Development of Crosshouse Primary Writing curriculum. New programme, planners, progression framework and assessment materials to be produced.
	7. Identification of classes to trial new programme and approaches.	Improvement Group New programme New resources New planners	Jan-March 2019	
	8. Provide professional learning activities for all staff.	As above	Jan-March 2019	
	9. Provide whole staff development and dialogue sessions to share practice and review outcome/impact of approach to ensure consistency.		Jan-March 2019	Staff self-evaluation using HGIOs indicators
	10. Engage in moderation activities using achievement of a level materials, progression framework and Education Scotland SALs materials.	Assessing progress and achievement materials New progression framework	Ongoing	
	11. Analyse and interrogate Literacy and English attainment data with particular focus on those classes trailing our new programme.	Attainment data	May-June 2019	

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2017/2018

Strategic Priority 2: To improve the design of our curriculum to ensure coherence and progression across the levels and to establish greater continuity across the school, taking account of recent strategic priority developments.

National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people's health and wellbeing; and Improvement in employability skills and sustained positive school leaver destinations for all young people. 		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> <u>School leadership</u> Teacher professionalism Parental engagement Assessment of children's progress <u>School Improvement</u> Performance information 	<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection <u>2.2 Curriculum</u> <u>2.3 Learning teaching and assessment</u> 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/Developing creativity and skills for life and learning 	<u>Transform Learning and Teaching/Implement CfE</u>
		Meeting the Needs of all Learners', GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		<u>Leadership (Change and Improvement)</u>

Expected Outcome/Impact	Key Actions (How)	Personnel/Resources	Timescale	Comments
<ul style="list-style-type: none"> All stakeholders contribute to the rationale, design and ongoing development of the curriculum. Everyone understands what that school is trying to achieve through its curriculum. All stakeholders are able to talk about how the unique features of the school community inform the design of the curriculum. All staff and partners are ambitious and expect high levels of attainment and achievement for all learners. Planning for progression in children and young people's learning is in place for the four contexts and shows how knowledge, understanding and skills are built over time. Our curriculum has a strong focus on developing the skills our young people need in the world of work. We make our children and young people aware of a range of careers and the skills required for them. 	1. Establish improvement working group to take forward strategic priority.	Lara Tolland	August 2018	Staff identified via self-evaluation mechanisms and PDR process. Support staff, children and parents to be part of group.
	2. Audit current knowledge and understanding of curriculum rationale and design	As above	Aug/Sep 2018	Staff, children and parent/carers to take part in audit.
	3. Analyse, interrogate and evaluate current curriculum rationale, taking account of school vision/values, school context and local and national policy guidance.	Lara Tolland Improvement Group Curriculum Rationale	Sep 2018	
	4. Improvement group to engage in professional enquiry and research and engage in professional learning on the development and design of Crosshouse Curriculum rationale.	Lara Tolland Improvement Group Education Scotland HGIOS 4 2.2 Curriculum	Oct 2018	Review current thinking, policy and research. Engage with QI 2.2
	5. Improvement group to engage with all stakeholders in reviewing curriculum rationale so that everyone understands what the school is trying to achieve through its curriculum	Lara Tolland Improvement Group All stakeholders	Sep/Oct 2018	Arrange class and peer visits within and out with establishment.
	6. Develop whole school curriculum rationale <ul style="list-style-type: none"> ❖ Curriculum Rationale map/image ❖ Curriculum Rationale takes account of recent improvements in developing young workforce skills. ❖ Curriculum framework for each stage ❖ Progression framework 	Lara Tolland Improvement group	Jan 2019	Development of Crosshouse Primary Curriculum Rationale and curriculum frameworks. Eg What does our P1 curriculum look like?
	7. Review current curriculum pathways and adapt in light of new curriculum rationale. Identify areas which do not have learning pathways.	Improvement Group	Jan-March 2019	
	8. Develop curriculum pathways for all other areas of the curriculum.	Lara Tolland Improvement group		
	9. Provide professional learning activities for all staff.	As above	Jan-March 2019	
	10. Provide whole staff development and dialogue sessions to share practise and review outcome/impact of approach to ensure consistency.		Jan-March 2019	Staff self-evaluation using HGIOS indicator 2.2

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2018/2019

Strategic Priority 3: To review the procedures for identifying, supporting and tracking interventions for children who require additional support with learning.

National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people's health and wellbeing; and Improvement in employability skills and sustained positive school leaver destinations for all young people. 		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> School leadership <u>Teacher professionalism</u> Parental engagement <u>Assessment of children's progress</u> School improvement Performance information 	<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum <u>2.3 Learning teaching and assessment</u> <u>2.4 Personalised support</u> 2.5 Family learning 2.6 Transitions 2.7 Partnership <u>3.1 Ensuring wellbeing, equality and inclusion</u> 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/Developing creativity and skills for life and learning 	Transform Learning and Teaching/Implement CfE
		<u>Meeting the Needs of all Learners', GIRFEC and Statutory Duties</u>
		Skills for Learning, Life and Work
		Professional Learning
		<u>Leadership (Change and Improvement)</u>

Expected Outcome/Impact	Key Actions (How)	Personnel/Resources	Timescale	Comments
<ul style="list-style-type: none"> Both universal and targeted learning and support is embedded and is having a positive impact on children's progression with their learning. Children requiring additional support have high quality individualised and meaningful progression pathways. Learners' needs are identified through robust assessment information including specialist input where required. Staff make effective use of staged intervention processes and the named person service to ensure children's needs are met. Relevant support staff are involved in planning and reviewing support for individuals and groups of learners. Children and young people and their parents/carers are fully involved in decisions about how their needs will be met. Effective partnership approaches are embedded within planned programmes and support processes. Staff reflect on their own practice and work collaboratively with others, including stakeholders, to build their capacity to meet the needs of all learners. The school reviews the progress of all children effectively, including those with additional support needs. They can provide reliable and valid evidence to support this process. 	1. Establish improvement working group to take forward strategic priority.	Susanne Sandilands - DHT	August 2018	Staff identified via self-evaluation mechanisms and PDR process. Support staff and parents to be part of group. Parents eg educational psychologist & specialist support teacher to be included in improvement group.
	2. Audit current approaches and take account of local and national policies as well as legislation.	Susanne Sandilands - DHT Improvement Group	Aug/Sep 2018	Staff, children and parent/carers to take part in audit.
	3. Engage with SLC framework for Inclusion & Equality	Susanne Sandilands - DHT Improvement Group Framework For Inclusion and Equality	Sep 2018	As above
	4. Improvement group to engage in professional enquiry and research and engage in professional dialogue on the above.	As above	Oct 2018	Review current thinking, policy and research. HGIOS 4 QI 2.4
	5. Improvement group to analyse current data and ensure all target groups are identified and monitored.	Susanne Sandilands - DHT Improvement Group SIMD/FME Data School Tracking and monitoring information/Attainment data Current staged intervention materials	Sep/Oct 2018	Arrange class and peer visits within and out with establishment.
	6. Develop whole school approach to staged intervention and develop a robust tracking system which monitors the impact of interventions.	Susanne Sandilands - DHT Improvement Group	Jan 2019	
	7. Improvement group engage in further enquiry and research into successful interventions and evaluate whether target groups would benefit from identified interventions.	Susanne Sandilands - DHT Improvement Group Education Endowment Foundation	Jan-March 2019	Link to pupil equity fund
	8. Provide professional learning activities for all staff on the above.	As above	Jan-March 2019	
	9. Provide whole staff development and dialogue sessions to share practice and review outcome/impact of approach to ensure consistency.	As above	Jan-March 2019	Also provide information to parents/carers and children
	10. Submit self-evaluation paper and school policy on personalised support.	Susanne Sandilands - DHT	Ongoing May-June 2019	

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2018/2019

Strategic Priority 4: To develop a whole school approach to nurture which supports improvements in wellbeing and relationships and the growth and development of children.

National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people's health and wellbeing; and Improvement in employability skills and sustained positive school leaver destinations for all young people. 		
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<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress <u>School improvement</u> Performance information 	<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning <u>1.3 Leadership of change</u> 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection <u>2.2 Curriculum</u> 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress <u>3.3 Increasing creativity and employability/Developing creativity and skills for life and learning</u> 	Transform Learning and Teaching/Implement CfE
		Meeting the Needs of all Learners', GIRFEC and Statutory Duties
		<u>Skills for Learning, Life and Work</u>
		Professional Learning
		<u>Leadership (Change and Improvement)</u>

Expected Outcome/Impact	Key Actions (How)	Personnel/Resources	Timescale	Comments
<ul style="list-style-type: none"> The school's nurturing approach has a clear focus on warmth and support alongside high expectations and academic challenge. This has a positive impact on the behaviour and attainment of the children. The school's emphasis on nurturing, respectful relationships help promote children and young people's readiness to learn and has a significant impact on all attainment and wider achievement. There are appropriate systems in place to monitor and track the wellbeing needs of children and young people as well as their attainment. An understanding of attachment theory and early trauma helps school staff to focus appropriate support on those children and young people who come from areas of disadvantage, and to raise their attainment. Staff recognise the importance of a nurturing approach and the way that it can contribute to higher attainment. A nurturing approach is used to help support attendance in school and to prevent exclusions. Professional learning incorporates different methods to keep staff skills and knowledge on nurturing approaches updated including staff networks and digital learning. A wide variety of assessment approaches to health and wellbeing are used, including observations, gathering of views, observational tools such as the Boxall Profile, when appropriate. 	1. Establish improvement working group to take forward strategic priority.	Janice Guy	August 2018	Staff identified via self-evaluation mechanisms and PDR process. Support staff and parents to be part of group.
	2. Audit current knowledge and understating of nurture and current approaches.	Janice Guy Improvement Group Applying nurture as a whole school approach – Education Scotland	Aug/Sep 2018	Staff, children and parent/carers to take part in audit.
	3. Review current nurture interventions and evaluate impact.	Janice Guy Improvement Group PEF Evaluations Boxall Profiles	Sep 2018	
	4. Improvement group to engage in professional enquiry and research and engage in professional dialogue. Attend further training.	Janice Guy Improvement Group Nurture Training opportunities	Oct 2018	Review current thinking, policy and research.
	5. Improvement group to liaise with SLC Nurture officer, Tracey McDermott service and other establishments highlighted as having excellent nurturing approaches.	Janice Guy Improvement Group	Sep/Oct 2018	Arrange class and peer visits within and out with establishment. Visit Duncanrig Secondary
	6. Develop whole school approach to nurture. ❖ Identify target groups for nurture intervention/groups ❖ Develop nurture room within the school ❖ Attend nurture network meetings ❖ Attend further nurture training opportunities eg Lego/Nurture	Janice Guy Improvement Group Applying nurture as a whole school approach – Education Scotland	Jan 2019	Development of Crosshouse 'the nurturing school'
	8. Provide professional learning activities for all staff.	Janice Guy Improvement Group Nurture Network	Jan-March 2019	
	9. Provide whole staff development and dialogue sessions to share practice and review outcome/impact of the Crosshouse 'the nurturing school' approach to ensure consistency.	Janice Guy Improvement Group	Jan-March 2019	Self evaluation paper/evaluation Staff self-evaluation using HGIOS indicators
	10. Continually evaluate impact using clearly identified measures throughout.		ongoing	Self-evaluation materials contained in : Applying nurture as a whole school approach – Education Scotland

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2017/2018

Strategic Priority 5: To review and develop anti bullying policy across the school and to embed anti bullying practices in line with school vision and values.

National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people's health and wellbeing; and Improvement in employability skills and sustained positive school leaver destinations for all young people. 		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> <u>School leadership</u> Teacher professionalism Parental engagement <u>Assessment of children's progress</u> School Improvement Performance information 	<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership <u>3.1 Ensuring wellbeing, equality and inclusion</u> 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/Developing creativity and skills for life and learning 	Transform Learning and Teaching/Implement CfE
		<u>Meeting the Needs of all Learners', GIRFEC and Statutory Duties</u>
		Skills for Learning, Life and Work
		Professional Learning
		<u>Leadership (Change and Improvement)</u>

Expected Outcome/Impact	Key Actions (How)	Personnel/Resources	Timescale	Comments
<ul style="list-style-type: none"> To develop an anti-bullying policy which provides consistency in process, action and practice. To raise awareness and understanding between all stakeholders by organising a series of anti-bullying awareness events. To reduce reported incidents of bullying across the school. 	1. Establish improvement working group to take forward strategic priority.	Michael Owens - PT	August 2018	Staff identified via self-evaluation mechanisms and PDR process. Support staff, children and parents to be part of group.
	2. Audit current knowledge and understanding of anti-bullying guidelines. Gather baseline data around number of bullying incidents/ children who have experience bullying.	Michael Owens – PT Improvement Group	Aug/Sep 2018	Staff, children and parent/carers to take part in audit. Use Health and Wellbeing among P5 to P7 pupils at Crosshouse Primary School Findings from the Children's Wellbeing Survey
	3. Analyse, interrogate and evaluate current anti bullying policy and evaluate against new policy frameworks eg RespectMe (national) & Treat Me Well (SLC)	Michael Owens – PT Improvement Group Treat Me Well – SLC policy Respect Me	Sep 2018	
	4. Improvement group to engage in professional enquiry and research and engage in professional learning on the development of anti-bullying policy and awareness raising.	Michael Owens – PT Improvement Group	Oct 2018	Review current thinking, policy and research. Visit St Jon Ogilvie High – recently developed anti bullying
	5. Improvement group to engage with all stakeholders in raising awareness of anti-bullying initiatives and organise events for anti-bullying week in November.	Michael Owens – PT Improvement Group	Sep/Oct 2018	Arrange class and peer visits within and out with establishment.
	6. Develop whole school anti bullying policy and procedures.	Michael Owens – PT Improvement Group	Jan 2019	Development of Crosshouse Primary Anti Bullying Policy
	7. Provide professional learning activities for all staff, children & parents/carers.	Michael Owens – PT Improvement Group	Jan-March 2019	Possible Family Learning links

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2017/2018

Strategic Priority 6: To extend and deepen staff knowledge and understanding in outdoor learning by supporting staff in accessing high-quality professional learning.

National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people's health and wellbeing; and Improvement in employability skills and sustained positive school leaver destinations for all young people. 		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> <u>School leadership</u> Teacher professionalism Parental engagement Assessment of children's progress <u>School Improvement</u> Performance information 	<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection <u>2.2 Curriculum</u> <u>2.3 Learning teaching and assessment</u> 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/Developing creativity and skills for life and learning 	<u>Transform Learning and Teaching/Implement CfE</u>
		Meeting the Needs of all Learners', GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		<u>Leadership (Change and Improvement)</u>

Expected Outcome/Impact	Key Actions (How)	Personnel/Resources	Timescale	Comments
<ul style="list-style-type: none"> Children have access to high-quality learning in all curriculum areas and through outdoor learning. Staff access high-quality professional learning linked to cross-cutting themes such as outdoor learning. Outdoor spaces, are used effectively to create and sustain effective learning environments. These are used well to support learning. Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning and green space with wellbeing. As a result of training and increased knowledge and understanding, outdoor learning takes place in a range of contexts such as the school grounds, local areas, on day excursions or field trips and residential experiences. Its purposes include developing environmental understanding, encouraging physical activity, health and wellbeing and personal and social development. 	1. Establish improvement working group to take forward strategic priority.	Isabelle Murray – Head Teacher	August 2018	Staff identified via self-evaluation mechanisms and PDR process. Support staff, children and parents to be part of group.
	2. Audit current knowledge and understanding of outdoor learning.	Improvement Group	Aug/Sep 2018	Staff, children and parent/carers to take part in audit.
	3. Analyse, interrogate and evaluate current approaches to outdoor learning.	Isabelle Murray - HT Improvement Group Stakeholder questionnaire.	Sep 2018	
	4. Improvement group to engage in professional enquiry and research and engage in professional learning on outdoor learning.	Improvement Group Education Scotland HGIOS 4 2.3 Teaching, Learning & Assessment	Oct 2018	Review current thinking, policy and research. Engage with QI 2.3
	5. Improvement group to engage with all stakeholders in reviewing outdoor learning so that everyone understands what the school is trying to achieve through its curriculum	Improvement Group All stakeholders	Sep/Oct 2018	Arrange class and peer visits within and out with establishment.
	6. Organise high quality professional learning in outdoor learning eg forest schools, loose parts play.	Improvement group	Jan 2019	Liasie with colleagues in other establishments who have developed outdoor learning well.
	7. Review current curriculum pathways and adapt in light of approaches to outdoor learning.	Improvement Group	Jan-March 2019	
	8. Provide whole staff development and dialogue sessions to share practise and review outcome/impact of approach to ensure consistency.		Jan-March 2019	Staff self-evaluation using HGIOS and outdoor learning self evaluation materials.

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • <u>Assessment of children's progress</u> • <u>School improvement</u> • Performance information 	<ul style="list-style-type: none"> • 1.1 Self Evaluation for self-improvement • <u>1.2 Leadership for learning</u> • 1.3 Leadership of change • 1.4 Leadership and management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum • <u>2.3 Learning teaching and assessment</u> • 2.4 Personalised support • <u>2.5 Family learning</u> • 2.6 Transitions • 2.7 Partnership • 3.1 Ensuring wellbeing, equality and inclusion • 3.2 Raising attainment and achievement/Securing children's progress • 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	<u>Transform Learning and Teaching/Implement CfE</u>
		Meeting the Needs of all Learners', GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)

Key Actions (from previous plans)

Continue to develop a consistent approach to assessment, moderation, profiling and reporting in line with National Improvement Framework.	<ul style="list-style-type: none"> • Increase staff knowledge and understating of the National Improvement Framework including the 4 priorities and 6 key drivers. • Familiarise children, parents/carers and school community with National Improvement Framework. • Develop self-evaluation for self-improvement mechanisms and approaches on how well we are improving across the 6 drivers and what we need to do to improve. • Develop appropriate timescales for the implementation of the new National Assessments in Literacy and Numeracy and identify training for staff. • Roll out assessment profiling guidelines and folders. • Develop new tracking and monitoring system across the school.
To continue to Raise attainment and achievement in Numeracy and Mathematics through improved learning, teaching and assessment of numeracy.	<p>Develop whole school approach to the teaching and learning of numeracy including:</p> <ul style="list-style-type: none"> • Curriculum map for Numeracy and Maths • Curriculum framework for Numeracy and Maths • Progression framework for Numeracy & Maths • Production of a progressive programme and policy for planning, learning and teaching and assessing and recording progress. • Provide access to new Heineman Active Maths resources
To work with learners, parents and carers, employers and other partners to develop an effective approach to careers education, creativity and enterprising skills.	<p>Develop whole school approach to enterprise, creativity and employability</p> <ul style="list-style-type: none"> • School engagement with local businesses • Series of world of work events for children and families • Form Crosshouse Toolkit using recommendations in DYW toolkit (SLC) • Implementation of Career Education standards

<p>To improve the design of our curriculum to ensure coherence and progression across the levels with a particular focus on Expressive Arts (music) and Modern Languages.</p>	<ul style="list-style-type: none"> • Whole school development of Music and Spanish curriculum. • Take forward 1+ 2 languages timescales • Continue to develop consistent approaches to planning, learning, teaching and assessment which ensure progression in Music, Spanish and French. • Raised attainment and achievement in music and Modern Languages.
<p>To continue with work in Family Learning.</p>	<ul style="list-style-type: none"> • Increase parental participation and engagement particularly from those experiencing socio economic disadvantage. • Raised attainment in literacy and Health and Wellbeing. • Family Learning embedded within IP proprieties.
<p>Continue to develop a consistent approach to assessment, moderation, profiling and reporting in line with National Improvement Framework.</p>	<ul style="list-style-type: none"> • Roll our new SLC tracking and monitoring format • Increase staff knowledge and understating of the National Improvement Framework including the 4 priorities and 6 key drivers. • Continue to familiarise children, parents/carers and school community with National Improvement Framework. • Develop self-evaluation for self-improvement mechanisms and approaches on how well we are improving across the 6 drivers and what we need to do to improve. • Develop appropriate timescales for the implementation of the new National Assessments in Literacy and Numeracy and identify training for staff.