

**Catrine Primary School and Early Childhood Centre**

**Catrine ECC – red**

**Catrine PS - blue**

**Both - green**

**Establishment**

**Improvement**

**Plan**

**2025-26**

**East**

**Ayrshire**

**Council**

**Education**

**Service**

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| **School Improvement Plan** | Catrine Primary School and Early Childhood Centre |
| **Head Teacher** | Judith Govans |
| **Date Submitted** | Submitted to Chief Education Officer on : 8th August 2025 |

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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 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**  As our focus in sessions 2024/25, we consulted with all stakeholders to update our Aims and new posters/communications have been created and are displayed throughout both establishments.  ***Catrine PS & ECC Vision, Values and Aims poster***  **See Appendix 1 at end for poster** |  |

**Checklist**

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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| **SIP Consultation included the following stakeholders:** | **Complete** |  | **Content of plan** | **Complete** |
| Children and Young People | Yes |  | Takes account of strategic priorities outlined in the Education Service Improvement Plan. <https://www.east-ayrshire.gov.uk/Resources/PDF/E/Education-Service-Improvement-Plan.pdf> | Yes |
| Parent Council and Forum | Yes |  | HGIOS 4 and EYQF are used as the frameworks to inform the content of SIPs. Where appropriate.  <https://education.gov.scot/media/v5sh3dqt/frwk2_hgios4.pdf>  <https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/> | Yes |
| Teachers, practitioners and ALL school/centre staff | Yes |  | There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.  PEF: <https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/documents/>  CEF: <https://www.gov.scot/publications/care-experienced-children-young-people-fund-operational-guidance-2023-24/documents/>  SEF: <https://www.gov.scot/publications/strategic-equity-funding-national-operational-guidance-2023/documents/> | 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 |
| **Head Teacher Signature:**  ***Judith Govans*** | |  | An accessible summary of the SIP is available and contained in this document and will be provided to parents, children and young people. | Yes |

**Pupil and parental strategic involvement**

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| For session 2025-26, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre | For session 2025-26, 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 and focus  Pupil Leadership roles across the whole school – JRSO, House Captains, Media Team, P1 Transition Buddies, Vibrant Communities Leadership Training, Playground Buddies, sports teams captains and Wet Weather monitors  In session 2024/25, we trialled a different format from Committee Groups – we had 8 x Discovery Dens sessions, with one session per month from October to May. Each member of staff led/assisted to lead a Discovery Den, ranging from sewing, construction, music, food activities to art skills, with all pupils experiencing every activity on a rotational basis. During an audit at Home Circles, pupils highlighted that they really enjoyed this new format as they got to try new activities, with some pupils asking for lunch clubs to be organised to finish their embroidery and cross stitch pieces in their own time. We will continue with Discovery Dens next session.  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/understanding of feedback. 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. Both Parents Nights had an attendance rate of 98% so we can gather the views of most of our parents/carers during these sessions  We held another very successful Outdoor Learning Day during our annual Health Week, with over 100 parents/family members attending to participate in planned outdoor activities with their children.  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 revised CATRINE Values and updated Aims now embedded, next session both the PS and ECC will focus on reviewing and refreshing our Curriculum Rationale 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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| **Community Plan East Ayrshire**  **2015 - 2030** | **Together, in achieving our Vision, Partners will demonstrate:**  **Effective leadership**  We will provide clear leadership in Community Planning and engage effectively with our employees and communities  **Collective ownership**  We will take collective ownership for delivering on the Community Plan, the associated Single Outcome Agreement and the Community Plan Delivery Plans, and work hard to improve outcomes for local people and communities  **Good governance**  We will implement clear operating arrangements to support effective strategic direction, scrutiny and accountability  **Democratic accountability**  We will measure and report on the impact of our activities to demonstrate how effectively we are improving outcomes for local people and communities, and all partners will be held to account for their contribution. | |
| Our Partnership will continue to work to meet the needs of the people who live in our communities. Our guiding principles will be reflected in all that we do and should be evident for all to see. | | **We will:**   * Promote lifelong learning. * Promote equality and tackle inequality; * Adopt a preventative approach; * Ensure effective community engagement in the planning and delivery of local services; * Utilise the strengths and resilience within communities; * Drive efficiency and performance improvement; |

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| **National and Local Priorities** | | |
| **The Scottish Government’s vision for education in Scotland:**   * Excellence through raising attainment and improving outcomes * Achieving equity   [**Key priorities of the National Improvement Framework:**](https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2022/12/achieving-excellence-equity-2023-national-improvement-framework-improvement-plan/documents/achieving-excellence-equity-2023-national-improvement-framework-improvement-plan/achieving-excellence-equity-2023-national-improvement-framework-improvement-plan/govscot%3Adocument/achieving-excellence-equity-2023-national-improvement-framework-improvement-plan.pdf)   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive   school-leaver destinations for all young people   * Improvement in attainment, particularly in literacy and numeracy | **NIF drivers of improvement in the outcomes achieved by children and young people are:**   1. School and ELC leadership 2. Teacher and practitioner professionalism 3. Parent/carer involvement and engagement 4. Curriculum and assessment 5. School and ELC improvement 6. page25image40264224Performance information | **Scottish Attainment Challenge (SAC)**  [Scottish Attainment Challenge: framework for recovery and accelerating progress](https://www.gov.scot/publications/scottish-attainment-challenge-framework-recovery-accelerating-progress/documents/)  [Scottish Attainment Challenge Logic Model](https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2022/03/scottish-attainment-challenge-framework-recovery-accelerating-progress/documents/tackling-poverty-related-attainment-gap-theory-change-scottish-attainment-challenge-logic-model/tackling-poverty-related-attainment-gap-theory-change-scottish-attainment-challenge-logic-model/govscot%3Adocument/tackling-poverty-related-attainment-gap-theory-change-scottish-attainment-challenge-logic-model.pdf) – Tackling the Poverty-Related Attainment Gap – Our Theory of Change  **SAC organisers:**   * Learning and teaching * Leadership * Families and communities |

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| **East Ayrshire Plans** | | | |
| **Key Priorities** | **Education Service Improvement Plan:** | **Children’s Services Plan:** | **Community Learning and Development Plan:** |
| **1: Our Leadership** | We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders on 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 and centre. | **Priorities for 2023-26:**   1. Our children and young people feel respected, listened to and influence change 2. We are working collaboratively, reducing the impact of social and economic poverty on our children and young people 3. Our children and young people feel safe 4. Our children and young people have the best start in life 5. Our children and young people’s mental health is improving | **Outcomes:**   * Growth * Wellbeing * Fairness * Sustainability   **Action areas**   1. Youth voice and participation 2. Lifelong learning and skills development 3. Empowering communities 4. Wellbeing and inclusion |
| **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. |
| **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. |
| **4: Our Attainment, Destinations and Achievements** | We want the very best for all of our young people in East Ayrshire. We aim to ensure all young people secure a positive destination through excellent achievement and attainment at all levels. |

Catrine Early Childhood Centre

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| **Our Leadership: Improvement priority: To encourage, support and promote leadership at all levels within the centre** | | | | | | | | | | | | | |
| **Rationale – During both our Authority visit and most recent Care Inspectorate report we have been praised in relation to the level of leadership opportunities throughout the centre. Ensuring that these individual Champion roles are embedded in the day to day life of the centre we aim to continue with them, promoting further empowerment and passion to each drive improvement forward even more. Last year’s plans have been well documented, evaluated and ELCPs next steps for 2025-2026 have been used as a starting platform below after reflection and self-evaluation.** | | | | | | | | | | | | | |
| **NIF key drivers:** | **School & ELC leadership** | | | **Teacher & practitioner professionalism** | | | | **Parent/carer involvement & engagement** | | | **Select driver** | | |
| **HGIOS4 QIs:** | **Select QI** | | **Select QI** | | **Select QI** | | | **Select QI** | | **Select QI** | | | **Select QI** |
| **QF ELC:** | **Select QI** | | **Select QI** | | **Select QI** | | | **Select QI** | | **Select QI** | | | **Select QI** |
| **ESIP key priorities:** | **N Teaching & Learning** | | | | | | | **N Our Wellbeing** | | | **N Our attainment** | | |
| **Outcomes for our learners** | | **Our actions/Approaches/Interventions** | | | | **PEF** | **Who** | | **Measures** | | | **Review/milestones** | |
| By June 2026 we aim to have improved the communication and language skills of identified children within the centre | | **COMMUNICATION**   * To organise strategies, tips and activities carried out during the ELT sessions last academic year, making a bank of ideas in which we could use again next year to help support children in their language development * To work on visuals becoming “used” within the playrooms for a purpose * To carry out weekly communication sessions with targeted children | | | |  | Leoni -  Communication Champion (CC)  with SLT support | | We will measure this through   * use of data collection from assessments on Learning Journals * WOWs, * observations, * target progression * parent consultation * PLPs * Targeted support folder   \*Children will be able to communicate emotions, needs, likes/dislikes effectively  \*children’s wellbeing will increase \*children will be less frustrated \*children will meet targets \*children’s interaction skills with adults and peers will improve | | | Weekly sessions  Termly assessments  Termly targets | |
| Over the year, all children throughout the ECC will learn a variety of Makaton signs to support their own interaction and that of others | | **COMMUNICATION STYLES SUPPORTING ASN**   * To create resources/ideas to support more consistent use of Makaton throughout playrooms * To ensure that Makaton signs are visible on Learning Journals for parent/carers/GLOW * To upload monthly Makaton songs/rhymes on Learning Journals/GLOW | | | |  | Julie T  (ELCP) with SLT support | | We will measure this through   * WOWs, * target progression * parent consultation * PLP’s * GLOW and Learning Journal entries * Displays in rooms * My Plans   \*Children will be able to communicate emotions, needs, likes/dislikes effectively  \*children’s wellbeing will increase \*children will be less frustrated \*children’s interaction skills with adults and peers will improve | | | Reviewed at FACEtime with SLT then again at Feb in-service and again in June 2026 for progress over the year | |
| To support emotional regulation, nurture and children’s mental health | | **HEALTH & WELLBEING**   * To continue to use Q.I techniques to improve more outcomes for children again next year (ASN Project) * To provide Therapeutic Play sessions within the centre * To continue to develop and offer consistent opportunities for nurture sessions * More opportunities offered to parent/carers on how to best support Children’s Mental Health | | | |  | Lesley-Anne  (SELCP) with SLT support | | We will measure these improvements through   * targeted tracking and monitoring of specific HWB outcomes on Learning Journals * tracking of children’s wellbeing over the year * Parent/carer feedback * Leven scales for wellbeing * Children voice and engagement * Target progression   \*Children’s wellbeing will increase  \*Children’s ability to regulate emotions will improvement  \*Coping strategies will be embedded | | | Daily sessions  Daily wellbeing scores  Termly assessments/ tracking and monitoring  Termly targets  PLPs targets  Termly Round the Table team monitoring/professional dialogue | |
| We aim to provide staff with more training and children with more skills for life and future work | | **STEM – in particular Digital technology opportunities and the development of science experiences**   * Gain better links with other ECCs for digital Pen Pals through technology and TEAMS sharing learning through regular video calls etc * Particular push on science within the centre, maintaining newly established area and replenishing science resources * Continue looking at and gathering evidence for STEM National Award * Put establishment forward for working with Google to continue improving staff and children’s learning experiences and digital technology skills * Family Quiz through TEAMS | | | |  | Sherrie (ELCP) with SLT support | | We will measure improvements through   * our STEM Journey book * our links with ECCs * our progress towards accreditation * staff confidence levels * family attendance levels   \*Increased confidence with tech  \*Improved communication skills  \*Developing problem solving skills  \*Ability to predict and reason | | | Reviewed at FACEtime with SLT then again at Feb in-service and again in June 2026 for progress over the year | |
| To develop children’s freedom to investigate and explore expressively and with an enthusiasm for learning | | **EXPRESSIVE ARTS - Curiosity, Creativity and imagination**   * A focus on drama. Carrie aims to investigate finding a service that may be able to provide some groups which she can learn from then continue on herself * Stone painting for the community to engage in * Creating more areas for art/craft in the outdoors as well as easy to lift boxes made up with resources specific to outdoors * Revamp of Curiosity Corner and approach – new resources and open-ended dress up materials | | | |  | Carrie (ELCP) with SLT support | | We will measure improvements through   * our EXA Journey book * expressive language * confidence in performing * tracking of EXA skills/outcomes * outdoor artwork and displays * parent/community engagement * children’s voice * WOW evidence   \*Increased confidence whist performing/change of voices etc  \*Developed range of art/craft opportunities  \*Parental/communication engagement  \*Links with other services  \*Increase knowledge of staff in how to promote drama experiences | | | Reviewed at FACEtime with SLT then again at Feb in-service and again in June 2026 for progress over the year | |
| The development of our new outdoor area for our youngest learners, ensuring high quality experiences and spaces  2-year-old room (The Voes) | | **OUTDOORS – THE VOES PLAYROOM (2yo)**   * Develop and define areas such as mud kitchen, construction, new water play etc. This includes age-appropriate signage * Begin to offer experiences to explore and build links within the local community (including with parent/carers) * Offer a parent workshop outdoors for our youngest learners to promote knowledge and understanding around schematic play and the benefits of this | | | |  | All ELCPs within their own role to ensure outdoors is considered | | This will be measured through evidence in   * Michelle’s Leadership floorbook * ELCP WOW’s on Learning Journals * Audits of resources * Accessibility of outdoors learning * Wellbeing whilst outdoors | | | Reviewed at FACEtime with SLT then again at Feb in-service and again in June 2026 for progress over the year | |
| To continue to promote Children’s Rights to children, staff and parents/carers across the centre whilst working towards our Silver Award | | **RIGHTS RESPECTING SCHOOLS**   * Continue to promote a new Article of the Month within the centre to all service users in a way in which everyone can relate to them * Continue to refer to the action plan supporting us towards our silver award * Research and plan for more interactive and active ways in which we can teach the children, staff and parents about Children’s Rights * Find new ways to interact with parents for participation and consultation | | | |  | Supply ELCP (Aug – Dec)  Rena ELCP (Jan – June)  with SLT support | | We will measure improvements through   * our RRS Journey book * parent/community engagement * children’s voice * staff voice * WOW evidence * Displays * FORMS/questionnaires   \*Children will show an age-appropriate understanding of some articles from the UNCRC  \*Staff will be more knowledgeable of each  \*Parents will be aware of UNCRC and some of the Articles | | | Reviewed at FACEtime with SLT then again at Feb in-service and again in June 2026 for progress over the year | |

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| **Teaching and Learning Together: Improvement priority: To support and encourage children to be fully involved in how we teach our curriculum** | | | | | | | | | | | | | |
| **Catrine ECC**  **Rationale – Some assessments/observations within the ECC can be carried out in a way which looks only at singular skills within that moment. We want to ensure that our children have transferable knowledge within our curriculum, and we currently have little evidence to show the true depth of understanding for children, therefore, we aim to encourage confident individuals and effective contributors who grow to develop a firm grasp of skills required to learn and continuously progress.** | | | | | | | | | | | | | |
| **NIF key drivers:** | **Curriculum & assessment** | | | **Performance information** | | | | **School & ELC leadership** | | | **Select driver** | | |
| **HGIOS4 QIs:** | **Select QI** | | **Select QI** | | **Select QI** | | | **Select QI** | | **Select QI** | | | **Select QI** |
| **QF ELC:** | **Select QI** | | **Select QI** | | **Select QI** | | | **Select QI** | | **Select QI** | | | **Select QI** |
| **ESIP key priorities:** | **N Our Leadership** | | | | | | | **N Our Wellbeing** | | | **N Our attainment** | | |
| **Outcomes for our learners** | | **Our actions/Approaches/Interventions** | | | | **PEF** | **Who** | | **Measures** | | | **Review/milestones** | |
| By June 2026 we aim for all children moving into P1 to be confident in discussing aspects of the curriculum, leading learning and supporting younger learners. We want children to show a true depth in understanding, reflecting on learning approaches and teaching experiences | | Mind maps and consultation will take place with children around what each of our curricular areas means to them.  Staff will them offer some brief additional ideas to help fill in some of the gaps in the understanding of what each area covers  Children will be asked (and staff observations from practice) particular areas of interest in relation to particular curricular areas. | | | |  | SLT | | Before and after mind maps  Child confidence  EAC tracking and monitoring tool  Staff observations | | | Beg and end of year  Termly  Termly  Termly | |
| From children’s interests, each pre-schooler will then be split into “Learning Together Groups”. Staff with Champion roles relating to these groups will then work alongside the children to set up teachable moments to engage in and through time support the children to explain and deliver the experiences to other children | | | |  | ELCPs and SLT | | Planning  ELCP Leadership Journals  Learning Together “Meetings” | | | Monthly  Termly  Monthly | |
| Children will be encouraged to show visitors around the ECC and explain their “Learning Together” roles | | | |  | SLT | | Visitor feedback | | | When required | |
| Recordings of the children can be captured at different areas highlighting specific success criteria e.g. QR codes, voice recordings, videos, photographs etc | | | |  | Sherrie and ELCPs | | Progression of confidence  Staff observation  Planning | | | Termly  Ongoing  Monthly | |

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| **Our Wellbeing and Belonging: Improvement priority: To focus on the wellbeing of our children and embed our approaches to equity and inclusion** | | | | | | | | | | | | | |
| **Catrine ECC**  **Rationale – Due to higher levels of recent dysregulated behaviour and children requiring more additional support (ASN) across both the Authority and Scotland, we feel it is important to ensure all service users are aware of coping strategies, the services that can support and to ensure intervention is early and individual to each child and family. Through reflection from our previous year, as a staff team we recognised that approaches need to be looked at from a more open minded and non-judgmental stance, and with professionalism and respect.** | | | | | | | | | | | | | |
| **NIF key drivers:** | **School & ELC leadership** | | | **Teacher & practitioner professionalism** | | | | **School & ELC improvement** | | | **Select driver** | | |
| **HGIOS4 QIs:** | **Select QI** | | **Select QI** | | **Select QI** | | | **Select QI** | | **Select QI** | | | **Select QI** |
| **QF ELC:** | **Select QI** | | **Select QI** | | **Select QI** | | | **Select QI** | | **Select QI** | | | **Select QI** |
| **ESIP key priorities:** | **N Our Leadership** | | | **N Teaching & Learning** | | | | **N Our attainment** | | | | | |
| **Outcomes for our learners** | | **Our actions/Approaches/Interventions** | | | | **PEF** | **Who** | | **Measures** | | | **Review/milestones** | |
| Children’s Rights, Inclusion and mental wellbeing  By June 2026 for all children’s wellbeing to have increased. A small, targeted group of children will be tracked throughout the year (most likely children requiring additional support) to measure the impact on interventions and change ideas. | | Staff will begin to score children’s emotional wellbeing in order to track this across the centre and to find a baseline to start from.  Staff will identify children requiring ASN once they settled in the centre.  Staff will then carry out professional dialogue using Quality Improvement models to begin to find root causes for any barriers/challenges. From here we will discuss possible changes and document these on our first PDSA cycle | | | |  | SLT | | Wellbeing trackers  Round the Table monitoring  Fishbone diagram/session  PDSA cycles (this will detail individual measurement plans)  My Plans  Individual next steps/targets  Increased levels of parental engagement at Parent Workshops  Increased numbers engaging with our Community Practitioner  Feedback from staff/parents/children  Photographs and floorbooks | | | Daily (Termly audits)  Termly  Beg then end of year  Termly  Termly  Termly | |
| As noted above (Our Leadership) Children’s Mental health will be a focus for this year. Nurture groups, emotional wellbeing, parent workshops and embedding coping strategies will be modelled with appropriate spaces, environments and interactions offered | | | |  | Lesley-Anne SELCP with SLT support | | Targeted tracking and monitoring of specific HWB outcomes on Learning Journals  Tracking of children’s wellbeing over the year  Parent/carer feedback  Leven scales for wellbeing  Children voice and engagement  Target progression  PLP targets  EAC tracking and monitoring tool | | | Termly  Termly  After groups  Daily  Ongoing  Termly  Termly  Termly | |
| As noted above (Our Leadership) we will continue to work towards our Silver Award for Rights Respecting Schools accreditation | | | |  | Rena & supply ELCP with SLT support | | Our RRS Journey book  Parent/community engagement  Children’s voice  Staff voice  WOW evidence  Displays  FORMS/questionnaires | | | Termly  Monthly  Monthly  Monthly  Termly  Monthly  Monthly | |
| To better support children within the centre’s communication styles through embedding Makaton and the USE of visuals.  Makaton will be incorporated into daily group times to support all children as well as a strategy to build upon staffs’ confidence and growth in signs | | | |  | CC, Julie T and full staff team with SLT support | | Targeted tracking and monitoring specific to communication  Teaching Talking document  My Plans  Wellbeing scores  Engagement levels  Round the Table monitoring  Group times | | | Termly  Termly  Termly  Daily (Termly audits)  Termly  Termly  Daily | |
| Throughout the year our full staff team will continue to be encouraged to be open minded and think more around equity in relation to how we support children and families. Non-judgemental approaches and new ways of thinking/ideas will be used to best support individuals. | | | |  | SLT | | PDSA cycles  WOWs  Wellbeing scores  Target progress  My Plans | | | Termly  Termly  Daily (termly progress)  Termly  Termly | |
| A Wall of aspiration will be created within the establishment in an effort to encourage children to think about their future goals and dreams promoting a self of belonging, self-esteem, confidence and individual possibilities | | | |  | Julie N with SLT support | | Displays  Children’s voices  Parent engagement  Child confidence  Child vocabulary and increase of knowledge/interest | | | Ongoing over year  Ongoing over year  Ongoing over year  Ongoing over year  Ongoing over year | |
| More examples of children’s voices will be displayed around the setting such as graphs/charts of like and dislikes e.g. resources, experiences, places to visit, times of the day, lunch choices etc | | | |  | Julie N with SLT support | | Displays  Child communication/confidence | | | Ongoing over year  Ongoing over year | |
| A new Transition Calendar will be created from home to ECC | | | |  | SLT | | Transition Calendar  Parent/carer feedback | | | Termly  Termly | |

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| **Our Attainment, Destinations and Achievements: Improvement priority: To improve the full staff team’s knowledge and confidence in assessment and self-evaluation procedures** | | | | | | | | | | | | | |
| **Catrine ECC**  **Rationale – SLT has recently become involved in an Authority training group around assessment approaches and procedures. Through conversations with staff in relation to confidence, it became apparent that some staff were unsure of how to analyse these and how they could be helpful in target setting to help raise attainment and progress. SLT will therefore aim to share learning from the group and support with these identified challenges over the year ahead.** | | | | | | | | | | | | | |
| **NIF key drivers:** | **Curriculum & assessment** | | | **Teacher & practitioner professionalism** | | | | **Performance information** | | | **School & ELC improvement** | | |
| **HGIOS4 QIs:** | **Select QI** | | **Select QI** | | **Select QI** | | | **Select QI** | | **Select QI** | | | **Select QI** |
| **QF ELC:** | **Select QI** | | **Select QI** | | **Select QI** | | | **Select QI** | | **Select QI** | | | **Select QI** |
| **ESIP key priorities:** | **N Our Leadership** | | | **N Teaching & Learning** | | | | **N Our Wellbeing** | | | | | |
| **Outcomes for our learners** | | **Our actions/Approaches/Interventions** | | | | **PEF** | **Who** | | **Measures** | | | **Review/milestones** | |
| By June 2026 all children to have made age and stage appropriate levels of progress in each area of the curriculum, accessing support from other agencies/services if required | | Full staff team will begin to use the new quality improvement framework which will be officially launched in September 2025. | | | |  | SLT | | Self-evaluation (staff meetings & in-service days)  Monitoring calendar | | | Various over year  Various over year | |
| Staff will create and agree new “excellent learning experiences” and “excellent learning environments” for across the centre. Staff will then be monitored in line with these | | | |  | SLT | | Excellent Experiences  Excellent Environments  Monitoring  EAC monitoring and tracking tool  Children’s targets/next steps | | | September 2025  September 2025  Termly  Termly | |
| Our Communication Champion (CC) will carry out targeted support work and continue to attend training. She will work closely alongside our colleagues from Speech and Language and track children using specific outcomes in relation to communication. She will focus on SCERTS assessments to support specific individual targets | | | |  | Leoni (CC) | | New communication specific cohort tracking  My Plans  Teaching Talking assessments  SCERTS assessments  SALT referrals  SALT discharges | | | September 2025  Termly  Termly  Termly  Biannually  Biannually | |
| SLT will share learning and practice with full staff team from ongoing training around assessment procedures and data analysis This will help to inform targets and in time begin to show evidence of progress | | | |  | SLT | | Continue training course (Nurture)  In-service day training  Staff meetings  Variety of assessments  Group analysis of assessments | | | Termly  Termly following above  Covered termly if required  Ongoing  By Jan 2025 | |
| Children identified as requiring ASN will each have an individual assessment grid. This will be used to determine what the concern is, ways in which the child could be supported and how these interventions may impact/benefit them. Once intervention has been put in place, progress will be reviewed and decided if further support/assessment is required or a referral made | | | |  | SLT, KW with full staff team input | | Assessment grid  Teaching Talking  Boxalls  Online targets for Boxalls  Sensory Profiles  Observation Checklists  Leuven Scales  RFA submissions | | | Sept 25 then ongoing  Termly  When required  Find by Oct 2025  Each other assessment we will cover throughout the year unless required for an individual sooner | |
| SLT will be involved in the new procedures for P1 specialist placements, attending IRD consultation forums | | | |  | SLT | | Variety of assessments  My Plans  Transition events | | | As above  Termly  ASAP when place has been offered | |
| Each child will have a minimum of  2-3 targets per term and progress will be clearly identified when using the function on Learning Journal trackers.  Targets/next steps will be monitored by SLT ensuring they are achievable yet still challenging | | | |  | SLT | | Next steps within EAC monitoring and tracking tool  My Plan targets  Progress on Teaching Talking’s | | | Termly  Termly  Termly | |
| Staff will continue to ask for professional guidance and support from other agencies and services when required | | | |  | SLT | | RFA submissions  SALT helpline phone calls  HV support  TWTF meetings  My Plan targets and action plans | | | When required  Audit termly  When required  Termly or sooner if red  Termly | |

Catrine Primary School

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| **Our Leadership: Improvement priority: To encourage, support and promote leadership at all levels within the centre.** | | | | | | | | | | | | | | |
| **Catrine PS**  **Rationale – as a whole staff team we will continue to build upon our improvements and successes in offering our pupils a chance to participate in a wide range of high quality and diverse learning experiences through our Discovery Dens. Our staff will also continue to develop their own personal leadership skills through their involvement in CLPL for specific curricular areas, focusing on upskilling both themselves and their colleagues through collegiate training dates and the dissemination of information.** | | | | | | | | | | | | | | |
| **NIF key drivers:** | **School & ELC leadership** | | | **School & ELC improvement** | | | | **Select driver** | | | | **Select driver** | | |
| **HGIOS4 QIs:** | **1.2** | | **1.3** | | **2.7** | | | **Select QI** | | | **Select QI** | | | **Select QI** |
| **QF ELC:** | **Select QI** | | **Select QI** | | **Select QI** | | | **Select QI** | | | **Select QI** | | | **Select QI** |
| **ESIP key priorities:** | **N Teaching & Learning** | | | | | | | **N Our Wellbeing** | | | | **N Our attainment** | | |
| **Outcomes for our learners** | | **Our actions/Approaches/Interventions** | | | | **PEF** | **Who** | | **Measures** | | | | **Review/milestones** | |
| To continue to develop leadership skills and capacity of pupils, encouraging them to apply skills through the curriculum into different contexts | | To continue to develop our Discovery Dens experiences for all pupils, ensuring wider curriculum activities are offered (sewing, cooking, clay/modelling activities)  To invite the wider community in to help with delivering our Discovery Dens programme  To allow pupils the opportunity to experience a wide range of practical, hands-on learning experiences across the school year in mixed-age small groups with staff and wider community supervision and guidance | | | | Yes | Teaching staff  Classroom assistants  Clerical staff  SLT  The 12 O’Clock Gang  Catrine Community Council | | Audit pupils interests and requests  Audit pupils’ enjoyment and participation across all activities  Use audit results to inform future Discovery Dens format and activities | | | | Termly at Home Circles  BIG Questions at Parents Nights to audit parental/community interest in helping at Discovery Dens | |
| To ensure the learning meets the needs of individual learners and that our assessment routines are informing episodes of learning | | Immersive staff training to ensure consistency of implementation across all stages as GL Assessments are implemented  Regular collegiate check-ins to ensure staff understanding and consistency of approach  Regular SLT meetings with staff to track pupil progress and attainment  To collect and analyse more detailed and specific assessment and attainment data to ensure each pupil is making correct progress and attainment and that future learning targets are specific and trackable – | | | |  | All teaching staff  SLT  GL Assessments staff | | Regular analysis of data to inform future learning and teaching targets for individual pupils and groups, in consultation with SLT | | | | August 2025  Throughout session  Prior to Tracking Periods throughout session | |
| Children will experience a wider range of curricular experiences | | All staff will be involved in focused CLPL training which ties in with our school priorities for improvement  All staff will present at collegiate sessions to ensure consistency of understanding, approach and implementation of programmes of study and learning  Experiences  To continue to promote and support leadership opportunities and challenges to all staff which, in turn, improve outcomes for all learners across a wide range of curricular experiences  Continued QA and self-evaluation of leadership roles, responsibilities, progress and targets | | | |  | Fiona McCaig  (P6)  Laura McKenna (P4)  Tammy Withers  (P3)  Cheryl Burleigh  (P6)  Jill Ferguson  (P1)  Jacqueline Hasson (P1)  Erin Cook (P7)  Deborah Robertson (Clerical)  Kirsty Mair (P2)  Lorna Watt  Rhona Goudie  Carolyn Brown  (Classroom Assistants) | | Continued involvement in the LOL/Leaders of Learning Programme, having a direct impact on our Feedback policy and improved understanding of PLTA  Continued (P4) and new (P3) involvement in the National Improving Writing Programme leading to improved writing results  Continued involvement in the Education Group PLTA focus group  School lead for the implementation of the Digital Profiles in P3-7  Continued involvement in the whole school HWB Group, creating an annual Rights Respecting School monthly article overview  Organising and supervising Health Week  Continued involvement in Reading Schools Award focus, promoting World Book Day events and organising library timetable for all classes  Focus on STEM resources and planning across all stages, accessing training sessions and updating planning formats  Continued involvement in supporting all areas of school improvement and leadership | | | | Dates throughout session  Dates throughout session    Dates throughout session  P3-P7 classes set up by end of Term 1  Throughout session  September 2025  June 2026  March 2026  Throughout session  Throughout session  Throughout session | |
|  | | | | | | | | | | | | | | |
| **Teaching and Learning Together: Improvement priority: to support and encourage children to be fully involved in how we teach our curriculum** | | | | | | | | | | | | | | |
| **Catrine PS**  **Rationale: to work with all stakeholders to review and update our Curriculum Rationale to reflect our improvement priorities, new learning and teaching approaches and resources and assessment priorities** | | | | | | | | | | | | | | |
| **NIF key drivers:** | **Teacher & practitioner professionalism** | | | **School & ELC improvement** | | | | **Performance information** | | | | **Select driver** | | |
| **HGIOS4 QIs:** | **1.1** | | **1.2** | | **1.3** | | | **2.2** | | | **3.2** | | | **Select QI** |
| **QF ELC:** | **Select QI** | | **Select QI** | | **Select QI** | | | **Select QI** | | | **Select QI** | | | **Select QI** |
| **ESIP key priorities:** | **N Our Leadership** | | | | | | | **N Our Wellbeing** | | | | **N Our attainment** | | |
| **Outcomes for our learners** | | **Our actions/Approaches/Interventions** | | | | **PEF** | **Who** | | | **Measures** | | | **Review/milestones** | |
| Through their involvement in the updating and creation of a new Curriculum Rationale for the school, pupils will have a better understanding of WHAT they’re learning, WHY they’re learning it and HOW they learn best.  Our Excellent Lesson and Feedback formats will ensure consistency across all stages, leading to an improved understanding of targets for both pupils and parents/carers | | To involve all stakeholders in consultation about the updating of our Curriculum Rationale, to ensure it remains current and appropriate and includes correct terminology and focus and to ensure high quality and effective pedagogical strategies are embedded | | | |  | Pupils  All staff  Parents/carers | | | BIG questions about what should be included in our Curriculum Rationale will be shared on GLOW forms | | | At monthly Home Circles  At Parents Night in Terms 2 and 4 | |
| To finalise our Excellent Lesson format and posters, designed by our LOL pupil group  To introduce the Excellent Lesson to pupils  and parents  To continue to embed our Felix, The Feedback Firefly across the school  To continue to embed our whole school feedback policy across all stages (Tickled Pink and Green for Growth) | | | |  | Fiona McCaig  LOL pupil group  All pupils  Teaching staff  CAs  Teaching staff  CAs | | | Posters to be created and displayed around school, Home Circle focus to ensure complete pupil understanding  Each class to create their own ‘Felix’s Foundations’ content, pertinent to stage  HT to highlight TP and GfG on ‘Excellent Work Wall’ at weekly assembly | | | Home Circles  Literacy morning in Term 1  Term 1  Throughout session | |
| Whole school continued focus on:  Handwriting improvement  To use Nelson Handwriting resources to improve handwriting at all stages, focusing on consistent approach and setting expected standards of presentation of work  Multiplication Masters  To continue to embed Times Tables expertise from P2-P7, using Times Tables passports to celebrate individual success  Spelling  To audit and update whole school Spelling approach and assessment to ensure consistency and using GL Assessments to provide data to inform next learning targets for individual pupils and groups | | | | Yes | Teaching staff  CAs  SLT  Teaching staff  CAs  SLT  Teaching staff  CAs  SLT | | | Nelson Handwriting resources  Jotter monitoring feedback from SLT  Individual Times Tables passports in Maths jotters  Jotter monitoring feedback from SLT  GL Assessments spelling assessments | | | From Term 1 onwards  From Term 1 onwards  Throughout session in line with assessment calendar | |

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| **Our Wellbeing and Belonging: Improvement priority: To improve children’s mental wellbeing and embed our approaches to equity and inclusion** | | | | | | | | | | | | | |
| **Catrine PS**  **Rationale: to ensure all pupils are reaching their full individual potential in our school by focusing on their mental, emotional and physical wellbeing by using a variety of strategies and resources, analysing the data they provide, and putting supports in place, with parental involvement and engagement, if required.** | | | | | | | | | | | | | |
| **NIF key drivers:** | **Performance information** | | | **School & ELC improvement** | | | | **Select driver** | | | **Select driver** | | |
| **HGIOS4 QIs:** | **3.1** | | **2.4** | | **1.5** | | | **3.3** | | **Select QI** | | | **Select QI** |
| **QF ELC:** | **Select QI** | | **Select QI** | | **Select QI** | | | **Select QI** | | **Select QI** | | | **Select QI** |
| **ESIP key priorities:** | **N Our Leadership** | | | **N Teaching & Learning** | | | | **N Our attainment** | | | | | |
| **Outcomes for our learners** | | **Our actions/Approaches/Interventions** | | | | **PEF** | **Who** | | **Measures** | | | **Review/milestones** | |
| Maintaining our focus of improving our wellbeing of all pupils | | To implement the EAC Attendance tracker format to ensure attendance data is regularly tracked and monitored, building on the attendance tracker we started last year | | | |  | HT  Senior Clerical  Teaching staff | | HT will provide termly attendance figures at collegiate meetings to keep staff informed | | | Daily attendance tracking  Termly attendance reporting | |
| Implement PASS surveys at all stages, with pupils completing surveys twice a year and teachers using data gathered to inform their HWB focus in Term 3 to address gaps, concerns and issues. By collecting individual data for each pupil through the PASS surveys, we will be able to highlight any individual issues and address them quickly and with greater impact.  Wellbeing Webs completed to ensure pupils are given a variety of ways to highlight any concerns or issues  Our DHT, as ASN Coordinator, will work closely with staff to continue to ensure all relevant paperwork and referrals are made in a timeous manner to access supports available.  All staff to participate in Needs Analysis training to ensure consistency of approach across all stages | | | |  | Teaching staff  SLT  All staff  Educational Psychologist | | Teaching staff to analyse individual class data, and use it to deliver informed HWB lessons in Term 3 to address particular gaps in their class  Individual pupil concerns to be raised with SLT and interventions noted  Improved understanding of needs of all pupils and clearer focus of whole school strategies to help with dysregulation issues | | | Term 2 and Term 4  Term 3  Training – November 2025  Reviews – ongoing throughout session | |
| To finalise and implement our new Respectful Relationships policy throughout the school, created in consultation with all stakeholders in session 24/25  To discuss it regularly at assemblies and Home Circles to ensure complete transparency and understanding by all pupils  To continue to use the Relationships Framework to support dysregulated learners | | | |  | Teaching staff  CAs  SLT  Pupils  Parents | | Regular discussion item at collegiate meetings to ensure consistency of implementation and recording of data to measure effectiveness and to make any necessary changes | | | Weekly assemblies  Monthly Home Circles  Shared on GLOW and app regularly | |
| To ensure full staff participation in all stages of the ‘Keep the Promise’ programme, in line with EAC priorities to ensure care experienced pupils are fully included and supported | | | |  | Teaching staff  CAs  Clerical staff  Janitor  SLT  RBA Guidance Teachers | | Whole staff training for Phase 1  Collegiate time used to complete online modules | | | In-service day October 2025  Term 2 | |
|  | | To ensure the Inclusive Classroom checklist is completed and any issued actioned and addressed promptly to meet the needs of all learners | | | |  | Teaching staff  SLT | | Checklist completed  Resource needs highlighted and actioned | | | August 2025 | |

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| **Our Attainment, Destinations and Achievements: Improvement priority: To continue to focus and improve our knowledge, understanding and confidence in assessment and self-evaluation procedures** | | | | | | | | | | | | | |
| **Catrine PS**  **Rationale: by introducing GL Assessments to our updated Assessment Overview, we are adding another aspect of data collection which will continue to ensure we provide accurate learning targets for our individual learners, based on their needs. As a staff, we will work more collegiately to interpret the data we collect, allowing it to impact whole school decisions and future priorities. The creation of profiles, both digital and paper, will create an invaluable database of our pupils and will allow them to influence their next steps in learning.** | | | | | | | | | | | | | |
| **NIF key drivers:** | **Curriculum & assessment** | | | **Performance information** | | | | **Curriculum & assessment** | | | **Select driver** | | |
| **HGIOS4 QIs:** | **1.1** | | **2.3** | | **2.4** | | | **2.6** | | **3.2** | | | **Select QI** |
| **QF ELC:** | **Select QI** | | **Select QI** | | **Select QI** | | | **Select QI** | | **Select QI** | | | **Select QI** |
| **ESIP key priorities:** | **N Our Leadership** | | | **N Teaching & Learning** | | | | **N Our Wellbeing** | | | | | |
| **Outcomes for our learners** | | **Our actions/Approaches/Interventions** | | | | **PEF** | **Who** | | **Measures** | | | **Review/milestones** | |
| By introducing GL Assessments across the school, in tandem with the updating of our Assessment Calendar, we are ensuring a strategic embedding of both which will result in both pupils and staff feeling supported and confident throughout the process.  By creating individual pupil profiles we aim to improve how we share the learning targets and successes of our pupils with their parents/carers. | | To audit our current Assessment Calendar and create a new overview, incorporating QIs and Quality Assurance procedures to ensure consistency and standards | | | |  | Teaching staff  SLT | | Creation of an updated Assessment Calendar | | | Term 12025  To be reviewed termly to make any necessary changes | |
| To implement GL Assessments across all stages  To highlight agreed dates for specific assessments to be completed, in line with new Assessment Calendar  To assign time to analyse data created by GL Assessment and how it impacts next steps | | | | Yes | Teaching staff  SLT | | Use of P1 workbooks in P2 to establish baselines  Use of online assessments from P2 to P7 | | | Whole staff training from GL staff in August 2025  Implementation of GL Assessments throughout session | |
| To create online digital profiles for every pupil from P3-P7, using Education Scotland’s digital profile template  To ensure every pupil completes specific sections timeously, with support if required  To continue to support digital literacy learning of both parents and pupils through workshops and events  To create individual paper profiles for P1 and P2 pupils to capture their learning and targets on a regular basis  To ensure every pupil completes specific sections timeously, with support if required | | | |  | Teaching staff in P3-P7  CAs  Cheryl Burleigh  Teaching staff in P1 and P2  DHT  CAs | | Improved pupil understanding of the language of target setting  Improved sharing of targets with parents/carers  Improved pupil understanding of the language of target setting  Improved sharing of targets with parents/carers | | | By October 2025  Throughout session  Introduced at Parents Night – October 2025  By October 2025  Throughout session  Introduced at Parents Night – October 2025 | |

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| **2024-25 baseline** | | | | | | **2025-26 targets** | | | | | | **2025-26 actual** | | | | | |
|  | Reading | Writing | L&T | Literacy | Numeracy |  | Reading | Writing | L&T | Literacy | Numeracy |  | Reading | Writing | L&T | Literacy | Numeracy |
| P1 | **76** | **76** | **88** |  | **76** | P1 |  |  |  |  |  | P1 |  |  |  |  |  |
| P2 | **95** | **95** | **95** |  | **95** | P2 |  |  |  |  |  | P2 |  |  |  |  |  |
| P3 | **78** | **67** | **100** |  | **89** | P3 |  |  |  |  |  | P3 |  |  |  |  |  |
| P4 | **71** | **65** | **82** |  | **65** | P4 |  |  |  |  |  | P4 |  |  |  |  |  |
| P5 | **67** | **47** | **73** |  | **67** | P5 |  |  |  |  |  | P5 |  |  |  |  |  |
| P6 | **57** | **48** | **74** |  | **48** | P6 |  |  |  |  |  | P6 |  |  |  |  |  |
| P7 | **75** | **55** | **85** |  | **85** | P7 |  |  |  |  |  | P7 |  |  |  |  |  |

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| Reading | P1 | P2 | P3 | P4 | P5 | P6 | P7 |  | Writing | P1 | P2 | P3 | P4 | P5 | P6 | P7 |  | L&T | P1 | P2 | P3 | P4 | P5 | P6 | P7 |  | Numeracy | P1 | P2 | P3 | P4 | P5 | P6 | P7 |
| P1 |  |  |  |  |  |  |  | P1 |  |  |  |  |  |  |  | P1 |  |  |  |  |  |  |  | P1 |  |  |  |  |  |  |  |
| P2 |  | 75 |  |  |  |  |  | P2 |  | 75 |  |  |  |  |  | P2 |  | 88 |  |  |  |  |  | P2 |  | 75 |  |  |  |  |  |
| P3 |  |  | 94 |  |  |  |  | P3 |  |  | 94 |  |  |  |  | P3 |  |  | 94 |  |  |  |  | P3 |  |  | 94 |  |  |  |  |
| P4 |  |  |  | 76 |  |  |  | P4 |  |  |  | 65 |  |  |  | P4 |  |  |  | 100 |  |  |  | P4 |  |  |  | 88 |  |  |  |
| P5 |  |  |  |  | 71 |  |  | P5 |  |  |  |  | 65 |  |  | P5 |  |  |  |  | 82 |  |  | P5 |  |  |  |  | 65 |  |  |
| P6 |  |  |  |  |  | 67 |  | P6 |  |  |  |  |  | 47 |  | P6 |  |  |  |  |  | 73 |  | P6 |  |  |  |  |  | 67 |  |
| P7 |  |  |  |  |  |  | 57 | P7 |  |  |  |  |  |  | 52 | P7 |  |  |  |  |  |  | 81 | P7 |  |  |  |  |  |  | 52 |

**Summary of Improvement Plan directly linking to Education Service Improvement Plan**

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| **Our Leadership** | **Teaching and Learning Together** |
| Improvement Priority: *to encourage, support and promote leadership at all levels*  **ECC**   * Individual ELCP development programme * Individual ELCP family workshops and support * Individual ELCP home link programmes   **PS**   * Leadership roles – clear focus * Whole school assessment | Improvement Priority: *to support and encourage children to be fully involved in how we teach our curriculum*  **ECC**   * Children to be able to discuss curricular areas with confidence * Children to be able to support and lead others * Children to develop confidence when talking about their learning   **PS**   * The Excellent Lesson and Feedback * Curricular focus * Audit of Curriculum Rationale |
| **Our wellbeing and belonging** | **Our Attainment, Destinations and Achievements** |
| Improvement Priority: *to continue to focus on the wellbeing of our children and embed our approaches to equity and inclusion*  **ECC**   * To improve wellbeing scores * To embed Makaton across all areas * To support children’s emotional regulation * To work towards Silver Award in Rights Respecting Schools   **PS**   * Embedding of GMWP * ‘Keeping the Promise’ training * Introduction of Respectful Relationships policy * Attendance focus | Improvement Priority: *to continue to focus and improve our knowledge, understanding and confidence in assessment and self-evaluation procedures*  **ECC**   * Increased staff confidence and working knowledge of assessment procedures * To develop our ‘Excellent Learning Experience’ * To ensure targets are achievable for all children, including ASN, through challenge and support opportunities   **PS**   * Introduction of GL Assessments * Creation of individual pupil profiles * Audit of Assessment Calendar |

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| **Appendix 1** | | |
| **Our Values** | **Our Aims** | **Our Values** |
| **C** | **Community** – to continue to work together to build a sense of belonging within our school, our village and our wider community | **We build our community together** |
| **A** | **Achieving** – to ensure every child is supported and challenged to reach their full potential | **We work towards our goals** |
| **T** | **Teamwork** – to value and develop individual skills and learn to use these cooperatively and collaboratively | **We work**  **together** |
| **R** | **Respect** - to respect everyone’s values, opinions and individuality and treat everyone with honesty and kindness | **We treat everyone with kindness** |
| **I** | **Inclusion** – to create an inclusive environment which nurtures confident, resilient individuals who are given a voice to take ownership of their learning and celebrate success | **We are ALL**  **worth it** |
| **N** | **Nurture** – to provide a nurturing environment to ensure that everyone’s social, emotional and educational needs are being met | **We all belong** |
| **E** | **Excellence** – to deliver an education which develops talents and abilities, encouraging everyone to be the best version of themselves | **We reach for**  **the stars!** |