East Ayrshire Council

Standards and Quality Report

2023 – 2024

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 last 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 a 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 12 classes with a roll of 307 children. The building is semi-open plan, consisting of 14 classrooms, 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 2023/2024 (%)

	P1	P2	P3	P4	P5	P6	P7
Boy	35	23	12	18	17	28	24
Girl	21	20	16	18	24	25	26
Total	56	43	28	36	41	53	50

SIMD Profile 2023/2024 (%)

SIMD Decile	1	2	3	4	5	6	7	8	9	10	N/A
	0	2	17	20	61	6	45	68	2	80	6

Wider Profile 2023/2024 (%)

Free School Meal Entitlement	Average Attendance	ASN	Exclusions
10	93	28	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 HMIe Inspection in January 2024, the inspection team found the following strengths in our school's work.

- Children who are respectful, polite and confident. They are very proud of their school, work well together and enact the school values in everyday life. They enjoy a wide range of opportunities to develop leadership skills through a variety of committees and groups. This helps children to develop skills for learning, life and work.
- Strong leadership by the Head Teacher and depute Head Teacher, ably supported by the principal teachers. Senior leaders provide a clear direction and strategy for continuous school improvement based on values and a vision that encourages children to achieve their best.
- The wellbeing and inclusion of children that is central to all work carried out in the school. Staff model positive and respectful relationships. They use creative and nurturing approaches to support all children to feel included in the life of the school.
- The very effective staff team who provide quality learning experiences for children. This is supported by their motivation and approach to professional learning. Staff utilise robust monitoring processes and very effective partnership working well, to improve children's learning, attendance and wellbeing. As a result, children are attaining and achieving well.

The following areas for improvement were identified.

- Senior leaders should ensure the whole school community are involved in the development and delivery of key priorities. The many improvements made over recent years should be reviewed and embedded.
- Teachers should continue to ensure that all children receive appropriate challenge in their learning. This should raise attainment further and ensure all children make the best possible progress.

Our parents/carers said:

- Our school supports their child to develop respectful relationships (96%)
- Our school is inclusive (94%)
- Our school provides high quality learning experiences (86% said yes and 14% said somewhat)
- Our school communicates effectively (84% said yes and 12% said somewhat)
- Our school supports parental engagement (90%)
- Our school supports children effectively with their wellbeing (91% said yes and 9% said somewhat)
- Their child has a positive and trusting relationship with staff (84% said yes and 14% said somewhat)
- 'Teachers seem to have lovely nurturing relationships with the children and any dysregulated behaviour seems to be dealt with proportionally and with understanding that there may be other factors at play.'
- 'Forward thinking and proactive in approach to behaviours and relationships.'

Our children said:

- They show the school values throughout the school day (87%)
- They understand that we are all different and that sometimes, children need different things to be supported (97%)
- 'I feel safe in this school and I love that this is my school.'
- 'I feel that most people are kind but some people could do better. I also understand that some people can't control their actions more than others. Our school is the best.'

Priorities for Next Session:

- ➤ 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
- ➤ 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
- ➤ 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
- ➤ 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

Establishment Vision, Values and Aims

We strive to live by our school values of Respect, Responsibility, Teamwork and Determination in school, at home and in our local community. The shared language we created is promoted at every opportunity. During a recent HMIe inspection, the following was shared.

'Children are very proud of their school, work well together and enact the school values in everyday life.'

'Senior leaders provide a clear direction and strategy for continuous school improvement based on values and a vision that encourages children to achieve their best.'

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 vision is:

- Learn Today, Lead Tomorrow
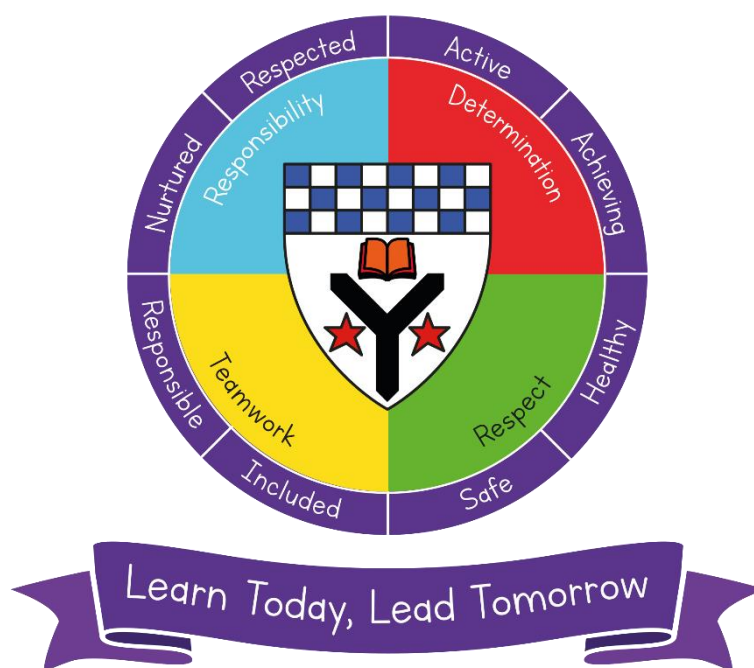
In session 2022/2023, we updated our Curriculum Rationale. The aim of our Curriculum Rationale is to help everyone within our school and community be clear about what we are aiming to achieve and what our key drivers are.

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

| Improvement Priority	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 and quality assurance, specific improvement priorities were identified and have been incorporated into this key priority of the NIF, Improvement in Attainment, particularly in Literacy and Numeracy. Please see below:
	
	• Tracking attainment of and prioritising support to work towards closing the poverty-related attainment gap (SIMD 3 and 4)
	   o Reading – 43% off track
	   o Writing – 49% off track
	   o Listening and Talking – 20% off track
	   o Numeracy – 43% off track
	• Enhanced opportunities for children and young people to share their views and evaluate their learning
	   o My school listens to my views – 50% agreed and 40% didn't know (Reduction on previous session)
	• Whole school focus on enhancing planning, learning, teaching and assessment approaches to ensure high quality learning and teaching approaches are consistent:
	   o Effective feedback
	     ▪ I get regular feedback on my learning – 71% agreed and 24% didn't know
	     ▪ Feedback I receive helps move my learning forward – 65% agreed and 26% didn't know
	   o Further develop understanding of progression of skills and ensuring high quality learning and teaching were identified as area for priority during the EAC Learning Visit in April 2023
	   o Across the school action is required to increase the differentiation, pace, and challenge to improve learners' experiences
	A continued focus and commitment to Play Pedagogy implementation required due to limited progress last session

NIF Priorities	NIF Driver	HGIOS/ HGIOSELCC QI's for self-evaluation
	Curriculum and assessment Performance information	1.1, 1.2 2.2, 2.3

Improvement in attainment, particularly in Literacy and Numeracy	School and ELC improvement	3.2
Progress and Impact	**Play Pedagogy** This session, further progress and improvement in implementing play pedagogy has taken place. Early years staff have engaged in a variety of CLPL opportunities, including working closely with the EAC TAP teacher. Learners in P1 experience daily opportunities for learning through play and are experiencing learning through adult-led, child-led and adult-initiated experiences. The learning environments have been enhanced to consider spaces, experiences and interactions, including outdoors. P1 staff plan responsively and collaboratively to ensure consistent and high-quality approaches. Through PEF, we have utilised a Classroom Assistant to support the implementation of play whilst adapting and considering how this works best within our context and with our existing learners. During a recent HMIe inspection, the following was shared. 'Children experience a range of well-planned play experiences at early level that reflect children's learning needs. Staff are embedding their understanding and skills in play pedagogy and how best to provide challenge, high quality experiences and gather information about the progress children are making. This is supported through regular discussions and professional learning with local authority colleagues using national practice guidance.' As a result of all of a period of exploration, evaluation and adaptations at Nether Robertland Primary, we have created a play policy that reflects our context and the needs of our learners. This sets out a clear model for what play looks like in our school. We have renamed Play Pedagogy with Playful Learning at NRPS. The policy can be found on our school Blog by clicking on the link below. Click here to access the Playful Learning at NRPS Policy 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	2023/2024
Reading	86%	86%		75%	85%	88%	89%
Writing	78%	84%		78%	81%	81%	93%
L&T	94%	92%		83%	92%	98%	98%
Numeracy	92%	82%		75%	88%	93%	95%
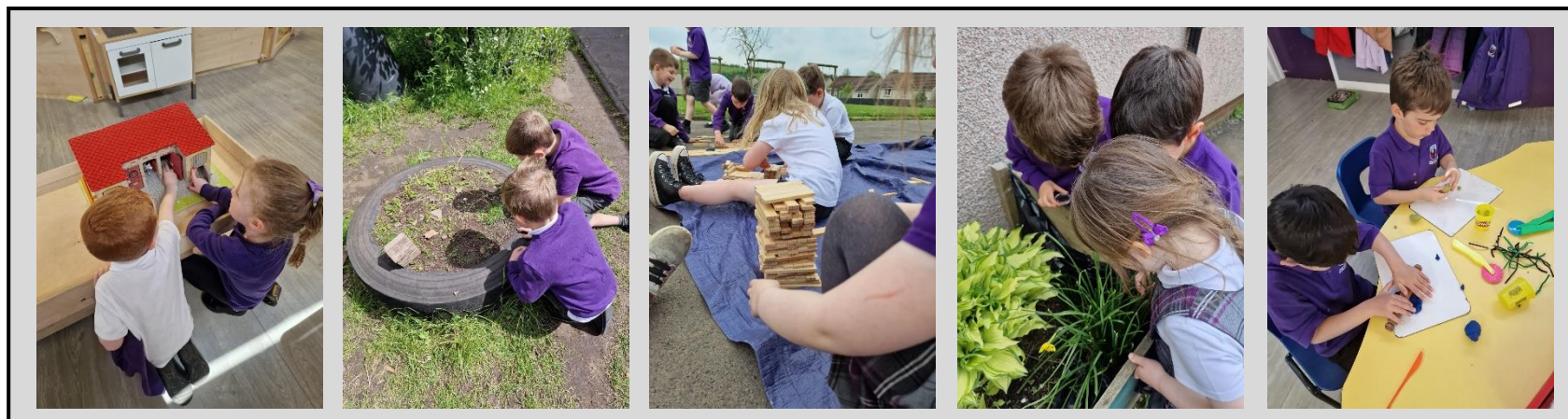
Planning, Learning, Teaching and Assessment

This session we implemented the new online planning procedures using Microsoft OneNote. The aim of this was to ensure effective planning for high quality learning experiences and to ensure consistency and support for PLTA, whilst tackling bureaucracy. This was led extremely well by the Principal Teacher. She provided a number of whole staff CLPL, along with a more bespoke approach to supporting colleagues with the implementation. Evaluation was ongoing and adaptations were made throughout the session, including adding a self-evaluation section with three tasks, adapting the highlighting colour coding to ensure planned and actual coverage carried out by the NCCT teacher and in the use of password protected Child's Plan as working documents.

To support the implementation, a consultation took place with staff to establish what was going well, what we needed to do next and to shape the creation of new planning guidance. Staff completed a Form and shared their feedback based on their experience this session. The following was highlighted and next steps planned for.

- Staff rated themselves 3.7/5 for confidence in writing pupil assessment – Next step is to provided clear guidance on what the expectation is for this and for this to be built upon through Quality Assurance
- Staff feel confident in using the colour coding system for planning coverage – Next step is for this to be consistently used across the school and for all NCCT to a different colour
- 71% of staff shared that they use the yearly overview as a working document – Next step is to provided clear guidance on what the expectation is for this and for this to be built upon through Quality Assurance

In responses to areas identified through Quality Assurance and the consultation, we created a Digital Planning Guidance document. This sets our clear guidance for planning at our school.

Over two sessions, SLT and staff have worked together to update and streamline our planning processes, which has been very successful. The new online planning allows for planning to be progressive, collaborative and responsive to learners' needs. This is resulting in planning being proportionate and manageable and clearly identifies what has to be learned and focuses on assessment of learning. We will continue to refine this next session.

During a recent HMIe inspection, the following was shared.

'Teachers' planning links clearly to Curriculum for Excellence (CfE) experiences and outcomes and East Ayrshire progression frameworks for all areas of the curriculum. Teachers supplement long and medium-term planning well, using a digital platform with detailed weekly planning of learning and teaching. Teachers' planning indicates how learning will be adapted to meet the needs of most learners. Children contribute meaningfully to the planning of their learning across different subjects by sharing their preferences or interests.'

Staff are using Benchmarks with increased confidence and effectiveness to provide clarity on the national standards expected within Literacy, Numeracy and Health and Wellbeing at each level. They gather, use and analyse a range of information to support judgements on learners' progress, attainment and achievement and engage in regular tracking and monitoring discussions. All staff were signposted to Benchmark resources and they were a central feature during tracking and monitoring professional dialogue with all staff.

To support Planning, Learning, Teaching and Assessment, we created and implemented a whole school policy. We called this the NRPS Planning, Learning, Teaching and Assessment Framework. This is based on the EAC PLTA Guidance and reflects currents practices and educational thinking and aims to support professional commitment to achieving the highest possible quality of provision and positive outcomes for all of our learners. It was decided that this Framework would include our approaches to feedback.

At the beginning of the session, a new approach to learners sharing their views was introduced, How Good is Our Classroom? The purpose of this was for learners to share their views on all aspects of learning and teaching in their class, as part of ongoing self-evaluation, through a class conversation. The focus was to be on learning and teaching using the HGIOS questions/statements: What went well? What we need to work on…, and How to achieve this… Through consultation with staff, it was established that staff did not find this approach meaningful and that it was quite repetitive. In January 2024, it was decided that we would halt this and come back to plan for an alternative approach that supports learner voice and participation in a meaningful and relevant way. Additionally, 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. To support moving forward with a whole school approach to learner participation and voice, our focus will be on creating a culture and ethos that prioritises this using How good is OUR school? This will be in next session's School Improvement Plan.

From August 2023 to March 2024, we used PEF to support a Principal Teacher enhancement. An existing was appointed and a remit was established. Part of her remit was to track attainment of SIMD 3 and 4 learners (11%) and to work in partnership with class teachers, EAST, DHT and wider partners to identify appropriate interventions, with the overarching aim of raising attainment for this group of learners. All learners identified received targeted support and from the 11%, all learners made progress and 30% of these learners are now on track for reading and 25% for writing.

The Leaders of Learning Programme was led by the DHT and a PT. They attended all CLPL sessions which focused on differentiation, assessment and effective use of data and then delivered the follow-up sessions in school. The sessions on differentiation and assessment were delivered to all staff and a reflective self-evaluation task was included. This involved staff reflecting on their practice and then sharing what the impact was on their practice. They were asked questions such as: What do you need to do to ensure effective differentiation for all learners in your class? How can you be supported to develop differentiation? It was felt that the third session on effective use of data highlighted that as a school, we do this well, therefore, the follow-up session was done through sharing the information via email and allowing staff to reflect upon and take aspects forward, if they felt it was appropriate. To continue to build on high quality learning and teaching, we will be engaging in year two of the Leaders for Learning Programme.

	Reading
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- Working closely with the Book Nook
  - After School Book Club which will continue nest session
  - Visits to the Book Nook for a Reading Session
- Regular pupil leadership meetings with opportunities to present at assemblies
- Development of Classroom 'Cosy Reading Corners'
- Enhanced library environment with all classes timetable twice across the week
- Whole School 'Dress as You Please and Bring a Book' with books used to restock the library
- Library Audit took place to allow children the opportunity to select the books of interest and also to remove any books which were really old or not in good condition, making space for the restocking of the library
- Introduction of Book Borrow Baskets in every classroom
- Borrow Bookshelf added to school entrance to encourage parents/carers to borrow books
- Continued use of resources such as Epic Books and Giglets
  - Introduced to staff who were not yet using
- Wall displays around the school added to reflect 'Learners' response to reading'
- Parent/Carer Reading Schools Attitude Survey - Form issued to parents pre and post session
- Pupil/Staff Reading Schools Attitude Survey - Form issued to pupils/staff pre and post session
- P7 and P1 Reading Buddy Sessions
- Introduction of Reading Charts in every classroom to encourage reading and sharing book titles/recommendations etc
- Stewarton Academy Pupils visiting infant department to read for enjoyment
- Parent/Carer Book Bug Reading Workshops/Parental Engagement Sessions
- Reading Schools Workshops used during Staff Development Evenings
  - What is Reading Schools?
  - Research Informed Practice on Reading for Pleasure

- Reading Schools CLPL Link Folder added to the Whole Staff Team
- Whole School Book Creation linked to Scottish Stories
  - Every class submitted a story to the book
  - Pupil Group designed front cover
- 'Ask me What I am Reading' badges introduced
- Staff Lanyards to promote and model reading behaviours
- Staff responsible for uploading evidence to evidence plan
- Learner conversations took place to record pupil voice for the 'Quote' section of the evidence plan
- Staff Development Feedback Form completed by all staff after submission

As a result of the improvements made this session, there has been an impact on attainment, achievement, wellbeing, creativity, critical thinking and resilience.

Reading Attainment Over Time							
	P1	**P2**	**P3**	**P4**	**P5**	**P6**	**P7**
2022/2023	88%	85%	63%	80%	83%	76%	87%
2023/2024	89%	79%	86%	78%	85%	83%	82%

Parents/carers were asked the following and then shared:

- In our aim to achieve our reading Schools Award, we have been promoting reading for enjoyment. As a result, do you feel your child has increased motivation to read for enjoyment?
  - Yes – 43%
  - No – 17%
  - Somewhat – 21%
  - My child has always read for enjoyment – 18%

	Numeracy Throughout the session, staff have engaged well with the Numeracy Education Manager/QIO 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 meeting learners' needs/differentiation. This was a bespoke approach to whole school targeted professional learning with follow-up tasks incorporated to enhance engagement and learning. The Numeracy Education Manager/QIO supported Quality Assurance by being part of the team that carried out term four observations, were the focus was on Numeracy and in particular, Number Talks, high quality assessment and differentiation/adaptive teaching. Staff commented that this was a positive experience. Through Quality Assurance, most staff demonstrated effective Numeracy pedagogy.
Next Steps	• Embed digital planning through effective use of the new Digital Planning Guidance • Improve quality of and confidence in pupil assessment within planning • Further implementation of the new NRPS Planning, Learning, Teaching and Assessment Framework • To support moving forward with a whole school approach to learner participation and voice, focus will be on creating a culture and ethos that prioritises this using How good is OUR school? • Continue to track the attainment and to prioritise the support for SIMD 3 and 4 learners • Engage with year two of the Leaders of Learning Programme • To sustain the core level reading schools award and to provide additional opportunities to broaden learners' experiences of reading for enjoyment • Develop staff career-long professional learning and leadership at all levels

Improvement Priority	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.	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). To build on the improvements and progress, developing digital skills and effective pedagogy remains a priority for all staff. This was also confirmed through staff consultation. Additionally, in our newly updated Curriculum Rationale, digital literacy was identified as an area that drives our curriculum and one of the key drivers is developing skills for learning, life and work. Furthermore, we have been selected as a pilot school for the Microsoft Accelerate and Demonstrate Programme, delivered by TA Education Scotland. Through consultation and quality assurance, specific improvement priorities were identified and have been incorporated into this key priority of the NIF, Improvement in skills and sustained, positive school-leaver destinations for all young people. Please see below: • Continued focus on parental involvement and engagement • Continued focus on working in partnership with our local community Equipping our children and young people to develop skills for learning life and work

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	1.3 2.3, 2.5, 2.7 3.3

Progress and Impact	Digital Technologies
	The digital journey at our school has been vast. Through prioritising digital technology, we have achieved the following this session. • Significantly increased our infrastructure • Engaged with National policy - Features of Highly Effective Digital Learning, Teaching and Assessment in Schools • Embedded an effective online planning system using OneNote • Developed a highly efficient digital system for identifying and monitoring the progress of children with additional support needs

- Digital leadership at all levels
- Increased digital CLPL opportunities
- Enhanced learning and teaching through digital technology

We were selected as a pilot school for the Microsoft Accelerate and Demonstrate Programme, delivered by TA Education Scotland. In June 2023, we carried out an initial evaluation. This involved all staff completing a digital skills review. A report was created from this, allowing us to develop and agree on a strategic plan. It was decided that to support our school's vision as we further develop digital skills and usage across the school, we would focus on communication, usage of cloud, champions and collaboration. As part of the offering, we were given 21 hours of training and we planned for this to be carried out in the following way:

- P4G, P4/5T and P5S in person and Teams session led by TA staff and supported by the EAC Digital Lead - Sessions focused on use of a platform called Digitise
- P7H and P7D Teams sessions led by the TA staff – Sessions focused on block coding using Microsoft, leading to pupils making their own videos
- Digital Champions – Introduction to Flip
- Staff CLPL – Two sessions focusing on OneNote and OneNote as a digital jotter, Immersive Reader and Sway

All aspects of the programme has enabled our school and staff to be supported as we develop our digital skills and expertise. As the programme was limited to some identified classes, it is felt that there now requires to be a period of embedding and for opportunities for staff to share their learning.

During a recent HMIe inspection, the following was shared.

'Teachers and children regularly make very good use of digital technologies to enhance and support learning and teaching. Children demonstrate confidence in using technology to support learning in literacy, numeracy, mathematics and interdisciplinary learning. They can

explain how they use digital technology to undertake research and access a range of programmes to complete tasks. Older children use technology confidently to develop skills in three-dimensional modelling and graphics. They talk confidently about their work, the challenges and potential solutions. Almost all children use matrix bar codes to access and consolidate their learning in a variety of curricular areas.'

We did not apply for our Digital Schools Awards this session however, we do feel more equipped to move forward with this next session.

Parental Involvement and Engagement

There has been a planned approach to increasing parental involvement and engagement this session, with a clear focus on the recognition that parents/carers, families and communities contribute significantly to raising educational aspirations of learners.

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 supported the school in various ways from being parent of parent focus groups for the HMIe inspection to the running of an arts and crafts after school club for P1 to P3. Almost all (84%) parents/carers feel that we have worked on improving communication this session and most feel they receive helpful, regular feedback about how their child is learning (76%). To support with effective communication, we have:

- Continued to improve on the static information on the school Blog
- Introduced a parent/carer calendar on the school app
- Provided parents/carers with a paper copy of diary dates at the beginning of each session

This session we identified that further improvement was required to prioritise the key role of parents/carers as partners in their children's learning and wellbeing. To support this we have introduced approaches that have been successful and will continue. These include:

- Sharing of yearly overviews of learning for each class and these have been shared on the school Blog for parents to access the information so that they can support the learning that takes place in school at home
- Each class inviting parents in for a sharing learning opportunity – 'Meet the Teacher' session and one parental engagement session
- Parent/community events – Family Bingo Night, Family Bear Hunt, Come Dine with Me, Macmillan Coffee Morning, parents taking part in sponsored 5K, Christmas Concert and P7 Pirates of the Curry Bean show

The success has been evidenced in the May 2024 parent/carer consultation where 90% shared they are happy with the level of parental engagement at our school.

Next session, we plan to build on this further by introducing the Big Family Picnic and we will continue to work in partnership with the Parent Council to plan for other community events.

Community and Partnership Working

The need to increase community and partnership working has been a continuous priority. 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 through partnership working in the community. The impact of this can be seen in the following:

- All classes visit Stewarton library – This supported the promoting of reading for enjoyment and in us achieving the Core Reading Schools Award and in encouraging as many learners as possible to have a library card and to visit the library regularly
- Our after school Book Club – This was supported by the local Book Nook
- Aristos Fitness provided blocks of learning to P6 classes and both classes visited and took part in activities at their local gym
- P4 and P5 make links with the Stewarton History Museum to enhance their learning about our town

This session, we explored how we could support learners with skills development and we did this through engaging with Skills Development Scotland's meta-skills. Staff took part in a CLPL session alongside other schools from our Education group. This session was informative and provided us with the desire to explore meta-skills within our context. A second CLPL session was planned and this was to explore how meta-skills can be embedded across the curriculum. Unfortunately due to the HMIe inspection in January, this was cancelled and through professional dialogue with staff, it was decided that this improvement would be put on hold for the time being.

Celebrating Success and Achievement

This session, the Head Teacher has worked collaboratively with EAC Data and Intelligence Officer to explore how we could track personal learning and achievement through the existing online Tracking and Monitoring system. The purpose of this was to ensure that no learner is at risk of missing out and to put in place other opportunities. This involved creating a section within the system that allows for achievements in and out with school to be recorded and tracked. From January 2024, this was ready to launch and implementation began. This effective system allows for the recording and tracking of the following:

- In school certificates
  - Rights Respecting School
  - Rockstar Writer
  - HT and DHT awards
  - A wide variety of certificates and awards presented at the Success Showcase

	- Pupil leadership engagement
	- Skills development through Bikeability
	- After school clubs
	- Out with school
	      ○ Out of school club achievements
	      ○ Volunteering engagement
	      ○ Charity fund raising
	
	Next steps are to ensure robust recording of successes and achievements, to implement a calendar for monitoring and for this to lead to the identification of other opportunities for learners who are at risk of missing out.

Next Steps	- Continue to prioritise the building of digital capacity and expertise across our school, through sharing of learning and professional learning - Continue to work towards the Digital Schools Award - Introduce further opportunities for parental involvement and engagement - Prioritise the key role of parents, as partners in their children's learning - Increased focus on developing community and business partnerships within our community, with a particular focus on digital links - Ensure robust recording of successes and achievements, to implement a calendar for monitoring and for this to lead to the identification of other opportunities for learners who are at risk of missing out

Improvement Priority	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.	Due to the introduction of composite classes and to ensure depth and coverage of the E&Os, we felt it was appropriate to implement the two year programme of study for Health and Wellbeing. We are moving to the second year of using the GMWP assessment tool and it is felt that 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. 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 further. 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 support the ambitions of the national priority of Wellbeing and in mitigating the impact of poverty and post Covid renewal, we have identified the need to prioritise the wellbeing of staff and children and young people, including mental wellbeing.

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		2.1, 2.2, 2.3 3.1

Progress and Impact	Planning and Assessment
	This session we implemented the new online planning procedures using Microsoft OneNote and incorporated within are the Health and Wellbeing Progression Frameworks. This allows for the Progression Frameworks to be used effectively by all staff across the school to plan for learning, teaching and assessment. These have been adapted to include a section for staff to add pupil assessment. Through consultation with staff, they shared that they find the online version of the Progression Framework difficult to navigate online due to the

length of the document. It was decided that the resources and links would be removed from the online version for ease of use and that the full Health and Wellbeing Progression Framework, with all the resources and links, can be accessed via Glow. This new version will be implemented next session.

Wellbeing

This session we made the decision that we were going to move from using GMWP as a wellbeing assessment tool to PASS (GL's Pupil Attitude to Self and School Assessment). The reason for this was that we already have access to this assessment as part of the GL Digital Solutions package we purchased and also, we felt that it was a simpler assessment to carry out with integral data analysis that provides clear assessment information. To support the implementation, several CLPL sessions took place, with the HT and DHT attending a GL online training session. The PASS assessment has been extremely impactful for a wide range of reasons, as outlined below.

- Effective assessment tool that allowed staff to identify learners who may be facing challenges and supports to identify the most appropriate targeted supports and interventions to improve wellbeing, attainment and achievement
    - Assessments carried out from P1 to P7 twice a session
    - Data gathered by Health and Wellbeing lead and reports given to staff
    - P1 to P3 and P4 to P7 reports generated which provided data at a whole school level for next session's wellbeing focus – Learner self-worth/self-regard as a learner and response to learning/response to curriculum demand
    - PASS meetings took place with all class teachers and Health and Wellbeing lead following PASS being carried out to analyse the data, to plan for next steps at a whole class, group and individual level and to explore reflective questions such as 'How do I provide opportunities for my learners to undertake activities that require perseverance and resilience to complete?'
- Promoted a shared and strong understanding of children's wellbeing and individual needs to ensure learners are safe, healthy, achieving, nurtured, active, respected and included
- Allowed for the prioritising of learners' wellbeing for all staff across the school
- Placed positive relationships at the heart of all we do

During a recent HMIe inspection, the following was shared.

'The school community has a strong and shared understanding of the importance of children's wellbeing and how it supports children to be successful. Staff ensure children's wellbeing needs are prioritised through a range of approaches including regular wellbeing check-ins,

	surveys and a wellbeing profile. Almost all children speak knowledgeably about what actions they can take to ensure their wellbeing and those of others. They understand how to nurture others as wellbeing champions, playground buddies, support zone operators in the playground and lead assemblies to demonstrate values. In classes, shared learning areas and the playground, children show respect and kindness to one another as they learn and play. They are polite, respectful and very proud of their school.' Parents/carers said: • The school supports my child's emotional wellbeing – 84% in HMIe questionnaire in December 2024 • My child is supported effectively with their wellbeing – 91% said yes and 9% said somewhat in the May consultation **Anti-bullying** The Anti-bullying: Respect for All policy is promoted at every opportunity. Staff have been working on updating our Respectful Relationship's policy and we are ensuring that anti-bullying features within this. As planned, we offered a parent workshop on anti-bullying however, due to a limited number of parents signing up to this, it did not go ahead. We feel that this could be an indicator that most parents/carers do not feel that bullying is an issue in our school. Next session, we will be launching our new Promoting Positive Relationships and Behaviour policy and central to this will be the promotion of anti-bullying.
Next Steps	• Implement adapted Health and Wellbeing Progression Frameworks within online planning • Complete respectful relationships consultation, write policy and plan to launch the new Promoting Positive Relationships and Behaviour policy • Further enhance approaches to nurture, relationships and behaviour • Embed children's rights

Improvement Priority	Rationale for improvement priority based on evidence
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.	The use of assessment data and the focus on being data driven in session 2022/2023 has progressed well. There is now a need to ensure that this approach is central to meeting children and young people's needs universally and for targeted support using a team around the child approach. Through self-evaluation, conducting an analysis of need, reflecting on how we support inclusion and considering the national inclusion agenda to consider barriers to inclusion in mainstream setting, we have identified that it is essential for us to address the increasing needs across our school. Following consultation and collaboration with a wide range of partners, for some of our children and young people to overcome barriers to learning, consideration was given to creating a provision where their needs are met through a mixture of provision. Through consultation, the decision was made that we are going to 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. To ensure consistently across the school and to support staff in Child's Plan writing, there will be a re-focus on our ASN systems and procedures. To build on the progress to date with inclusive practice, our next step is to continue with a relentless focus on fully embedding inclusion to create an ethos that is strong across our school. We aim to build on current practice by strengthen the universal provision and support and through promoting an equity focused approach. Following the progress that has been made in creating and implementing our Anti-bullying: Respect for All Policy, the next steps are to consider this alongside our Respectful Relationship Policy. In updating our Respectful Relationship Policy, our aim will be to raise awareness of

	the role our children and young people, parents, staff and wider community can play in promoting positive relationships and where to get appropriate supports.	
NIF Priorities Closing the attainment gap between the most and least disadvantaged children	**NIF Driver** Performance information Teacher and practitioner professionalism	**HGIOS/ HGIOSELCC QI's for self-evaluation** 1.3 2.1, 2.4, 2.7 3.1
Progress and Impact	**Targeted Support and Inclusive Practice** We are responsive and proactive in supporting our most vulnerable children. We have established an inclusive flexible learning environment, The Acorn Room, 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. This was made possible due to the additional staffing offer from EAC Inclusion Team and through the funding of a PEF Classroom Assistant. In setting up this inclusion provision, much researching, learning, collaborating and reaching outwards took place. The HT visited a school in Glasgow City Council and the allocated class teacher visited a school in North Ayrshire, both of which have established inclusion provisions. The best practice they observed and learned about supported the setting up of the Acorn Room. We worked collaboratively with a range of partners including the Inclusion Team and our Educational Psychologist to ensure the effectiveness of the provision. Extensive CLPL was been undertaken by all staff who support in the Acorn Room. The Acorn Room has been hugely impactful in supporting inclusion. A small number of our learners have accessed the Acorn Room at various points throughout the week in a planned and also 'needs led' way. The impact has been evidenced through the following: - For some, an increase in attendance - Reduction in exclusions - Increase in regulation - Decrease in ascending - Increase in pupil voice and participation - Increase in learners successfully reintegrating with their class for blocks of learning - Increase in learner motivation and engagement through skills based learning (Meta-skills) which is pupil led - Increase in staff expertise in relation to inclusion and supporting our most at risk learners

In August 2023, there was a significant focus on all classrooms being inclusive environments. Through Quality Assurance, it is clear that all classroom environments are inclusive and are adapted regularly to meet the needs of learners. We are very proud to share that through consultation and our recent HMIe inspection, inclusion was recognised as a strength.

HMIe inspection highlighted the following.

'Staff place a clear focus on ensuring children's wellbeing and meeting the needs of families. This results in a strong and inclusive ethos within the school, which is a key strength.'

'Senior leaders use the school's PEF allocation, community links and partnerships very well to ensure that no child is disadvantaged. Almost all are making expected progress in literacy and numeracy. Staff in the Acorn Room provide an inclusive, flexible learning environment which offers small groups of children experiencing particular challenges a safe space. Staff offer creative, empowering and personalised learning activities which are helping children to overcome barriers to learning. All children who attend the Acorn Room are now attending school and re-engaging successfully with their class for blocks of learning.'

'Senior leaders and staff work hard to ensure the school has an ethos and culture of inclusion. Almost all children, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner.'

'Staff have a sound understanding of current legislation and guidance related to wellbeing, equality and inclusion.'

Parents/carers were asked:

- Do you think we are an inclusive school? – 94% said yes and 5% said somewhat

Learners were shared:

- My school helps me to understand and respect other people – 89%

One of our priorities this session was to update our NRPS Ingredients for an Excellent Lesson to NRPS Ingredients for an Inclusive Classroom. This was not completed therefore will be prioritised at the start of next session.

Neurosequential Model in Education

Working alongside our Educational Psychologist, a small group of early adopters put themselves forward to be part of the NME book study. Almost all of the group attended the twilight sessions. This offered a greater understanding of brain development and the impact of

	developmental trauma on a child's ability to function in a classroom. Staff reflected on their practice and explored how the learning has enabled them to adapt their future practice. In reflecting on the next steps, it was decided that two members of staff will move forward with a PDSA approach to NME, with the view of learning being shared at a whole school level in October 2024, supported by the Educational Psychologist. The whole school readiness will then be evaluated following this.
Next Steps	- Update our NRPS Ingredients for an Excellent Lesson to NRPS Ingredients for an Inclusive Classroom - Further improve inclusion of our groups of children most likely not to be present, participating, supported and achieving - Further enhance approaches to nurture, relationships and behaviour - Identified staff to take forward a PDSA approach to NME

Pupil Equity Fund: Evaluations	
Classroom Assistant 27.5 hours	Classroom assistant supported inclusion of groups of children most likely not to be present, participating, supported and achieving. This was highlighted as a strength during the recent HMIe inspection. Additionally, classroom assistant support was utilised in P1 to support the implementation of play.
Principal Teacher Enhancement	PT enhancement supported the raising of attainment and achievement in Literacy and Numeracy. Focus was on the tracking for SIMD 3 and 4 learners, whilst ensuring targeted support was prioritise and impact measured.
Class Teacher 0.4	CT supported inclusion of groups of children most likely not to be present, participating, supported and achieving.
GL Assessment	The purchasing of the GL Digital Solution package supported the school in: • Having robust data to support teacher judgement and attainment over time • Using assessment data diagnostically to identify gaps in learning and in planning for next steps • Assessing and supporting the wellbeing of learners

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	**5**
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	**5**
Quality Indicator 3.2 Raising Attainment and Achievement	**5**

Establishment Capacity for Improvement
Leadership and Management: How good is our leadership and approach to improvement?   **Learning Provision: How good is the quality of care and education we offer?**   **Successes and Achievements: How good are we at ensuring the best possible outcomes for all our learners?**   In January 2024, we has an Education Scotland full model inspection which focused on four quality indicators. This was a very positive inspection that saw our school achieve four 'very goods' across all of the quality indicators. The Summary of Inspection (SIF) summarises the findings from all the evidence gathered during the inspection. The SIF highlights the school's capacity for improvement clearly. Click below to access the SIF for more detail.   **Click here to access the SIF**