East Ayrshire Council

Standards and Quality Report

2022-2023

Nether Robertland Primary School

Establishment Context

Nether Robertland Primary School is situated in the town of Stewarton, at the heart of a very close community. It was built in 1973 and this year, the school celebrated its 50th anniversary. It is part of the Stewarton Education Group. Stewarton is a rural community situated six miles north of Kilmarnock. A number of children who attend the school live in the outskirts of the town and outlying farms and travel by bus or taxi. It is non-denominational establishment providing education for children aged 4-12 years. When children reach secondary age, they transfer to Stewarton Academy.

The school currently has 13 classes with a roll of 296 children. The building is semi-open plan, consisting of 14 classes, two flexible learning spaces, gym hall, dining area, GP area, library/music room, main office, Nurture space, staff room, Head Teacher office, DHT office and reception.

Stage Profile 2022/2023 (%)

	P1	P2	P3	P4	P5	P6	P7
Boy	23	11	20	16	28	24	24
Girl	18	16	18	25	25	25	22
Total	42	27	38	41	53	49	46

SIMD Profile 2022/2023 (%)

SIMD Decile	1	2	3	4	5	6	7	8	9	10	N/A
	1	2	19	16	53	0	43	73	3	82	4

SIMD 1 – 5 = 31%
SIMD 6 – 10 = 68%

Wider Profile 2022/2023 (%)

Free School Meal Entitlement	Average Attendance	ASN	Exclusions
11	93	27	1

The current Head Teacher Mrs Beveridge, was appointed in May 2021 and took up post in August 2021. She is supported by a Depute Head Teacher and two Principal Teachers.

Strengths and Priorities for Next Session

Following a Learning Visit in April 2023, the strengths below were identified:

- The Head Teacher and Depute Head Teacher are highly motivated and driven towards school improvement. From the presentation and discussions with the Head Teacher and Depute Head Teacher during the visit it is clear that there is a shared understanding regarding the school's improvement journey.

- Class Teachers use The CIRCLE Framework to implement and inform inclusive practice. Class teachers utilise Digital technology throughout the school for teaching and supporting lessons. Learning opportunities were well planned and engaging. Some differentiation was applied through task and others through support.
- Children are polite and well mannered. Children are proud of their school and are knowledgeable about school values, which are reinforced and promoted at assemblies. Children enjoy committees and feel they have an impact in the schools ongoing improvement. Children felt safe at school and like a lot of the subjects taught. Children responded positively to learning opportunities.
Positive relationships between children and staff are evident in and out of class.
It is recognised that Classroom Assistants are adding value to the experiences of children both within and out with the classroom and are a key strength within the school. Classroom Assistants feel valued and an important part of the children's education.
Parents praised the school for the communication they offer and are looking forward to more face-to-face educational activities. Parents acknowledged that the school is keen to work in partnership with parents and carers.
- School makes the most of the space available.

Our parents said:

- My child has a positive relationship with their teacher (91%)
- Our school is inclusive (95%)
- Our school supports my child and family well (92%)
- My child feels happy in school (96%)
- My child has opportunities to celebrate success and achievement in school (92%)
- 'After joining the school my son has felt welcomed. His Health and Wellbeing are well looked after by his teacher.'
- 'Excellent engagement with parents and carers.'

Our children said:

- What makes our school special?
  - 'That everyone is involved in some sort of way.'
  - 'We get lots of opportunities to do things.'
  - 'The teachers are kind and they help you if you need it.'
  - 'Everyone is very respectful.'
  - 'The adults understand us and tell us what we have and have not improved on.'

Priorities for Next Session:

1. The attainment of our learners will increase as a result of improvements relating to:
   - Learning and teaching using effective pedagogy
   - Interrogating a wide range of data

- Enhanced approaches to moderation and assessment
2. Provide increased opportunities to link learning to the world of work and skills for life to support future sustained positive destinations and employability skills.
3. Engage the whole school community around wellbeing to ensure improved outcomes for learners.
4. All young people achieve due to a whole school approach to closing the poverty related attainment gap through removing barriers to learning.

Establishment Vision, Values and Aims

In June 2023, we consulted with children, staff, parents/carers and our community to update our vision. It was felt that our existing vision was wordy and it was decided that we would like to simplify this. We asked for it to be future tense, aspirational and something we are motived to strive towards. We wanted it to be understood and shared by everyone in our school community. Following consultation, it was decided that our new vision is:

- Learn Today, Lead Tomorrow

Nether Robertland Primary School

We strive to live by these values in school, at home and in our local community.

Our Values

Determination
- Work hard, be motivated and rise to challenges
- Never giving up, even when it is hard
- Making mistakes and to keep trying until you succeed

Teamwork
- Working together to get things done
- Sharing ideas and listening to others
- Valuing the opinions of others

Respect
- Being polite and kind to others
- Treating others the way you want to be treated
- Consider others' feelings, wishes and rights

Responsibility
- Making good choices
- Being trustworthy
- Caring for our school community

In session 2022/2023, we updated our Curriculum Rationale. This was not in our School Improvement Plan however, it was prioritised. The aim of our Curriculum Rationale is to help everyone within our school and community be clear about what we are aiming to achieve and what our key drivers are.

When a school has a rationale for its curriculum, it means that everyone involved with the school can answer the questions 'What do we want for our children and how will we work together to achieve this?' (Education Scotland)

To ensure our Curriculum Rationale is shared in a clear and visual way, we have created a Sway. Click on the link below to view this.

Click here to see our Curriculum Rationale

What Makes our School Unique

Our Children

The children in the school foster in others and themselves respect, teamwork, responsibility and determination which builds on and improves everyone's experiences and successes.

Improvement Priority – Raising Attainment, particularly in Literacy and Numeracy		Rationale for improvement priority based on evidence
The attainment of our learners will increase as a result of improvements relating to: • Learning and teaching using effective pedagogy • Interrogating a wide range of data • Enhanced approaches to moderation and assessment UNCRC Article 28 - You have the right to education.		Through consultation, there was a collective view that there was a need to prioritise the importance of data, data analysis and data driven dialogue. Why? • To ensure consistency of assessment across the school • To help gain an insight into how learners and school are performing in relation to other schools nationally • To support all professionals working with our learners to identify next steps in learning – deep dialogue • To ensure appropriate targeted support • To help replace hunches and feelings with data-based facts - more robust understanding of learner potential and achievement This session, early level staff have engaged with the Early Years team, the Attainment Advisor from Education Scotland, SWEIC Play Programme and additional CLPL. Early level staff and SLT are fully committed to the implementation of play pedagogy within our context. Through self-evaluation during session 2021/2022, it was highlighted that there was a lack of consistency to the approaches used for planning for learning, teaching and assessment across the school. During collegiate meetings, working parties collaborated to create meaningful planning documents which take into account bureaucracy, EAC policy and national priorities. These documents are draft and the next steps are to implement these and review their use towards the end of session 2022/2023. Following the completion of the Tapestry Programme, professional dialogue took place to decide on what our next steps would be. It was decided that we would prioritise one of the key five strategies: Providing feedback that moves learning forward. Additionally, pupil consultation highlighted the need to prioritise feedback as 23% stated that they disagreed or didn't know if they received feedback on their learning and 29% stated that they disagreed or didn't know if feedback they received helped move their learning forward. There were 214 responses.
NIF Priorities	**NIF Driver**	**HGIOS/ HGIOSELCC QI's for self-evaluation** 1.1, 1.2, 1.4

Improvement in attainment, particularly in Literacy and Numeracy	Curriculum and assessment Performance information School and ELC improvement	2.2, 2.3 3.2
Progress and Impact	**Range of Data** Assessment is ongoing and is integral to planning, learning and teaching. It is carried out daily, periodically and at times of transition. A variety of formative and summative approaches are used to allow children to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. During a collegiate meeting, staff were asked 'What assessment approaches do you and your children use in class?' From this activity, it is clear that there is a shared understanding of the importance of high quality interactions between children and staff and that this is what lies at the heart of assessment as part of learning and teaching. To ensure effective assessment systems were in place, an annual assessment calendar was created and implemented and this details the specific assessments to be carried out, by whom, when they have to be carried out and how often. The annual assessment calendar has led to the following: • A shared understanding of the use of assessment, its purpose and its importance of being an integral part of the planning process • Provides a focused approach to their timely use and supports with ongoing professional dialogue on children's progress and next steps during, particularly at Planning and Feedback (P&F) and Tracking and Monitoring (T&M) meetings • Clear expectations and consistency across the school with a focus on driving forward progress in learning • Through having a focus on assessment, this has built capacity and confidence in staff to make more robust teacher judgements • Greater consideration is now given to how we evidence children's progress Building on this, next steps will include incorporating planned moderation in the calendar and updating the existing assessment policy to ensure it incorporates the importance of all forms of assessment including diagnostic, formative and summative. Throughout the session, there has been a persistent focus on engagement with assessment data. At whole school level, following each tracking period, a spreadsheet is generated with updated assessment data, including attainment and highlighted progress, and this is distributed to appropriate staff. This is used to facilitate effective data driven dialogue during P&F and T&M meetings and to support staff in planning for appropriate learning and teaching, identifying children for targeted intervention and to enhance professional reflections and judgements. As an Education Group, we piloted use of the three-point scale on the T&M system. We worked closely with Gordon Pearson to ensure a smooth transition, especially within the T&M platform. Transitioning to the three-point scale has been problematic with initial confusion, as

this took place during the session, when predictions and T&M period 1 already done. As a result of moving to the three-point scale, we feel staff have a better understanding of progression through parts of the levels and achievement of a level as it now aligns with the Progression Frameworks and there is a renewed focus on 'on track' and 'off track' language as the T&M system now traffic lights across all cohorts and there are more in-depth and robust dialogue around achievement of a level. HT presented at Head Teacher's meeting to share the steps taken and the aim of moving from the four-point scale to the three-point scale.

SLT continue to carryout T&M meetings where data is input collaboratively and with data driven dialogue at the centre. Staff have commented positively and have shared that this has supported in increasing their confidence in data analysis and in having more robust teacher judgements.

HT has engaged with the BGE Benchmarking Tool. Eaglesham Primary in East Renfrewshire was identified as a comparator school. To support collaboration and improvement, next steps are to works closely with Eaglesham Primary as this provides opportunities for school performance comparison with a similar pupil group.

Play Pedagogy

This session, progress and improvement in implementing play pedagogy has taken place. Early years staff have engaged in a variety of CLPL opportunities, building on their knowledge, understanding and skills, including the SWEIC Play Pedagogy Programme 2, SWEIC ASN Play Pedagogy 2022/2023 Programme and there has been ongoing collaboration with the EAC TAP Team (Eight weekly). Both P1 class teachers are part of the SWEIC Play ASN Focus Group. Through quality assurance, play practice is evident in both classes and children are experiencing learning through adult-led, child-led and adult-initiated experiences. Collaboration with the TAP team has facilitated a reflective and responsive approach to planning for play experiences and in providing rich and meaningful interactions.

Early years staff have planned for and continuously adapted learning environments, taking into consideration the spaces, experiences and interactions of all children. Environments have been enhanced with the new play resources and furniture that were purchased through PEF. The flexible learning area now incorporates a variety of learning spaces including a reading den, a STEM area, sand and water, arts and crafts and a home corner. These spaces are regularly updated and consideration is given to children's interests, choice and social and emotional development at the planning stages. Neutral wall displays provide calming environments and are interactive and at eye level to encourage engagement. To meet children's needs, a soft-start to the day was introduced. This has led to children being ready to learn and an increase in engagement.

Attainment in P1 has increased and it is felt that a contributing factor to this is play. Evidence shows the relationship between meaning and perception, developed through play, both underpins and contributes to formal learning and attentional development. P1 is a critical stage where through play, children develop the ability to think, reflect and reason, separately from the world of objects around them.

P1	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Reading	86%	86%		75%	85%	88%
Writing	78%	84%		78%	81%	81%
L&T	94%	92%		83%	92%	98%
Numeracy	92%	82%		75%	88%	93%

Due to a variety of factors, implementation of play pedagogy has been hindered and a realistic assessment at the end of the session, is that we are still on the journey to implementing play pedagogy effectively. Staff commitment to this is high and its priority continues to be central in next session's SIP. It has been difficult to utilise a classroom assistant, as planned, as they have been redirected to support with meeting children's needs across the school. This has had an impact on progress with play.

Planning, Assessment and Feedback

A whole school planning pilot was introduced at the start of the session. A number of staff CLPL sessions were carried out to ensure staff understanding and subsequently, the planning was adapted throughout the session as staff felt there was duplication and a need to re-consider bureaucracy. This came through in professional dialogue during P&F meetings and in the run up to planning folder quality assurance times. In April 2023, a Planning Working Party was established and they looked inwards to analyse the existing planning, they looked outwards to find out what is working well for others locally and nationally, and they looked forwards to plan for continuous improvement with planning procedures. It was decided that planning moving forward would be carried out digitally and there would be a renewed focus on the use of the Progression Frameworks. The Frameworks were adapted to ensure that assessment was integral to the planning process and there would a record of assessment. It was decided that self-evaluation would be incorporated but in a more meaningful way. To support with the creation and implementation of the new online planning for the new session, the PT was allocated time and a CLPL session was carried out in June. The next step is to begin using the new planning procedures next session.

Effective feedback continued to be a focus during this session. It was decided that a whole school approach to this was necessary therefore, a working party was not established. All class teachers were allocated a 20 or 30 minute feedback session weekly and the aim of this was to continue to prioritise effective feedback that supports progress and focuses on moving learning forward. Due to staff absences and other factors, feedback sessions were not always prioritised. As part of quality assurance, feedback in the form of jotter

monitoring was carried out. It was planned for the first to focus on Daily Writing (December) and the second, Numeracy (April). Due to the Learning Visit taking place, the second jotter monitoring did not take place in April 2023. Following the first jotter monitoring, points for consideration were identified:

- Evidence of differentiation when whole class teaching is delivered
- What does effective written feedback look like for all learners?
- Evidence of Active Spelling approaches
- Consistent use of marking code

To facilitate next steps, a self-evaluation activity was carried out using the points above and staff were asked to identify good practice and next steps. Staff were honest and realistic in their evaluations with next steps on our improvement journey identified. These next steps will be prioritised in the new session.

As an Education Group, staff engaged collaboratively in Planning, Learning, Teaching and Assessment (PTLA) activities. This provided staff with opportunities to work with the SAC Team, QAMSOs and colleagues, to work towards achieving consistency of understanding across our schools, to build confidence in teacher judgements and ensuring continuity and progression for our children. The activities took place over two sessions during the February and May in-service days and a third session will take place during next session's October in-service day.

- Session 1 – Engagement with the Planning, Learning, Teaching and Assessment (Moderation) Cycle, using PTLA prompt questions when planning – Feedback to group and discussion
- Session 2 – Plan a block of learning for Literacy (Reading comprehension) to carryout in the new session, using PTLA prompt questions and use examples given to support with planning

The impact of the work that had started at an Education Group level on moderation has been very positive. Staff are motivated and engaged in working together and it is felt that they are being supported using a staged approach with moderation.

Literacy

The Literacy Lead carried out an Active Literacy refresh session in October and this was for all staff, including SLT and classroom assistants and the purpose of this was to:

- Provide staff with an opportunity to reengage with the Active Literacy Programme
- Provide updates of changes and developments within the authority

- Ensure staff have an awareness and understanding of skills taught at all levels
- Look at planning and assessment of Reading, Phonics/Spelling and Writing ensuring that areas are not taught in isolation
- Explore SAC DEER, DUG, COW and OCTOPUS, ensuring staff were familiar with and consistently using resources available

This has supported the development of a shared understanding of the Active Literacy Programme, consistency across the school in its use and a refocus on where resources can be found on Glow.

Staff completed a Reading Confidence Self-Evaluation to identify strengths and areas for development. Staff were asked to identify areas of strengths to share with colleagues. This information was used to identify CLPL opportunities and peer observations to improve and further develop teaching and learning of reading across the school. The Literacy Working Party completed a Reading audit, A Whole School Approach to Ensuring Effective Reading Instruction, looking specifically at areas such as methodology, assessment, classroom routine, pedagogy and resources used across the school. In response to this, a whole school CLPL was carried out by the SAC Team on DARTS. This has supported staff in planning for and delivering high quality reading lessons which provide challenge, cross-curricular reading opportunities and incorporates high quality, interactive resources. Additionally, staff were introduced to the Building Blocks of Reading and the SAC Reading Fluency assessments. They were given time to locate and familiarise with new SAC Reading Assessments for Early, First and Second Level.

Age appropriate decodable books were purchased with accompanying Teacher's Books (PEF). These were purchased to support teaching and learning for readers who are reluctant, who have additional support needs and who are not on track with reading. Feedback from staff and children has been very positive and it is felt that the books fit well with the Active Literacy Phonics pathway. The initial impact has been that staff are able to plan and assess a more consistent and coherent Literacy programme of work for identified children.

To promote reading for enjoyment and in committing to building a culture of reading for enjoyment, initial steps have been taken through the implementation of the Reading Schools Framework. The action plan has been created by children, staff and parents before being submitted. A copy of the action and evidence plan has been added to the school Team, along with evidence folders created for staff to add to. During a collegiate meeting, areas for development were identified and ideas shared on how we could drive forward the action plan. In order to move forward with this priority further, it was agreed that to enable a whole school culture of reading, it was vital that all staff were committed and would contribute to working on the actions within the plan next session. Additionally, to foster a reading for enjoyment culture further, the decision was made that the library will be solely used as a library (Music resources removed) and steps were put in place to make this happen. This includes timetabling each class for two blocks weekly and using these as an opportunity for quality reading lessons to promote a reading culture and the adding of reading resources such as clipboards and writing tools. To promote reading for enjoyment out with school, the PT linked with Stewarton Library. There were planned visits to the library for different

classes and the school supported all children in signing up for a library membership. Finally, partnership working took place with the local bookshop and an author event and competitions took place during World Book Week. In all the improvement that have taken place, there is much scope to extend, strengthen, articulate more and embed reading for enjoyment further.

This session there continues to be a whole school approach to planning for effective writing and assessing writing. Staff have engaged in SAC CLPL and have revisited the marking guides. Baseline writing assessments are carried out three times a session and this data is used to assess progress and to plan for children's next steps in learning. In order to progress further, the newly updated writing tools will be implemented.

As a result of the improvements across this priority, attainment has increased across P1, P4 and P7.

		P1		P4		P7	
		2021/2022	2022/2023	2021/2022	2022/2023	2021/2022	2022/2023
	Reading	85%	88%	75%	80%	83%	87%
	Writing	81%	81%	75%	78%	83%	87%
	L&T	92%	93%	89%	90%	97%	98%

Next Steps	- Early years staff to further develop consistent high quality approaches to delivering Literacy and Numeracy experiences which reflects the latest research and practice in play and early years pedagogy - Take forward next steps in planning for high quality learning experiences, through the implementation of new online planning procedures - Further develop whole school assessment and feedback approaches to ensure this is embedded in everyday practice - Increased opportunities for children and young people to share their views and evaluate their learning and for this to inform planning/next steps in learning - Whole school approach to pupil target setting and sharing of levels of attainment with children and young people - Embed the use of assessment data as part of ongoing learning and teaching, with a focus on teachers using valuable diagnostic information to plan for children's next steps in learning - Engagement with EAC Leaders of Learning Programme - Whole school and community to work towards achievement of Reading Schools Core Level accreditation - Staff engagement with SAC Numeracy Education Manager to further develop understanding of progression of skills and high quality learning and teaching through engagement with CLPL

Improvement Priority – Increased in sustained positive destinations and employability skills	Rationale for improvement priority based on evidence
Provide increased opportunities to link learning to the world of work and skills for life to support future sustained positive destinations and employability skills. UNCRC Article 12 - You have the right to an opinion and for it to be listened to and taken seriously. Article 17 - You have the right to collect information from the media – radios, newspapers, television, etc. – from all around the world. You should also be protected from information that could harm you. Article 29 - You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.	Through pupil, staff and parent/carer consultation, improving access to digital technology was identified as a priority. The importance of digital technologies being at the heart of learning and teaching and in developing skills for learning, life and work, is highlighted and prioritised at local and national level (EEF, NIF, EAC SIP). In addition, the consultation highlighted the need for our vision and values to be embedded across our school community and for a strengthening of community and partnership working. Research shows that when parents/carers engage in their children's learning, it improves their attainment and achievement. Where high quality personalised communication between school and parents/carers takes place, relationships are strengthened. This supports parents and carers to engage more with their child's learning. A consultation around how we celebrate success and achievement took place this session and next session, implementation of the next steps identified requires prioritising.

NIF Priorities	NIF Driver	HGIOS/ HGIOSELCC QI's for self-evaluation
Improvement in children and young people's health and wellbeing	Parent/carer involvement and engagement School and ELC leadership Teacher and practitioner professionalism	1.2, 1.3, 1.5 2.3, 2.5, 2.7 3.3

Progress and Impact	Digital Technologies
	There has been an increased focus on digital technologies this session and improvements have been seen across each of the following areas: • Leadership and vision • School culture • Use of technologies to deliver the curriculum

- Professional development
- Resources and infrastructure

Leadership and vision – A digital working group continues to lead improvements and a digital pupil leadership group was established. There is a whole school commitment to prioritising digital improvement and making effective use of digital tools. Initial steps have been taken to create a digital strategy but this has still to be agreed, formalised and implemented. The digital lead supports pedagogy and developing of digital capability within staff and children.

School culture – All classrooms are digital learning environments. There are timetables in place for the IPads, laptops, Chromebooks and use of the two ICT suites, which are updated regularly and provides consistency and opportunity across the school. Most teachers deploy digital technologies in ways that help children improve their motivation and self-esteem. The school prioritises effective digital communication and this can be seen through the effort and CLPL that has gone into upskilling staff in their use. All staff use Twitter weekly to share successes and achievements and this session, there has been a rise in followers to 520. The most recent Tweet saw views of 1800. The school Blog is used to provide parents/carers with static information and this has been significantly updated this session. This session has seen the introduction of a new school app. This has had initial implementation difficulties and has caused some frustration amongst parents/carers. Some class teachers have used digital formats for planning and this will be built on next session with the rollout of a whole school planning system using Microsoft OneNote. The school is now a fully paperless school.

Use of digital technologies to deliver the curriculum – All class teachers use the Digital Literacy and Computer Sciences Progression Frameworks to support the planning of learning pathways and this is now an essential part of planning. Some staff have highlighted the complexity within Computer Sciences and have asked that further CLPL be offered and highlighted in the new session. The school have increased the number of Microbits and CLPL for this was highlighted. P5 have piloted the use of Chromebooks, with great success. This has led to enhanced and extended learning experiences that foster independent learning and has seen an increase in children's digital skills. Some staff have engaged in Chromebook training and in order to progress further with their use, as next session we will see an increase in the number of Chromebooks we have, additional Chromebook CLPL will be planned for with a particular focus on using them to support the transfer of digital skills across the curriculum.

Professional development – There is a positive ethos of continued professional learning and peer support. The digital lead is proactive in troubleshooting when difficulties arise. A variety of digital CLPL opportunities have taken place and includes Chromebook training, Minecraft Education, Blog, Outlook, Sway, OneNote, SEEMIS, Sumdog, MyMaths and the school app. Many staff members self-direct their learning and take the lead in sharing what they have learned with colleagues.

Resources and infrastructure – The school have prioritised the purchase of digital platforms to support with planning, learning, teaching and assessment, with the subscription of Sumdog and MyMaths. The purchase of 15 new HP laptops, allocation of 19 new Chromebooks, two new Prometheans boards for flexible learning areas and two full sets of head phones demonstrates the school's commitment to digital technologies and its place in enhancing learning and teaching. The effective timetabling of the devices ensures a structured approach to help maximise effective digital technology deployment throughout the school.

It is felt that with all of the improvements made this session, we will be in a good position to apply for the Digital Schools Award early in the new session.

Parental Involvement and Engagement (PI and PE)

Awareness raising of the importance and enhancing PI and PE has taken place this session. This has provided and encouraged a starting point for increasing PI and PE. Moving forward, there needs to be a more focus approach to ensure there is a growing recognition of engaging parents/carers, families and communities in raising educational aspirations and attainment of children.

Parents/carers are consulted regularly and the feedback from this is shared and acted upon effectively. Opportunities to build positive relationships are prioritised. Parents/carers have formed part of working groups including Anti-bullying and Literacy. A variety of parent/carer workshops have taken place including Anti-bullying, P1 Parents Information Session and P7 Residential. A climate of partnership working, where parents/carers have been supported and encouraged to work alongside the school, has been enhanced. This can be seen with the following taking place:

- Involvement in decision-making – Anti-bullying school statement, Change of hours consultation, School Improvement Planning
- Increase in parent helpers to support with school trips and events
- Parental support for community events – 50th celebrations, fund raising, MacMillan Coffee Morning
- Parents/carers supporting learning during STEM Fortnight
- An increase in the number of Parent Council meetings
- HT working alongside a parent to support a positive approach to improving attendance and school Blog
- The introduction of a Parent Facebook page

As a school we are aware that this is an area for further development, with further focus required to prioritise the key role of parents/carers as partners in their child's learning.

Community and Partnership Working

The need to increase community and partnership working was identified as an area that required improvement following school closure. There is a strong commitment to this across the school and the potential of and within our thriving Stewarton community is realised. Connecting learning locally, taking advantage of local assets and placing children at the centre of our local cultures, heritage, and landscapes, is evident in the efforts made this session. 89% of parents/carers have fed back that they feel the school works in partnership with our community. The impact of this can be seen in the following:

- Increase in after school clubs
- Strengthened partnerships with local businesses and organisations
  - Bonnet Guild
    - Introduction of Bonnet Guild Award, Outstanding Contribution to School and Community, with the presentation by the President taking place during the Success Showcase
    - Choir singing at Church Service during Bonnet Guild Week, were children performed a song written by the school to celebrate their 90th year
    - HT worked alongside the Bonnet Guild to create a rationale for selecting the Bonnet Guild Court
    - Increased invites to school events – 50th celebrations, Success Showcase, P7 Show
  - Stewarton Library
    - Class visits
    - Author events
    - Working in partnership to increase library membership of children
  - Book Nook
    - Joint planning for P4 – P7 Book Club
    - Author events during World Book Week
    - Planning for future improvements in reading for enjoyment
  - Aristos Fitness
    - Provided blocks of learning to P6 classes and both classes visited and took part in activities at their local gym
    - Supported with our 50th celebrations in providing fun activities
  - Tennis Club
    - Provided blocks of learning at the tennis courts to P5, P6 and P7 classes
    - Supported with our 50th celebrations in providing fun activities

- - Active Schools
    - Increased learning opportunities – Kilmarnock Football Club, Karate, P7 Leadership programme
    - Played a key role in organising and carrying out fun activities during our 50th celebrations
    - Supported with House reward
  - Community Litter picks
    - Eco lead and group liaised and worked alongside the local litter picking group and Stewarton Academy to carry out several community litter picks
  - Rascals Afterschool
    - Strengthened partnership working is evident
- Increased competitions
  - Coop art competitions
  - Bonnet Build design a programme front cover
- Effective communication – Page on school Blog to highlight the partnerships, advertising local events through our Blog, and including school articles in local publications

The increase of community and partnership working has ensured that authentic, meaningful and personalised learning opportunities have taken place.

Celebrating Success and Achievement

We are very proud of the progress this has taken place this session in relation to celebrating success and achievement. This is reflected in parental views, with 92% sharing that their child has opportunities to celebrate success and achievement in school and children's views and with 93% sharing that they have opportunities to discuss their achievements out with school with an adult who knows them well.

A renewed focus on promoting wider achievements has seen the introduction of twice termly wider achievement assemblies, which has an effective system in place for parents/carers to share these. Children are given certificates and then their achievements are shared on our school Blog. Initial steps have been taken to establish a system to track success and achievements across the whole school. SLT are working with Gordon Pearson in setting this up using the Tracking and Monitoring system.

Through a thorough consultation with children, staff and parents/carers, we introduced our end of term prize giving. The STARS (Students Thrive and Rise Squad) group named this the Success Showcase. This is an opportunity to gather our school

community in recognising and sharing success and achievements for academic achievement, effort and progress, sporting success, demonstrating our school values and community efforts.

Following self-evaluation in session 2021/2022 to gauge as a school what we do to celebrate success and achievement, it was highlighted that more thought and professional dialogue needed to take place in relation to Hi 5. Through consultation this session, it was decided that Hi 5 will continue and it would be rebranded. Before moving forward with the rebranding of Hi 5, it was established that the following needed to be central and promoted:

- Having a clear purpose and rationale
  - o Building of positive relationships/ethos for staff and children across school
  - o Promotion of positive behaviour
  - o Ethos and culture of inclusion and participation
  - o Promoting wellbeing and positive mental health
  - o Personalisation and choice incorporated
  - o Opportunities for play – Article 31
  - o Multi-stage collaboration
  - o Valued by children and enhancing pupil morale
  - o Taking account of children's needs and skills progression

To ensure a sharing understanding, a visual was created. This is displayed in every classroom and is articulated to children regularly.

We have worked hard throughout the session to embed and live by our school values in school, at home and in our local community. Through consultation with children, staff, parents/carers and wider community, with a particular focus promoting our values with the Pupil Council and STARS group, these have been promoted at every opportunity through:

- The introduction of values lanyards in every class
- Promotion of our values at every assembly
- Singing our values song at every opportunity
- Working alongside a graphic designer to create visuals, postcards, posters and a pop up
- Whole school commitment to articulating these
- Pupil leadership opportunities to promote our values further at parent events

	It was agreed that to enable our school community to live by our values, there needed to be a clear understanding of what each value. To support with this, our STARS group initially focused on these questions: • What does each value sound like? • What does each value feel like? • What does each value look like? In collating all of the feedback, we established a shared language. The next steps in embedding our values is to articulate the shared language at every opportunity and to promote our values further in school, in our families' homes and in our wider community. In June 2023, we consulted with children, staff, parents/carers and our community to update our vision. It was felt that our existing vision was wordy and it was decided that we would like to simplify this. We asked for it to be future tense, aspirational and something we are motived to strive towards. We wanted it to be understood and shared by everyone in our school community. Following consultation, it was decided that our new vision would be: • Learn Today, Lead Tomorrow
Next Steps	• Continue to embed digital technologies to support digital skills development and effective pedagogy across the school • Continue to work towards achievement of the Digital Schools Award • Prioritise the key role of parents, as partners in their children's learning by increasing opportunities for parental involvement and engagement across the school • Engage with Skills Development Scotland, Ayrshire Chamber and Ayrshire College to support and link education, learning and employability • Re-establish a wide range of after school activities which develop skills for learning, life and work in partnership with parents, Active Schools and other partners • Develop approaches which allows for recording and monitoring of wider achievements across the school • Further embedding of our values across the school and extend to our wider school community, with a focus on promoting our new vision

Improvement Priority – Improvement in Health and Wellbeing	Rationale for improvement priority based on evidence
Engage the whole school community around wellbeing to ensure improved outcomes for learners. UNCRC Article 1- Everyone under 18 has all these rights. Article 24 - You have a right to the best health possible and to medical care and to information that will help you to stay well.	Through pupil, staff and parent/carer consultation, improving access to digital technology was identified as a priority. The importance of digital technologies being at the heart of learning and teaching and in developing skills for learning, life and work, is highlighted and prioritised at local and national level (EEF, NIF, EAC SIP). In addition, the consultation highlighted the need for our vision and values to be embedded across our school community and for a strengthening of community and partnership working. Research shows that when parents/carers engage in their children's learning, it improves their attainment and achievement. Where high quality personalised communication between school and parents/carers takes place, relationships are strengthened. This supports parents and carers to engage more with their child's learning. A consultation around how we celebrate success and achievement took place this session and next session, implementation of the next steps identified requires prioritising.

NIF Priorities	NIF Driver	HGIOS/ HGIOSELCC QI's for self-evaluation
Closing the attainment gap between the most and least disadvantaged children	Teacher and practitioner professionalism Performance information	1.3, 1.4 2.3, 2.5, 2.7 3.1

Progress and Impact	Planning and Assessment
	It was decided that we would continue to use the yearly programme for Health and Wellbeing, ensuring coverage throughout the session. The two yearly programme was considered and after consultation, it was decided that further exploration was required, before full implementation. More needs to be done to fully implement and apply the two yearly programme. A new assessment document was introduced to ensure a consistent focus on planning for assessment and meeting children's needs. Building on this, the next steps are to incorporate assessment in a less bureaucratic, ensuring it is meaningful.

Wellbeing

This session we have been using the GMWP assessment tool consistory across the school to assess, track and monitor children's wellbeing. Staff have been supported to engage with the data to reflect on and implement appropriate supports at class and an individual level. Moving forward into year two of its implementation, the next steps are to have a more focused approach to using the data at different levels. To ensure effective use of this assessment tool in supporting the tracking and monitoring of children's wellbeing through meaningful dialogue, there is a need to use this further to elicit children's views of themselves and their emotions, give them opportunities to reflect on their feelings and experiences and encourage them to consider how they can increase their own determination, motivation and sense of wellbeing.

Anti-bullying

Through consultation with children, staff, parents/carers and EAC Wellbeing lead, a whole school Anti-bullying: Respect for All policy was created. Staff engaged with CLPL and this has ensured a clear and consistent understanding of the policy and the procedures. Alongside parents, the DHT led parent workshops to promote the policy and to provide opportunities for further discussion. Following consultation, for the second year, it has been highlighted that there is a need to further embed our Anti-bullying: Respect for All Policy. In May 2023, in responding to the question 'Bullying is NOT an issue in our school', 17% disagreed, 17% were unsure and 3% strongly disagreed. To further extend and strengthen understanding of our Anti-bullying policy, next session there will be an increased focus at whole school level, involving the Wellbeing Champion pupil leadership group.

Mental Health

All P6 children completed the Wellbeing Champion programme. This programme has enabled children to have a deeper understanding of mental health and how they can support themselves and other with this. This session has seen an increase in referrals to both CAMHS and The Exchange. The DHT is very proactive in getting referrals completed in a timely manner to ensure early intervention. Effective partnership working with a variety of sectors has ensured that children and families get the right support at the right time. Partners include Children's 1st, Home-link Worker, Magician. Active Schools, The Exchange, Barnardo's and the School Nursing Team. A collaborative approach alongside our Educational Psychologist to support our most vulnerable children and families has resulted in improved outcomes which include increased attendance, motivation and engagement. Feedback from families highlight that the team around the child approach has been a key factor in positive outcomes.

	A key priority this session has been the wellbeing of staff. One-to-one Wellbeing meetings have taken place and regular classroom assistant meetings have ensured open communication and a whole team pastoral support approach has occurred. A tap-in tap-out system was put in place to support staff mental health. The building of strong relationships continues to be central to promoting positive mental health across the school. Further implementation of the Mental Health a Whole School Approach Framework is required.
	Children's Rights
	A class teacher has been the lead for Rights Respecting Schools (RRS) this session and systems were further enhanced with new approached introduced, including:
	- Article of the month promoted at class and weekly assemblies - RRS certificates celebrated weekly at assembly and shared on Twitter - Class teachers are provided with a focused article of the month lesson, which is shared on the whole school Team in the RRS channel - RRS pupil leadership group met regularly and have led many whole school initiatives - Evidence folders created and added to by all staff
	This has helped shape and embed a whole school culture of children' rights and this will contribute to maintaining our Gold RRS Award.
Next Steps	- Implement Health and Wellbeing planning and assessment procedures, ensuring cohesion with the Progression Frameworks and two year programme - Act on the data generated from GMWP and other wellbeing assessments to identify and provide appropriate interventions at individual, class and whole school level - CLPL opportunities to support with a deeper understanding of the GMWP assessment and data - Continue to embed the EAC Anti-bullying: Respect for All Policy - Further develop the Mental Health a Whole School Approach Framework and as a whole school and community, self-evaluate through consultation

Improvement Priority – All young people achieve due to a strategic approach to closing the poverty related attainment gap through removing barriers to learning. All young people achieve due to a whole school approach to closing the poverty related attainment gap through removing barriers to learning. UNCRC Article 2 - The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background. Article 3 - The best interests of the child must be a top priority in all decisions and actions that affect children.	Rationale for improvement priority based on evidence We have purchased the GL Digital Solutions Package and have carried out two assessment periods in session 2021/2022. Our next steps with the rich data obtained from these and other assessments, is to use this to support staff in using these diagnostically to address learning gaps and to inform appropriate targeted interventions taking place at the right time. Having achieved the Gold Inclusive Practice Award in session 2021/2022, our next steps are to strengthen this across our school and wider community. Additionally, staff consultation has shown that there is room for improvement in relation to universal support and teaching children with additional support needs. Pupil Attendance Reviews were carried out on six occasions throughout the session. 10% of children highlighted as having attendance below the 90% threshold are on the ASN log. Of these young people, a third of them received early alert letters and of the third, almost all received further family support with attendance or a follow up letter. Additionally, attendance rates for ASN children dropped to 93.75% in session 2021/2022.

NIF Priorities	NIF Driver	HGIOS/ HGIOSELCC QI's for self-evaluation
Closing the attainment gap between the most and least disadvantaged children	Performance information Teacher and practitioner professionalism	1.1, 1.3, 1.5 2.1, 2.4, 2.7 3.1

Progress and Impact	Targeted Support This session SLT worked collaboratively to analyse data and identify individuals and groups of children for targeted support and the focus for this was on children who were off track and at risk of not achieving expected levels of attainment. There was an increase in attainment across P1, P4 and P7 in reading, writing and numeracy due to targeted and group interventions including Closing the Literacy Gap, Upper Transition, Numeracy Intervention, targeted EAST support, targeted EAL support, classroom and assistant support.

Supporting Data

- Reading – 29% of off track children achieved expected level of attainment
- Writing – 45% of off track children achieved expected level of attainment
- Numeracy – 33% of off track children achieved expected level of attainment

Another contributing factor to improved attainment across P1, P4 and P7 is the increased focus on use of diagnostic data to plan for children's next steps in learning and in strengthening universal supports in class.

Inclusive Practice

From the outset of this session, creating inclusive classroom environments was central to the setting up of classrooms. There was an input during the August in-service day and staff were provided with a PowerPoint which included essentials required for best inclusive practice. All staff engaged with The CIRCLE Framework to plan for their physical and social environments, and routines and structures. Staff engaged in ongoing professional collaboration to ensure the classroom environment was regularly updated to meet children's evolving needs.

Staff were invited to identify inclusive resources which would enhance the inclusive environments. Items such as sensory tents, bean bags, cushions, sensory aids, emotional regulation supports were purchased using PEF. See the link for the Sway below which showcases the excellent inclusive environments in our school.

[Click here to access the Inclusive Practice Sway](#)

The CIRCLE Framework assessments continue to be used to support at a class level and with individual children. For individual children, the CIRCLE Participation scale has been completed and this is used to identify areas of strengths and development needs and helps to develop a plan for any improvements required. Additionally, The CIRCLE Framework targets are used by staff to identify appropriate Child's Plans targets. Staff find these helpful.

A multi-agency approach has been deployed throughout the session to enhance targeted support, particularly for our most vulnerable children. Several IRG assessments have been submitted and this has resulted in increased partnership working with the Inclusion Team, Educational Psychology, EAST and another Head Teacher who has vast experience in inclusion. CLPL has been targeted for staff and classroom assistants to support in meeting children's needs across the school. This has included:

- CPI CLPL - nine staff
- Restorative Approaches and Solution Orientated CLPL - all staff
- Bespoke CLPL which focused on trauma informed practice, nurture and attachment – Early years, SLT and classroom assistant team
- Beyond Behaviour delivered by EAST – Classroom assistant team
- Restorative approached visual pack CLPL – Classroom assistant team

Due to time constraints the NRPS Ingredients for an Excellent Learning Experience has not been updated to reflect inclusive practice, however, the knowledge and understanding of inclusive practice is strong and this will ensure this will support the creation of this next session.

Attendance

There are robust procedures in place to monitor and improve attendance. Taking on feedback from parents/carers for the previously session, systems were amended. This was done in partnership with a parent who has a working knowledge of media and communication. She supported in establishing a positive approach to supporting attendance through messaging. This was launched using a poster and in providing attendance messaging at timely periods throughout the session. An increase in attendance has not been seen this session but as initial steps have been taken to work on this, we are positive that this will be seen moving forward. Our attendance continues to be above the East Ayrshire average.

	2021/2022	2022/2023
Nether Robertland Primary	94.77%	93.21%
EAC Primary Sectors	91.33%	91.28%
Nether Robertland Primary (ASN)	94.11%	94.11%
EAC Primary Sector (ASN)	89.10%	88.94%

Attendance Matters

We are proud that our school has a high level of attendance and we want our children and young people to continue to make the most of our fantastic school.

Regular attendance at school supports achievement, wellbeing and prepares our children and young people for the future.

Attending school daily is important for children and young people, as here they have opportunities to explore learning and further develop key skills.

Respect Responsibility Determination Teamwork

If you would like to discuss attendance support for your child, please do not hesitate to contact Mrs Beveridge or Mrs Lindsay, as there are many ways we can help.

Whole School Approach to Resilience

The Exchange delivered Resilience Framework Training to all staff. This further enhanced staff understanding in relation to ACES, trauma and resilience. The Framework provided a whole school approach to building resilience, helped to create a shared language and provided practical and directional supports and resources to use with children. Next steps will be to embed the Resilience Framework.

Tackling Poverty

A Pupil Focus Group was established to strengthen our provision in supporting the child poverty plan 'Every Child, Every Chance'. This group have been very proactive in ensuring access to sanitary products for staff, visitors and children. They are responsible for stocking and ordering products. Those who menstruate/will menstruate completed a Glow Form (P5 to P7) to ascertain views about access to products and these views were acted upon. Over the session, this leadership group continues to grow in numbers. As a result, there has been a reduction anxiety and stigma.

To tackle poverty further, a number of initiatives have been introduced this session including:

- Christmas jumper swap
- Promotion of recycling uniforms
- Confidential opportunities for parents/carers to contact the school regarding financial concerns and supports
- Financial Inclusion Assistant who attended parents' evening and has supported a number of families
- Financial Inclusion support page on the school Blog
- Financial support to help families with the cost of school trips

Next Steps	- Establish an inclusive flexible learning environment that is 'needs led' and is a dedicated wellbeing space which offers small groups of children a safe space to receive targeted support to overcome barriers and re-establish the routines and skills required in their class, and support implementation - ASN systems and procedures to be reviewed to ensure consistent approaches and appropriate targeted interventions - Continue to use a range of assessment data, including GL assessments, to identifying children and young people for targeted support using a team around the child approach - Further embed Inclusive Practice and The CIRCLE Framework - NME staff group to be established to support children and young people and staff to learn more about brain development and the impact of developmental trauma on a child's ability to function in a classroom

Pupil Equity Fund: Evaluations	
Classroom Assistant 27.5 hours	Classroom assistant support has been utilised to support a small number of children and young people with SEBN needs. Support has been needs led and limited support has been allocated to implement play pedagogy.
Class Teacher core allocation of 0.6 increased to 0.8	To ensure consistency and minimal disruption for the P6 class, Mrs Gavin was class committed 0.8.
Decodable Books	Age appropriate decodable books were purchased with accompanying Teacher's Books. These were purchased to support teaching and learning for readers who are reluctant, who have additional support needs and who are not on track with reading. Feedback from staff and children has been very positive and it is felt that the books fit well with the Active Literacy Phonics pathway. The initial impact has been that staff are able to plan and assess a more consistent and coherent Literacy programme of work for identified children.
Inclusive Practice resources	Staff were invited to identify inclusive resources which would enhance the inclusive environments. Items such as sensory tents, bean bags, cushions, sensory aids, emotional regulation supports were purchased using PEF. See the link for the Sway below which showcases the excellent inclusive environments in our school.
Play Pedagogy resources	Early years staff have planned for and continuously adapted learning environments, taking into consideration the spaces, experiences and interactions of all children. Environments have been enhanced with the new play resources and furniture that were purchased. The flexible learning area now incorporates a variety of learning spaces including a reading den, a STEM area, sand and water, arts and crafts and a home corner. These spaces are regularly updated and consideration is given to children's interests, choice and social and emotional development at the planning stages. This has led to children being ready to learn and an increase in engagement.

Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators	
Quality Indicator 1.3 Leadership of Change	**5**
Quality Indicator 2.3 Learning, Teaching and Assessment	**4**
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	**5**
Quality Indicator 3.2 Raising Attainment and Achievement	**4**

Establishment Capacity for Improvement

Leadership and Management: How good is our leadership and approach to improvement?

There is a strong whole school culture of leadership at all levels, with the focus being on improving outcomes for learners and improving the overall capacity of our school. A key strength of the whole school team is distributed leadership. Through our pupil leaderships groups, approximately 50% of our children are involved in leadership. All staff work collegiately to lead and move forward in achieving our school improvement plan priorities. There is a strong self-evaluation culture and staff, children, and parents engage in this process. Data driven dialogue features highly through professional meetings with SLT and staff. Positive relationships are at the centre of all we do and is the key to success in leadership and management.

A wide range of approaches are used to quality assure and the information and data gathered from this is used to inform the quality of learning and teaching, the monitoring and tracking of children's progress and to identify improvement priorities. Collegiate activities and CLPL reflect the needs of staff and the school and are capitalised on through sharing of skills and expertise. All staff share good practice widely and engage positively in working parties at school and authority level.

Learning Provision: How good is the quality of care and education we offer?

Wellbeing and inclusion are at the heart of every aspects of school life. The inclusion journey has been embraced by children, staff and parents and we are delighted and proud that we remain a Gold Accredited Inclusive Practice School. Positive relationships are a strength and the Relationships Framework has been further embedded this session.

ASN systems and procedures are well established within the school. These have been built on this session. Staff work closely and collegiately with the ASN coordinator, EAST and support staff. Classroom assistants have been trained on a variety of interventions and these are well planned to ensure that targeted support is effective.

We have a very comprehensive programme for transition to enable children to feel ready and excited for the move to Secondary School. We work closely with the Home-link Worker to provide additional opportunities for enhanced transition in preparation for S1. There have been a number of ECC to P1 events to support transition.

Successes and Achievements: How good are we at ensuring the best possible outcomes for all our learners?

Due to an increased focus on celebrating success and achievement, a whole school drive has been implemented and as a result, there has been a significant increase in opportunities for children and young people to share in their achievements. Our newly introduced Success Showcase was extremely successful and was attended by over 200 parents/carers, families and friends.