

Standards and Quality Report

2023-24

***Catrine Primary School***

***and***

***Early Childhood Centre***

Catrine PS – blue

Catrine ECC – red

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| **Establishment Context** |
| Catrine PS and ECC are both situated in the semi-rural village of Catrine, in separate buildings more than a mile apart. Due to an extensive refurbishment, the ECC were decanted to Catrine PS from August 2021 until 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. Catrine ECC have fully settled into their Newton Street facility and have had an amazing first full year back.  We started our very successful ECC-P1 Transition programme in February 2024, inviting our pre-schoolers to school assemblies, sports events in the school grounds and regular playtimes in our playground before implementing our timetabled programme of regular small and large group visits.  We also had 4 x 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 2024 onwards, as well as the two visits for all P7 pupils. We are very proud of the emphasis we place on Transition – for our EAC Learning Visit in January 2024 we chose QI 2.6 Transitions as our area of strength, receiving very positive feedback on our programme and its benefits.  In session 2023-24 our school roll had risen to 132 (from 116 pupils in session 2020/21) and there was a six class structure in place – a straight P1 class and five composite classes: P2/3, P3/4, P4/5, P5/6 and P6/7.  We are a Quartile 1 school, with SIMD 1 and 2 applying to 70% of our pupils (35% in both), no pupils in SIMD 3, 25% in SIMD 4 with the remaining 5% in SIMD 5-10. 27% of pupils are entitled to Free School Meals. We had 27% of our pupils on our ASN log and have two 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.  As Headteacher, I allocated £6100 of PEF money to the ECC, and will continue to allocate money for the next few school years recognising the vital importance of quality early years input and education in helping children to achieve their potential. The ECC purchased a wide variety of inclusion resources to accommodate increasing numbers of children starting the ECC with both language and social skills delays.  We held in-school Parents Evenings in October and March, with 98% parental attendance at both, for the second year running. We’ve had successful Christmas nativities, seasonal assemblies and services, Open Days and Sports Day – all massively supported by our ECC and PS community who are so invested in both establishments are we are at the heart of village life. In our EAC Learning Visit feedback, our community engagement was described as ‘gold standard’ – an accolade we are very proud of.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year 1 – Session 2023/24** | | | | | | | | QI  HGIOS4 | **Catrine PS** | Current rating | **Month** | QI | **Catrine ECC** | Current rating | | 2.1 | Safeguarding and Child Protection | **5** | **September** | 2.2  (HGIOELC 2.1) | Children experience high quality facilities | **5** | | 1.4 | Leadership and Management of staff | **4** | **October** | 4.1 + 4.2  (1.4) | Staff skills, knowledge and values  Staff recruitment | **5** | | 2.4 | Personalised support | **4** | **January** | 1.1  (2.4) | Nurturing care and support | **5** | | 1.2 | Leadership of learning | **4** | **March** | 3.1  (1.2) | Quality assurance and improvements are led well | **5** | | 3.3 | Increasing creativity and employability | **4** | **May** | 1.3  (3.3) | Play and 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 changed our School Values to become Catrine Values. We focused intently on these in Session 2023/24*  *and have updated posters/communications.*  Our Values ~ CATRINE  C – Community  A – Achieving  T – Teamwork  R – Respected,  I – Included  N – Nurture  E – Excellence  We have started consultation with all stakeholders to update our Aims and they will be our focus in session 2024/25.  ***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**  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  Aims: To maintain P1 Numeracy at 100%  To improve P4 Numeracy from 50% to 65+%  To improve P7 Numeracy from 53% to 70+% |
| **NIF Priorities**  ***Improvement in attainment, particularly in literacy and numeracy*** | **NIF Driver**  ***School improvement*** | **HGIOS QIs/Care Inspectorate: a quality framework for daycare of children, childminding and school-aged children (2022) for self-evaluation**  **PS: 1.1, 1.2, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1 and 3.2**  **ECC: 1.2, 1.3, 1.4, 2.1, 3.2, 3.3 and 4.1** |
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| **Progress and Impact** | **PS Progress and Impact**   * Staff confidently use East Ayrshire planners and a range of assessments to inform next steps and planning. Staff populate assessment spreadsheet, providing evidence to inform teacher judgement. Attainment at P4 has risen by 15% to 65% and at P7 by 20% to 73%. Attainment at P1 is 95%. * The National Numeracy Home Learning programme remains a valuable resource in engaging parents, however consultations of pupils, parents and staff at October Parents Night showed a 50/50 split on the value of homework. Taking this on board homework will move to blocks of 4 weeks each term, with National Numeracy being promoted for one block. * Subscription to White Rose Maths, including assessments, has provided staff with additional assessment resources which they use alongside a wide range of resources to assess end of block learning and inform planning. * Number talk assessments are embedded in our Assessment Overview and completed twice yearly. A format has been established to record and track each child’s progress and value added scores. All staff use this format which helps inform teacher judgements and provides evidence for Tracking and Monitoring data. * Mrs Campbell has liaised with the *East Ayrshire Numeracy Lead* and developed a *topic maths 2-year programme of study*. By following this programme, all teachers now have sufficient time to create lessons that provide rich opportunities for progression and depth in learning. Spending more time on particular Maths areas has allowed for learning activities to offer opportunities to extend skills, apply what has been learned in different contexts, promote the development of logical and creative thinking and encouraged a problem-solving approach in Numeracy. Introducing this 2- year programme has supported tracking and monitoring conversations, with all topics being covered over 2 years. Individual pupil progress is tracked ensuring no gaps in learning. * DHT has attended Education Scotland Numeracy and Maths Practitioner Network Meetings, as well as EA Numeracy Lead Meetings and disseminated resources to staff timeously to ensure collegiate understanding. * All staff post weekly blogs informing parents of the maths learning taking place in class. * Due to amount of time dedicated to NME this session, maths moderation was not implemented as planned. Time will be allocated next session to ensure a collegiate understanding of moderation process and attainment levels. * 78 parents attended our Numeracy open morning in Term 1, where DHT spoke to parents about the importance of practising times tables. Pupils demonstrated how to do multiplication calculations, before parents/carers headed to classes to join in with Numeracy activities with their child. Parents/carers were encouraged to visit all stages across the school, not just their own child’s class, in order to see progression at all stages.   **ECC Progress and Impact**   * Staff have made huge progress in use of Learning Journals, in particular with the tracking and monitoring tools available. Staff now much more confident when inputting assessment data, incorporating evidence for individual targets and reading the data recorded to help inform further planning/targets. * All children have made individual progress in numeracy skills. Staff are skilled in being responsive to the needs of individuals and adapting experiences to the appropriate level, ensuring that outcomes are still achievable depending on age and stage of development. * Due to the online trackers we started using in 22/23 on Learning Journals we stopped using our in-house ELMNAT trackers. In 23/24 we reintroduced a short paper tracker based around numeracy (MAGIC 10), which was created to help support staff see at a glance where keyworker children where, and how to challenge/support them. Children were moved onto the EAC Tracking and Monitoring Milestones tracker at EAC request. One child with complex ASN is currently being tracked on the EAC ‘Being Me’ benchmarks. * New resources were purchased to support 0-10 in a variety of active learning approaches, which has led to more children seeking out these learning opportunities by choice due to the stimulating materials. * In April our Numeracy Champion led a parent workshop where 10 parent/carers attended. The feedback was positive, with parent/carers highlighting that they were not aware of the breadth or depth in learning within early level Numeracy. The majority felt that with the examples highlighted, they were now more confident in how they could support and extend learning at home. * Numeracy is embedded in all that we do and plan throughout the setting, both indoors and out, and can be seen on Learning Journals, trackers, planning and wall displays. | |
| **Next Steps** | **PS – Next steps**   * Continued use of two year programme of study for outer maths. Continued use of tracking to ensure no gaps in learning. Review of programme at the end of session to ensure depth of learning and make any necessary adjustments. * Trial of homework blocks using National Numeracy resource. Monitoring of uptake and consultation with parents, pupils and staff to evaluate impact. * DHT to continue to attend Numeracy networks, both locally and nationally. Mrs Campbell to also attend EA network meetings. Focus around NRIM and how this will impact on our Numeracy and Maths Curriculum. * Staff to continue to make use of available assessments. Staff to develop a central bank of assessments for end of teaching blocks.   **ECC – Next steps**   * To continue to ensure numeracy is visible in all that we do, in both indoors and outdoors learning environments * To ensure that numeracy cohort tracking is analysed by practitioners termly to inform target setting, planning and group times * Magic 10 checklists to be given to each keyworker for ease of implementing and recording | |

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| **Improvement Priority**  ***Literacy*** |  | **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.  Aims: to improve P1 Reading from 76% to 85+%  P4 Reading from 59% to 70+%  P7 Reading from 53% to 68+% |
| **NIF Priorities**  ***Improvement in attainment, particularly in literacy and numeracy*** | **NIF Driver**  ***School improvement*** | **HGIOS QIs/Care Inspectorate: a quality framework for daycare of children, childminding and school-aged children (2022) for self-evaluation**  **PS: 1.1, 1.2, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1 and 3.2**  **ECC: 1.2, 1.3, 1.4, 2.1, 3.2, 3.3 and 4.1** |
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| **Progress and Impact** | **PS Progress and Impact**   * SAC writing assessments are now firmly embedded in all stages and are used to inform teacher judgement and provide evidence when completing Tracking and Monitoring data for each learner. * Writing Attainment in P1 has risen by 14% from last session to 85%. P4 has risen 2% to 47%. P7 has risen 13% to 60%. * Some moderation has taken place, however a large chunk of collegiate time was dedicated to NME. * Staff audited the teaching of Reading across the school and it was decided our focus would be on Reading for Enjoyment, as it was evident that there are a large number of book studies available, as well as Book Bug books, providing enough resources for differentiated learning and teaching. * Staff agreed to trial use of SAC reading assessments in Term 3 with a small group - they found these to be manageable and were completed with every child as staff found these valuable in informing teacher judgement and in planning next steps for pupils. They highlighted particular strategies pupils needed to revisit. * Reading attainment in P1 has risen by 12% from last session to 88%. P4 by 6% to 65%. P7 by 13% to 60%. * 82 Parents attended our Literacy open morning in Term 2 where HT spoke to parents/carers about the *Book Bug* and *Read, Write, Count* Initiatives before parents/carers visited classrooms and joined in with literacy activities. * The Reading Leadership Committee Group have the school library up and running.  Mrs Robertson and Mrs Cook, along with children from the committee, have spent a great deal of time organising and labelling all the books.  Since the start of term 3, every child in the school now has regular access to the library and is able to take books home with them. 82% of pupils have returned and renewed books. * The Reading Leadership Committee Group also successfully planned and helped out at our book gifting events for the P1 *Book Bug* bags and the P2/P3 *Read, Write and Count* packs which we tied in to our literacy parent’s morning. They wrote letters to invite the parents in to receive the book packs with their child and they helped out in P1, reading to children who didn’t have an adult present. * The committee also planned our World Book Day events, running a very popular treasure hunt in both the infant and middle school and organising a quiz for the upper school. * We have applied for the Reading Schools Award and our action Plan has been accepted, so next term we will begin submitting our evidence with the hope of obtaining the award by the end of session 2024/25. * Mrs Cook has been attending the Literacy Leaders Teams Group, led by Gail Elder, disseminating updates at collegiate meetings to ensure that we are kept up to date with the current literacy information coming from both EAC and SAC. * All classes have started to implement ERIC (Everyone Reading In Class) time, with this to be timetabled consistently across the school next session. * As Fiction book studies are embedded throughout the school, Mrs Campbell contacted Gail Elder to enquire about implementing a Non-Fiction study in P5/6. Mrs Campbell shared her successes and useful resources with all staff and this will be taken forward next session. * REACH (Reading Champions) Circles have been established, with Mrs McCaig leading whole school assemblies where pupils from mixed stages support each other in developing the six reading strategies. This has proved a huge success with all pupils collaboratively completing tasks and their work being shared with parents/carers on our GLOW website.   **ECC Progress and Impact**   * Huge progress in use of Learning Journals this year, in particular with the tracking and monitoring tools available. Staff are now much more confident when inputting assessment data, incorporating evidence for individual targets and reading the data recorded to help inform further planning/targets. * All children have made progress in Literacy skills over the year, with those still working at the beginning of the level being supported in smaller groups. Tasks within the room are adapted to the appropriate level and staff are responsive to children’s needs, ensuring that outcomes are still achievable dependent on age and stage of development. * Due to the online trackers EAC no longer request the use of ELLAT and children were moved onto the EAC Tracking and Monitoring Milestones tracker. One child with complex ASN is currently being tracked on the EAC ‘Being Me’ benchmarks. * With funding stopping for ECCs to receive their Communication Friendly Award, this status was not achieved. We do still, however, embed all practices as a full staff team to ensure our setting is a CFE. * In the absence of our Communication Champion, SLT worked alongside TAP teacher Carol Munro to create an improved way of documenting our targeted groups for communication and nurture. Children were identified, groups were created depending on needs, a structure was created and new folders set up. * Julie, Communication Champion, led a parent workshop in December where 4 parent/carers attended. * Lesleyanne, SELCP, sent out targeted home link work, specific to communication/speech needs to 9 families. * Leoni, Literacy Champ, led a workshop on early writing skills in March where 12 parent/carers attended. * Feedback for all initiatives was positive, with all parents/carers in attendance engaging well and highlighting their increased confidence and understanding due to the input. * Whilst Care inspectorate inspectors were in the centre in Feb/Mar 2024, they highlighted the confidence the children had in their learning and how they were aware of, and could discuss, their learning within the centre. * Throughout the year more opportunities for fine motor experiences have been on offer, which has resulted in the majority of our preschool children projected to start school on track in relation to Writing (0.2) | |
| **Next Steps** | **PS – Next Steps**   * To embed SAC reading assessments into our assessment calendar and create a means of recording data * To include reading moderation in our collegiate time * To implement non-fiction book studies at every stage * To continue to promote our school library, promoting reading for enjoyment * To achieve Reading Schools Award status * To embed ERIC time across all stages   **ECC – Next steps**   * Listening and Talking: to work on listening and attention skills, particularly within communication * Reading: to focus on phonological awareness (parent/carer feedback/request) * Writing: to continue to develop a rich environment in our outdoor area to enhance and encourage more mark making for a purpose in our garden, greenspace and community * To ensure that Literacy cohort tracking is analysed termly by practitioners to inform target setting, planning and group times focus | |

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| **Improvement Priority**  ***Health and Wellbeing*** |  | **Rationale for improvement priority based on evidence**  BothECC 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  Commitment to outdoor learning and parental partnerships will continue to be embedded through a variety of learning experiences |
| **NIF Priorities**  ***Improvement in children and young people’s health and wellbeing*** | **NIF Driver**  ***School improvement*** | **HGIOS QIs/Care Inspectorate: a quality framework for daycare of children, childminding and school-aged children (2022) for self-evaluation**  **PS: 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, and 3.2**  **ECC: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.2, 3.3, 4.1 and 4.3** |
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| **Progress and Impact** | **PS Progress and Impact**   * Use of GMWP and Wellbeing webs embedded in our assessment calendar, with their data being used to track pupils’ health and well-being, with follow up conversations or support being put in place, where required. * All staff from ECC and PS, including classroom assistants and senior clerical staff, completed 6 x 90 sessions of the NME programme, based on the novel ‘The Boy who was raised as a dog’, led by our Educational Psychologist. Unfortunately, due to ECC staffing absence issues, EP commitments and the implementation of reduced hours in the ECC, staff were unable to complete the sessions. Primary staff agreed a range of strategies to implement in the classroom to support dysregulated behaviours, such as breathing exercises, emotions charts and lessons on the functions of the brain. * HT and DHT are part of EAC Inclusive Leaders Group, with the dysregulation tracker being trialled with two high tariff pupils in the school. DHT provided training to all staff on the dysregulation tracker, its functions and uses * Miss Burleigh, supported by Miss McLean and Miss Paton, has established a Rights Respecting Schools (RRS) Committee Group to create a clear vision of what a RRS embodies, and created a strategic plan to achieve our Silver status. This has had the involvement of all stakeholders within our school community, allowing us to set goals, and develop an action plan for implementation. * We have monthly whole school pupil voice sessions at Home Circles, where the RRS group and HT highlight and focus on the foundations and principles of a RRS, ensuring that everyone has a greater understanding of our aims and have worked to create a culture where everyone feels respected and valued. * The RRS Committee Group also led whole school assemblies to teach everyone about the ABCDE of Rights * Plans have been made to introduce the *Article of the Month*, with these being displayed throughout the school in session 24/25. * Throughout the RRS process, we have also worked to build relationships with staff members to create a culture that embraces continuous improvement by reviewing and changing our Respectful Relationships Policy, practices, and attitudes. We continue to regularly evaluate and review our identified areas of improvement from our action plan, whilst gathering evidence to support and showcase our journey.   **ECC Progress and Impact**   * A whole team effort helped to promote and embed our CATRINE Values in 2023/24. * C: COMMUNITY – In March, 3 x ELCPs completed MIDAS to allow them to drive the Coalfield minibuses. With their EAC driving permit they are now authorised to transport ECC children via minibus for community visits, which will allow for children to experience new opportunities and to learn more about the world around them. We have regularly supported the community by litter picking with the children, whilst encouraging environmental topics and recycling. For our ECC trip we took 50 families to Millport - an island that only 4/30 parents had visited before. Outstanding feedback was received, with parents/carers highlighting benefits on a FORM feedback page such as ‘new experiences, spending quality time together, meeting other parents’ and much more. Competitions were entered - art entries to the Annual Mauchline Holy Fair with an ECC child winning her age category. Our ECC won a £1000 community grant from our local Tesco store, which was used to purchase bark, soil, bedding plants, gardening tools, benches and vegetables. * A: ACHIEVING – Parents often stop to look at our centre WOW wall and contribute to it with achievements from home. This shows partnership working and a shared understanding and recognition of success. All children have shown progression in attainment levels over the year in Literacy and Numeracy – this is evidenced on EAC Tracking and Monitoring Milestones (Learning Journals) * T: TEAMWORK – All in-service days have encouraged teamwork based approaches. Consultation in almost all aspects of ECC life is carried out with staff ensuring they are part of planning processes and fully aware of the centre aims. Staff wellbeing has been very well received this year with game sessions, mindfulness opportunities, and the promotion of positive thinking, mental health and team fitness challenges. Within the centre, the children have been continuously encouraged to work together in pairs and in groups to achieve tasks. This has built up wider friendship groups and respect for others’ work and efforts. * R: RESPECT – Children’s Rights books were added to playrooms along with social stories. Teamwork (mentioned above) has supported this. Our Respectful Relationships Boxes were replenished, with more work on this will be carried out next year to ensure consistency across the centre in managing behaviour. Overall, the majority of the children show respect towards others and property and are aware of the importance of this. * I: INCLUSION – PEF paid for a large amount of new resources to support inclusion and, in particular, children with ASN or those working at lower levels within the curriculum. These resources have supported the children in need of more age and stage appropriate equipment to scaffold their learning, helping to build the foundations to move up the levels. We created a safe and stimulating breakout room to support children with more complex needs and those needing time and space to regulate emotions. We worked closely with other agencies, such educational psychologist and SALT, to support not only children in our care but also parents benefiting from therapeutic support. ECC staff were part of the NME training programme in partnership with Catrine PS: we were unable to complete this due to change in hours because of a reduced service. * N: NURTURE – Nurture groups were set up to support children requiring time to learn strategies to help them cope in daily situations. These also helped to build confidence in some of our quieter children to work on self-esteem and speaking out. It offered a time to check in with an adult they trusted and to discuss their emotions and any worries. Parents asked for support with behaviour management strategies which we organised as a parent workshop. We continued to care for our pet guinea pigs with the help of a local volunteer working towards his Duke of Edinburgh Silver Award - he built a superb run for Poppet and Sandy who now get to run more freely on the grass within our Greenspace area. * E: EXCELLENCE – The majority of staff this year have shown they are truly empowered within their role and the centre. We were inspected in February/March by Care Inspectorate and received 5 x Very Good grades. We had no requirements, no recommendations and no areas for improvements or next steps. Feedback was extremely positive and advice given to achieve grades of excellence (grade 6) was simply to be able to show that we have sustained all practice the next time they visit. * A few of our children can name some of our CATRINE values, and with practice and play the majority are able to demonstrate these. When asked on FORMS, 98% of our parents/carers were aware of our CATRINE Values and fully supported and understood their importance. | |
| **Next Steps** | **PS Next steps**   * GMWP and Wellbeing webs to continue to be embedded in our yearly assessment calendar, with data gathered being used to support pupil interventions and individual focus * To continue to work with Educational Psychologist in taking forward NME strategies and nurture principles * To continue to develop and embed our Respectful Relationships Policy with all stakeholders, ensuring understanding and commitment at all levels * Continued use of EAC Regulation Tracker, making use of the collected data to ensure pupils with high levels of needs are supported and relevant strategies are in place   **ECC next steps**   * To continue to focus on our CATRINE Values with all new and returning parent/carers and children * To begin to focus on our Aims with full stakeholder consultation * To deliver a nurture workshop to parents, highlighting its principles and benefits to ensure understanding of strategies in place throughout the ECC to support children * To support mental health in children, staff and parent/carers * To be part of an ASN project with the Early Years Team over the academic year * To make the UNCRC more visible within the centre for staff, children and families * To look at more ways of supporting behaviour within the centre and encourage parental involvement * To develop our Greenspace area to allow for more natural opportunities when learning outdoors | |

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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 QIs/Care Inspectorate: a quality framework for daycare of children, childminding and school-aged children (2022) for self-evaluation**  **PS: 1.3, 1.5, 2.2, 2.5, 2.6, 2.7, 3.1 and 3.3**  **ECC: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 3.1, 3.2 and 4.1** |
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| **Progress and Impact** | **PS Progress and Impact**   * The whole school were involved in the John Muir Trust Family Award, led by Mrs McCaig. This engaged parents/carers in the school life of their child through the outdoors and developed greater community links. We hoped that the outdoors would provide a relaxed, non-threatening environment that was inclusive. It was also our hope to develop community links that support the regeneration and upkeep of the local area and encourage everyone to care for the area in which we live. * We had 132 pupils achieve the award (74 boys and 58 girls). An incredible 2982 hours were invested in conservation activities for the Award. Our highlight was having almost 70 parents/carers and family members join us for an outdoor conservation day. Children worked with their parents/carers in den building, making bird feeders, planting sunflowers, gardening and conserving the area by litter picking.   Some parent/carer feedback included the following highlights:   * "Watching the kids be excited about each activity and doing them alongside parents " * "Seeing them enjoy their day with parents at school with them " * "Spending time outside with my child" * "Getting to spend time with my child doing activities with her at school" * "Seeing kids develop imagination and engage in meaningful play " * "Staff are awesome and friendly " * "It’s good to see the efforts the school goes to and invited parents to take part " * "Really enjoyed my day today. Loved the activities and spending time with my kids in school " * "A great idea and a great day had by all " * "Seeing all the kids working together and the staff interacting " * The STEM committee group and Mrs Campbell have been responsible for promoting STEM across the whole school. Mrs Campbell has worked closely with the *Maidsafe Charity* to provide all teachers with ready-made lessons that are linked to the STEM experiences and outcomes. This has enhanced teacher confidence in teaching STEM concepts and ensures that STEM topics are explicitly taught across the school. * We entered all pupils into the *‘If you were an engineer’ Leaders Award* which encouraged pupils to think about product design, creating links to learning at secondary level and have been very pleased with this year's entries, with one P2 pupil becoming a national winner for his stage across Scotland. * The whole school continues to work alongside various Catrine community committee groups and have been involved in litter picking with the Community Council, flower planting at Daldorch National Autistic School and lantern making and carol singing for the ‘Make Catrine Sparkle’ Christmas event.   **ECC Progress and Impact**   * Due to the time it took to get all of the correct documentation through after MIDAS training, as well as a high level of staff absence not allowing us to cover ratios to get out, we were unable to make use this year of the Coalfield buses. We are, however, now all set up and ready to begin these experiences when we return in August 2024. PEF money has been set aside to pay for an ELCP to attend on outing days/trips to prevent absence from stopping us again next year. * Our plan to link with the Catrine ‘Over 50s’ group also did not take place, with SLT making contact on several occasions to arrange dates to link up but receiving no response – we will try again next session as our engagement sessions were always worthwhile and beneficial to both age groups. * Our Community Room was well used for monthly parent workshops, cooking sessions, PEEP sessions, Bookbug, training and to provide a space for other agencies to work alongside children/families. These opportunities opened up our establishment to parents and the community, helping to create a community feel to our building and village. * Some parent engagement statistics – * PEEP sessions – 8 families took part over a 4 week block * HWB (Come Dine with Me) – 12 families attended (session full due to nature of workshop) * STEM – 17 families attended * Expressive Arts workshop – 12 families attended * Bookbug - 21 families attended * Stay & Play – 29/40 attended * Parent appointments – 88% attended * A very well planned *World of Work* and Health Week saw a vast range of volunteers offer learning experiences to the children such as a scientist, a welder, a nurse who taught CPR, Ayr FC footballers, dance instructors and much more. These opportunities gave children knowledge of jobs and future priorities. * At Christmas, we had a huge family event free of charge with an impressive Santa’s Grotto, face paints, tattoos, games, stalls and much more. This was planned in an effort to poverty proof what can be an expensive day out visiting Santa experiences for the day elsewhere. 100% attended our big family event. * Due to the variety of ongoing opportunities throughout the year our parental engagement and attendance at events increased. * In March, we achieved our Digital Schools Award. We were the first ECC in Scotland to have been given this award and it has now gone to Education Scotland for them to create an Early Years framework to make this more manageable for other ECCs to begin this journey too. Since then we have delivered training to Digital Leaders in EAC Education department and been publicised in the local papers as well as national tabloids. * Our transition events were shared as part of a Learning Review of the school and commented as being strong, consistent and clearly beneficial to all involved. | |
| **Next Steps** | **PS Next Steps**   * To continue to involve parents/carers in developing pupils’ skills for the future and enhancing our school grounds and community * To continue to improve parental understanding of the benefits of community engagement and outdoor learning * To remain in partnership with the Maidsafe Charity in promoting STEM through the school   **ECC Next Steps**   * To sustain our efforts in Digital Technology (as advised by Digital Schools and Care Inspectorate) * To focus workshops and home links on Science and Engineering * To support children to upload their own photos onto Learning Journals through use of personal QR codes * To use TEAMS to link with other ECCs and families within the home e.g. quizzes v the children whilst in the centre * To reach out to more professions to come in and show the children their roles, responsibilities, equipment and uniform | |

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| **Pupil Equity Fund: Aims and Impact** | |
| Catrine PS  Focus - finance 1 x full time Classroom Assistant (27.5 hours term time) and finance 1 x part time Classroom Assistant (14 hours term time)  PEF allocation: £38,340 | CA impact throughout school is immense – support, supervision and Frist Aid responsibility. They have established wonderful relationships with pupils. DHT, as ASN coordinator, organises CA timetables to tie in with ASN and SIMD priorities. We have six classes and 3 x FT CAs, so 1 x CA between two classes with class teachers making full use of this excellent resource. CAs work with targeted pupils on Literacy, Numeracy and HWB to support and challenge pupils, including 5 Minute Box, Cogmed, Reading Wise, Jump into Movement, spelling targets, times tables targets, GMWP targets, ICT skills, social skills, phonics progress, number and letter recognition and formation activities, reading skills and writing support.  Both Schonell Spelling and Burt Reading tests are used to record progress and all pupils supported by CAs on a regular basis have shown individual improvement and attainment against their own targets, and so can sometimes be removed from ASN log and targeted support being able to transfer to another pupil.  CAs also support dysregulated pupils throughout the school day, supporting them to stay in class, and at time, in school, for longer periods of time, meaning these pupils are accessing more teaching input which, in turn, is having a positive impact on their individual attainment and progress. |
| Catrine ECC  Focus – Inclusion  Outdoor Learning  MiDAS minibus training  Digital Learning  PEF allocation: £6100 | With our focus on Inclusion, inclusive toys and resources to accommodate the increasing number of children starting/attending ECC with both language and social skills delays, a wide variety of sensory items were purchased, ranging from mood light tables to crawl tunnels to glow cylinders. Our fully furnished and ever evolving sensory area is used on a daily basis to support children with both ASN and ASD, and children being counselled through trauma and external pressures.  Another major ECC focus was on continuing to enhance our outdoor provision with ECC children spending up to 40% of their ECC day outdoors, with equipment offered to promote risky play and encourage a sense of adventure. Purchases included woodland treehouses and outdoor balance boards.  PEF funding also enabled three ELCPs to successfully complete MiDAS minibus training so that the ECC can now hire and drive the yellow Coalfield buses, and we aim to organise group visits to Dumfries House, Auchinleck House, supermarkets, fire and police stations, garden centres and several other establishments that we can’t access in Catrine.  Our ECC Digital Learning journey was also enhanced by PEF, with purchases including Snap Bot sets and Light box acrylic jigsaws. In May 2024, Catrine ECC was the first ECC in Scotland to achieve Digital Schools Status and is at the forefront of a new Early Year Digital Learning Status award and framework being established, in conjunction with Education Scotland. |
| Catrine PS  PEF allocation - £1890 | Corporate contribution |
| Catrine PS  Swimming sessions for Primary 5 pupils  PEF allocation - £600 | This HWB focus targeted P5 pupils, as research shows that current P5 pupils have been hugely affected by COVID due to interrupted Primary 1 year so disrupt4ed learning around initial letters and sounds, phonics and blends, number recognition and association and social skills such as sharing, turn taking and listening. Attainment data for 2022/23, when this year’s P5 pupils were in P4, showed attainment of Reading – 59%, Writing – 45%, L&T – 77% and Numeracy – 50%.  £600 paid for transport to and from Visions Leisure Centre in Cumnock, with swimming sessions being paid by EAC budget.  Five out of 24 x P5 pupils had never been in a swimming pool before. On the first week, 3 x P5 pupils didn’t go in the pool but watched the session with their teacher. Week 2 – all the pupils were in the pool. End of week 6 – all pupils were awarded certificates for swimming progression and several children had booked swimming lessons for after school.  Improved focus for Writing – pupils completed a weekly diary about their bus journey, changing rooms and about their individual swimming progress.  Numeracy focus about Volume, Time and timetables, Area and Money (admission, prices, transport costs) centred on swimming pools – relevant to all pupils with no-one excluded.  1 x very dysregulated pupil, with low attendance, had improved attendance during swimming weeks and his attendance has remained consistently better as he got used to being in school for longer periods of time. This was a huge learning curve for both pupils and staff, promoting independence and responsibility. We aim to continue this initiative next year, travelling by public transport using free child passes. |
| Catrine PS  Subscriptions  PEF allocation - £600 | £293 – Pearson French 5 year learning programme to completely refresh our Modern Languages teaching and learning at all stages. We are reviewing our teaching framework, planners, assessments and resources, with staff leading learning and keeping the wider school community informed about Languages learning.  £200 – White Rose Maths 2 year subscription  This is used as ongoing numeracy assessments at all stages, informing target setting and next steps for all pupils. We are also able to access a huge range of online learning resources including PowerPoints, short videos and SWAYS, online games and tasks to help pupils embed learning about all Numeracy and Mathematical areas of learning  £100 – CfE Machine  Used every month by all staff to work through our three year rolling programme of QIs from HGIOS4 as part of whole school Quality Assurance programme  Staff work with stage partners, with CAs, clerical and janitor involved where appropriate, to collate what we’re doing well and what we need to work on to continue to improve.  Comments are discussed at the next collegiate meeting so that we’re constantly reviewing our performance and setting targets for the future.  The results inform our SIP, our S&Q, our collegiate planning and our staff training calendar  **I**n session 2022/23, recognising from our QI Machine comments and discussions that we all needed a refresher on Nurture training and an update on strategies to continue to support dysregulated pupils (we have several highly dysregulated pupils at three different stages but as a whole school we work together to support them) all staff – including all three CAs and Senior Clerical – participated in NME training with Educational Psychologist input.  Training was planned to be spread over ten sessions, centred around the book study ‘The boy who was raised as a dog’, (although due to staffing absences and EP timetabling we only managed 5 sessions) and was to tie in with our planned review of our Respectful Relationships policy, which we’re currently working on and will share with pupils and parents at the start of session 2024/25. |
| Catrine PS  Sensory and PE equipment  PEF allocation - £350 | To continue to support dysregulated pupils we purchased sensory equipment and resources for use in various break out spaces around the school including black out tents, lava lamps, light boxes, sequinned boards, weighted blankets and toys, fidget spinners and balance boards  These resources are always available and have contributed positively to several pupils successfully remaining in both their class and the school for longer, and more settled, periods of time which is impacting on their progress and attainment as well as wellbeing.  This area will continue to be funded next year as more pupils are requesting these resources during their school day  These resources are managed by our CAs who recognise when individuals would benefit from this low-impact intervention. |
| Catrine PS  Library  PEF allocation - £153 | With our whole school working towards gaining Reading Schools Award status, in line with our SIP priority of Reading, a dedicated school library has been established, with Reading Schools Award committee group members responsible for identifying and purchasing books that they think will appeal to their peers  On Wednesdays we have REACH Circles, with REACH standing for Reading Champions.  As a whole school, in age and stage mixed groups, we work through the six Active Literacy strategies, focusing on a different strategy each week and every three weeks pupils are given time in the library to change their book, which they can take home.  Through discussions, we realised that some pupils don’t have any reading books in their homes and that some have never had a bedtime story read to them. We regularly have whole school ERIC (Everyone Reading In Class) times to positively promote reading for enjoyment and Reading will remain a SIP priority for next session. We also regularly organise sessions where older pupils read and share books with younger pupils, leading by example.  PEF has allowed us to purchase relevant and current pupil interest books and has sparked a thirst for reading amongst previously reluctant readers, and more than 80% of library books are returned on time as the pupils are eager to be able to choose another book to take home. |

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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 | **5** |
| Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion | **4** |
| Quality Indicator 3.2 Raising Attainment and Achievement | **4** |

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| **Establishment Capacity for Improvement** |
| Catrine Primary School – Leadership of Learning  As part of the *PLTA* group, organised within our Barony Education Group, Miss Burleigh has been working to build relationships across our education group to allow for the sharing of good practice and develop a shared understanding of achievement of a level, focussing on having high consistent expectations across the school/education group.  Our participation in this has led to staff collaborating with other colleagues regarding our current long and medium-term planning, including back drop plans.  We have met with the DHT from New Cumnock to discuss the implementation of new planners.  All plans have been updated to the Catrine format and all staff have been trained on the use of these. These were trialled in Term 4 of 23/24 before being rolled out for session 24/25 to ensure that all areas of the curriculum are being covered. This will lead to improved consistency and progression throughout a level.  Mrs McCaig is our *Leader of Learning (LOL)* with the aim to improve practice through reflecting, sharing, supporting and challenging areas of strength and development with the learner at the centre. She has delivered collegiate sessions focussed on differentiation, assessment and effective use of data aimed at promoting excellence and equity across the curriculum. As a staff, we have evaluated current differentiation strategies across all stages and piloted more fluid groupings, where appropriate, to allow for greater pace, challenge and support.  We have audited the assessment calendar to highlight the distribution of diagnostic, formative and summative assessments throughout the year. We discussed different strategies being used across the school whilst establishing the impact of the assessments and how data is used to inform teaching and learning.  This linked with the *Effective Use of Data* module which included reflection on current practice related to how data is collated and used from a class point of view. Numeracy assessments/data was highlighted as an area for development as was a possible SNSA alteration for P7 next session. This would allow the class teacher to utilise SNSA results as a diagnostic to allow for identification of gaps in learning that would inform teaching and learning prior to transition to S1.  Mrs McKenna and the Junior Road Safety Officer (JRSO) Committee Group have been responsible for organising a 'Be Bright, Be Seen' day and 'Walk to School Week' themes this session. Members of the committee group have made posters to put up around the school to advertise these events and have also spoken to the rest of the school at assemblies.  Mrs Ferguson has taken a lead in the development of Music throughout the school and ran the Music Committee Group. During the first Committee Group meeting, they looked at the current music provision and resources.  They collected all the instruments in the school and identified any instruments that needed replaced and what could be added.  They bought new unpitched percussion instruments and Boomwhackers.  They then focused on a different instrument in each committee meeting, including the new instruments purchased.  This then allowed the children in the committee to become 'music leaders' in their classes when Mrs Ferguson was in to teach music lessons during 'Leadership Time-Out'.  Mrs Ferguson also ran an after-school Ukulele Club for P3-7s in which they practised Christmas songs to perform to the whole school and parents during our Christmas Show.  Mrs McKenna has allocated all members of teaching staff login details for the Access Studio resource that can be used to teach French in P4-7. All staff have been given a copy of the frameworks for their current stage with the ACfE Experiences, Outcomes and vocabulary that should be taught at each stage. |