



HAMILTON LEARNING COMMUNITY

Establishment Improvement Plan 25-26

Chatelherault Primary School



Priority 1- Rich and Stimulating Environment Outcome

- Curriculum rationale developed in partnership with parents, pupils and all staff reflecting the totality of our curriculum.
- Development of a learning and teaching position statement reflecting increased opportunities for personalisation and choice.
- Review social studies progression pathway to ensure relevance, promote high levels of engagement and identify opportunities for IDL.
- Re-accreditation for Gold Rights Respecting Award in partnership with parents, staff, pupils and the wider community
- Attachment Theory continues to embed across the school with a shared language used consistently by almost all staff and an increased understanding of distressed behaviour.

Measures

- Use of Likert scale to measure satisfaction levels of parents, pupils, and staff with the new curriculum rationale.
- 20% representation in engagement levels of focus group participation.
- 90% response rate of high from children in pupil questionnaire relating to Personalisation and Choice.
- Learning Walks focus on pupil engagement and pupil participation.
- Professional Dialogues focus on pupil engagement through discussions focused on Personalisation and Choice.
- Utilise specific, actionable insights to further develop curriculum.
- 80% of stakeholders respond to Social Studies Review ensuring feedback representative of whole school community.
- Engage in dialogue with stakeholders to measure satisfaction levels of students, parents, and staff with the revised social subjects progression pathways and IDL opportunities using a Likert scale.
- 20% level of engagement and participation in the focus group discussions should be 20% of our school community.
- School achieves re-accreditation of Gold UNCRC Award.
- SLC Level 2 accreditation achieved by the Focus Group.
- Staff stakeholder group questionnaire identifies an 8% reduction in combined staff who identify that our children are not well behaved.
- Questionnaire by the focus group Oct 25 and April 26 shows an increase in the consistent use of attachment informed language by almost all staff May 26.

Priority 3 – Empower learners to shape and influence actions on sustainability and climate change

Outcome

- All learners have an entitlement to learning for sustainability. Aug 25
- A whole setting approach to learning for sustainability continues to be developed that is robust, demonstrable, evaluated, and supported by leadership at all levels. May 26
- In line with the new General Teaching Council Professional Standards, every practitioner, school and education leader demonstrate learning for sustainability in their practice. May 26
- All children have an opportunity to learn outdoors daily through increased Personalisation and Choice. May 25

Measures

- Audit Sept 25 and Audit May 26 will identify an increase in staff confidence teaching Learning for Sustainability.
- A new progressive learning pathway is developed for LfS and implemented Jan 26.
- Professional dialogue identifies an increase from most, to almost all teachers identifying their contribution to LfS by May 26.
- Class Timetables will show an increase in outdoor learning opportunities session 25-26 by 50%.
- Learner Walks highlight pupils outdoors during each observation.
- John Muir achieved by all P5-P7 pupils including supported provision.

Priority 2 – Inclusion, Equality and Equity

Outcome

Closing the poverty related attainment gap by:

- P2 - 10% reduction in the gap in numeracy
- P3 - 10% reduction in the gap in Numeracy
- P5 - 5% reduction in the gap in reading and writing and 10% reduction in numeracy,
- P6 - 5% reduction in the gap in writing

Raising Attainment

- P2 - Increase of 4% in Numeracy
- P3 - Increase of 4% in Reading and Writing
- P5 - Increase in Reading, Writing, Numeracy and Listening and Talking by 3%
- P6 - Increase of 6% in Writing

- Increasing Attendance from 93.6% to 94.5% over the course of the session.
- Re-fresh of Aifl assessment within all classes and children leading their own learning with increased confidence.

Measures

- Combined ACCEL Data June 26
- Equity Data comparator tracked and monitored across the session Sept 25, Jan 25 & June 26
- Achievement of a level tracked and monitored across the session in Sept 25, Jan 26 and Jun 26.
- Monitor the overall attendance rates and aim for a consistent increase over time of 1%
- Identify patterns of absence and address specific issues impacting attendance.
- Assess the effectiveness of interventions by tracking changes in attendance rates following their implementation.
- Almost all children can identify and use effectively Aifl in at least three curricular areas when taking part in a pupil learner conversation focus group.

