



Cathkin PS Strategic Improvement Priorities over 3-year cycle Timescale: 2023-2026

Strategic Priority	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026
1.	<i>To further develop our curriculum to reflect the uniqueness of our school community with a focus on supporting skills development.</i>	<i>To work with other sectors and partner agencies to enhance our coherent and inclusive curriculum supporting skills development.</i>	<i>To embed skills-based learning across all curricular levels and to support learners to identify the skills they develop through participation in a wider range of learning experiences.</i>
2.	<i>Continue to raise attainment across the curriculum, with a particular focus on writing (Phase 3 – Talk for Writing) and communication skills.</i>	<i>To focus on raising attainment across the school in listening and talking with a particular focus on supporting learners to apply their listening and talking skills effectively.</i>	<i>To revisit learning and teaching in numeracy and maths ensuring that learners are supported to link and apply their knowledge and skills in a variety of ways.</i>
3.	<i>To continue to embed attachment informed approaches across our school community.</i>	<i>To work towards accreditation to become an SLC Attachment Informed Establishment.</i>	<i>To establish a community approach towards sustainability and global citizenship.</i>
4.	<i>To continue to improve the quality and use of observations of children’s learning to enable the progress children are making in their learning to be demonstrated more effectively.</i>	<i>To build the EY curriculum with a focus on Froebel Principles and practices.</i>	<i>To support learners to develop further their awareness of the diverse world in which they live.</i>

Context of school

Our School

Cathkin Primary and Nursery Class is one of 124 primary schools in South Lanarkshire Council. The school is situated in Rutherglen, an urban area of South Lanarkshire. The area is predominately social/private rented accommodation with some newer privately owned, housing. The school was opened in 1959 and as part of South Lanarkshire Council’s Schools modernisation programme a new building was constructed and officially opened in 2006. We are part of the Cathkin Learning Community and have developed strong links with other local establishments to ensure smooth transitions and a coordinated approach to learning and teaching.

Vision

‘Working together to nurture every child, providing opportunities for them to achieve and grow; a stepping-stone to their future.’

Aims

Our aim is to plan and deliver, in partnership with parents/ carers, learning opportunities which allow our children to progress at their own pace.

We fully support pupils with additional needs, offering individual support, when required.

We encourage all children towards independent learning, equipping them with the necessary skills to develop skills for learning, life and work.

At Cathkin we encourage our pupils to work hard and to do their best in class while reinforcing the importance of what happens outside the classroom too.

We encourage our pupils to take pride in their surroundings, to look after the school environment, to respect other people’s property and to be helpful and polite.

We have a Parent Council who support the school through fundraising and who are keen to further engage the wider parental body in school life and decision-making.

We also work in partnership with our local community and have close links with Fernhill and Cathkin Parish Church and Barnardo’s.

In session 2022-2023, the school had a roll of 196 pupils spread over seven mainstream classes, six supported classes (ASN) and a nursery catering for up to 50 two to five-year-olds.

In January 2023 we were inspected by HMIE. We were awarded the following gradings:

	School	Nursery
QI1.3: Leadership of change	Very good	good
QI2.3: Learning, teaching and assessment	good	good
QI 3.1: Ensuring wellbeing, equity and inclusion	good	good
QI3.2: Ensuring children's progress	good	good

The following strengths were identified:

- *The highly effective leadership provided by the headteacher and senior leadership team. Together, they create a supportive, inclusive culture, recognised by the school community.*
- *Across the establishment, all staff work very well together as a team. They engage well with professional learning and reflect on their practice. Well-considered, engaging approaches to learning and teaching are impacting positively on children's progress and achievement.*
- *The whole school community have worked well to create an ethos of nurture and compassion, where children and adults feel valued and listened to. Wellbeing is central to the work of all staff across the school and nursery.*
- *The quality of teamwork and nurturing approaches to support children's learning in supported classes. This is enhanced by staff skills and consistency in using a range of alternative communication aids to develop children's language and communication skills effectively. Tracking children's progress is a key strength.*

Practice worth sharing more widely was also identified:

- *Staff in the supported classes have successfully implemented a systematic approach to tracking children's progress at pre-early and early level of CFE. This approach ensures accurate information about children's progress and working levels which takes account of their individual needs. It provides a particularly strong base for planning the next steps to support children's progress in literacy, numeracy and health and wellbeing.*

Our next steps were identified as follows:

- *In primary classes, continue to raise attainment across the curriculum, with a particular focus on writing.*
- *In nursery, continue to improve the quality of observations of children's learning. Practitioners need to be able to demonstrate more effectively the progress children are making with their learning.*

The report endorsed our school self-evaluation and the next steps are evident in our School Improvement Plan.