



HAMILTON LEARNING COMMUNITY

Establishment Improvement Plan 22-23



Chatelherault Primary



Priority 1- Health and Wellbeing for children and families to flourish Outcome

- Children and families can access a named person to support wellbeing and are aware of the range of supports available within the school
- Children identified through Listen to Me, Wellbeing screening or parental referral receive nurture support in the established Cozy Snug
- Parents and children can identify supports available
- Attachment and nurture principles are embedded within staff practice.

Measures

- 90% of Parent/carers survey identifies supports available
- 95% of all staff can identify the key principles of nurture and attachment and demonstrate it in their everyday practice.
- 95% of children survived identify the supports available in school.
- 95% of children identify at least three nurturing principles in their

Priority 2 – Inclusion, Equality and Equity Outcome

- All pupils involved in inclusion and all classes have an inclusion partner
- PB pupil and parent group work collaboratively to identify priorities for the spend.
- Increase in attainment by 5% in Writing P2,3,4,5 6 & 7 and Reading 5% at P3 & P4
- Parents of children within Supported Provision know how to access support from YFCL

Measures

- 50% increase in inclusion across our school mainstream and supported classes. All mainstream classes can identify their inclusion partner.
- PB group evaluation shows the % of parents participating in consultation has increased by 10%
- ACEL data in June 2023 shows an increase of at least 5% in identified target stages.

Priority 3 – Rich and Stimulating Environment Outcome

- Increased access to outdoor learning by all pupils including John Muir Award P5-P7
- Increased pupil engagement in learning within all classes
- Learning opportunities which promote creativity in approaches to numeracy and mathematics.
- All staff can identify and implement the key features of learner engagement.
- Increase in pupil attendance by at least 3%
- Total communication and whole school symbolization refreshed
- Increased engagement in reading for enjoyment through the re-establishment of our school library in partnership with parents and pupils.

Measures

- All children in P5-P7 complete aspects of John Muir Award
- Leuven Scale assessment shows an increase of 5% in engagement.
- Attendance across the school increased by 5% within targeted group
- 8% increase in children identifying themselves as using creative approaches to numeracy when working collaboratively.
- All staff consistently use visuals and visual timetable is displayed and used in all classes.
- 5% of pupils identify an increase in reading for pleasure.

Priority 4 – Skills for Life, Learning and Work Outcome

- Re-establish skills master classes 6 week focus to share a wide range of skills with our children.
- Relevance of learning and the transference of skills is discussed on a daily basis within a variety of learning contexts
- Food technology used to develop cooking life skills and promotion of health eating in all classes.

Measures

- Children are motivated through increased personalisation and choice to take part in skills master classes and a google form identifies increased awareness of skills within the world of work.
- In Learner conversations 90% of children can identify a transferable skill from their learning each day.
- All children can make a range of healthy snacks when participating in food technology, showcased with parents/carers.

Priority 5 – Sustainability and Climate Change

Outcome

- Further increase pupil and staff awareness of Global Goals through the weekly establishment of Earth/RRSA Hour
- Sensory garden developed in partnership with pupils and parents to provide a calm outdoor space within the forest area.

Measures

- All classes take part in monthly Global Goals and this is displayed within the classroom.
- Children across the school can identify areas where the school has made change and become more sustainable

