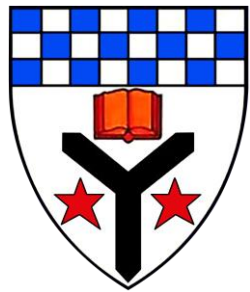





Nether Robertland Primary School

Establishment Improvement Plan

2024/2025



School Improvement Plan	Nether Robertland Primary School
Head Teacher	Jackie Beveridge
Date Submitted	Submitted to Chief Education Officer on: June 2024

<p>School/ Centre Vision and Values</p>	<p>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 motivated 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:</p> <ul style="list-style-type: none"> • Learn Today, Lead Tomorrow <p>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, we identified a shared language and promoted our values at every opportunity.</p>	 <p>Nether Robertland Primary School</p> <p>We strive to live by these values in school, at home and in our local community.</p> <p>Our Values</p> <table border="1"> <tr> <td> <p>Determination</p> <ul style="list-style-type: none"> • 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 </td> <td> <p>Teamwork</p> <ul style="list-style-type: none"> • Working together to get things done • Sharing ideas and listening to others • Valuing the opinions of others </td> </tr> <tr> <td> <p>Respect</p> <ul style="list-style-type: none"> • Being polite and kind to others • Treating others the way you want to be treated • Consider others' feelings, wishes and rights </td> <td> <p>Responsibility</p> <ul style="list-style-type: none"> • Making good choices • Being trustworthy • Caring for our school community </td> </tr> </table>	<p>Determination</p> <ul style="list-style-type: none"> • 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 	<p>Teamwork</p> <ul style="list-style-type: none"> • Working together to get things done • Sharing ideas and listening to others • Valuing the opinions of others 	<p>Respect</p> <ul style="list-style-type: none"> • Being polite and kind to others • Treating others the way you want to be treated • Consider others' feelings, wishes and rights 	<p>Responsibility</p> <ul style="list-style-type: none"> • Making good choices • Being trustworthy • Caring for our school community
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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.

Consultation on improvement plan includes the following stakeholders:	Completed
Children and Young People	Yes
Parent Council and Forum	Yes
Teachers, practitioners and ALL school/centre staff	Yes
Volunteers/ Community partners	Yes
Local bodies representing teachers, staff, volunteers and any parent	Yes

Content of plan	Completed
Takes account of strategic priorities outlined in the education authority's Annual Plan.	Yes
Takes account of the strategy for parental involvement under section 2 (4A)	Yes
An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	Yes
Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	Yes
Scottish Government Tackling Bureaucracy working group recommendations have been considered	Yes

bodies further associated to the school/centre.	
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when planning for improvement and in the improvement activities specified	
HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs	Yes
There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.	Yes

Head Teacher Signature: J. Beveridge

Pupil and Parental Strategic Involvement

<p>For session 2024-5, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</p>	<p>For session 2024-5, please describe below how parents will be involved in decisions relating to the operation of the school/centre</p>
<p>The children and young people of Nether Robertland Primary School will have a say in how well our school is doing and how it can be improved by involving them in decision making through:</p> <ul style="list-style-type: none">✓ Range of Pupils Leadership Groups, including the School Improvement Pupil Focus Group names STARS, focusing on the five themes from HGIOURS self-evaluation resource✓ Range of Pupil Leadership Groups✓ House Captains and Vice Captains✓ Pupil Questionnaires✓ Suggestion Boxes✓ Daily conversations between pupils and SLT✓ Assemblies✓ Pupil feedback on learning and teaching	<p>The parents of children and young people of Nether Robertland Primary School will have a say in how well our school is doing and how it can be improved by involving them in decision making through:</p> <ul style="list-style-type: none">✓ Parental consultation through:<ul style="list-style-type: none">○ Questionnaires/Forms○ Workshops/information sessions○ Open afternoons✓ Parent Council

Improvement Priorities

(Expressed as outcomes for learners)

Key Areas for Improvement:

- Improve learner participation and voice
- Develop staff career-long professional learning and leadership at all levels
- Enhance Quality Assurance
- Maximise parent/carer involvement and engagement

Rationale for Improvement:

There is a clear message from research and policy that learners should be actively involved in self-evaluation and school improvement. This is further endorsed in the UNCRC through Article 12. During the recent HMIe inspection, the pupil questionnaire highlighted that 70% of learners shared that the school listens to their views and 56% of learners shared that the school takes their views into account. This data indicates that improvements need to be prioritised. To address this and to build on the good practice taking place in relation to learner participation and voice, there is a need to engage further with HGIOURS and to ensure that learner participation and voice is central to all we do.

Through self-evaluation and the recent HMIe inspection, it is clear that staff commitment to career-long professional learning is strong. To ensure a whole school continued commitment to this, it is critical that all staff continue to engage in leadership development, collaborative enquiry, practitioner enquiry and evidence-based practice.

As robust and rigorous Quality Assurance is central to supporting staff and in building expertise and capacity to deliver positive outcomes for learners, it is vital that we continue to evaluate and enhance our systems and processes. This is an ongoing improvement priority, having been highlighted as a development need during the EAC Learning Visit in April 2023.

The key role of parents/carers in supporting their children and the school through parental involvement and engagement is significant. Parental engagement refers to staff and schools involving parents/carers in supporting their child's learning and research highlights that this has a positive

Education Service Improvement Plan 1: Our Leadership

We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of 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, playroom and centre.

UNCRC

Article 5 – You have the right to be given guidance by your parents and family.

Article 12 – You have the right to an opinion and for it to be listened to and taken seriously.

impact on average of 4 months additional progress. Through self-evaluation and the recent HMIe inspection, it is evident that this priority needs to continue to be built upon.

- The school gives me advice on how to support my child's learning at home – 75%
- The school organises activities where my child and I can learn together – 65%

What actions are required to reach the desired outcome?	Who	When
<p><u>Improve learner participation and voice</u></p> <ul style="list-style-type: none"> • Implement a whole school approach using HGIOURS, to actively involve learners in self-evaluation and school improvement, creating a culture and ethos that prioritises learner participation. • Increase opportunities for learners to be included and listened to regarding issues that affect them. • Involve learners meaningfully in a wide range of real and relevant leadership opportunities in class and across the school. • Further embed the principles of the UN Convention on the Rights of the Child into our ethos and curriculum whilst achieving RRS Gold Reaccreditation. 	<p>All staff Leads for RRS – Mrs Barrett and Miss Thompson</p>	<p>August to October 2024 Throughout session</p>
<p><u>Develop staff career-long professional learning and leadership at all levels</u></p> <ul style="list-style-type: none"> • Clear focus on supporting and empowering staff in their commitment to career-long professional learning and leadership. <ul style="list-style-type: none"> ○ Through the PRD and FaceTime processes, identify leadership opportunities for learning as collaborative, learning by enquiring and learning that deepens knowledge and understanding ○ Ensure all staff have access to high quality career-long professional learning that supports their development to improve experiences and outcomes for learners • Continue to develop our Planning, Learning, Teaching and Assessment networks across our Education Group. 	<p>All staff Lead for PRD – Mrs Beveridge Lead for FaceTime – Mr Gilroy Lead for PLTA – Mrs Murray</p>	<p>PRD – August 2024 and March 2025 FaceTime – September Throughout session</p>

<ul style="list-style-type: none"> • Engagement with EAC Year Two Leaders of Learning Programme (LOL) with leads, delivering follow-up CLPL to enhance pedagogies. • Whole school commitment to working towards the Reading Schools Silver Award. 	Leads for LOL – Mrs Murray and Mr Gilroy Lead for Reading Schools – Mrs Murray	Throughout session
<p><u>Enhance Quality Assurance</u></p> <ul style="list-style-type: none"> • Continue to develop approaches to Quality Assurance. <ul style="list-style-type: none"> ○ Review and update the Quality Assurance Calendar ○ Renewed Focus on the 7 Principles of Curriculum Design <ul style="list-style-type: none"> ▪ Ensure that learners receive appropriate challenge ○ Link Quality Assurance to the Curriculum Rationale ○ Introduction of Learning Walks with the aim of fostering professional dialogue about learning and teaching in order to develop a shared vision of high quality learning and teaching ○ Update the ‘Excellent Lesson’ and through Quality Assurance, ensure a consistent and high quality approach to its delivery across the school 	All staff Lead – Mrs Beveridge and Mr Gilroy	August 2024 Throughout session
<p><u>Maximise parent/carer involvement and engagement</u></p> <ul style="list-style-type: none"> • Explore approaches to enhance parental involvement and engagement, with a focus on how parents/carers can support their child’s learning at home and learning together at school. • Complete the homework consultation and implement new Homework Policy 	All staff Parent Council and Parent/carers	August to September 2024

Evidence of Impact against outcomes for learners

- Learners will be actively involved in school improvement and self-evaluation
- Increased learner voice and participation
- Effective use of HGIOURS across the school
- Staff will be empowered to lead their own career-long professional learning within a supportive and collaborative culture and ethos
- Staff will be more informed practitioners with a developed knowledge base and this will support school improvement
- Enhanced approaches to Quality Assurance and continuous Improvement, reflecting on development needs from the recent HMIe inspection
- Parents/carers will be more involved in supporting their child's learning at home and learning together in school
- Clear policy that will support homework/learning at home across the school

Improvement Priorities

(Expressed as outcomes for learners)

Key Areas for Improvement:

- Ensure high quality planning, learning, teaching and assessment
- Improve learning and teaching using effective pedagogies
- Develop a creative, innovative and inspiring curriculum which reflects the needs of all learners

Rationale for Improvement:

Through self-evaluation, consultation, Quality Assurance and the recent HMIe inspection, the above key areas for improvement have been identified. Overall, attainment in Literacy and Numeracy is very good and data shows that a minority of children are exceeding nationally expected levels. Across the school, there are a few learners who could be achieving more in Literacy and Numeracy. To ensure that there is a focus on raising attainment and that every learners' needs are met, the above areas for improvement have been identified.

Education Service Improvement Plan Priority 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.

UNCRC

Article 28 – You have the right to education.

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.

What actions are required to reach the desired outcome?	Who	When
<p><u>High quality planning, learning, teaching and assessment</u></p> <ul style="list-style-type: none"> • Continued whole school focus on enhancing planning, learning, teaching and assessment approaches to ensure high quality learning and teaching approaches are consistent and embedded. <ul style="list-style-type: none"> ○ Deepen staff knowledge and understanding of the PLTA cycle ○ Staff will plan for high quality assessment in Literacy and Numeracy ○ Develop a shared understanding of standards and expectations in writing through a moderation approach, to build confidence in teacher judgements and ensuring continuity and progression for learners ○ Continue to develop our Planning, Learning, Teaching and Assessment networks across our Education Group • Implement whole school guidance for online planning, ensuring a consistent approach to planning for high quality, progressive experiences for learners and use of assessment. 	<p>All staff QAMSO Lead – Mrs Murray Mrs Beveridge Mr Gilroy</p>	<p>Education Group PLTA – All in-service days Throughout session</p>
<p><u>Improve learning and teaching using effective pedagogies</u></p> <ul style="list-style-type: none"> • Across the school, improve handwriting, letter formation and presentation of written learning. <ul style="list-style-type: none"> ○ Purchase an online handwriting programme and implement across the school ○ Support the development of pre-handwriting skills ○ Create guidelines for presentation of learning • SLT, Literacy lead and staff engagement with SAC Literacy Education Manager to further develop understanding of progression of skills and high quality learning and teaching through engagement with CLPL using a ‘Toolkit of Pedagogical Practice’ approach, with the central themes being high quality assessment and teaching of reading. • Invest in a new reading resource for P1 to P3 and implement. • Implement Playful Learning policy. 	<p>All staff Lead in Literacy – Mrs Murray</p> <p>Lead in Early years – Mrs Henderson, Miss</p>	<p>Implementation in August</p> <p>Session 1 – 03.09.24 Session 2 – 08.10.24 Session 3 – 12.11.24</p> <p>Throughout session</p>

	Whiteford and Miss Barrett	
<p><u>Develop a creative, innovative and inspiring curriculum which reflects the needs of all learners</u></p> <ul style="list-style-type: none"> • Primary and secondary colleagues, across the Education Group will align the P7 and BGE curriculum and share expertise in their specialist area, to reduce duplication and gaps in learning. • Through engaging with partners at our planned STEM/Robotics event, learners will be provided with access to high quality learning experiences using innovative digital resources. • Through engaging with partners at our planned STEM/Robotics event and continuing to develop links with EAC Education IT team, staff will be provided with access to high quality CLPL experiences using innovative digital resources and will build confidence in using these within their learning environments. • Improve outdoor learning across the school. <ul style="list-style-type: none"> ○ Establish outdoor learning leads to take forward improvements ○ Use completed self-evaluation to establish next steps ○ Plan for CLPL that builds staff confidence in delivering outdoor learning ○ Focused approach to ensure that outdoor learning environments are being used to deliver the curriculum ○ Learners have regular opportunities to experience high quality outdoor learning within our school grounds and local community ○ Consider how effective outdoor learning can support the wellbeing of learners ○ Involve partners in the planning, delivery and evaluation of outdoor learning 	<p>Education Group</p> <p>Leads for transition – Mrs Duffy and Mr Hyslop</p> <p>Lead for STEM – TBC</p> <p>Lead for digital – Mr Hyslop</p> <p>Lead for outdoors – Mrs Henderson and Miss Sawyers</p>	<p>August to December 2024</p> <p>October 2024</p> <p>August to December 2024</p> <p>Throughout session</p>

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
<ul style="list-style-type: none"> • Class Teacher (0.4 from April to June 2024) to support inclusion (The Acorn Room). 	<p>Decrease exclusions, increase motivation and engagement, and for</p>	<p>Mrs Beveridge</p> <p>Mrs Lindsay</p>	<p>April to June 2024</p>

<ul style="list-style-type: none"> ○ Targeted support for identified learners through Acorn Room access ○ Soft start provision ● Pupil Support Assistant (27.5 hours) <ul style="list-style-type: none"> ○ Deliver targeted interventions to raise attainment and achievement and to support the wellbeing of learners 	<p>learners to successfully return to their classrooms.</p> <p>Raise attainment and achievement of targeted learners.</p>	<p>Mrs Malcolm</p> <p>Mrs Henderson Mr Gilroy</p>	<p>April 2024 to April 2025</p>
<ul style="list-style-type: none"> ● GL Assessments <ul style="list-style-type: none"> ○ Purchasing of GL assessments and carryout two assessments periods per session, providing pre and post data ○ Use a variety of sources of assessment data, including GL assessment, diagnostically to plan for next steps in learning and to support targeted intervention 	<p>More robust teacher judgement</p> <p>Staff to be more skilled in using data diagnostically to planned for next steps in learning for learners</p>	<p>All staff Mrs Beveridge Mr Gilroy</p>	<p>April 2024 to April 2025</p>

Evidence of Impact against outcomes for learners

- Staff will continue to build their confidence in sharing PLTA across our Education group network and will begin to make more robust teacher judgements on achievement of a level and as a result, the attainment data of our learners across our Education Group will be judged upon shared and consistent standards
- Staff will have a deeper understanding of the PLTA cycle with a focus on the role of assessment throughout this
- Consistent approach to planning for high quality, progressive experiences for learners and use of assessment
- Learners will be involved in the planning of learning
- Learners will experience high quality assessment
- More developed shared understanding of standards and expectations, increase in staff confidence in teacher judgement and continuity and progression for learners in writing
- Learners at all levels will benefit from clear expectations and a consistent approach to handwriting, letter formation and presentation of written learning
- Learners will experience and staff will deliver high quality learning and teaching in Literacy

- Attainment will improve
- Learners will be provided increased opportunities to practise spelling across the curriculum
- Staff will be more knowledge and skilled in teaching reading and in developing key reading skills
- Learners will experience high quality outdoor learning and staff will be more equipped to deliver this

Improvement Priorities

(Expressed as outcomes for learners)

Key Areas for Improvement:

- Enhance approaches to nurture, relationships and behaviour
- Further improve inclusion of our groups of children most likely not to be present, participating, supported and achieving
- Review the Health and Wellbeing curriculum
- Embed children' rights

Rationale for Improvement:

The Summary of Inspection Findings produced by HMIe following our inspection shared the following.

'Senior leaders should continue to monitor the pace of change to ensure the whole school community feel meaningfully involved in the development and delivery of key priorities. They recognise that a period of embedding the significant number of improvements made over recent years is now required. This will support staff to review and implement improvement priorities which have the greatest impact on outcomes for children.'

The above key areas for improvement are areas which have been prioritised this session and the focus next session will be on embedding, to ensure all learners feel supported and included.

Education Service Improvement Plan Priority 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.

UNCRC

Article 2 – You have the right to protection against discrimination.

Article 3 – All adults should always do what is best for you.

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.

What actions are required to reach the desired outcome?	Who	When
<p>Enhance approaches to nurture, relationships and behaviour</p> <ul style="list-style-type: none"> • Complete Respectful Relationship policy consultation and plan for its launch • All staff to engage in a programme of nurture CLPL in collaboration with the Educational Psychologist. <ul style="list-style-type: none"> ○ Eight sessions, focusing on the importance of nurture for the development of wellbeing ○ Needs analysis to be carried out to identify areas of focus and next steps ○ CLPL sessions will facilitate and support a collaborative, leadership approach to career-long professional learning and in developing deeper knowledge and understanding of learners with social, emotional and/or behavioural needs, which is often linked to poverty, adversity and trauma • Enhance relational practice experiences in the context of safe and secure relationships. <ul style="list-style-type: none"> ○ Develop a whole school understanding of restorative approaches for learners, staff and parents/carers • All staff to complete the Beyond Behaviour LearnPro modules. 	<p>All staff Leads – Mrs Beveridge and Mr Gilroy Educational Psychologist – Mrs Malcolm</p>	<p>August to September 2024 Eight sessions – August 2024 to May 2025</p>
<p><u>Further improve inclusion of our groups of children most likely not to be present, participating, supported and achieving</u></p> <ul style="list-style-type: none"> • Consider how we better meet the needs of our care experienced learners in line with The Promise. • Following the Neurosequential Model in Education (NME) book study, identified staff to take forward a Plan, Do, Study, Act (PDSA) to support the development of NME understanding. • Enhance universal support to further improve inclusion. <ul style="list-style-type: none"> ○ Embed use of The CIRCLE Framework ○ Introduce an Inclusive Classroom Checklist ○ Explore the interconnectivity of inclusion, rights and equalities, relationships and wellbeing using Education Scotland’s Professional Learning Framework • Continue to enhance procedures to improve attendance and late coming, using a positive and supportive approach. 	<p>All staff Leads – Mrs Beveridge and Mr Gilroy Educational Psychologist – Mrs Malcolm NME – Mrs Henderson and Miss Hunter</p>	<p>Throughout session</p>

<ul style="list-style-type: none"> ○ Focus on minimising late comings through a 'Be on Time' messaging approach • Continue our commitment to eradication of child poverty, with particular ongoing focus on cost of the school day, in alignment with Tackling Child Poverty and closing the poverty related attainment gap 		
<p><u>Review the Health and Wellbeing curriculum</u></p> <ul style="list-style-type: none"> • Implement Health and Wellbeing planning and assessment procedures, ensuring cohesion with the Progression Frameworks and two year programme of study. • Review the Physical Education curriculum and progression of skills. <ul style="list-style-type: none"> ○ Evaluate the curriculum and use of the Health and Wellbeing Progression Frameworks, Physical Education Benchmarks and existing resources and establish next steps 	<p>All staff Lead – Mr Gilroy QIO – Catrina O’Neil Active Schools – Mark Devlin</p>	<p>January to March 2025</p>
<p><u>Embed children’ rights</u></p> <ul style="list-style-type: none"> • Consider how to deepen approaches to learning and teaching to promote learners’ understanding of rights through the curriculum <ul style="list-style-type: none"> ○ Reapplication for Gold accreditation 	<p>All staff Leads – Mrs Beveridge, Miss Barrett and Miss Thompson EAC – Steven Kidd</p>	<p>Throughout session</p>

<p><u>Evidence of Impact against outcomes for learners</u></p> <ul style="list-style-type: none"> • Reduction in dysregulated behaviours and increase in learner’s needs being met through targeted intervention and personalised support • All staff will have an increased knowledge and understanding of nurture and the impact of developmental trauma on a child’s ability to function in a classroom and will in turn will be better equipped to provide support and meet all learners’ needs • Learners across the school will experience an ethos of nurture, inclusion and will learn in effective inclusive classrooms • Learners will experience safe and secure relationships and staff will be equipped to prioritise this at all times • Learners’ will be immersed in a rights based culture, where rights are embedded through the curriculum • Learners will experience progressive, skills-based Physical Education
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<p>Improvement Priorities (Expressed as outcomes for learners)</p> <p>Key Areas for Improvement:</p> <ul style="list-style-type: none"> • Improve approaches to developing digital skills and digital literacy • Further develop approaches to celebrating success and achievement • Continued focus on developing community and business partnerships within our community <p>Rationale for Improvement:</p> <p>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, ESIP). To build on the improvements and progress to date, the development of digital skills and effective pedagogy will remain a priority for all staff. Despite partnerships being highlighted as a strength during the recent HMIe inspection, there is a need to maximise partnership working with community and business links related to the digital industry.</p> <p>From January 2024, learners' Personal Learning and Achievements has been tracked using the EAC Tracking and Monitoring system. Next steps are to use the tracking system to ensure that no learner is at risk of missing out and to put in place other opportunities.</p>	<p>Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements</p> <p>We want the very best for all of our young people in East Ayrshire. We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels.</p> <p>UNCRC</p> <p>Article 28 – You have the right to education. Article 31 – You have the right to play and relax by doing things like sports, music and drama.</p>
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What actions are required to reach the desired outcome?	Who	When
<p><u>Improve approaches to developing digital skills and digital literacy</u></p> <ul style="list-style-type: none"> • Continue to embed digital technologies to support digital skills development and effective pedagogy across the school using and through: <ul style="list-style-type: none"> ○ Develop a collaborative and collegiate approach to developing digital skills and expertise for all staff 	<p>All staff Leads – Mrs Beveridge and Mr Hyslop EAC – Mrs McKee and Mr Neilson</p>	<p>Throughout session</p>

<ul style="list-style-type: none"> ○ Embedding of Education Scotland’s ‘Features of Highly Effective Digital Learning, Teaching and Assessment in Schools’ document ○ Enhancing approaches to delivering the curriculum ○ Ensuring all classroom are digital learning environment ● Continue to work towards achievement of the Digital Schools Award. 		
<p><u>Further develop approaches to sharing learning and celebrating success and achievement</u></p> <ul style="list-style-type: none"> ● Effective use of the tracking system to ensure that no learner is at risk of missing out and to put in place other opportunities for personal learning and achievement ● Evaluate existing approaches to sharing learning and celebrating success and achievement. <ul style="list-style-type: none"> ○ Adapt/enhance existing approaches ○ Implement approaches that promote celebrating positive achievements with parents/carers 	<p>All staff Lead – Mrs Beveridge and Miss Orr</p>	<p>Throughout session September to October 2024</p>
<p><u>Continued focus on developing community and business partnerships within our community</u></p> <ul style="list-style-type: none"> ● Whole school commitment to developing community and business partnerships within our community. <ul style="list-style-type: none"> ○ Seek further partnerships with community and business links related to the digital industry ○ Link partnership working with IDL planning and yearly overview ○ Further develop parental partnerships in the delivering of after school clubs 	<p>All staff Lead – Mrs Beveridge EAC – Mrs McKee</p>	<p>Throughout session</p>

<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> ● Staff will develop creative and innovative teaching approaches to further engage learners ● Staff will feel more confident and skilled to deliver digital learning across the curriculum ● Learners will have access to a wide range of digital learning opportunities across learning and this will equip them for the digital world ● All learners will have opportunities for personal learning and achievement ● Learners’ successes and achievements will be shared with the whole school community

- The school will have effective partnerships and this will support learners in a relevant and meaningful way



Nether Robertland Primary School
Summary of School Improvement Priorities for Session 2024/2025



Our Leadership	Teaching and Learning Together
<p>Key Areas for Improvement:</p> <ul style="list-style-type: none">• Improve learner participation and voice• Develop staff career-long professional learning and leadership at all levels• Enhance Quality Assurance• Maximise parent/carer involvement and engagement	<p>Key Areas for Improvement:</p> <ul style="list-style-type: none">• Ensure high quality planning, learning, teaching and assessment• Improve learning and teaching using effective pedagogies• Develop a creative, innovative and inspiring curriculum which reflects the needs of all learners
Our Wellbeing and Belonging	Our Attainment, Destinations and Achievements
<p>Key Areas for Improvement:</p> <ul style="list-style-type: none">• Enhance approaches to nurture, relationships and behaviour• Further improve inclusion of our groups of children most likely not to be present, participating, supported and achieving• Review the Health and Wellbeing curriculum• Embed children' rights	<p>Key Areas for Improvement:</p> <ul style="list-style-type: none">• Improve approaches to developing digital skills and digital literacy• Further develop approaches to celebrating success and achievement• Continued focus on developing community and business partnerships within our community