Catrine Primary School

and

Early Childhood Centre

Improvement Plan

Session 2024/25

Catrine PS – blue

Catrine ECC – red

Both - green

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| School Improvement Plan | Catrine Primary School and Catrine Early Childhood Centre |
| Head Teacher | Judith Govans |
| Date Submitted | Submitted to Chief Education Officer on : 01.07.24 |

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| School/ Centre  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.  *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 CATRINE Values  **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) |

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 | **Yes** |  | Takes account of strategic priorities outlined in the education authority’s Annual Plan. | **Yes** |
| Parent Council and Forum | **Yes** |  | Takes account of the strategy for parental involvement under section 2 (4A) | **Yes** |
| Teachers, practitioners and ALL school/centre staff | **Yes** |  | 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 | **Yes** |  | 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. | **Yes** |  | 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 2024-5, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre* | *For session 2024-5, 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. 4 x Home Circles responses are displayed each month in school and posted onto school blog to document our RRS Journey  Pupil Leadership roles across the whole school – JRSO, House Captains, John Muir Family Award, Media Team, P1 Transition Buddies, Vibrant Communities Leadership Training, Playground Buddies and Committee Groups for Music, Inclusion and Rights Respecting School  Committee Groups created in consultation with pupil interest and will work towards agreed goals over multiple sessions. Committee Groups regularly present at whole school assemblies to highlight what they’ve been focusing on and to introduce new school changes and inform pupils about whole school events they’ve planned  BIG questions asked at both in-school Parents Evenings for both parents and pupils to answer anonymously – questions about Homework and school activities/afterschool clubs/parental engagement. Answers collated, displayed in school and shared with parent forum on GLOW and discussed with pupils at weekly assembly.  At weekly assembly, pupils create and review whole school charters for certain school areas (library, playground, dinnerhall, assembly) highlighting the standards of behaviour expected by all pupils  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. Pupils and children will encourage parents/carers to participate in their learning activities, and senior pupils will continue to lead parent 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. PC consulted about School Improvement Plan priorities and given termly updates about ACEL data, progress and attainment  Collation of BIG question answers displayed in school and shared on GLOW and school app, along with ‘you said, we did’ evidence answering any queries or comments  National Numeracy Initiative – due to 50/50 split about importance of Homework, Parent Council were consulted and agreed to the trial of 4 week blocks of homework every term and they will gauge parental interest from their perspective to inform feedback  Committee Groups will continue with parental involvement at all stages to tie in with whole school applications for future John Muir Family Awards, Rights Respecting Schools status and Reading Schools status  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  With our new CATRINE Values being embedded, next session both the PS and ECC will focus on reviewing and refreshing our Aims in consultation with all stakeholders. There will be a planned consultation via GLOW forms, with answers being collated and displayed in both establishments to ensure a common understanding |

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| **Improvement Priorities**  *(Expressed as outcomes for learners)* | **Education Service Improvement Plan 1: Our Leadership**  **We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom, playroom and centre.** |

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| What actions are required to reach the desired outcome? | Who? | When? |
| Staff - All ELCPs within the centre will have a specific area of Leadership to drive forward and push for improvements  Literacy  Phonological awareness - to develop a programme to promote phonological awareness/initial sounds such as “Sounds of the Month”. Phonological awareness is also the focus for her Parent Workshop this year.  Outdoor Mark Marking – to create/set up an engaging outdoor area to encourage more independent mark making whilst ensuring appropriate resources are available  Reading – Our Lending Library is a home link with high levels of engagement so will continue to highlight its importance and ensure it is available and well resourced  Signage – to continue to work alongside our Communication Champion in replenishing boardmaker signs and with supporting the children to label their environment  Communication  SCERTS – Following on from 3 day training course, to deliver detailed training, at August in-service, to the full staff team outlining plans for 24-25 focus and, with SLT support, to plan a programme which best utilises SCERTS to support children.  Targeted support – to be more consistent with support this session, to embed new template for recording progression and to develop a home link programme for specific children/families  Attention and Listening – to focus on this aspect of communication at planned parental workshop  Health & Wellbeing  Nurture principles – to make the nurture principles more visible throughout the ECC, as well as providing parent/carers with additional information and knowledge and highlighting their importance. To host her parental workshop on Nurture Principles  Vision, Values and Aims – to continue to introduce the school and ECC Vision, Values and refreshed Aims to all new children and families each year  Mental Health – As well as throughout playrooms, new home link initiatives will be developed to support children’s mental health through experiences such as massage, relaxation, growth mind-set, positive thinking and self-regulation.  ASN – Along with SLT, our Support Assistants and supported by ECC staff, Lesleyanne will be involved in a large scale ASN project this session to continue to provide targeted support  STEM  Digital Schools and Technology – to ensure continuity and maintenance of all developments already in place. Children will be introduced and encouraged to upload pictures to their own Learning Journals through the use of their own QR code for access. New Home Link ideas, such as TEAMS quizzes between staff and parent/children, will be planned and parents encouraged to share photos and videos if/when visiting museums/parks/famous sites  Engineering – to continue the creation of a large construction area within our Greenspace by giving the children an exciting area to develop engineering skills by gathering more technology resources to be investigated in the outdoor areas. Lego challenges created as a new home link.  Science – to show depth by demonstrating experiments and the element of prediction in parental workshop    Expressive Arts  Outdoors – to create spaces within the Greenspace that where Expressive Arts can be utilised, by creating a stage area for children’s performances and a new music station for enjoyment. To ensure props and masks are available, both indoors and outdoors, and replenished when required.  Music – as well as the music station, to explore instruments and music from a range of cultures  Partnership – to continue to pursue positive community links with events throughout the year, including art competitions, fitness/dance instructors and messy play opportunities within the AM Brown Institute. To organise a parental workshop incorporating drama, music and dance. To continue with home links during holiday periods as these have proved very popular.  Outdoor Learning  New environments - to find a safe place locally that the ECC can use as a base for natural outdoor learning, such as woods or down at the river. For outdoor home links, to use QR codes within the local community where families can find links to a range of experiences, songs and rhymes.  Local excursions - to work alongside SLT to plan for days out through the use of the Coalfields Minibus as transportation.  Development of Greenspace Area – to develop learning opportunities within this space in relation to growing and planting, investigating mini beasts and reintroducing experiences such as den building and Kelly kettle opportunities.  Numeracy  Magic 10 – to track children’s progress of the concept of 10 in more depth using new tracker. To deliver both home link activities and parental workshop on Magic 10. To continue to work with identified children in small weekly support groups to boost understanding of Magic 10.  Rights Respecting Schools  To work towards RRS Bronze status – to carry out tasks, audit current provision and gather evidence during leadership time to support the submission of Rights Respecting Schools application. This award is based upon UNCRC principles and focuses on wellbeing, participation, relationships and self-esteem.  Within their Leadership area, each ELCP will be encouraged to attend appropriate training where available, feedback to colleagues and share new knowledge as well as deliver workshops to parent/carers. This will ensure that a wider range of care givers receive information on various aspects of learning and development  Staff will be encouraged to feel confident and empowered within their role to show motivation, initiative and passion to make centre improvements and will be supported by SLT, when required  Our ECC children will be  encouraged to lead their own learning through consultation in planning processes  supported in how to access their own Learning Journals as well as upload to them individually  encouraged to take on responsibility roles such as water/light monitors and snack helpers  encouraged to show responsibility and nurture in looking after our pet guinea pigs | Leoni Gilmour  ELCP  Julie Nohar  ELCP  Lesleyanne Adams SELCP  Sherrie Devlin ELCP  Carrie Hamilton  ELCP  Michelle Terry ELCP  Rena Dornan  ELCP  Rena Dornan  ELCP  Each of the above will be led by ELCPs with SLT support ECC staff will carry out tasks with the children  All ELCPS | October 24  January 25  Ongoing over year Full plan in place by September 24  October 24  Ongoing  Ongoing  Ongoing  December 24  March 25  December 24  December 24  Ongoing    Ongoing  March 25  Plan by Oct 24  Ongoing  Ongoing  June 25  January 25  October 24 then ongoing |

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| PEF - What actions are required to reach the desired outcome? | Desired outcome and impact data/evidence that will be collected to track impact | Who? | When? |
| Purchase/replenish new resources for children, to enable staff to deliver leadership roles effectively and to the best of their ability, including licences for promethean boards, outdoor resources, the development and upkeep of Greenspace area and the potential to create a small outdoor area in the local community  Pay for any training required through CPD opportunities  Cover cost for local excursions such as entry fees, transport or extra staffing  Continue to purchase food, hay, sawdust and cleaning materials to ensure our pets are well cared for  Have money set aside for any vet bill that may be required  Thicker waterproof suits to limit the need for children’s own jackets to be used in outdoor play | Usage of resources  Individual training records and staff training records  FORMS for feedback  SWAYS of learning  Children’s voices  Budget expenditures | Full staff team and SLT  Clerical and SLT | Over full year and achieved by June 25 |

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| Evidence of Impact against outcomes for learners  **Individual championship roles**  Staff will become more confident and empowered within their role and, for each curricular area, there will be depth in learning opportunities and environments will be made richer in quality  Where parent/carers attend workshops and information sessions, they will become more knowledgeable in child development and how to scaffold learning in the home. This will enhance and support learning, giving more quality interactions and experiences in more aspects of their child’s life  Staff will show more initiative and enthusiasm, problem solving/multi-tasking, to complete jobs because they **want to** achieve rather than being **asked to,** thus effectively making staff more proactive and improving their time management skills to meet targets and goals  **Child roles**  Children will become more confidence in offering their views, knowing that their voice is being valued  Children will become aware of why we have responsibilities (both as a child and when they grow up), whether it be due to safety or, for example, looking after the planet  Children will become more aware of how technology works and how it can help in the world around us to further our learning and development |

*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 Priorities**  *(Expressed as outcomes for learners)* | **Education Service Improvement Plan Priority 2: Teaching and Learning Together**  **Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.** |

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| What actions are required to reach the desired outcome? | Who? | When? |
| 3 x staff members are trained to drive the local Coalfields minibuses, and have received East Ayrshire Council driving permits. Risk assessments will be completed and permission slips obtained to allow children to start travelling around our local community, which will open up opportunities for curricular learning and teaching as well as offering new experiences such as Museum visits, Farm to Fork places of interest and more outdoor learning possibilities such as Dumfries House.  To re-establish a link within the local community to enhance intergenerational working  To create a new transition programme from home to the ECC  To continue to deliver monthly workshops to parent/carers ensuring that families feel part of their child’s learning and to continue to develop adult knowledge of the curriculum and how they can support it at home  Pre-5 Nutrition will be developed, both within the setting with baking opportunities as well as ‘Come Dine with Me’ sessions with parent/carers  Staff will be part of authority wide moderation training with Literacy and Numeracy tasks in an effort to support tracking and monitoring on Learning Journals | Alana Speirs, Lesleyanne Adams & Sherrie Devlin (drivers) All ELCPs involved & supporting  SLT to organise  SLT to design  SLT to timetable  ELCPs to deliver  Full staff team  Full staff team | Plan by Oct 24  January 25  January 25  Ongoing  March 25  August 24 |

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| PEF - What actions are required to reach the desired outcome? | Desired outcome and impact data / evidence that will be collected to track impact | Who? | When? |
| The payment of Coalfield bus hires, petrol costs, extra staff wages to ensure ratios whilst out in community  Ingredients purchased to deliver nutrition workshops  Extra staff wages, if required, to enhance transition opportunities from home to ECC | FORMS for feedback  Logs of outings  SWAYS of learning  Children’s voices  Time taken to settle  Budget expenditures | Full staff team and SLT  Clerical & SLT | Over full year and achieved by June 25 |

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| Evidence of Impact against outcomes for learners  Children will have had more opportunities to visit new venues  Children will have met and built relationships with elderly residents of the community showing respect and care towards them  A detailed programme will have created a smoother transition from home to ECC  Parent/carer engagement in workshops and centre opportunities will provide them with extra knowledge, skills and positive relationships with early years pedagogy and staff  Children’s diet will improve along with parental knowledge  Quality experiences, benchmarks and tracking will be streamlined |

*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 Priorities**  *(Expressed as outcomes for learners)* | **Education Service Improvement Plan Priority 3: Our wellbeing and belonging**  **We want all of our young people to feel supported by people who know them well, and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages.** |

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| What actions are required to reach the desired outcome? | Who? | When? |
| The setting will be part of a full academic year project to support Additional Support Needs (ASN). This aims to upskill practitioners on further understanding ASN, how to support ASN and how to document progress  The ECC will be working closely alongside the Early Language Team to support speech and language development. Although aimed at one child in particular, strategies learnt will be used to support many of children who would benefit from SALT input  Makaton should be used daily within the centre by all trained staff  Staff will aim to better understand, support and manage behaviour. ‘Beyond Behaviour’ is an EAC consistent approach initiative that SLT will deliver to staff and support in embedding. Staff will look to encourage children to discuss their emotions and begin to find ways in which to regulate them safely  SLT will further support staff wellbeing – a new staff wellbeing board was implemented in the staff room and the start of staff meetings are geared towards mental wellbeing. This will continue throughout the year following positive feedback to promote teambuilding, mindfulness and personal coping strategies  A new Personal Learning Plan (PLP) format will be implemented displaying consistency across EAC    To start the journey towards achieving Bronze Rights Respecting School status | SLT & Julie T (SA) attending training – all staff supporting  Full staff team  Full staff team  SLT to lead  Full staff team  Rena & staff team | All ongoing throughout year in 24-25 |

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| PEF - What actions are required to reach the desired outcome? | Desired outcome and impact data / evidence that will be collected to track impact | Who? | When? |
| Resources purchased to enhance our ability to ensure inclusion for all children (such as schematic play materials, ASN equipment and resources to better support speech, language and communication skills) | ASN/ELT/SAL tracking  Learning journal tracking  Budget expenditure | Full staff team  SLT  Clerical | Ongoing & by June 2025 |

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| Evidence of Impact against outcomes for learners  Children requiring ASN or diagnosed with ASN will be better supported with better outcomes  Children requiring SAL will be better supported with better outcomes  Challenging behaviour within the centre will become less frequent and easier to manage  Staff will be more confident and consistent in managing behaviour  Children will learn how to regulate their own emotions more  Staff absence levels will improve  Staff moral will rise  Children’s needs will be clearly documented with the template streamlined across the authority  Children’s rights will be respected, at the forefront of everything we do and voices heard |

*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 Priorities**  *(Expressed as outcomes for learners)* | **Education Service Improvement Plan Priority 4:**  **Our Attainment, Destinations and Achievements**  **We want the very best for all of our young people in East Ayrshire.**  **We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels.** |

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| What actions are required to reach the desired outcome? | Who? | When? |
| A further move to another new tracking and monitoring tool on Learning Journals will take place again this year, which aims to make progression more visible Staff will be supported in this change over.  EAC Moderation training in Literacy and Numeracy to support what achievement of a level looks like  If required, children’s progress will be tracked over the year in relation to speech and language (SAL)  Children requiring ASN will be tracked over the year during our ASN project  Achievements and progression will be recorded on Learning Journals and, this year, all staff will write these by addressing the entry to the child. | EAC & all staff  EAC & all staff  Communication Champ  SLT & SA  All staff | August 24  August 24  Ongoing  Ongoing  September 24 |

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| PEF - What actions are required to reach the desired outcome? | Desired outcome and impact data / evidence that will be collected to track impact | Who? | When? |
| Continuous and improved tracking of monitoring throughout the year  To continue to provide excellent learning experiences funded by PEF – Guinea pig care, travel by minibus and admission to local venues | ASN/ELT/Communication trackers  Learning journal tracker | All ELCPS | Ongoing & by June 25 |

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| Evidence of Impact against outcomes for learners  Progression will be more visible  Gaps in learning will be easier to see, therefore easier to close  Targets will be individual to meet each child’s needs  Information can be collated with ease (individual children, groups, staff, parent contribution/engagement)  Staff will share a better understanding of the achievement of a level within literacy and numeracy across the authority  Children receiving ASN will be tracked throughout the year on a curriculum that best supports them to achieve  Parent/carers will receive weekly updates on achievements and success addressed to the child. This allows parents to celebrate the success of their child at home alongside family and friends |

*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 Priorities** | **Education Service Improvement Plan 1: Our Leadership**  **We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom, playroom and centre.** |

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| What actions are required to reach the desired outcome? | Who? | When? |
| To continue to be involved in the Barony Education Group PLTA (Planning, Teaching, Learning and Assessment) group and disseminate information to all staff; organise staff training programmes and plan, with SLT, for collegiate focus sessions to continue to improve our Quality Assurance procedures and practice  To continue to be involved in the EAC Leader of Learning (LOL) group and disseminate information to all staff; organise staff training programmes and plan, with SLT, for collegiate focus sessions to continue to improve our Quality Assurance procedures and practice  Continue to develop our Quality Assurance and comprehensive professional learning framework to support leadership development, collaborative enquiry, practitioner enquiry, evidence-based practice and pedagogies  Continue to develop Leadership roles throughout the school for all staff members through responsibility and involvement in Committee Groups and planning and resourcing for specific curricular areas  To set clear targets for Leadership roles throughout the session to ensure consistency across all curricular areas | Cheryl Burleigh  Fiona McCaig  Teaching staff  SLT  Teaching staff  Support staff  SLT | From September 2024  From September 2024  From August 2024  From August 2024 |

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| PEF - What actions are required to reach the desired outcome? | Desired outcome and impact data / evidence that will be collected to track impact | Who? | When? |
| To purchase any resources required for Committee Groups to achieve their targets, including Road Safety teaching resources, digital resources, reading books, French language books and resources, inclusion toys, games and resources and PE equipment | Increased attainment in targeted curricular areas including Expressive Arts, PE and Modern Languages evidenced through Tracking and Monitoring data | Teaching staff  Support staff | From August 2024 |

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| **Evidence of Impact against outcomes for learners**  Continued professional involvement in Barony Education Group PLTA group and continued dissemination to all staff, with focus and timescales agreed with SLT at the start of session 2024/25  Continued professional involvement in Leaders of Learning (LOL) group and continued dissemination to all staff, with focus and timescales agreed with SLT at the start of session 2024/25  Continued professional involvement in Quality Assurance calendar with focus and timescales agreed with SLT at the start of session 2024/25  Successful inclusion of all pupils and staff in a Committee Group with a clear and agreed agenda and focus, with identified outcome to be reached by the end of Term 4  Improved relationships across the school due to increased cross-stage learning opportunities throughout the year  Improved pupil and staff knowledge and understanding about their Committee Group aims and objectives, shared regularly with wider school community through school app and GLOW blog |

*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 Priorities** | **Education Service Improvement Plan Priority 2: Teaching and Learning Together**  **Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.** |

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| What actions are required to reach the desired outcome? | Who? | When? |
| Improve children’s attainment in writing at P4 from 47% to 65% by June 2025  This will be achieved by the class teachers and SLT member involved in:   * Attendance at the CYPIC National Improving Writing (NIW) sessions * Creating the environment for sustained improvements * Developing and implementing Quality Improvement knowledge so they can understand and apply tools and techniques that have been rigorously tested and work * Children will experience the ‘writing bundle’ (P4 teacher will decide this approach) * Developing and implementing self and peer assessment approaches to writing to provide learners with the knowledge and skills to identify improvements in their own/others’ writing - with a particular focus on Tools for Writing and vocabulary * Collecting data regularly on children’s writing progress with a clear focus on improving one aspect of writing at a time * Children will be involved in collecting and analysing data * Moderation of planning, learning, teaching and assessment improving shared understanding of writing to inform teacher judgements and to identify strengths and next steps for learners * (Provide opportunities for parents/carers to engage with the writing pedagogy) * Building an infrastructure for sustainable spread beyond the initial programme timeline, supported by the CYPIC and EA teams   Continue to develop a creative, innovative and inspiring curriculum which reflects the needs of our learners and our community by embedding wider curriculum back drop planners and continuing to produce midterm planners, highlighting intended focus to ensure coverage of ACfE Experiences and Outcomes and Benchmarks. Staff will be supported in this implementation through collegiate time and professional development time.  To continue to use EAC progression planners and developmental milestones, with particular focus on Reading   * Set up writing targets for Tools for Writing to ensure consistency across the school * Focus on Reading, particularly non-fiction, by auditing current practice, purchasing new resources and accessing EAC SAC Literacy resources * Continue to resource and promote school library, adopting ERIC time across the school and highlighting Reading for Enjoyment at all stages * Continue to collect evidence and apply for Reading School Award status at the end of the session, detailing the importance of Reading throughout the school and school community by continuing to work with parents/carers and partners to provide appropriate links between school and wider community   To ensure all staff, teaching and support, have access to high quality learning linked to digital learning and teaching, including appropriate use of AI and to provide a range of learning opportunities to support children in developing their digital literacy skills.  To utilise school laptops, desktops and Chromebooks to their best advantage to ensure they are incorporated into daily learning routines.  To work towards further updating our whole school Digital Learning Policy and Digital Learning awards.  To revisit the ‘Excellent Lesson’ standard for Catrine PS in consultation with all stakeholders so that it can be updated, shared and referred to by both staff and pupils throughout the school day    To continue to develop and embed our consistent approach to tracking and monitoring across all stages, ensuring high quality and robust information to support learning at all transitions, through our Quality Assurance calendar and Quality Indicator framework  To continue to review our assessment data to ensure all staff are confident with both accessing and using the data which is recorded in provides in planning for next steps for learning  To review our curricular timetable to ensure all curricular areas are being covered sufficiently and comprehensively across the school year, allowing time for depth in learning  In partnership with our incorporation of backdrop and midterm planners, to review the way in which we record assessments for use by all staff | Laura McKenna SLT  CYPIC National Improving Writing team, alongside Education Scotland Literacy colleagues  EA leads (L Bull, G Elder, D McMahon and S Rae)  SLT  Teaching staff  Teaching staff  SLT  Teaching staff  SLT  Cheryl Burleigh  Rhona Goudie  Deborah Robertson  Headteacher  Staff  Pupils  Wider school community  SLT  Teaching staff | 2 x 2-hour session for member of school management team    2 full days (in person)    5 x 2-hour twilights (virtual)    2 optional sessions (virtual)  From August 2024  From August 2024  From August 2024  From September 2024  From August 2024 |

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| PEF - What actions are required to reach the desired outcome? | Desired outcome and impact data / evidence that will be collected to track impact | Who? | When? |
| Backdrop planners and midterm planners for wider curriculum – audit and purchase any resources required to allow for all skills to be developed in all curricular areas, particularly PE and Expressive Arts (food/textiles)  Library/ERIC/Reading Schools – continue to purchase new fiction and non-fiction books to appeal to readers of all ages and abilities to promote reading for enjoyment  Digital Learning and Digital Literacy – audit current resources and provision and purchase resources which will assist in developing pupil understanding and use of Digital Learning tools in their curriculum, especially AI | All children being able to work through ACfE Experiences and Outcomes and Benchmarks due to all necessary resources being purchased and used  Further promotion of Reading for Enjoyment across all stages  Increased uptake/return of library books from 75%  Successful application for updated Digital Learning/Schools status | SLT  Teaching staff  Reading Schools Committee Group  Erin Cook  D Robertson  Teaching staff  Classroom Assistants  SLT | From August 2024  From September 2024  From September 2024 |

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| **Evidence of Impact against outcomes for learners**  The level and content of children’s writing will improve and AifL approaches to assessment and feedback to learners will be evident to establish areas of strength, gaps and next steps  Learners will   * co-construct the success criteria for different text types and demonstrate that they can achieve these criteria in their writing * self and peer assess their work effectively using appropriate language/terminology and can identify strengths and areas for improvement   Staff will use appropriate and effective collection of data to support increased pace and challenge, identify when a learner needs support and identify appropriate interventions  Improved confidence and skills demonstrated in post and pre surveys  Can successfully implement the components of the writing programme bundle  Will learn key skills and techniques to improve writing attainment in their classrooms e.g. use of Run charts  Will share insights and collaborate with practitioners across a national platform  Pupil surveys: confidence and enjoyment  Professional dialogue around the moderation of writing – understanding National standards – [Exemplars of Writing](about:blank) at each level and [guidance on National Standards](about:blank)  Staff will use embedded EAC Progression Planners with continued confidence, and use new backdrop and midterm planners with increasing confidence, working collegiately to moderate staff understanding and implementation to ensure consistency  Staff will continue to promote Reading for Enjoyment at all stages across the school, setting standards and ensuring wider school community is involved throughout the school year in class Reading activities and events resulting in improved Reading attainment scores at all levels, evidenced by an improved Tracking and Monitoring programme and related data  Improved digital provision will result in improved staff and pupil confidence, knowledge and understanding when incorporating digital learning into wider curricular areas  Staff focus on backdrop and midterm planners will result in refreshed knowledge and understanding of wider curricular areas, leading to greater depth and challenge being provided for learners and improved assessment formats being applied and resulting data used more confidently to plan for next steps in learning  Whole school focus on Reading will result in increased staff confidence in teaching Reading strategies due to collegiate learning discussions and planning, resulting in improved teaching which ties in with the revised ‘Excellent Lesson’ format |

*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 Priorities** | **Education Service Improvement Plan Priority 3: Our wellbeing and belonging**  **We want all of our young people to feel supported by people who know them well, and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages.** |

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| What actions are required to reach the desired outcome? | Who? | When? |
| Continue with our whole school Rights Respecting Journey – having achieved Bronze status in session 23-24, continue to involve all pupils in monthly Home Circle discussions and learning sessions about the Articles of the UNCRC and how they relate to our pupils, our school and our wider community  Implement Article of the Month coverage throughout the school and on school blog and app to inform parents/carers of our current focus  Ensure our Rights Respecting Schools Committee Group continue to present regularly at whole school assemblies and school events, highlighting our current learning focus and outlining planned events  Involve all stakeholders in consultation about our school and ECC Aims. Having reviewed and updated our school and ECC Values in session 23-24, this session focus on our Aims, with a new Aim for each letter of our CATRINE Values acronym (C – Community, A – Achieving, T – Teamwork, R – Respect, I – Inclusion, N – Nurture and E – Excellence)  Gain the views of all stakeholders through GLOW forms, Home Circles jotters and staff consultation during collegiate time  Involve all stakeholders in review of Respectful Relationship Policy, ensuring that everyone is informed about positive and supportive behaviour strategies that are in place throughout the school to support pupils at all stages of their school day  To facilitate staff training on a wide range of HWB principles, including Respect for All, Anti-Bullying and Everyone’s Included and ensuring that it is included in our updated Respectful Relationship Policy  To continue to consider how we better meet the needs of our care experienced children in line with ‘The Promise’  To continue to focus on ways to poverty proof our school day, ensuring we regularly inform parents/carers of school resources available, uniform Swap Shops and themed clothes Swap Shops (Hallowe’en costumes, Christmas jumpers, party clothes and PE kits)  Through positive staff-parent interactions, explain the various strategies in place to support dysregulated pupils and identify why it is not ‘bad behaviour’ and why every pupil deserves support  Continue to implement the EAC Dysregulation tracker with identified pupils, training staff in completing it accurately to capture important events and details which could lead to identifying patterns and potential triggers which could help in planning interventions and support strategies  Having achieved our whole school John Muir Family Award in session 23-24, continue to plan and implement a wide range of outdoor learning family experiences throughout the school environment and wider community to benefit the whole village and community  Continue to build on community links with Catrine groups – Catrine Community Council, ‘Ma Broon’s Larder’, Over 50s Club, Catrine Games Hall Committee and ‘Make Catrine Sparkle’ Committee to ensure school involvement in all aspects of community life, promoting respect and pride in our village  To implement an attendance tracker to quickly identify pupils with falling attendance rates, recognising that attendance and access to education is a key priority in ensuring wellbeing and attainment for all. To introduce an online tracking tool where attendance is scrutinised monthly and a detailed record kept of phone calls, letters sent and meetings held to support and promote attendance, to assist parents/carers and pupils in improving attendance rates, resulting in attainment and HWB progress    Continue to embed EAC Planning, Learning, Teaching and Assessment Guidance, and the HWB [Progression Frameworks](https://glowscotland.sharepoint.com/sites/EastAyrshire/eahealthandwellbeingnewmain2019/eahwbprogramemain2019/SitePages/Home.aspx), to ensure continued ambitious progress and the delivery of quality learning and teaching experiences. To continue to embed new backdrop planners to ensure all curricular areas are covered at every level in a full and coherent progression | Whole school – pupils and staff  Rights Respecting School Committee Group  Cheryl Burleigh  Whole school – pupils and staff  Parents/carers  Whole school – pupils and staff  Parents/carers  SLT  All staff (teaching and non-teaching)  All staff  SLT  Senior Clerical Assistant  SLT  SLT  Teaching staff  John Muir Committee Group  Fiona McCaig  Rhona Goudie  SLT  Whole school  Committee Groups  HT  Senior Clerical Assistant  SLT  Teaching staff | From August 2024  From September 2024  From September 2024  From September 2024  From August 2024  Termly  From August 2024  From August 2024  From January 2025  From September 2024  From September 2024  From August 2024 |

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| PEF - What actions are required to reach the desired outcome? | Desired outcome and impact data / evidence that will be collected to track impact | Who? | When? |
| For outdoor learning days for John Muir Award, purchase appropriate outdoor clothing (waterproof jackets, trousers and wellies, change of clothing) for use by pupils to allow all pupils to take part in outdoor activities whatever the weather, including playground games and use of the new outdoor wooden play area | All pupils included and taking part in all outdoor activities whilst appropriately dressed | SLT | From September 2024 |

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| **Evidence of Impact against outcomes for learners**  Improved pupil, staff and wider community understanding of our Rights Respecting Schools focus, of the UNCRC Rights of the Child Articles and of our Respectful Relationship policy and how it applies to them in school and in a wider context  Improved pupil, staff and wider community appreciation of our revised PS and ECC Aims and how they apply and are applied throughout the school to all pupils  By focused staff training on a wide range of HWB priorities, improved staff understanding of HWB principles and how they apply to all of the pupils in our school, and an increased staff confidence and awareness of how we can support pupils  Continued high community use of our regular Swap Shops in school, and a clearer understanding of how to apply for help and support for a wide range of family issues through our GLOW forms format, which will be regularly highlighted on GLOW and app  By consistent use of the dysregulation tracker with identified pupils, increased staff awareness and understanding of triggers and high tension activities and areas leading to more successful strategies being put in place to continue to support pupils  Improved involvement with wider community groups, leading to multigenerational learning activities and events being planned and implemented regularly, benefitting both pupils and wider community members  Improved attendance focus resulting in quicker contact being made with parents/carers to offer support and guidance to enable identified pupils to be in school more regularly, resulting in improved progress, attainment and mental wellbeing |

*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 Priorities**  *(Expressed as outcomes for learners)* | **Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements**  **We want the very best for all of our young people in East Ayrshire. We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels.** |

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| What actions are required to reach the desired outcome? | Who? | When? |
| Start to introduce Nelson Handwriting scheme throughout the school in a planned progression to ensure that all pupils are receiving appropriate instruction to help improve their handwriting and presentation of their work  To highlight fine motor skills and their importance at whole school Literacy morning in October 2024, explaining why Nelson Handwriting scheme is being introduced throughout the school  To continue to create and build banks of assessments linked to Literacy and Numeracy planners to ensure consistency in tracking and monitoring across all stages which will result in improved use of progress information at points of transition and throughout the school year  To ensure Literacy and Numeracy Moderation sessions take place throughout the year and across all stages to ensure consistency, collegiality and understanding about the achievement of a level  As a teaching staff, to review our weekly timetables to ensure all curricular areas are given appropriate focus and time, allowing for ACfE Experiences and Outcomes to be covered fully and comprehensively so that pupils are being encouraged to participate in a wider range of skills and learning experiences  To introduce a new whole school Homework policy, based upon consultation undertaken in session 23-24 with all stakeholders. Homework will be distributed for four weeks each term, with pupils and parents notified in advance. Homework will consist of two National Numeracy initiative tasks (which are active, experiential Numeracy learning tasks), spelling and reading tasks and a range of HWB tasks which can be completed as a family. Staff will provide an after-school Homework Club during these four weeks so that any parents and pupils that require assistance or access to a laptop or internet can do so with staff support, to help with reducing the poverty related attainment gap.  To continue our Digital Learning journey by applying for the Digital Wellbeing Award, to be based on the variety of digital learning which takes place in our school on a daily basis. To incorporate digital learning in wider curricular areas more regularly. To audit our current digital provision and continue to add and improve, as required. To provide after school access to digital learning for all pupils and parents during Homework Month each term to ensure that all pupils have equal access to digital technology for homework purposes. | Teaching staff  SLT  Pupils  SLT  Teaching staff  Teaching staff  SLT  Teaching staff  Support staff  SLT  Teaching staff  Support staff  SLT | From October 2024  From September 2024  From August 2024  Four weeks each term from September 2024 |

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| PEF - What actions are required to reach the desired outcome? | Desired outcome and impact data / evidence that will be collected to track impact | Who? | When? |
| Purchase Nelson Handwriting scheme and associated resources, such as pens, pencils and pencil grips which will aid in improving handwriting  To audit and purchase resources required to allow learning in depth in wider curricular areas, such as Expressive Arts, Food and Textiles  Purchase and provide home learning resources to any pupil who requires them to complete the Homework tasks set during the Homework Month each term (rulers, pencils, rubbers, sharpeners, calculators and paper)  Purchase digital learning resources as required for after school Homework Club during Homework Month each term (eg subscriptions, additional headphones) | Improved handwriting at all stages  Improved pupil participation in wider curricular areas learning  To ensure all pupils are equipped to tackle the Homework tasks set  To ensure all pupils are equipped to tackle the Homework tasks set | All pupils  All pupils  Pupils who are identified as requiring resources for Home Learning | From October 2024  From August 2024  For four weeks each term from September 2024 |

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| **Evidence of Impact against outcomes for learners**  Pupils, parents and staff will see the improvement in jotter presentation and layout after introduction to Nelson Handwriting Scheme, resulting in pupils feeling more positive about their written work and enjoying seeing the progress they have made by comparing jotters from previous sessions  Improved presentation and pride in written work will transfer into improved effort in Writing, resulting in improvements in Writing results and increases from 23/24 data of P1 – 85% (aim for 95%), P4 - 47% (aim for 65%) and P7 – 60% (aim for 75%)  Improved staff understanding about the achievement of a level through dedicated collegiate time for Moderation to take place, at various intervals throughout the school year, allowing staff time to review their practice and update planning in line with assessment data gathered from Moderation tasks  Pupils are involved in a wider range of activities covering all curricular areas and learn new skills in specific curricular areas, such as Food and Textiles, due to purchasing of new resources  Improved staff understanding and skills of wider curriculum and improved staff confidence in teaching within wider curricular areas due to improved resources available and collegiate time spent in planning and preparing for lessons  Improved parent and pupil confidence in completing Home Learning tasks, evidenced by higher uptake in after school Homework Club sessions and higher participation rates in National Numeracy initiative tasks. Improved parental participation in homework tasks due to concise and specific timetabling, based on results gained from stakeholders’ consultation.  Successful application for Digital Wellbeing Award, highlighting the many positive ways in which digital learning in included in our daily teaching and learning, and how we involve our wider school community |

**Summary of Improvement Plan**

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| **Our Leadership** | **Teaching and Learning Together** |
| Catrine ECC   * staff leadership roles and targets * Rights Respecting Schools journey   Catrine PS   * staff leadership roles and targets * professional development * Quality Assurance | Catrine ECC   * Community and intergenerational links * Transition from home to ECC   Catrine PS   * Writing * Reading * ‘Excellent Lesson’ * Curricular planning, tracking and monitoring |
| **Our wellbeing and belonging** | **Our Attainment, Destinations and Achievements** |
| Catrine ECC   * Early Language Team focus * ASN focus   Catrine PS   * Rights Respecting Schools * Aims * Attendance | Catrine ECC   * Tracking and monitoring * Literacy and Numeracy moderation * New Learning Journals format   Catrine PS   * Moderation * Wider curriculum * Homework * Digital learning |