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/CentreImprovement 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 MeetingsTermly GLOW surveysValues 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 discussionsGLOW 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 BuddiesCommittee 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 ideasCollation of BIG question answers shared on GLOW and school app, along with ‘you said, we did’ evidence answering any queries or commentsNational Numeracy Initiative parental involvement questionnaire on GLOW, with collated answers displayed as part of a whole school display in school for Parents NightCommittee Groups will continue with parental involvement at all stages to tie in with whole school application for John Muir Family AwardParents/carers complete ‘My World GIRFEC’ assessment about their child during enrolment meetingTermly 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 togetherDue 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 dataContinued improved attainment in Literacy at all stages, aiming for 85% or pupils achieving appropriate levels of Literacy in P1, P4 and P7Continue to embed Listening and Talking assessment format across all stages, capturing continuous improvement dataContinue to embed new Writing formats and assessments at all stages, updating termly genre focusReview and update whole school Reading focus to improve Reading attainment data at all levels, evidenced by appropriate assessmentsContinued 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 3.2PS: 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 ACCREDITATIONTo 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 dayTargeted group work to continue weekly with Communication ChampionLabel resources Signage and displays throughout centreTimetable weekly communication sessionsEARLY WRITING SKILLSTo develop and support children’s early mark making by promoting a large range of fine motor experiencesFinger gymThreadingScissor skillsHand strengthening activitiesReal tools – nuts/bolts Elastic boardsTweezer work/pegsConsistently providing a range of sensory materials Staff training and researching of new ideas and benefitsTo continue with the embedding of Writing assessments throughout the school, centred around termly genre focus and incorporating SAC Literacy Writing resources and assessmentsTo 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 forTo 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 targetsTo continue to regularly invite parents/carers into classrooms to be involved in Literacy activities to encourage parental involvement and promote understanding of Active Literacy strategiesTo 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 homeTo introduce regular ERIC times (Everyone Reading In Class) across the school to promote personal readingTo research book banding as a means to inform both staff and pupils about appropriate personal reading choices for our less able pupilsTo 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 supportAll staff to continue with strategies SLT to source further training/readingsAll staff to implement and monitor progress All teaching staffAll teaching staffAll teaching staff, CAs, SLTAll teaching staff, SLTAll teaching staff, CAs, SLTMrs Cook, Mrs Robertson, CAsAll teaching staff, CAsMrs Cook, SLTMrs Cook, Mrs Robertson, SLT | Achieved by March 2024In place from October 2023Ongoing from Aug 2023 – June 2024Completed by June 2024From August 2023From August 2023From September 2023From September 2023Term 1 2023/24Term 3 2023/24August to October 2023From September 2023From September 2023April 2024 |
| **Evidence of Impact against outcomes for learners** Catrine ECC to gain their EACFE AwardChildren’s language and communication skills will develop and improve including speech sounds, confidence, comprehension and vocabularyChildren’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 aboutStaff should see transferable skills being used in other areas of the centre from experiences previously exploredContinued increased staff confidence and understanding when using Writing assessment data for planning, tracking and target settingImproved attainment data at all stages, with tracking and monitoring evidence to highlight successful interventions and targeted support for both Reading and WritingIncreased consistency towards Reading at all stages and more effective use of resources to support individual learnersImproved 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 stagesCatrine PS to successfully apply for the Reading Schools StatusSuccessful 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 24October 23Ongoing from Aug 23 – June 24Completed 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 dataContinued improved attainment in Numeracy at all stages, aiming for 85% of all pupils achieving appropriate levels in Numeracy in P1, P4 and P7Continued 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 strategiesContinue to promote Numeracy through outdoor learning activitiesFurther 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 2023Numeracy 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 3.2PS: 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 playAppropriate and regular staff training to ensure a consistent approach throughout the ECCThe creation and implementation of a progress tracker to produce appropriate attainment data to inform next steps and individual targetsRegular tracking of skills progress to inform next stepsFocused 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 systemContinued audit of Numeracy assessment strategies, programmes to inform planning, next steps and individual targetsContinued embedding of National Numeracy Home Learning programme via fortnightly home learning tasks and regular Maths Blethers with parents/carersContinued 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 issuesCreation of a two year programme for outer maths teaching and learning to ensure appropriate coverage of all Numeracy areas, Experiences and Outcomes and BenchmarksDHT will continue to attend Numeracy Leads meetings and disseminate resources with staffStaff will begin to moderate Mathematical Reasoning, incorporating it into assessment overview | SLT to organiseAll staff to trackHT/DM/All ELCPsAll teaching staffDHT All teaching staffAll teaching staffMrs CampbellTeaching staff SLTDHTAll teaching staff | Completed by June 2024From August 2023From August 2023From Agusut 2023From August 2023From September 23From August 2023Throughout session 2023/24 |
| **Evidence of Impact against outcomes for learners** All children will have a firmer grasp on all aspects of numeracy from 0-10Children’s scores will continue to show progression in NumeracyParents/carers will have a better understanding of Active Numeracy, particularly outdoor learningEvidence of assessments and moderation and increased staff self confidence in professional judgement Increased overall attainment for all pupils at all stagesIncreased staff confidence with teaching and learning of outer maths due to implementation of new two year programme to ensure coverageImproved 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 levelsTo encourage children/pupils to have freedom and confidence to express themselves and be creative within playTo encourage children/pupils to be curious, solve problems, take risks and make sense of their worldTo ensure children/pupils have opportunities to learn about a wider range of cultures, promoting inclusion, gender equality and equityTo 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 learningBoth 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 3.2PS: 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 2023/24C: 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 successT: 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 moraleR: 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 ASNN: 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 emotionsContinued 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 MayAnalysing 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 SELCPAll staffSLT and all staffAll staffDMAll staffEd PsychAll staffTeaching staff SLTAll staffAll staffAll school staff, including CAs and Clerical | From August 2023From August 2023From November 2023From September 2023From 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 themChildren, 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 sessionChildren with ASN will continue to benefit from positive opportunities whilst at Catrine ECCAll pupils will be aware of our new CATRINE Values and will be able to both discuss and demonstrate themPupils 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 questionnairesCatrine 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-S1Both 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 applicationAll 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 3.3PS: 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/VISITSExplore 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 costsRegular 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 2023PROMOTE PARENTAL INVOLMENT/ENGAGEMENTEach 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- STEMPEEP sessions offered throughout the session, building on the excellent uptake in session 22/23Bookbug sessions scheduled, delivered by DM with full parental involvement encouragedNew Homelink initiatives/resources/ideas rolled out to encourage higher engagement levels Nurture training and information sessions for parents/carers, highlighting the importance of positive interactionsA full ECC trip with parents/carers in the summer with the importance of quality interactions at the heart of planningWhole 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 criteriaRegular 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 GroupContinued involvement and promotion of ‘Maw Broon’s Larder’ with Catrine Community TrustEstablish 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 RenaLeoniJulie NLesleyanneMichelleCarrieSherrieCommunity Practitioner DM/Lead Champions Educational PsychologistAll staffHT and DHT Whole school | Plan to be devised by September 2023, then ongoing April 2024Mar 2023Dec 2023Oct 2023Nov 2023Feb 2024May 2024December 2023From December 2023June 2024Throughout 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 continuationContinued positive feedback from parent/carers after any events/activitiesContinued positive relationships between staff and parent/carersContinued positive relationships between children and parent/carersA greater parental understanding of the Early Level curriculum and ways to support this at home in everyday playIncreased 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 villageImproved 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.*