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Standards and Quality Report

2022-23

***Catrine Primary School***

***and***

***Early Childhood Centre***

Catrine PS – blue

Catrine ECC – red

Both establishments - green

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| **Establishment Context** |
| Catrine PS and ECC are both situated in the semi-rural village of Catrine, usually in separate buildings more than a mile apart but due to an extensive refurbishment ongoing refurbishment, the ECC has been decanted to Catrine PS from August 2021. This was initially to be a six month decant but turned into an 18 month decant, with the ECC finally moving back to their Newton Street site in January 2023. Throughout their time at the PS, the ECC children, parents/carers and staff were an integral part of the PS community and both their stay and decant back were smooth and efficient, due to clear communications and transparency. The ECC held a very successful Open Day/Evening in February 2023 which was very well attended, especially by the Catrine community who had conducted a very passionate, and ultimately successful campaign, to prevent the ECC being moved from Newton Street to another Catrine address. With the ECC being in the PS for the first two terms of session 2022-23, we started our very successful ECC-P1 Transition programme earlier than usual, inviting our pre-schoolers to school assemblies, sports events in the school grounds and regular playtimes in our playground before our timetabled programme of regular small and large group visits started in February 2023. We also had six P7 pupils be a part of the Enhanced Transition programme between P7-S1 at the Robert Burns Academy and they had three extra visits to their new school from March 2023 onwards, as well as the three visits for all P7 pupils. We are very proud of the emphasis we place on Transition, as we know the difference it can make to our pupils as they start at their next place of learning. In session 2022-23 our school roll was 126 and there was a six class structure at Catrine PS – a straight P1 class and five composite classes: P2/3, P3/4, P4/5, P5/6 and P6/7.SIMD data indicates 44% of children in SIMD 1 and 2, 38% in SIMD 3 and 4 with the remaining 18% in SIMD 5-10. 38% of pupils are entitled to Free School Meals. We had 33 pupils on our ASN log and no LAAC pupils. PEF funding was once again used to secure additional Classroom Assistant hours, meaning one CA between two classes resulting in targeted support, more focused timetables and clearer pastoral support. With the PS in two learning bases instead of three due to the ECC decant, we all had to learn to streamline our time, working spaces and use of resources to ensure our pupils continued to be properly supported. As Headteacher, I allocated £8000 of PEF money to the ECC, and will continue to do so for the next three school years. The ECC purchased wonderful large, wooden outdoor play structures to complement the newly refurbished outdoor play spaces. We held in-school Parents Evenings in October and March, with 99% parental attendance at both. We’ve had successful Christmas shows, seasonal assemblies and services, Open Days and Sports Day – all massively supported by our ECC and PS community who are enjoying being back in our learning establishments.

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| **Year 1 – Session 2022/23** |
| QIHGIOS4 | **Catrine PS** | Current rating | **Month** | QI | **Catrine ECC** | Current rating |
| 3.2 | Raising attainment and achievement | 4 | **September** | 3.2 (HGIOELC 3.2) | Leadership of play and learning(securing children’s progress)  | 4 |
| 2.6  | Transitions  | 3 | **October** | 1.5(2.6) | Effective transitions(Transitions) | 4/5 during decant5 now returned |
| 1.1  | Self-evaluation for self-improvement | 4 | **January** | 2.1(1.1) | Quality of the setting for care, play and learning (Self-evaluation for self-improvement) | 5 |
| 3.1 | Improving wellbeing , equality and inclusion | 4 | **March** | 1.2(2.1) | Children are safe and protected(safe guarding and child protection) | 5 |
| 2.7 | Partnerships | 4 | **May** | 1.4(2.5) | Family engagement(family learning) | 5 |

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| **Establishment Vision, Values and Aims** |
| Our Vision ~ In Catrine PS and ECC, our shared vision is to provide a nurturing, safe, happy and healthy environment for high quality learning, where every child is supported and guided in the development of their life skills, knowledge and self-esteem.We aim for excellence in everything we do, and we value and respect the view of others.*In full consultation with ECC and PS children, parents/carers, staff and wider communities we have changed our School Values to become Catrine Values. We will be focusing intently on these in Session 2023/24 and will update our posters accordingly.* Our Values ~ CATRINE C – Community A – Achieving T – Teamwork R – Respected,  I – Included N – Nurture E - Excellence***Catrine PS & ECC Vision, Values and Aims poster***[***https://blogs.glowscotland.org.uk/ea/public/catrinepsmain2019/uploads/sites/15150/2020/04/07105154/vision-values-aims.pdf***](https://blogs.glowscotland.org.uk/ea/public/catrinepsmain2019/uploads/sites/15150/2020/04/07105154/vision-values-aims.pdf)***Catrine PS & ECC Curriculum Rationale poster***[***https://blogs.glowscotland.org.uk/ea/public/catrinepsmain2019/uploads/sites/15150/2020/04/07111542/curriculum-rationale-.pdf***](https://blogs.glowscotland.org.uk/ea/public/catrinepsmain2019/uploads/sites/15150/2020/04/07111542/curriculum-rationale-.pdf) |

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| **Improvement Priority** ***Numeracy*** |  | **Rationale for improvement priority based on evidence** ***The ‘Raising Attainment in Numeracy’ programme contains very clear methodology and strategies for teachers and pupils, which supports consistency in learning and teaching and strives to improve attainment. Regular assessments are built in to ensure attainment can be tracked effectively against the structure progression across and within stages.***  |
| **NIF Priorities*****Improvement in attainment, particularly in literacy and numeracy*** | **NIF Driver** ***School improvement*** | **HGIOS/ HGIOSELCC QIs for self-evaluation** **PS: 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 2.7, 3.1 and 3.2****ECC: 1.2, 1.5, 2.2, 2.3, 2.4, 2.5, 2.7, 3.2 and 3.3** |
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| **Progress and Impact** | **PS Progress and Impact**All pupils continue to be enrolled in National Numeracy Home Learning Initiative and we have seen a steady uptake in participation throughout the year. We have held various Numeracy learning sessions, where pupils have demonstrated various numeracy strategies before parents/carers were encouraged to visit each classroom to view the progress in Numeracy learning. Fortnightly timetables ensured a consistent approach to Numeracy homework and was created in consultation with parents/carersNumberTalks continues to be consistently taught at all stages with pupils confidently demonstrating and discussing the strategies at all stages. As a staff we have created an assessment grid for NumberTalks to help with transition, planning, tracking and monitoring. We will continue to review this assessment overview to ensure that it meets all of our criteria. Our whole school focus on mathematical language and problem solving has resulted in most pupils being able to confidently discuss which strategy they’re using and why, and being able to apply these strategies outwith the typical settings. Our purchase of laptops and laptop charging stations for our middle and upper school has resulted in more pupils becoming increasingly computer literate and accessing more Numeracy games and activities on line, to help with revision and consolidation during class time. All teaching staff attended two collegiate training sessions with Robert McCallum, discussing strategies, resources, assessments and how to improve parental engagement. A steady improvement in Numeracy results across the school with nearly all pupils achieving their individual Numeracy targets. Focused and timetabled Classroom Assistant support has resulted in steady progress for our pupils who were not on track for the national targetsFocused and timetabled team teaching sessions and DHT small group sessions for our pupils who were within reach of national targets with support, has resulted in several pupils making excellent progress in Numeracy, evidenced in our T&M data.**ECC Progress**Numeracy targets are now uploaded straight onto each child’s Learning Journal by their keyworker which allows parents to see ongoing progress. Children’s learning is being tracked more efficiently and more oftenObservations entered by each ELCP are now able to be linked immediately to a child’s target, which allows all Keyworkers to see every child’s targets and challenge/support accordingly. There is now more evidence for targets from a variety of ELCPsStaff are more aware of *Realising the Ambition* statements. SELCP displays contain captions from the guidance and, moving forward, this will be standard practice for all ELCP displaysNumeracy has been developed within the outdoor areas with a large amount of new resources purchased. Staff have also spent a considerable amount of time developing the outdoor environment ensuring that numeracy can be experienced throughout our garden and greenspace area. Scales have been positioned beside sandpits, capacity language is offered at water and sand activities, number is available and displayed throughout e.g. shop front with till, number hunts in sand and stepping stones. Problem solving opportunities have also been developed through effective questioning, construction opportunities, risky play and ICT games.Children’s ELMNAT scores have shown progression throughout the year as a result of high quality experiences, stimulating and age/stage appropriate resources and improved staff confidence in how to embed numeracy throughout all areas of the ECC, both indoors and out. **ECC - Impact**Children’s progression is easier to read and analyse.All children’s numeracy scores throughout the centre have shown improvements. Parents are now able to see all targets online and evidence is all stored in the one place. Children are increasingly using mathematical language through play.Staff show increased confidence and understanding in active numeracy, play pedagogy and can recognise now that numeracy should be through all areas, and not a separate ‘maths table or area’ |
| **Next Steps** | **PS – Next steps**To continue whole school participation in National Numeracy Home Learning programme, providing jotters and numeracy resources for home learning and regular Numeracy events at school to encourage parents/carers to ask for support DHT to continue to attend Numeracy Lead meetings and disseminate new learning/updates to all staff All teaching staff to be involved in completing various Numeracy assessment grids and discussing any required changes/updates to ensure consistency across all stagesAll teaching staff to be involved in audit of current Numeracy resources and purchasing of new resources to supplement current learning and teaching programmes Mrs Campbell to be released for four days to focus on the creation of a two year rolling programme for outer maths (Time, Measure, Money) to help with ensuring that these topics are taught consistently and well from a long term perspective**ECC – Next steps**Continue to purchase numeracy rich resources that are active and exciting for the children to exploreOrganise a MNU Parent WorkshopFurther training for our Numeracy Champion to ensure up-to-date pedagogy is being shared and practicedNumeracy audits of each room/space ensuring that the best practice and experiences are continuously being updated To extend our Home Link programme with a Numeracy focus |

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| **Improvement Priority** ***Literacy***  |  | **Rationale for improvement priority based on evidence** ***The ‘Raising Attainment in Literacy’ programme contains very clear methodology and strategies for teachers and pupils, which supports consistency in learning and teaching and strives to improve attainment. Regular assessments can be built in to ensure attainment can be tracked effectively against the structured programme across and within stages.***  |
| **NIF Priorities*****Improvement in attainment, particularly in literacy and numeracy*** | **NIF Driver** ***School improvement*** | **HGIOS/ HGIOSELCC QI’s for self-evaluation** **PS: 1.1, 1.2, 1.4, 1.5, 2.2, 2.3, 2.4, 2.7, 3.1 and 3.2****ECC: 1.2, 1.5, 2.2, 2.3, 2.4, 2.5, 2.7, 3.2 and 3.3** |
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| **Progress and Impact** | **PS Progress and Impact**Continued successful embedding of Talking and Listening assessment grid with nearly all pupils on track nationally, and an increased confidence and understanding amongst pupils and parents/carers about what their Class Presentation should include. Most pupils reported receiving more help at home in preparation due to increasingly clear and consistent guidelines and criteria. Termly Writing Moderation sessions have resulted in staff feeling an improved sense of professional judgement when tracking and monitoring. Consistent use of EAC SAC Writing overviews and criteria, tweaked to become Catrine PS specific, have led to a clearer understanding of the Writing process.The whole adoption of a termly Writing genre overview has led to increased pupil and staff confidence in the Writing process, resulting in very high quality pieces of writing being produced. There is a clearer understanding that writing sessions can take place over several weeks and that the inclusion of specific grammatical criteria has resulted in work of a much better quality being produced.The purchasing of laptops has resulted in several ASN pupils accessing Clicker 8 more confidently and more frequently for their Literacy work, resulting in improved work being produced and a great increase in self-confidence and belief, leading to improved assessment results. **ECC Progress**Literacy targets are now uploaded straight onto the Learning Journals and all staff are able to see every child’s targets therefore able to challenge and support accordinglyLiteracy is evident throughout every room in the ECC and outdoors. Mark making is promoted through age and stage appropriate experiences and differentiation is apparent for children who prefer different learning stylesOur literacy Homelink (library) had a good response with 100% of families engaging over the block at some point. 63% fully engaged for the entire blockOur journey towards achieving our EACFE accreditation was well under way at the beginning of the year when we were asked by EAC EY to be part of a CYPIC video for Education Scotland. Children and staff in the ECC were videoed showing excellent practice in communication skills and quality interactions. SLT were also interviewed for the video. Unfortunately due to our mid-year decant back to our original building after extensive refurbishments, this push for accreditation status began to fall a little in some aspects of our plan. Transition became our main focus - which obviously still is a huge aspect of EACFE. We aim now to get our plan back up and running again in the new academic year now we are in and settled. 4 x Bookbug sessions were well attended with 92% joining us in September and 83% in December. Feedback from these groups were very positive with parents saying they would attend more Stay and Play Sessions/workshops Both indoors and out, Literacy experiences are always given lots of thought to ensure that it is consistently becoming more embedded throughout all areas, such as writing opportunities available, books relating to experiences beside resources, digital literacy resources to explore/investigate with. The application for our Digital Schools Award has been submitted after a dedicated commitment from staff. Our STEM Champion has uploaded a mass of evidence and has supported staff throughout the year to become more confident in the use of resources, in particular the Chromebooks. We are now using the Safer Schools Scotland APP**ECC - Impact**Children’s progression is easier to read and analyseAll children’s literacy scores throughout the centre have shown improvementsParents are now able to see all targets onlineEvidence is all stored in the one placeStaff show more confidence in the use of Digital Literacy resources and can actively be seen using these with the children on a daily basis to support and extend learningThe majority of the children are confident learners and can discuss what they have been learning about to each other, staff and visitors to the centre |
| **Next Steps** | **PS – Next Steps**Whole school audit of current reading resources, planning programmes and assessments to inform purchase of new resources and introduction of new assessments to ensure consistency and long term tracking dataTo continue to work towards Reading School Award status by opening our new school library, encouraging home-school reading initiatives, incorporating ERIC (Everyone Reading In Class) time regularly throughout the whole school and promoting a staff reading groupTo continue to embed whole school Writing focus, changing termly Writing genre focus to ensure equal coverage of all genres Continuing to incorporate Clicker 8 into the daily Literacy programme for more ASN pupils **ECC – Next steps**To focus on driving forward our accreditation status again now we are back in our own buildingTo share and promote our Digital Schools AwardTo carry out regular Literacy Workshops To extend our Home link programmesTo ensure consistency in Communication Sessions |

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| **Improvement Priority** ***Health and Wellbeing*** |  | **Rationale for improvement priority based on evidence** ***‘The HWB Renewal Framework has been produced in response to the COVID 19 Pandemic in 2020. It is recognised that teachers/practitioners will have to prioritise the aspects of HWB that require the most targeted support’ to ensure that all pupils/children feel safe, supported, nurtured and confident in their learning setting after having been away for so long.******EAC HWB Renewal Framework, August 2020*** |
| **NIF Priorities*****Improvement in children and young people’s health and wellbeing*** | ***NIF Driver*** ***School improvement*** | **HGIOS/ HGIOSELCC QI’s for self-evaluation** **PS: 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1 and 3.2****ECC: 1.2, 1.5, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2 and 3.3** |
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| **Progress and Impact** | **PS Progress and Impact**Whole school implementation of GMWP, with all staff receiving training from Catrina O’Neill. Point A data captured in November, with staff analysing their class’s answers to the 20 questions and making the issues their Term 3 HWB focus. Point B data captured in May/June and comparisons made to ensure all issues addressed and resolved. Due to many factors, the Term 3 focus was not as robust as anticipated so we will implement the same practice again in session 2023/24.All teaching staff attended training with Catrina O’Neill about EAC HWB Progression Planners and the two year rolling programme. All teaching staff are now using the EAC HWB planners, ensuring all HWN Benchmarks are being targeted over a two year period. Consistent approach to RSHP learning and teaching, with all parents/carers being provided with a detailed letter and leaflet before any teaching begins to allow for any questions/issues to be raised and addressedContinued whole school focus on outdoor learning, with four outdoor learning days taking place across the session. Pupils worked in their house groups and worked towards the John Muir Family Award. Use of PEF money to purchase large outdoor play equipment, including sand pits, wooden block sets, plastic building crates and football bibs, to ensure successful playground transition once ECC returned to their establishment and PS pupils had full access once again to all playground areas. **ECC Progress and Impact**In January 2023 we moved back into our original building after an extensive refurbishment. We have spent a lot of time working together as a team to create safe, cosy and stimulating environments and spaces for the children. Throughout the process staff made considerations using Realising the Ambition and The Nurture Principles. This has made a positive impact on the children’s learning, development and behaviour with noticeable engagement levels rising, less support required with sharing and children in each other’s personal space less. Throughout both decants, we believe that through open and frequent communication with parents and children our transition was smooth and positive feedback was always received through parent questionnaires. Staff, parents and most importantly children were happy and settled very quickly both times.Our detailed transition programme from Catrine ECC to P1 was recognised by East Ayrshire Council colleagues and we were asked to help create a Practice Note that will soon be shared with the authority on Positive Transition. Staff have worked well together and worked after hours to showcase our new ECC at an Open Night for the community to visit. With a full staff team in attendance, on a voluntary basis, this showed increased motivation and positive wellbeing within the workplace. 150 members of the community and neighbouring villages attended on 01/02/23. Staff are aware of the Wellbeing Hub and have been referred to wellbeing services by SLT. Our Expressive Arts Champion has developed a stimulating Curiosity Corner with a bank of resources to replace any breakages. She is passionate and committed to developing this further throughout the ECC. Our Curiosity Corner has sparked interest in unusual or old items, with iPads then being used to develop and support early research skills. QR codes have been added to the area to show the uses of the different resources, such as our old record player and typewriter. Our outdoor area during our decant was well utilised. Our grassy playground area ended up with numerous areas set up within it, such as mud kitchens, water and sand play, tree swings, tarpaulin shelters and risky play opportunities. Within this area less accidents occurred, fewer incidents and higher levels of engagement was recorded than in the main playground area that we initially used before our area development. Upon our return back to Newton Street PEF money was used to purchase new outdoor resources. These ranged from risky play equipment to music stands, water runs to large shop fronts. The vast amount of space and stimulating resources outside has shown increasing levels of investigation, explorations, curiosity and engagement. Several opportunities for parent visits and sessions were offered, all of which were very well attended PEEP sessions – 2 blocks of 4 sessions each (16 families took part)Stay and Play sessions – 92% attendedParent/child massage sessions – 19% attendedChristmas Bookbug and Stay and Play – 83% attendedParent/carer visit to new ECC setting (child led) – 100% attendedPLP meetings – 59/61 attendedParent appointments – 50/61 attendedParent/child Zumba sessions – 17 parents/carers attendedEmotions are well supported within the rooms with a new Respectful Relationships Box designed by ECC staff together as a team in an effort to support behaviour, communication and the regulation of emotions. Children are beginning to use more language relating to risk, safety and consequence. This comes from staff explaining these factors, discussing the topics above and not just saying “No, don’t do that”, but explaining their reasons for talking to the child about their actions and behaviours. We have recently been rewarded £1000 for coming 2nd place in the Tesco Community Grant scheme. We aim to use this money in the new academic year to develop our Greenspace area further. |
| **Next Steps** | **PS Next steps**Continued whole school administration of GMWP in Term 2 and Term 4, with data analysed in Term 3 to become class focusWhole staff, including non-teaching, involvement in NME training sessions led by Educational Psychologist to assist with consistent behaviour and dysregulated behaviour management, in line with our application for Rights Respecting School Silver Status and our audit of our Respectful Relationships policyContinued whole school implementation of EAC HWB Progression Planners**ECC next steps**More parental opportunities offeredMore opportunities planned to link with the communityMore Wellbeing opportunities for staff to take part inNurture Groups to be a priority to focus on and support the regulation of emotions |

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| **Improvement Priority** **Social Studies – Developing Young Workforce** |  | **Rationale for improvement priority based on evidence** Through a DYW focus across all three levels, children and pupils will develop an understanding of concepts that encourage enterprising attitudes and influence business, and establish firm foundations for lifelong learning and for further specialised study and careers  |
| **NIF Priorities*****Improvement in employability skills and sustained, positive school leaver destinations*** | **NIF Driver** ***Parental engagement*** | **HGIOS/ HGIOSELCC QI’s for self-evaluation** **PS: 1.2, 1.3, 1.5, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2 and 3.3****ECC: 1.2, 1.3, 1.5, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2 and 3.3** |
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| **Progress and Impact** | **PS Progress and Impact**The purchase of 20 laptops and two laptop charging stations, the implementation of EAC Chromebook and the upgrading of all class-based promethean boards has resulted in all pupils accessing quality digital learning resources to assist with learning and teaching resulting in improved IT skillsWith the ECC moving back to their own premises, we were able to set up our ICT Class again from January 2023 meaning our younger pupils could receive class IT lessons. All pupils are able to log in and out, access various work processing tools, create simple Powerpoint presentations (younger pupils with support), print off their work and save any work properly. Keyboard skills are also improved due to frequent practice on both laptops and desktops. Our professional relationship with Mr George Burns, retired engineer, started back up again with Mr Burns presenting workshops to middle and senior pupils about STEM initiatives. Former Catrine PS pupil, now final year Caledonian University student, Logan, worked with our P6 and P7 pupils to capture social media data for his final research project. He prompted lots of discussion about being safe online, and taught our pupils how to create safe and unhackable passwords. He also introduced relevant online safety tips for our older pupils as they move into secondary education. **ECC Progress and Impact**We have submitted an application to become a Digital School (ECC) after months of gathering evidence, uploading documents/photos and compiling progress of our journey. This has encouraged staff to drive forward the use of Digital Literacy resources, make better use of technology and has taught staff to encourage children to be more independent and careful with these expensive items that help them to learn and research in so many ways. Some staff are now encouraging children to upload their own photos to Learning Journals and most staff are confident in the use and benefit of QR codes within rooms. We have begun to build up links again with the community this year such as transition programmes and visits with schools, Police visits, local Dance Teachers, local Zumba instructors, Tesco and family workshops. This allows children to find out more about the world they live in, learn about different jobs/roles and become more confident in visitors coming into the centre as well as building up partnerships again with others. Real tools have been given a focus since returning to the centre with our new workbench. Children have been learning about safety, risk, risk assessment and equipment. This has helped to build staff confidence in the use of real tools, prevent injury and allow for rich discussion and learning that can be taken forward. Now staff feel more comfortable in the risk assessment and use of the tools with children it would be nice to make something with the children.Expressive Arts is visible in all areas of the ECC including dance, drama, art/craft and music. Creativity is being developed, children are role playing more, different voices can be heard when in character and our ‘Britain’s Got Talent’ stage was a huge hit in developing confidence and self-esteem. Home link engagement stats for Expressive Arts block 4/36 uploaded dance/singing videos9/36 made musical instruments8/36 painted parent/child portraits 10/36 made Christmas cards to send to the elderly8 families participated in our home link STEM engagement activities |
| **Next Steps** | **PS Next Steps**To work towards gaining our CRIS Award for internet safety through our Committee GroupsTo work towards gaining our Inclusion Silver Status through our Committee GroupsTo continue to promote digital literacy and competency through regular and focused use of laptops, desktops and Chromebooks**ECC Next Steps**To get more employers from jobs/emergency services booked in for visits To build a partnership with the Catrine ‘Over 50s Gang’To grow our own fruit and vegetables in our gardensTo explore our local shops and community more To learn more about where foods come fromTo have the opportunity to experience more opportunities such as cooking /baking to develop life skillsTo work alongside Catrine Community Action Plan group to help keep Catrine clean |

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| **Pupil Equity Fund: Aims and Impact** |
| Catrine ECC: Provisions for Poppet & Sandy, our ECC guinea pigs | Poppet and Sandy have been with us now for a year. They are two beautiful male guinea pigs who are part of the ECC family and are well looked after by the centre. Children within the ECC are now more knowledgeable on what a small pet animal needs to survive, needs to feel nurtured and needs to be kept safe. Some children requiring time to settle in the mornings can find Poppet and Sandy a comfort and pose as a good distraction. With Animal Magic (Care Inspectorate) document working as our foundation, we are able to see benefits and impact with having pets, especially with emotional wellbeing and care.With the PEF money we have been able to pay for their sawdust, hay, food and litter to help with cleaning. PEF money would also have been available had they required any vet treatment. (We hope next year to create a safe outdoor environment for them to explore more often) |
| Catrine ECC: risky play in our Greenspace area  | Our children LOVE being outdoors now. The large equipment for climbing and balancing has been a huge success and has given them the chance to develop their gross motor skills, allow them to burn off excess energy and to climb in a safe manner. Staff have spent time developing Child Risk Assessments and encouraging children to check the grounds and resources before play. Children are now more aware of dangers and what to do in situations where they see a potential risk. Our Outdoor Champion has been working alongside staff in an effort to change the way in which children are protected from harm. Moving away from comments such as “No, get down” to examples such as, “Do you feel safe away up there?” or “Is that the safest part you think you could stand on?” Getting the children to stop, think and react due to their own decision and actions has encouraged them to assess the situation again and to determine a better way to go. We hope next year to continue to develop our more nature Greenspace area by beginning Gardening, and have already purchased a mobile greenhouse. |
| ECC: Outdoor play – curricular  | Our free flow outdoor area was beautifully landscaped upon our return to Newton Street in January, though the only feature within it for the children to do or play with was a sand pit. We quickly realised that we would have to purchase large pieces of equipment for this area which could be left outside in order to make this large area manageable for staff, and with a range of curricular areas to support all interests and learning. We ensured that every area of the curriculum could be covered with the open ended resources that were bought. We made considerations to creating sheltered areas, safe spaces, cosy areas and each area of the indoor ECC also can now also be explored in the outdoors - art/craft, sand, water, literacy, numeracy, science, technology, dough, role play, music and dance.Instantly the impact and improvements could be seen. Children were engaged, outdoor area was busier, less accident/incident forms were being recorded, floorbooks were showing evidence of stimulating experiences, quality opportunities and positive interactions. Next year we will continue to build on our knowledge of ideas in the outdoor area and offer new, challenging and exciting opportunities to explore. |
| PS: finance 1 x full time Classroom Assistant (27.5 hours term time) and finance 1 x part time Classroom Assistant (14 hours term time) | To support whole classes, groups and individual pupils on a daily basis in a wide variety of activities, both educational and social, to encourage independence and resilienceTo support individual pupils with specific activities related to Literacy and Numeracy development and track progress, as directed by DHT and ASN CoordinatorThis has resulted in improved engagement of targeted pupils with resources offered, resulting in improved Literacy and Numeracy scoresThe increased Nurture provision assisted pupils with SEB needs, resulting in increased engagement in learning and whole school activities  |
| PS: purchase 20 x laptops and 2 x laptop charging stations | This increase in digital technology has resulted in more pupils accessing Clicker 8 for their daily Literacy learning, which has improved both their self-confidence and their assessment results. These pupils are writing more than ever, and producing quality written work as part of our whole school Writing focus. |
| PS: purchase of various subscriptions to aid pupil learning  | Clicker 8: installed on 10 x laptops and used throughout our middle and upper school classesReadingWise: used by individual pupils with CA support to support spelling and grammar learning and understanding in line with ASN targets |
| PS: purchase of large gym equipment and outdoor play equipment | With playground bubbles being removed and PE lessons able to resume, we focused on purchasing equipment that would encourage teamwork, cooperation, creativity and resilience. Our pupils use our outdoor play equipment daily, whatever the weather, and these simple green crates have been transformed into a million different creations.Our new gymhall equipment has allowed pupils to create obstacle courses in the gym hall, allowing them to focus on working together, solving problems, making patterns and progressing their gymnastic skills and abilities. |

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| **Establishment Self Evaluation: How Good is Our Early Learning and Childcare? Quality Indicators** |
| Quality Indicator 1.3 Leadership of Change | **5** |
| Quality Indicator 2.3 Learning, Teaching and Assessment | ***5*** |
| Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion | ***5*** |
| Quality Indicator 3.2 Securing Children’s Progress | ***5*** |

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| **Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators** |
| Quality Indicator 1.3 Leadership of Change | **5** |
| Quality Indicator 2.3 Learning, Teaching and Assessment | ***4*** |
| Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion | ***5*** |
| Quality Indicator 3.2 Raising Attainment and Achievement | ***4*** |

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| **Establishment Capacity for Improvement** |
| With the ECC returning to its own establishment in January 2023, we are delighted with how we have utilised every inch of space in our refurbished ECC. We have created airy, spacious, interesting and engaging learning environments in our four playrooms and will continue to focus on adapting and improving our extensive outdoor areas. Free flow access to outdoors is now in place from two playrooms and staff have fully embraced this major change to our daily working and supervision routine. We will continue to keep our parents/carers and wider community involved in our learning by focusing on our regular family learning sessions and becoming more involved in the village activities and events. We are particularly interested in increasing our intergenerational links through our programme of events with Catrine’s ‘Over 50 Gang’, a regular club which meets every Tuesday. We will ensure our EAC recognised ECC-P1 Transition programme continues to deliver, working alongside PS colleagues to ensure clarity and that any issues or concerns are addressed quickly.  |