Catrine Primary School and

Early Childhood Centre

Establishment Improvement Plan

2023/24

Catrine PS – blue

Catrine ECC – red

Both establishments - green

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| School/Centre  Improvement Plan | Catrine Primary School and Early Childhood Centre |
| Head Teacher | Judith Govans |
| Senior Education Manager | Robert McCallum |
| Date Submitted | July 2023 |
| Session | 2023/24 |

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| School’s/Centre’s Vision and Values | 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.  Our Values ~ CATRINE (new Values created in Term 4 2023)  C – Community, A –Achieving, T – Teamwork, R – Respected, I – Included,  N – Nurtured and E - Excellence |

In line with the Standards in Scotland’s Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

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| **Consultation on improvement plan includes the following stakeholders:** | **Completed** |  | **Content of plan** | **Completed** |
| Children and Young People | GLOW surveys  Monthly Home Circle focus questions |  | Takes account of strategic priorities outlined in the education authority’s Annual Plan. | Yes |
| Parent Council and Forum | Termly Zoom or in person PC Meetings  Termly GLOW surveys  Values consultation via GLOW survey |  | Takes account of the strategy for parental involvement under section 2 (4A) | Yes |
| Teachers, practitioners and ALL school/centre staff | Staff meetings, in-service day focus and collegiate discussions  GLOW updates |  | An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people. | Yes |
| Volunteers/ Community partners | GLOW surveys throughout session |  | Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff | Yes |
| Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre. | WTA – consulted and agreed with staff |  | Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for improvement and in the improvement activities specified | Yes |
|  |  |  | HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs | Yes |
|  |  |  | There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage. | Yes |

Head Teacher signature: ***Judith Govans***

**Pupil and parental strategic involvement**

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| *For session 2023/24, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre* | *For session 2023/24, please describe below how parents will be involved in decisions relating to the operation of the school/centre* |
| Monthly Home Circle sessions involving all pupils – two big questions per month. 1 x UNCRC Article focus question and 1 x whole school community question. Each Home Circle is led by a P7 facilitator who collates and feeds back responses  Pupil Leadership roles across the whole school – JRSO, House Captains, John Muir Family Award, Media Team, P1 Transition Buddies, Vibrant Communities Leadership Training and Playground Buddies  Committee Groups created in consultation with pupil interest and will work towards agreed goals over multiple sessions.  BIG questions asked at both in-school Parents Evenings for both parents and pupils to answer anonymously – ‘What makes a quality teacher?’ and ‘What makes a quality pupil?’. Answers collated and shared with parent forum on GLOW and discussed with pupils at weekly assembly.  All children were involved in the setting up of each playroom upon the ECC return to the Newton Street establishment in January 2023 after an 18 month decant to Catrine PS. Pupils named the various learning areas/environments and where involved in voting for the new Playroom names. Children will continue to be consulted about the layout and focus of the playrooms as it produced quality discussions and child-led learning opportunities.  Both establishments will again hold three ‘Stay and Play/Stay and Learn’ Open Mornings throughout the session, with a focus on Literacy, Numeracy, HWB and Digital Learning, as well as a Welcome Morning in Term 1/Term 3 to allow parents/carers to view the new learning environments. Pupils and children will encourage parents/carers to participate in their learning activities, and senior pupils will lead parents workshops at the PS to highlight Active Literacy and Active Numeracy strategies | Termly Parent Council meetings with minutes available for wider parent forum on GLOW. PC consulted re PEF planned spend and fundraising ideas  Collation of BIG question answers shared on GLOW and school app, along with ‘you said, we did’ evidence answering any queries or comments  National Numeracy Initiative parental involvement questionnaire on GLOW, with collated answers displayed as part of a whole school display in school for Parents Night  Committee Groups will continue with parental involvement at all stages to tie in with whole school application for John Muir Family Award  Parents/carers complete ‘My World GIRFEC’ assessment about their child during enrolment meeting  Termly questionnaires on GLOW about ECC priorities  Key workers will continue to meet with parents/carers regularly to discuss progress and set next targets for Literacy, Numeracy and HWB together  Due to new CATRINE Values being decided in Term 4 of 22/23, all parents/carers will be invited to highlight what each Value means to them and their family, with answers being collated and displayed in both establishments to ensure a common understanding |

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| **Improvement Priority**  *Literacy* | **Closing the attainment gap . . .**  Continued improved attainment in Literacy scores, evidenced by Learning Journal tracking data  Continued improved attainment in Literacy at all stages, aiming for 85% or pupils achieving appropriate levels of Literacy in P1, P4 and P7  Continue to embed Listening and Talking assessment format across all stages, capturing continuous improvement data  Continue to embed new Writing formats and assessments at all stages, updating termly genre focus  Review and update whole school Reading focus to improve Reading attainment data at all levels, evidenced by appropriate assessments  Continued embedding of EAC Literacy Progression Pathways and Active Literacy pedagogy to enhance and support pupils across all Literacy areas | **Rationale for improvement priority based on evidence**  Whole school focus on Writing in session 22/23 has resulted in solid improvements at all stages, with nearly all pupils achieving their individual writing targets and the quality of writing produced having greatly improved, highlighted during termly Writing moderation sessions.  Whole school focus on Reading in session 23/24 aims to achieve more detailed assessment data to inform future priorities and targeted support |
| **NIF Priorities**  Improvement in attainment, particularly in literacy and numeracy | **NIF Driver**  School improvement | **HGIOS/HGIOSELCC QIs for self-evaluation**  ECC: 1.2, 1.5, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1 and 3.2  PS: 1.2, 1.5, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1 and 3.2 |

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| **What actions are required to reach the desired outcome?** | **Who** | **When** |
| Literacy and numeracy are firmly embedded at Catrine ECC, and we will continue to promote and support these skills through active play, quality interactions and skilful staff support.  COMMUNICATION FRIENDLY ENVIRONMENT ACCREDITATION  To continue to ensure as a staff team we are embedding best practice throughout our setting in relation to improving children’s speech, language and communication skills  Continued staff training alongside our EAC SALT team and our Communication Champion  Arrange a date for our Communication Friendly Environment assessment day  Targeted group work to continue weekly with Communication Champion  Label resources  Signage and displays throughout centre  Timetable weekly communication sessions  EARLY WRITING SKILLS  To develop and support children’s early mark making by promoting a large range of fine motor experiences  Finger gym  Threading  Scissor skills  Hand strengthening activities  Real tools – nuts/bolts  Elastic boards  Tweezer work/pegs  Consistently providing a range of sensory materials  Staff training and researching of new ideas and benefits  To continue with the embedding of Writing assessments throughout the school, centred around termly genre focus and incorporating SAC Literacy Writing resources and assessments  To continue with termly Writing Moderation sessions to promote professional dialogue and a clearer, collegiate understanding of the achievement of a level and to further improve professional judgement  To audit the teaching of Reading across the school, focusing on current resources and researching/purchasing new resources to ensure all readers at all levels are catered for  To audit our current Reading assessment profile and work collegiately to ensure all appropriate reading progress data is being collected and used to track progress and set new individual learning targets  To continue to regularly invite parents/carers into classrooms to be involved in Literacy activities to encourage parental involvement and promote understanding of Active Literacy strategies  To continue to develop our new school library and create a timetable for use by all classes to encourage reading for pleasure, both in school and at home  To introduce regular ERIC times (Everyone Reading In Class) across the school to promote personal reading  To research book banding as a means to inform both staff and pupils about appropriate personal reading choices for our less able pupils  To apply for Reading Schools Status which will involve regularly updating our Parent Forum about our Reading journey by posting GLOW updates on ‘Book of the Month’, favourite staff books and creating Book Bags for home/school reading activities to promote parental engagement | Julie N leading (Communication Champ) with SLT support  All staff to continue with strategies  SLT to source further training/readings  All staff to implement and monitor progress  All teaching staff  All teaching staff  All teaching staff, CAs, SLT  All teaching staff, SLT  All teaching staff, CAs, SLT  Mrs Cook, Mrs Robertson, CAs  All teaching staff, CAs  Mrs Cook, SLT  Mrs Cook, Mrs Robertson, SLT | Achieved by March 2024  In place from October 2023  Ongoing from Aug 2023 – June 2024  Completed by June 2024  From August 2023  From August 2023  From September 2023  From September 2023  Term 1 2023/24  Term 3 2023/24  August to October 2023  From September 2023  From September 2023  April 2024 |
| **Evidence of Impact against outcomes for learners**  Catrine ECC to gain their EACFE Award  Children’s language and communication skills will develop and improve including speech sounds, confidence, comprehension and vocabulary  Children’s attainment levels will see a noticeable progress in both literacy and numeracy through ELLAT, ELMNAT, art work, mark making and fine motor skills  Children will have improved confidence when discussing with others what they have been learning about  Staff should see transferable skills being used in other areas of the centre from experiences previously explored  Continued increased staff confidence and understanding when using Writing assessment data for planning, tracking and target setting  Improved attainment data at all stages, with tracking and monitoring evidence to highlight successful interventions and targeted support for both Reading and Writing  Increased consistency towards Reading at all stages and more effective use of resources to support individual learners  Improved pupil and parent understanding of both Reading and Writing strategies through regular GLOW and app updates, school events and individual support meetings  Successful integration of new reading books across all stages  Catrine PS to successfully apply for the Reading Schools Status  Successful and regular whole school use of the school library, with parental support at certain times to facilitate pupils borrowing books to take home | | |  | Achieved by March 24  October 23  Ongoing from Aug 23 – June 24  Completed by June 24 |

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

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| **Improvement Priority**  *Numeracy* | Continued improved attainment in Numeracy scores, evidenced by Learning Journal tracking data  Continued improved attainment in Numeracy at all stages, aiming for 85% of all pupils achieving appropriate levels in Numeracy in P1, P4 and P7  Continued increased parental involvement at all PS levels due to continued embedding of National Numeracy Home Learning initiative  Continue to increase parental engagement and understanding of Active Numeracy pedagogy through GLOW blogs and SWAY videos of pupils demonstrating strategies  Continue to promote Numeracy through outdoor learning activities  Further embed EAC Numeracy Progression Pathways and Active Numeracy pedagogy, including Number Talks at PS, to enhance and support pupils skills across all numeracy areas | **Rationale for improvement priority based on evidence**  Continued whole staff focus on EAC Numeracy Progression Pathways to tie in with ECC input of ACfE Tracking and Monitoring data onto EAC T&M system from August 2023  Numeracy focus in session 22/23 on improving strategic thinking to ensure pupils transferred Number Skills strategies in outer maths activities has resulted in increased pupil confidence, understanding and application in Numeracy  Removal of COVID restrictions has resulted in ‘Stay and Play/Stay and Learn’ parental events being reinstated which has improved parental understanding and knowledge of Numeracy strategies and resources being used and this will continue to be built upon through a calendar of parental/family engagement events |
| **NIF Priorities**  Improvement in attainment, particularly in literacy and numeracy | **NIF Driver**  School improvement | **HGIOS/HGIOSELCC QIs for self-evaluation**  ECC: 1.2, 1.5, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1 and 3.2  PS: 1.2, 1.5, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1 and 3.2 |

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| **What actions are required to reach the desired outcome?** | **Who** | **When** |
| Literacy and numeracy are firmly embedded at Catrine ECC, and we will continue to promote and support these skills through active play, quality interactions and skilful staff support.  10 IS THE MAGIC NUMBER  To introduce a simple template for staff to follow where numbers from 0-10 are worked on and concepts understood fully, before moving up to higher numbers through active play  Appropriate and regular staff training to ensure a consistent approach throughout the ECC  The creation and implementation of a progress tracker to produce appropriate attainment data to inform next steps and individual targets  Regular tracking of skills progress to inform next steps  Focused staff training on EAC Numeracy Progression Planners to ensure a secure understanding of ACfE levels to facilitate appropriate data input in EAC Tracking and Monitoring system  Continued audit of Numeracy assessment strategies, programmes to inform planning, next steps and individual targets  Continued embedding of National Numeracy Home Learning programme via fortnightly home learning tasks and regular Maths Blethers with parents/carers  Continued updating of Numeracy assessment resources to ensure all areas of Numeracy are regularly assessed appropriately and results used to inform planning  All teaching staff involved in the creation of a whole school Number Talks assessment format which allows for regular updates and will assist with ASN and transition issues  Creation of a two year programme for outer maths teaching and learning to ensure appropriate coverage of all Numeracy areas, Experiences and Outcomes and Benchmarks  DHT will continue to attend Numeracy Leads meetings and disseminate resources with staff  Staff will begin to moderate Mathematical Reasoning, incorporating it into assessment overview | SLT to organise  All staff to track  HT/DM/All ELCPs  All teaching staff  DHT  All teaching staff  All teaching staff  Mrs Campbell  Teaching staff SLT  DHT  All teaching staff | Completed by June 2024  From August 2023  From August 2023  From Agusut 2023  From August 2023  From September 23  From August 2023  Throughout session 2023/24 |
| **Evidence of Impact against outcomes for learners**  All children will have a firmer grasp on all aspects of numeracy from 0-10  Children’s scores will continue to show progression in Numeracy  Parents/carers will have a better understanding of Active Numeracy, particularly outdoor learning  Evidence of assessments and moderation and increased staff self confidence in professional judgement  Increased overall attainment for all pupils at all stages  Increased staff confidence with teaching and learning of outer maths due to implementation of new two year programme to ensure coverage  Improved use of staff, resources and teaching time due to more accurate data being collected through improved assessment overview, improving targeted and individual pupil support | | |

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

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| **Improvement Priority**  *Health and Wellbeing* | Continue to embed HWB Progression Pathways, including Benchmarks, to ensure progression of skills, knowledge and understanding of HWB across all levels  To encourage children/pupils to have freedom and confidence to express themselves and be creative within play  To encourage children/pupils to be curious, solve problems, take risks and make sense of their world  To ensure children/pupils have opportunities to learn about a wider range of cultures, promoting inclusion, gender equality and equity  To continue to use GMWP and Wellbeing Webs to better understand and appreciate children’s’ views of their school experience  To embrace professional dialogue through NME training, resulting in better understanding of conflict and behaviour resolution strategies and an audit of Nurture resources, understanding, benefits and strategies | **Rationale for improvement priority based on evidence**  Throughout this session both the ECC and PS will focus on the introduction of our new CATRINE Values, ensuring our children/pupils, parents/carers and the wider Catrine community have a clear understanding of what these Values look and feel like in our establishments, and how we embrace and incorporate them in our daily teaching and learning  Both establishments will also audit, review and update their Respectful Relationships Policy in full consultation with all stakeholders and will ensure there is a clear understanding of the policy |
| **NIF Priorities**  Improvement in children and young people’s health and wellbeing | **NIF Driver**  Assessment of children’s progress | **HGIOS/HGIOSELCC QIs for self-evaluation**  ECC: 1.3, 1.5, 2.1, 2.2, 2.4, 2.5, 2.6, 3.1, 3.2 and 3.2  PS: 1.3, 1.5, 2.1, 2.2, 2.4, 2.5, 2.6, 3.1, 3.2 and 3.2 |

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| **What actions are required to reach the desired outcome?** | **Who** | **When** |
| TO INTRODUCE AND EMBED OUR NEW VALUES FOR 2023/24  C: COMMUNITY – a huge push on using the beautiful surroundings we have access to and investigate going for trips to various places of interest around both Catrine and the surrounding area  A: ACHIEVING – raising attainment in all areas of the curriculum, in particular MNU & LIT, and celebrating success  T: TEAMWORK – provide ongoing opportunities to encourage and support team building, between the children as well between staff, such as supporting wellbeing and promoting positive staff morale  R: RESPECT – to continue to develop the use of Respectful Relationships Box and continue to review our RR policy, and familiarise children with their rights as a child (UNCRC)  I: INCLUSION – to purchase a large range of resources to promote inclusion as well as supporting ASN  N: NURTURE – to continue to promote our Nurture Principles, making them more visible as well as offering support and training to parents/carers to promote a better understanding of the benefits of Nurture  E: EXCELLENCE - for staff to actively strive and push for excellence in their practice thereby supporting and encouraging the children to strive to be the best that they can be as individuals  Continue to embed MWB initiative promoting resilience and open emotions through ‘Catrine Compliments’ programme in all classes  Continue to complete Wellbeing Webs as part of annual assessment overview and continued focus on improving and increasing pupil vocabulary centred on emotions  Continued whole school involvement in GMWP, capturing Point A data in November, working on issues and concerns raised on an individual class basis throughout Term 3 and capturing Point B data in May  Analysing both Point A and Point B data to ensure all pupils issues raised have been addressed  Continued full staff participation in embedding of Rights Respecting School programme, monthly Home Circle focus groups and full stakeholder consultation on updating Respectful Relationships Policy  Full staff participation in NME (Neurosequential Model in Education) training to facilitate professional discussion, provide opportunities for debate and to provide staff support with full implementation of Rights Respecting School framework | DM and SELCP  All staff  SLT and all staff  All staff  DM  All staff  Ed Psych  All staff  Teaching staff SLT  All staff  All staff  All school staff, including CAs and Clerical | From August 2023  From August 2023  From November 2023  From September 2023  From October 2023 |
| **Evidence of Impact against outcomes for learners**  All children will be aware of some of our new ECC CATRINE Values and will be able to both discuss and demonstrate them  Children, staff and parent/carers will feel part of and included in the ECC and community through constant updates on ECC GLOW and app, and through various consultation events throughout the session  Children with ASN will continue to benefit from positive opportunities whilst at Catrine ECC  All pupils will be aware of our new CATRINE Values and will be able to both discuss and demonstrate them  Pupils will continue to feel able to, and will be encouraged to, express their views and opinions through a variety of means, including Home Circles, Wellbeing Webs and GMWP questionnaires  Catrine PS will apply for Rights Respecting School Silver Award status  All staff, both teaching and non-teaching, will feel empowered, informed and reassured after inclusion in NME training with Educational Psychologist  Pupils, staff, parents and carers will have a clear understanding of our updated Respectful Relationships policy after being fully consulted throughout the process and their views and opinions sought and included | | |

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

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| **Improvement Priority**  *Developing Young Workforce* | Continue to ensure a quality transition programme is in place for ECC-P1 and P7-S1  Both establishments will focus on continuing to build and establish quality links and partnerships with parents, carers and the wider Catrine community through planned activities and events designed to encourage involvement and increase confidence | **Rationale for improvement priority based on evidence**  In both establishments we will continue to promote and encourage parental and family involvement through a wide variety of events and activities, including ECC trips and visits and whole PS involvement in the John Muir Family Award application  All children/pupils will be involved with PEF money being utilised to ensure that every family can participate without cost, in line with Poverty Proofing guidelines |
| **NIF Priorities**  Closing the attainment gap between the most and least disadvantaged children | **NIF Driver**  Parental engagement | **HGIOS/HGIOSELCC QIs for self-evaluation**  ECC: 1.1, 1.5, 2.2, 2.5, 2.6, 3.1, 3.2 and 3.3  PS: 1.1, 1.5, 2.2, 2.5, 2.6, 3.1, 3.2 and 3.3 |

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| **What actions are required to reach the desired outcome?** | **Who** | **When** |
| EXPAND OUR COMMUNITY PARTNERSHIPS/VISITS  Explore new opportunities such as visits to Dumfries House, New Cumnock Swimming pool, train rides, Burns Museum, Dick Institute and Boswell House, using PEF money from PS for transport costs  Regular community visits and walks to local amenities in Catrine e.g. litter picking, café, florists, shops and river walks  Design a programme of activities and events to engage with the ‘Catrine Over 50’s Gang’ promoting intergenerational working and community partnership  Reintroduce members of the community into our new Community Room (consultation ideas for the use of this room were sought at our open night on February 1st 2023  PROMOTE PARENTAL INVOLMENT/ENGAGEMENT  Each ELCP to lead a well-planned Parent Workshop throughout the session relating to their Champion Role  - Maths & Numeracy  - Literacy  - Communication  - Health & Wellbeing  - Outdoor Learning  - Expressive Arts  - STEM  PEEP sessions offered throughout the session, building on the excellent uptake in session 22/23  Bookbug sessions scheduled, delivered by DM with full parental involvement encouraged  New Homelink initiatives/resources/ideas rolled out to encourage higher engagement levels    Nurture training and information sessions for parents/carers, highlighting the importance of positive interactions  A full ECC trip with parents/carers in the summer with the importance of quality interactions at the heart of planning  Whole school involvement in The John Muir Trust Family Award, involving pupils, staff, parents/carers and the wider Catrine community through focused Committee Groups with specific criteria  Regular involvement with various Catrine committee groups, including litterpicking, flower planting and lantern making for the ‘Make Catrine Sparkle’ Christmas event with the Catrine Community Action Plan Group  Continued involvement and promotion of ‘Maw Broon’s Larder’ with Catrine Community Trust  Establish links and connections with Catrine History Group to promote a better community and school understanding and appreciation of Catrine’s important and interesting history | SLT to plan programme – thereafter all ECC staff  Rena  Leoni  Julie N  Lesleyanne  Michelle  Carrie  Sherrie  Community Practitioner  DM/Lead Champions    Educational Psychologist  All staff  HT and DHT  Whole school | Plan to be devised by September 2023, then ongoing  April 2024  Mar 2023  Dec 2023  Oct 2023  Nov 2023  Feb 2024  May 2024  December 2023  From December 2023  June 2024  Throughout session 2023/24 |
| **Evidence of Impact against outcomes for learners**  An improvement of parental involvement/engagement statistics due to an increased programme of events and activities  Greater staff understanding of the benefits of parental involvement/engagement and a commitment to ensuring its continuation  Continued positive feedback from parent/carers after any events/activities  Continued positive relationships between staff and parent/carers  Continued positive relationships between children and parent/carers  A greater parental understanding of the Early Level curriculum and ways to support this at home in everyday play  Increased parental engagement in a wide variety of activities and events throughout the school year, focusing on community projects, including making and placing bird boxes on the river trail, tidying up green areas and planting and maintaining baskets and flowerbeds throughout the village  Improved parental understanding of the benefits of community engagement and outdoor learning in promoting a sense of ownership of their learning environment and community in our pupils | | |

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*