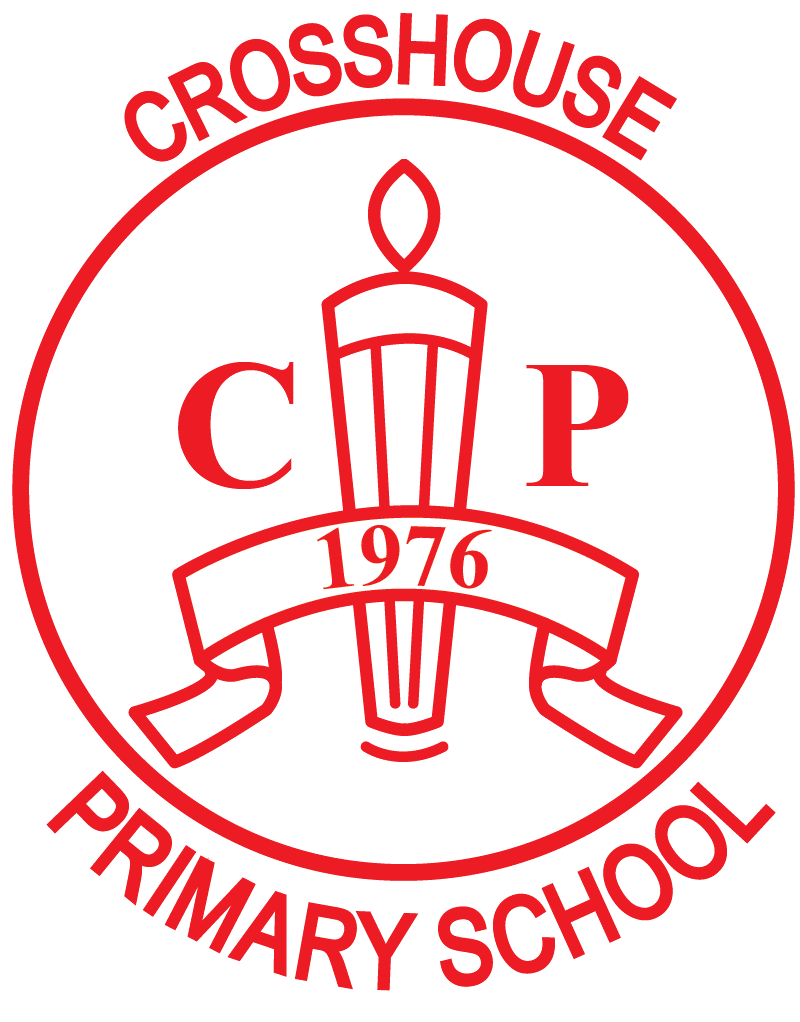


2019/2020

2018/2019



**Education Resources**

**Curriculum and Quality Improvement Service**

**Crosshouse Primary School**

**Improvement Plan**



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**Overview of Establishment 3 Year Cycle of Improvement Plan Priorities Sessions:2018/2019 2019/2020 2020/2021**

| **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. | | |
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| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **SLC Education Resources Themes** |
| * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information | Major focus dates identified as follows:   * 1.1 Self Evaluation for self-improvement 19/20 20/21 * 1.2 Leadership for learning 19/20 20/21 * 1.3 Leadership of change 19/20 20/21 * 1.4 Leadership and management of staff 20/21 * 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 20/21 * 2.4 Personalised support 20/21 18/19 * 2.5 Family learning 19/20 * 2.6 Transitions 20/21 18/19 * 2.7 Partnership 19/20 20/21 * 3.1 Ensuring wellbeing, equality and inclusion 20/21 * 3.2 Raising attainment and achievement/Securing children’s progress 19/20 20/21 * 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 20/21 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) |
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| **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. | * School Improvement * Assessment of Children’s Progress | * Curriculum Planning and Design * Assessment, Achievement, Profiling and reporting. | * Implementing Curriculum for Excellence * Transforming Learning and Teaching * Leadership | * 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 |
| To raise attainment in Numeracy and Mathematics through improved approaches to learning, teaching and assessment. | * School Improvement * Assessment of Children’s Progress | * Curriculum Planning and Design * Assessment, Achievement, Profiling and reporting. | * Implementing Curriculum for Excellence * Transforming Learning and Teaching * Leadership | * 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 |
| To improve provision to meet the mental, emotional, social and physical wellbeing of pupils. | * School Improvement | * Opportunities for Personal Achievement | * Meeting the Needs of all Learners’ | * 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. | * School Improvement | * Curriculum planning and design. 4.19 | * Meeting the Needs of all Learners’ | * 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. | * Teacher Professionalism * Assessment of Children’s Progress | * Assessment, achievement, profiling and reporting. 5.24, 5.25, 5.26 | * Transforming Learning and Teaching * Leadership (Change and Improvement) | * 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. | * Teacher Professionalism * Assessment of Children’s Progress | * Assessment, achievement, profiling and reporting. 5.24, 5.25, 5.26 * Quality Assurance | * Implementing Curriculum for Excellence * Professional Learning * Leadership (Change and Improvement) | * 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. | * School Improvement | * Assessment, Achievement, Profiling and Reporting. 5.24, 5.25, 5.26 * Curriculum * Curriculum Planning and Design | * Implementing Curriculum for Excellence * Leadership (Change and Improvement) | * 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. | * Assessment of Children’s progress. | * Assessment, Achievement, Profiling and Reporting. * Quality Assurance 6.16 | * Implementing Curriculum for Excellence * Leadership (Change and Improvement) | * 2.3 Learning, teaching and Assessment * Self-Evaluation for Self Improvement * 1.2 Leadership of Learning |
| To improve the design of our curriculum to ensure coherence and progression across the levels. | * School Improvement | * Curriculum 1.23 * Curriculum Planning and Design 4.16, 4.17, 4.18, 4.19 | * Implementing Curriculum For Excellence * Meeting the Needs of all Learners’ | * 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. | * Parental Engagement | * Communication with stakeholders | * Meeting the Needs of all Learners’ | * 2.5 Family Learning * 2.7 Partnerships |

**Strategic Improvement Planning for Establishment Overview of Links to Key Policies Session: 2019/2020**

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| **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. | | **Collaboration and consultation**   |  |  |  | | --- | --- | --- | | **Who?** | **When?** | **How?** | | Learner | Monthly | Leadership Groups | | Parents | April/May | Questionnaire | | Staff | In-service | HGIOS 4 | | Parent Council | Monthly Meetings | Focus Group | | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | **SLC Education Resources Themes** |
| * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information | * 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 * 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 | | Transform Learning and  Teaching/Implement CfE |
| Meeting the Needs of all Learners’,  GIRFEC and Statutory Duties |
| Skills for Learning, Life and Work |
| Professional Learning |
| Leadership (Change and Improvement) |

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| **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. | **✓** | * Raised attainment and achievement in literacy. * Literacy gap closed by 2 percentage points across the whole school. * Increased confidence in teaching and learning in literacy. * 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 Crosshouse Literacy Skills Curriculum. * 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. | * Analysis and evaluation of intelligence and data. * Analysis of attainment results. * Professional engagement, collegiate working resulting in moderation of standards ensuring a robust approach.   Self-evaluation for self-improvement methods:   * learning conversations * pupil pulse groups * class visits * Forward plan dialogues * Tracking and monitoring dialogues * Teacher learning and teaching reviews |  |
| **Qi 2.2 Curriculum**  **Strategic Priority 2:** To improve the design of our curriculum to ensure coherence, progression and relevance in science, social subjects, Health & Wellbeing & STEM |  | * 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. * The topics we cover in STEM, science, Health & Wellbeing and social subjects are relevant to the lives and future careers of our learners. | * 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.   Self-evaluation for self-improvement methods:   * learning conversations * pupil pulse groups * class visits * Forward plan dialogues * Tracking and monitoring dialogues * Teacher learning and teaching reviews |  |
| **QI 3.1 Ensuring wellbeing, equality and inclusion**  4. To develop a whole school approach to nurture which supports improvements in wellbeing and relationships and the growth and development of children. | **✓** | * 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 | * Health & Wellbeing Profiles * Qualitative measures for staff * Analysis of intervention evaluations * Analysis of tracking & monitoring data * Attendance & late coming data   Self-evaluation for self-improvement methods:   * 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: 2019/2020**

**Strategic Priority 1:** Raise attainment and achievement in Literacy and English through improved learning, teaching and assessment. (Full implementation of Crosshouse Skills Based Literacy Curriculum)

| **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. | | |
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| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **SLC Education Resources Themes** |
| * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information | * 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 * 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 | Transform Learning and  Teaching/Implement CfE |
| Meeting the Needs of all Learners’,  GIRFEC and Statutory Duties |
| Skills for Learning, Life and Work |
| Professional Learning |
| Leadership (Change and Improvement) |

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| **Expected Outcome/Impact** | **Key Actions (How)** | **Personnel/Resources** | **Timescale** | **Comments** |
| * Raised attainment and achievement in literacy. * Increased confidence in teaching and learning in literacy. * 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 Crosshouse Literacy Skills Curriculum. * 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 2019 | 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 2019 | Staff, children and parent/carers to take part in audit. |
| 3. Analyse, interrogate and evaluate current attainment data on literacy, identifying gaps. | Isabelle Murray (HT)  Improvement Group  School attainment data including tracking and monitoring data. | Sep 2019 |  |
| 4. Improvement group to engage in professional enquiry and research and engage in professional dialogue on the teaching and learning of literacy. | 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 2019 | Arrange class and peer visits within and out with establishment. |
| 6. Roll out Crosshouse Literacy Skills programme across the school, to ensure we have a progressive approach to the teaching of literacy from Nursery – P7 | Improvement Group  New programme  New resources  New planners | Sep 2019 | Roll of Crosshouse Primary Writing curriculum. New programme, planners, progression framework and assessment materials to be produced. |
| 7. Increase confidence in Crosshouse Literacy approaches through CLPL for all staff | Improvement Group  New programme  New resources  New planners | Jan-March 2020 | Peer visits  Class visits to ensure consistent approach, pace & challenge. |
| 8. Develop the P1 – P3 reading resources using benchmarking tool. | Improvement Group | Jan-March 2020 |  |
| 9. Make Crosshouse Nursery a more Literacy rich environment, focusing on immersion in phonics, reading and a variety of print. Whole school approach to skills based literacy & talk for writing to be used in nursery. | Nursery Staff | Oct-Jan 2020 |  |
| 10. 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 indicatiors |
| 11. Engage in moderation activities using achievement of a level materials, progression framework and benchmarks. VSE (internal) to be carried our evaluating Crosshouse Literacy Skills based curriculum.  12. Analyse and interrogate Literacy and English attainment data. | Assessing progress and achievement materials  New progression framework  Attainment data | Ongoing  May-June 2020 |  |

**Operational Improvement Planning (Action Plan) for Establishment: Session: 2019/2020**

**Strategic Priority 2:** To improve the design of our curriculum to ensure coherence, progression and relevance in science, social subjects, Health & Wellbeing & STEM

| **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. | | |
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| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **SLC Education Resources Themes** |
| * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School Improvement * Performance information | * 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 * 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 | Transform Learning and  Teaching/Implement CfE |
| Meeting the Needs of all Learners’,  GIRFEC and Statutory Duties |
| Skills for Learning, Life and Work |
| Professional Learning |
| Leadership (Change and Improvement) |

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| **Expected Outcome/Impact** | **Key Actions (How)** | **Personnel/Resources** | **Timescale** | **Comments** |
| * 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. * The topics we cover in STEM, science, Health & Wellbeing and social subjects are relevant to the lives and future careers of our learners. | 1.Establish improvement working group to take forward strategic priority. | I Murray - HT | August 2019 | Staff identified via self-evaluation mechanisms and PDR process. Support staff, children and parents to be part of group. |
| 2. Review the audit current knowledge and understanding of curriculum rationale and relevance | As above | Aug/Sep 2019 | 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 2019 | Review outcomes from IP priority from last session. |
| 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 2019 | Review current thinking, policy and research. Engage with QI 2.2 |
| 5. Improvement group to enage with all stakeholders in forming our 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. Implement the role of Curriculum Champions, with each staff member working as part of a small team to take forward curriculum relevance review, developing progression pathways & learning & teaching approaches in the following areas:   * Science * STEM * Health & Wellbeing * Social Subjects | Improvement groups | Sept 2019 - April 2020 | Review IDL topics, health & wellbeing topics, science topics, social subjects. Staff to engage in high level professional dialogue in relation to curriculum development. Use materials from Stirling University – Mark Priestley. Curriculum more than content, social practices including pedagogy and assessment) |
| 7. Work with self-improving schools group (3 NLC & 3 SLC) on the development of relevant STEM projects and social subjects. Staff will moderate levels of attainment within & across schools in STEM based subjects. | Self Improving Schools Group | Aug 2019-April 2020 |  |
| 8. To create a progressive transition STEM Curriculum pathway, relevant to the Duncanrig Learning Community context,  covering Second and Third Level CfE. | Learning Community STEM Working Group | Aug 2019-Feb 2020 |  |
| 9. Provide professional learning activities for all staff. | As above | Ongoing | CLPL focus – STEM, practical science |
| 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: 2019/2020**

**Strategic Priority 3:** 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**   * 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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| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **SLC Education Resources Themes** |
| * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information | * 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 * 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 | Transform Learning and  Teaching/Implement CfE |
| Meeting the Needs of all Learners’,  GIRFEC and Statutory Duties |
| Skills for Learning, Life and Work |
| Professional Learning |
| Leadership (Change and Improvement) |

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| **Expected Outcome/Impact** | **Key Actions (How)** | **Personnel/Resources** | **Timescale** | **Comments** |
| * 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 2019 | 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 2019 | 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 2019 |  |
| 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 2019 | 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 2019 | 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 2020 | Development of Crosshouse ‘the nurturing school’ |
| 8. Provide professional learning activities for all staff. | Janice Guy  Improvement Group  Nurture Network | Jan-March 2020 |  |
| 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.  10.Continually evaluate impact using clearly identified measures throughout. | Janice Guy  Improvement Group | Jan-March  2020  ongoing | Self evaluation paper/evaluation  Staff self-evaluation using HGIOS indicators  Self-evaluation materials contained in : Applying nurture as a whole school approach – Education Scotland |
|  |  |  |  |

**Establishment Maintenance Improvement Planning Session: 2019/2020**

| **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** |
| * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information | * 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 * 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 | Transform Learning and  Teaching/Implement CfE |
| Meeting the Needs of all Learners’,  GIRFEC and Statutory Duties |
| Skills for Learning, Life and Work |
| Professional Learning |
| Leadership (Change and Improvement) |

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| **Key Actions (from previous plans)** | |
| Review and refresh the school Vision, Values and Aims | * Review and revise values, following consultation on curriculum rationale. * Aims and values to be more child friendly (children to design values characters) |
| Further expand on whole school self-evaluation approaches to develop ‘stakeholder’ voice | * Use of HGIOURS with learner leadership groups and Pupil Council * Further use of HGIOS4 to self-evaluate (PC and Staff) * Develop stakeholder consultation within the nursery * Form Parent Committee within nursery |
| To work with learners, parents and carers, employers and other partners to develop an effective approach to careers education, creativity and enterprising skills. | Develop whole school approach to enterprise, creativity and employability   * 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 |
| 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. | * 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. |
| To continue with work in Family Learning. | * 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. |
| Continue to expand the range of extra-curricular activities and lunchtime clubs, particularly for P1-3 | * Develop extra curricular provision * Monitor participation rates within target group * Develop celebrating success and tracking achievements for learners attending extra curricular clubs * Continue to build relationships with local clubs and associations |
| Target attendance and late-coming by develop range of before-school activities to support family learning e.g. Walking Bus, Daily Mile, Wakeup Club | * Reduce attendance and late coming gap between target and non target group by at least 2% * Employ Barnardos Family Support worker (see PEF Planning & Reporting) |
| Continue to develop whole school approach to staged intervention and develop a robust tracking system which monitors the impact of interventions. | * 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. |
| Increase P1 attainment in early literacy and numeracy through a play-based learning approach and implementation of ‘loose parts’ and ‘big play’ | * Increase staff knowledge and understanding of play based pedagogy * Infant staff to visit other establishments * Develop play based infant open area * Develop collaborative planning within early level, including nursery. |
| Roll out whole school anti bullying policy and procedures. | * Policy & procedures consultation * Implementation of policy and procedures * Reduction in the number of reported incidents of bullying behavior |
| To continue to extend and deepen staff knowledge and understanding in outdoor learning by supporting staff in accessing high-quality professional learning. | * Continue with bespoke training package developed with Learning for Suitability/Grounds for Learning organisation * 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. |