East Ayrshire Council

Standards and Quality Report

2024 - 2025

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. The school was built in 1973. 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.

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.

Stage Profile 2023/2024 (%)

	P1	P2	P3	P4	P5	P6	P7
Boy	19	36	22	14	19	16	29
Girl	24	20	20	17	19	24	28
Total	43	56	42	31	38	40	57

SIMD Profile 2023/2024 (%)

SIMD Decile	1	2	3	4	5	6	7	8	9	10	N/A
	2	0	17	24	55	4	41	77	3	84	0

SIMD (Scottish Index of Multiple Deprivation) indicates 31% of our school's population fall between Deciles 3, 4 and 5, 15% between Deciles 6 and 7 and the majority fall between Deciles 8, 9 and 10, making up 53% of our school's population.

Wider Profile 2023/2024 (%)

Free School Meal Entitlement	Average Attendance	ASN	Exclusions
12	94.6	27	0

In session 2024/2025, the average attendance rate was 94.6% which is a 0.5% increase from the session 2023/2024 and a 1.4% increase from session 2022/2023.

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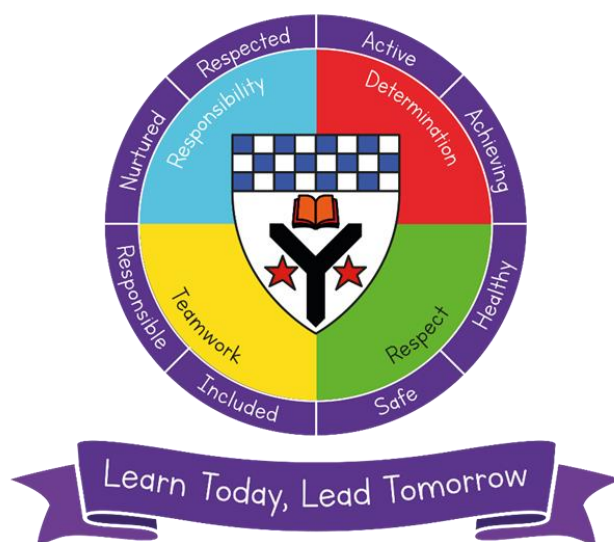
In session 2022/2023, we updated our Curriculum Rationale. The aim of our Curriculum Rationale is to help everyone within our school and community be clear about what we are aiming to achieve and what our key drivers are.

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 Curriculum Rationale](#)

Improvement Priority	Improvement Priority	Education Service Improvement Plan 1: Our Leadership
	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	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.
	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 Education Scotland 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 Education Scotland 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 impact on average of 4 months additional progress. Through self-evaluation and the recent Education Scotland 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%	
	Our Leadership	
Progress and Impact	**Improve Learner Participation and Voice** This session, there has been positive change in relation to developing learner participation and voice. Through the creation and implementation of a learner self-evaluation policy using the HGIOURS framework, learners have been actively involved in monthly self-evaluation and school improvement and their participation in this	

across the school has been prioritised. Learner participation and feedback was gathered through the use of Forms, data was analysed regularly with realistic action identified, and next steps put in place. Additionally, the Five HGIOURS Themes were linked to Children's Rights through discussion at every opportunity. In 2023/2024, 70% of learners shared that the school listens to their views and this session, this has increased to 71% with a further 28% sharing that the school listens to their views most of the time.
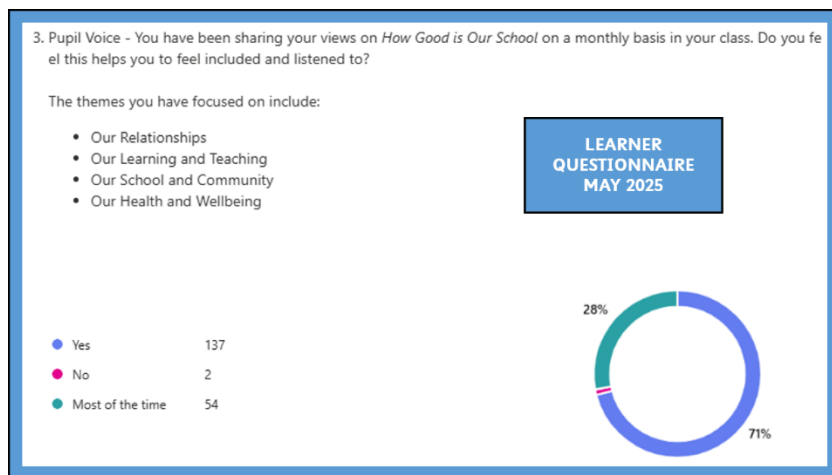
There have been increased opportunities for learners to be included and listened to regarding issues that affect them. This session, we utilised a Participatory Budgeting approach, which saw our Pupil Leadership Groups engage in planning and leading project ideas to bid for £800 to make their project a reality. Each Pupil Leadership Group presented their initial ideas to the whole school and then they presented their projects during the PLG Project Roadshow in May. The Wellbeing Champions achieved the winning project and next session, we will see the implementation of resources which will be used for Wellbeing lunchtime clubs, benefiting all learners in our school.

As a result of further embedding Children's Rights into the ethos and culture, deepening our approaches to teaching and learning to promote learners' understanding of rights through the curriculum and prioritising Article 12, learners have the right to give their opinion and for adults to listen and take it seriously, we were successful in achieving re-accreditation of the Gold Rights Respecting Schools accreditation. The accreditation report stated 'It was evident that children's rights are embedded across the school and underpin every facet of school life.' Strengths identified within the report include:

- A clear strategic approach to embedding children's rights in school life that has been guided by recommendations from the Silver Report.
- Pupils who understand how their rights are connected to school life, its values, and to their local and global community.
- A nurturing atmosphere with strong relationships with parents/carers who also value the school's rights respecting work.
- A strong focus on the health and wellbeing of pupils within the context of rights so that young people feel supported and protected.

- Pupil voice that is valued highly with a range of pupil voice groups giving opportunities for all young people to put their suggestions forward and these to be acted upon.

Develop Staff Career-long Professional Learning and Leadership at all Levels

We were graded a 'very good' for Leadership of Change when inspected in January 2024, which highlighted our effective school focus on collaborative leadership at all levels to develop a shared vision for change and improvement. Through self-evaluation and the Education Scotland inspection, staff shared that:

- They have opportunities for professional learning
- They have opportunities to undertake leadership roles
- They engage in professional learning opportunities that enables them to reflect on their practice

The Standard for Career-long Professional Learning includes a focus on teacher leadership and leadership of and for learning. To build on and embed this further and to provide further opportunities to support the PRD process, all staff completed a Form during the August 2024 in-service. This provided information that promoted leadership at all levels linking to school priorities and in identifying specific leadership roles and CLPL opportunities. As a result, all staff have had a leadership role linked to this session's SIP and have engaged fully in the PRD process.

Staff leadership across the school continues to be a strength with specific highlights being leadership in STEM, Rights Respecting Schools and Literacy

- STEM
  - Successful planning and carrying out of STEM/World of Work Fortnight which saw the all learners participate in the Primary Engineer Leaders Award, new links being made with local businesses and partners and increased parental engagement
- Rights Respecting Schools
  - Gold Rights Respecting School Award
- Literacy
  - Silver Reading Schools Award
    - Starbooks Café to engage parents/carers in reading for enjoyment with their child
    - Author visit (Simon Lamb) – Parents invited
    - Interdisciplinary project across the school – Journey (Scottish Book Trust)
    - Introduction of weekly Drop Everything and Read time (DEAR)
    - Borrow baskets in classes update
    - Guess the Reader Family Competition
    - Staff CLPL book discovery session on children's contemporary literature from Reading Schools
    - Introduction of online reading resource
    - Rocket Phonics launch – New whole school resource

- Bookzilla app introduced to P4 to P7
- Paired reading session involving a variety of stages and Stewarton Academy learners
- Easter book hunt organised by Education Group Reading School Leads
- Lunchtime book club for P2, led by P6 learners to further promote a love for reading

For the second year, we have participated fully in the Leaders of Learning EAC Programme. This has been led ably by the Acting DHT and PT, with the focus being on developing approaches to effective feedback and adaptive teaching. The has been impactful in the following ways.

- Implementation of a refreshed pupil feedback codes
- Creation of a 'Scaffolding Toolkit' to support teachers in planning for differentiation and scaffolding
- More equipped to plan effectively to meet learners' needs

Our whole school community have been fully committed to working towards achieving the Silver Reading Schools Award this session, and this is evidenced in achieving this in June. In driving forward improvement in reading for enjoyment, the progress and impact has been great, with some of these listed below.
- Increased engagement in reading and reading for enjoyment
- Impact on learning across the curriculum, supporting in closing gaps
- Enhancing our reading culture and ethos
- Opportunities for staff to enhance their skills and knowledge in promoting reading for enjoyment
- Improved wellbeing

Enhance Quality Assurance

Approaches to Quality Assurance has progressed this session, with some adaptations evident. The Quality Assurance calendar was reviewed and updated and this has been systematically followed, resulting in consistent approaches to continuous improvement across the school. For the second year, a Quality Improvement Officer supported Quality Assurance by being part of the team that carried out term three observations. The focus for this was on effective implementation of CLPL in spelling and phonics, which was delivered by Gail Elder in term one. Gail Elder noted that almost all observations highlighted effective use of the Literacy Programme pedagogy. Staff commented that this was a positive experience. Following the third observations in April, as well as individual feedback, staff were provided with generic feedback based on all of the observations that took place across the school. Strengths identified along with next steps, which will form part of next session's SIP. Strengths include inclusive practice, positive relationships, calm environments, effective questioning, engaged and motivated learners, scaffolding of learning, engaging activities and planned IDL experiences. This approach will continue to be used next session.
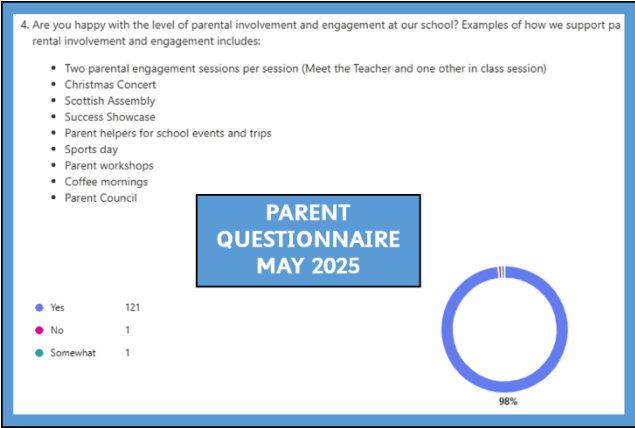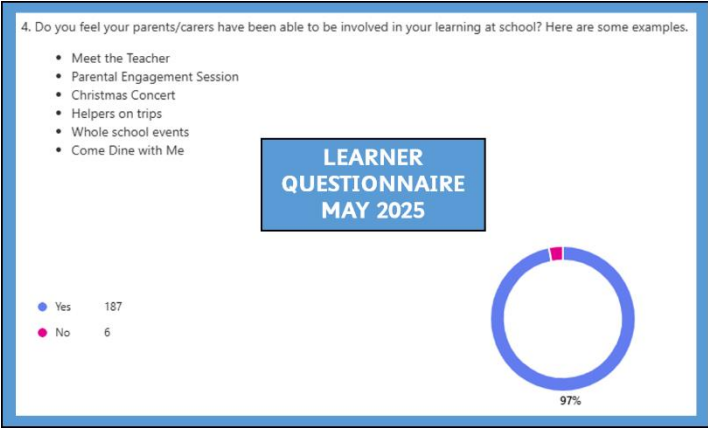
Through self-evaluation, consultation and collaboration, Nether Robertland's 'Excellent Lesson'
was developed. This is called '**N**ether **R**obertland's **P**ath to **S**uccess' and will be fully implemented
in August 2025.

Maximise Parent/Carer Involvement and Engagement

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 continue to use the Yearly Overviews which are shared with families on the Blog at the beginning of the session. Parents have shared that they find this helpful but they feel it requires to have more detailed information. This will be implemented next session with the introduction of termly updates on Class Blogs.

Clear guidance on parents/carers role when on trips has been created. This will ensure a collaborative approach to Ensuring learners' safety and wellbeing whilst making the most of the learning experience.

Consultation has shown that at NRPS, views are that parental involvement and engagement is positive.

Nether Robertland's Path to Success

Learning Intentions
· Learning Intentions are shared visually and revisited

Success Criteria
· Success Criteria is co-created

Previous Learning
· Learning links to previous learning

WAGOLL (What a Good One Looks Like)
· Children are provided with examples of learning that they are aiming for

Differentiation
· Learning is different for everyone

Activities are interesting
· Activities are interesting and make children enthusiastic about their learning

Thinking Questions
· Questions are asked that make children think

Review, Feedback, Next Steps
· Learning will be **reviewed** and **feedback** will be given on how well children have done with their learning and this will help with their **next steps** in learning

4. Do you feel your parents/carers have been able to be involved in your learning at school? Here are some examples.

· Meet the Teacher
· Parental Engagement Session
· Christmas Concert
· Helpers on trips
· Whole school events
· Come Dine with Me

LEARNER QUESTIONNAIRE MAY 2025

● Yes   187
● No   6

97%

4. Are you happy with the level of parental involvement and engagement at our school? Examples of how we support parental involvement and engagement includes:

· Two parental engagement sessions per session (Meet the Teacher and one other in class session)
· Christmas Concert
· Scottish Assembly
· Success Showcase
· Parent helpers for school events and trips
· Sports day
· Parent workshops
· Coffee mornings
· Parent Council

PARENT QUESTIONNAIRE MAY 2025

● Yes   121
● No   1
● Somewhat   1

98%

Next Steps	• Evaluate the current whole school and class opportunities for learners to be included and listened to and increase opportunities
	• Further develop collaborative leadership approaches to curriculum development, pedagogical practices and the development of high quality resources
	• Children's rights will be planned for a focal point across the school and will be fully embedded within the practice of the school and linked to planning to enable learners to be able to speak knowledgeably about their rights, and to lead and share this work with staff and community partners
	• Embedding Children's Rights into the ethos and culture, deepening our approaches to teaching and learning to promote learners' understanding of rights through effective curriculum planning
	• Whole school commitment to working towards the Reading Schools Gold Award
	• Engage with year three of the Leaders of Learning Programme
	• Continue to collaborate as part of the Education Group on Planning, Learning, Teaching and Assessment
	• Implementation of 'Nether Robertland's Path to Success' to ensure it is embedded in all classes and consideration to be given to pupil voice around this
	• All staff to engage with three self-evaluation tasks linked to specific improvement priorities
	• Plan collaboratively across the Education Group to ensure progression and appropriate continuity in the language learning experience

Improvement Priority	**Improvement Priority** **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	**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.
	Rationale for Improvement: Through self-evaluation, consultation, Quality Assurance and the recent Education Scotland 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.	
	Teaching and Learning Together	
Progress and Impact	**Ensure High Quality Planning, Learning, Teaching and Assessment (PLTA)** All staff engaged fully with the Education Group PLTA, working collaboratively to focus on moderation in writing within the context of Social Subjects. During the October in-service, staff spent time considering each area of the planning documentation, discussing the chosen focus for writing and Social Subjects context and agreeing on a genre for writing to access. It is felt that the discussion around the planning is as important as the moderation of the final piece of evidence. This then led on to the February in-service day where all staff brought along their completed planning documentation with their anonymised completed evidence to support from two on track learners. All staff split into groups and moderated using the Record of Moderation documentation. To support this further, all staff engaged in an in-school writing moderation task where they were given pieces of writing from 0.2 to 3.1 levels. Their task was to assess each piece of writing and then to assign a level to each. These CLPL activities have enabled staff to build confidence in their judgements, ensuring consistency across all levels and deepening their knowledge and understanding of the PLTA cycle. There has been a greater focus on developing our PLTA networks across the Education Group. This has been evident through the collaborative working that has taken place in relation to Children's Rights, moderation, transition and STEM. The aim is develop this with further collaboration planned for STEM, moderation and modern languages. Nether Robertland Digital Planning Guidance was implemented in August 2024. The aim of this was to ensure there is a consistent approach to digital planning for high quality, progressive experiences for learners and use of assessment. Through self-evaluation and professional dialogue during Planning and Feedback meetings this session, it is evident that the guidance has provided an essential framework that promotes consistency, clarity and an efficient approach to planning and assessment evidencing.	

Improve Learning and Teaching using Effective Pedagogies

There has been a whole school focus on improving handwriting, letter formation and presentation of learning and it is clear that there has been significant progress and impact from this. Through prioritising this, we have achieved the following this session.

- Purchased a whole school resource, Nelson Handwriting
  - Provides progressive planning and assessment for each stage
- Created a Presentation of Learning NRPS Policy
  - Created consistency in standards of presentation across the school
- Updated pupil feedback codes
  - Consistent assessment approach used across the school which focuses on effective feedback
- Creation of pupil checklists
  - Self-assessment approach to encourage learners to always try their best to complete written learning to a highest possible standard
- More robust monitoring of written learning

| | All staff engaged fully in the Literacy CLPL, which was delivered by Gail Elder, the SAC Literacy Education Manager. The aim was 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. There were three sessions, which focused on:

• Spelling Across Literacy
• Reading and Assessment of Reading
• Listening and Talking: Learning 'through' talk and learning 'to' talk

The pedagogical CLPL provided staff with the opportunity to develop a deeper and shared understanding of Literacy approaches and raise awareness of the resources available to support planning learning, teaching and assessment. To evaluate the impact of the CLPL, all staff engaged a self-evaluation task at the end of term one. For this task, staff were asked to:

• Evaluate the impact of the CLPL and how has been incorporated into their daily practice to enhance learning and teaching through improved pedagogical understanding
• Reflect on the following questions:
   o What have you changed as part of your practice following the CLPL sessions?
   o Have you used any particular resources that have supported change in your classroom?

We have been fortunate to be able to purchase a new whole school reading resource following an extensive focus on fundraising. This new resource includes having physical books from early to the beginning of second level and a digital platform for all levels. After an extensive period of looking inwards, outwards and forwards, it was decided that we would go with Rocket Phonics. This resource provides a structured and effective approach to the teaching of reading and is built on teaching learners to decode and encode words using their knowledge of letter-sound relationships. To enable its implementation, a staged approach was utilised and was as follows.

• Organisation of resources – Identified a space and planned time for unpacking, labelling and storage
• DPIA completed
• Digital platform – Administration of accounts and passwords for staff and learners
• CLPL delivered by Rocket Phonics – All staff engaged in an introductory session on how to navigate the platform, manage class/groups in the admin tab and how to allocate books/resources
• Team created and populated with appropriate resources and planners
• Further CLPL delivered by PT and Literacy lead
• Rocket Phonics launch for staff and learners
• Rocket Phonics launch for parents/carers

This new resource effectively supports the planning, learning, teaching and assessment of reading and in summary, it is proving our school with a well-structured, comprehensive and engaging approach to teaching phonics, helping children to develop the essential skills they need to become confident and successful readers. |

Next steps include engagement with further CLPL to ensure all staff are equipped to effectively use the staff online dashboard analysis learners' progress.

Develop a Creative, Innovative and Inspiring Curriculum which Reflects the Needs of all Learners

Primary and secondary colleagues, across the Education Group aligned the P7 and BGE curriculum. As a result, the secondary subject specialists have tailored their curriculum to suit the needs of the four primaries, which has reduced duplication and will allow any previous gaps in learning from S1 to S3, created by the differences in the four primary curriculums, to be addressed more effectively by secondary colleagues.

Our P7 learners attended a STEM transition event hosted at Stewarton Academy. This event provided a valuable insight into the world of work with a focus on STEM careers. The event began with a keynote speaker from The National Robotarium who delivered an engaging presentation on robotics and AI. Learners were then involved in a number of hands-on workshops, facilitated by Young STEM Leaders from Stewarton Academy, which further enriched their understanding of digital technologies and the practical application of STEM skills. The event was supported by a variety of partners including XMA, Skills Development Scotland, RHET, RAF and Vibrant Communities.

As part of the PRD process, all staff committed to including a digital target. All staff committed to their own professional learning and driving forward this digital learning/approach by sharing with peers in the future. The long-term aim of this is to build digital capacity, expertise and confidence, enhance approaches to delivering the curriculum and to build on existing improvements. The overall impact of this will be evaluated when PRDs are carried out in August 2025.

Creative Minds provided P4 and P7 classes with creative learning sessions to support literacy and interdisciplinary learning as a strategic approach to improving attainment. As well as unpacking expressive arts experiences and outcomes, workshops used drama, storytelling, media and other creative practice to explore existing planned learning opportunities. The focus for P7 was cultural diversity and for P4, The Kelpies and other Scottish folk tales. All learners were motivated and engaged throughout all sessions and it supported staff in developing more creative and inspiring approaches to delivering the curriculum and knowledge about how to access further resources.

Outdoor learning has progressed and there are early signs that this is having an impact on building staff confidence in planning for and delivering outdoor learning opportunities across the curriculum. Progress was evidenced through:

- Proving bespoke CLPL (Based on the completed staff self-evaluation audit) provided by Outdoor Learning EAC Lead
- Team with Outdoor Learning resources and related policy documents
- Term 3 self-evaluation task outdoor learning task, where all staff were expected to implement outdoor learning opportunities for their class and to reflect on the impact of this
    - Staff SE Task 3 - April to June Outdoor Learning
- Increased outdoor learning experiences across the school
    - P1 plan for outdoor learning activities weekly and as part of this and alongside P4, they took part in the Nature Nurture project. Click on the link below to see the article.
        - Nature Nurture Article

Next Steps	- Develop Education Group networking with further collaboration planned for STEM, moderation and modern languages - Provide a range of professional enquiry and CLPL opportunities to embed a consistent approach to high quality learning, teaching and assessment, including 'Looking Outward' observations - Implementation of the Presentation of Learning at NRPS policy to ensure it is embedded in all classes - Further embedding of Literacy 'Toolkit of Pedagogical Practice' approach - Engagement with further Rocket Phonics CLPL to ensure all staff are equipped to effectively use the staff online dashboard analysis learners' progress - Establish three staff self-evaluation tasks for the session linked to school improvement and the development of pedagogical practice - Continue to develop a creative, innovative and inspiring curriculum which reflects the needs of all learners - Planning to reflect outdoor learning opportunities within the Yearly Overview across the curriculum

Improvement Priority	Improvement Priority	Education Service Improvement Plan Priority 3: Our Wellbeing and Belonging
	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's rights	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.
	Rationale for Improvement: The Summary of Inspection Findings produced by Education Scotland 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.	
Our Wellbeing and Belonging		
Progress and Impact	**Enhance Approaches to Nurture, Relationships and Behaviour** There has been positive steps in progressing with the consultation for the school's updated Respectful Relationships policy. In progressing with this, the following has taken place. • HT has been part of the Inclusive Leaders Collaborative Improvement Network and has attended all sessions. The focus has been on the continued invaluable support in terms of consultation and development of overall strategic direction of Inclusion and policy guidance at a local and national level. As part of the ongoing work, it is anticipated that the new EAC Relationship and Behaviour Policy draft consultation will take place in August 2025 and this will replace the existing Relationship Framework. For this reason, it was decided that as there is a plethora of activity taking place at a National and local level, that it makes sense to put a hold on developing our school policy as this will very much be informed by the changing and updated National policy. • Parent Focus Group established and met with the focus of discussion being on familiarity of Relationship Framework, understanding of restorative practice and their views on what is low level and significant behaviour in school. This was very informative and highlighted that there is a need to work in partnership with our parents/carers to develop a deeper understanding of relationships and behaviour.	

All staff engaged in a programme of eight CLPL in collaboration with the Educational Psychologist, Nurture Level 1: Nurture is Important for Wellbeing. The aim was to improve outcomes for learners and increase their successful inclusion in education, to articulate best practice and to develop skill in staff to ensure they are meeting learners' needs. Initially, a needs analysis was carried out and this provided the data needed to ensure the focus of learning was bespoke and met the CLPL needs of staff.

As part of the ongoing collaboration and learning, staff engaged in a variety of tasks to support the implementation of the CLPL and took part on collaborative discussions around impact. See below.

- Small test of change where they were asked to identify an individual learner who requires support with regulation and to plan and feedback on the test
- Trialling of up or down whole class regulation activities and linking this to the routines and structure of the school day
- Cast study – More in-depth and focused on difficulty with engagement with learning and regulation
  - Step 1 – Define the problem
  - Step 2 – Assessment at different ecological levels
  - Step 3 – Developing an intervention plan
  - Step 4 – Evaluate, making notes and observations
  - Step 5 – Feedback to peers

CLPL sessions facilitated and supported a collaborative, leadership approach to CLPL and in developing a deeper knowledge and understanding of learners with social, emotional and/or behavioural needs, which is often linked to poverty, adversity and trauma. Additionally, it provided staff with an in-depth overview of what they need to know and should be able to understand, relating to supporting learners using relational approaches. This included understanding the biology of the brain and getting to really know their learners to support them. The CLPL provided practical supports and skills, for staff to use when behaviours become distressed and has built capacity in staff to improve outcomes for learners and increase their successful inclusion in education.

All staff completed the EAC Beyond Behaviour Learnpros which is in two parts:

- Key Values and Principles and the PROactive Approach
- Phases of Escalation

Further Improve Inclusion of our Groups of Children Most Likely not to be Present, Participating, Supported and Achieving

There has been a greater focus this session on how we actively work to support our care experienced learners. See below.

- Piloted the Care Experienced and ASN Framework – To be implemented next session to support assessment of care experienced learners

	• All staff completed Level 1 The Promise CLPL
	
	Following the Neurosequential Model in Education (NME) book study that took place in session 2023/2024, identified staff were to take forward a Plan, Do, Study, Act (PDSA) to support the development of NME understanding. Due to the significant commitment to the Nurture CLPL and the content of this, it was felt that this was being addressed through the Nurture CLPL.
	
	There has been a focus on enhancing the universal supports to further improve inclusion across the school and this is continuing to have a positive impact on inclusive practice and in meeting learners' needs. Through prioritising this, we have achieved the following this session.
	
	• Created a Wellbeing Supports at NRPS framework that includes:
	    o Whole school supports
	    o In class/universal supports
	    o Individual targeted supports
	    o Supports from partners
	• Carrying our Quality Assurance that links with the CIRCLE Framework Factors of Environment, Structures and Routines, Motivation and Skills
	• Implementation of an Inclusive Classroom Checklist
	    o [NRPS Inclusive Practice Checklist](#)
	• Draft creation of 'Universal Supports in our Classrooms' and will be going to our graphic designer to create a final product
	
	As our ASN systems and processes were highlighted by Education Scotland as practice worth sharing, the Head Teacher was asked to present at an Inclusive Leaders HT and DHT sessions. Following this, colleagues across other schools came to visit the school and we were pleased to share our ongoing effective practice.
	
	Following consultation and to enhance our systems further, we decided to implement new targeted support review documentation. This was necessary, as it was felt that there was not a coherent system in place that gathers the information and data collated when targeted support is provided. Additionally, the introduction of weekly Professionals Meeting has provided a system that promotes partnership working and collaboration to ensure the needs of all learners with ASN, are prioritised.
	
	A continued focus on enhancing procedures to improve attendance and late coming, using a positive and supportive approach, has been impactful. This session, the average attendance rate was 94.6%, which is a 0.5% increase from the session 2023/2024 and a 1.4% increase from session 2022/2023. There have been six Pupil Attendance Review (PAR) periods and this has shown that there has been a positive increase in attendance and late comings within each period.

Pupil Attendance Review (PAR)				
	PAR1	PAR2	PAR3	PAR4	PAR5
Overall Attendance	95.2%	93.9%	93.5%	95.7%	95.3%
Lates	92 occasions	131 occasions	75 occasions	65 occasions	47 occasions

Positive messaging to parents/carers has been carefully created and this has been crucial to building strong relationships with families, acknowledging progress and motivating parents/carers to support with their child's attendance and late comings.

Systems for monitoring and tracking attendance and late comings have been enhanced this session. The Head Teacher has worked collaboratively with a HT peer and the EAC Data and Intelligence Officer, to pilot the use of the Attendance Overview and Tracker. These have effectively supported the tracking and monitoring of attendance and late comings, with it enabling a particular focus on data, coding, tracking of particular group attendance and preventative approaches. Next session, there will be continued focus our school culture, systems and practice, alongside the creation of attendance stretch aims.

Review the Health and Wellbeing Curriculum

All staff have participated in CLPL for the two year of study programme in Health and Wellbeing. Staff are aware of how to utilise the new format of the Health and Wellbeing curriculum in the new session. Health and Wellbeing planners have been introduced to follow the two-year programme of study. These planners have been adapted to include pupil assessment. This will ensure that pupil assessment is being recorded throughout the health and wellbeing curriculum across the school.

Staff were given the opportunity to provide feedback on the Physical Education curriculum. Following consultation with staff and learners, they were able to highlight areas of the PE curriculum that required development. It was clear there was a lack of structure and staff felt having in-depth progression planners would support with the delivery of the PE curriculum. A whole school PE overview guide was created for all stages to follow. This ensures there will appropriate coverage of sports and skills throughout a school session. Each sport that is required to be taught, now has a progressive skills planner for staff to plan high quality lessons with. The planners provide links to the Benchmarks depending on the sport and skills being taught. This will enable staff to refer to the Benchmarks when providing pupil assessment. All planners include a section of where staff provide an evaluative comment on learners' progress. This will ensure staff are able to deliver high quality PE lessons and can assess learners confidently by referring to the Benchmarks for PE.

Embed Children's Rights

See progress and impact within Our leadership section above.

Next Steps	• Promote and facilitate engagement with the new EAC Relationship and Behaviour Policy draft consultation
	• Continue to build capacity in all staff who support our learners' regulation and knowledge and skills, with the focus being on improving outcomes and increase their successful inclusion in education
	• Through the implementation of the Relationships and Behaviour CLPL last session, staff will support the regulation needs of all learners
	• Implement the Care Experienced and ASN Assessment Framework and where appropriate, use it to support assessment of care experienced learners
	• Implementation of Level 1 The Promise actions and fulfilment of criteria aligned with the professional learning awards
	• All staff to complete Level 2 The Promise CLPL
	• Finalise poster for 'Universal Supports in our Classrooms'
	• Continued focus our attendance school culture, systems and practice, alongside the creation of attendance stretch aims
	• Ensure there is a consistent approach to the delivery and assessment of PE in all stages, ensuring progression of skills
	• Implement EAC Health and Wellbeing Progression Frameworks and two year programme of study
	• Evidencing further embedding of Children's Rights through the curriculum

| Improvement Priority | Improvement Priority

Key Areas for Improvement:

- 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 | Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements

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. |
|---|---|---|
| | **Rationale for Improvement:**

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 Education Scotland inspection, there is a need to maximise partnership working with community and business links related to the digital industry.

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. | |
| **Our Attainment, Destinations and Achievements** |
| Progress and Impact | **Improve Approaches to Developing Digital Skills and Digital Literacy**

There has been some progress and impact in relation to this priority however, a continued focus on this will form part of next session's priorities.

As part of the PRD process, all staff committed to including a digital target. All staff committed to their own professional learning and driving forward this digital learning/approach by sharing with peers in the future. The long-term aim of this is to build digital capacity, expertise and confidence, enhance approaches to delivering the curriculum and to build on existing improvements. The overall impact of this will be evaluated when PRDs are carried out in August 2025 and when staff share their digital learning/approach with peers next session.

There has been a continued focus on the integration of effective digital pedagogy across the school. Areas of good practice can be seen in particular stages with the use of Microsoft tools, 3D printing and Minecraft Education. Many staff have borrowed digital resources form the lending library to support teaching and learning including Greenscreen and Spheros for coding.

Through self-evaluation, some staff have shared their frustrations over the reliability and lack of working devices, therefore, an audit will be carried out in the new session. | |

	Further Develop Approaches to Celebrating Success and Achievement Celebrating success and achievement continues to be tracked and monitored via the EAC Tracking and Monitoring system. This is used effectively to identify learners who are at risk of missing out and through use of this, we have been able to identify and target specific supports and after school club access. At a whole school level, celebrating success and achievement is promoted with growing success. Currently there are eight Personal Learning and Achievement assemblies and this session, the number of these being shared with parents has increased. There has been limited engagement from staff with the newly introduced 'Proud Messaging' approach. There continues to be a need to explore what opportunities are on offer at class level for personal achievements and consideration given to how this is evidenced as part of Learning Across the Four Contexts. **Continued Focus on Developing Community and Business Partnerships within our Community** As part of planning this session, all staff were asked to plan for a potential community and business partnership link to enhance the delivery of a particular curricular area. This saw the strengthening of existing partnerships and the addition of new ones. Some examples of new partnerships include Stewarton Table Tennis Club, Hamilton Gardens for intergenerational work, Caledonia Waters and Thrive Stewarton.
Next Steps	• All staff to share their digital learning/approach with peers • Review of digital resources and infrastructure and plan put in place that outlines device access across the school • Staff to engage in the Microsoft Incubator Programme to support innovative, digital practice • Consider how at a class level, learners can be provided with opportunities to develop the four capacities within the framework of the Four Contexts • Learners in P5 to P7 will use Learner Profiles (My World of Work) to document their skills, interests, strengths, and achievements, helping them to understand their own potential and explore future career paths • Develop a clear NRPS raising attainment strategy

Pupil Equity Fund: Evaluation		
Approach/Intervention	**Impact** **Report on how you have improved outcomes for learners impacted by poverty**	**What evidence do you have of positive impact?** **Outline the data that supports your findings.**
Pupil Support Assistant 27.5 hours	PSA has supported inclusion of groups of learners most likely not to be present, participating, supported and achieving. The focus has been on raising attainment, improving engagement with learning and attendance and providing targeted interventions effectively.	- In session 2024/2025, the average attendance rate was 94.6%, which is a 0.5% increase from the session 2023/2024 and a 1.4% increase from session 2022/2023. - For learners in deciles 3 and 4: 2023-24 session compared to 2024-25 session: - Reduction in the number of absence openings of 155 in 2024/2025 (average of 3 per learner) - This resulted in an increase in attendance of 1.8% (rounded) 2023/2024 attendance = 91.2% 2024/2025 attendance = 92.9% - The PSA has been hugely impactful in supporting inclusion. The small number of learners who accessed the inclusion provision last session continue to be well supported through wellbeing supports to continue to be learning in their classroom environments. - Through Quality Assurance, it is clear that there is a readiness to learn for almost all learners across the school. PSA support has been part of our raising attainment strategy in writing and we
Principal Teacher Enhancement	Limited impact due to the post not being filled until mid-March 2025, leaving two weeks of the PT being in post.	
GL Assessments	The purchasing of the GL Digital Solution package has continued to support 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 - Assessing learners' readiness to learn	Assessing and supporting the wellbeing of learners 2023/2024

PASS Factor (Mean percentages):

PASS Factor	1 Feelings about school	2 Perceived learning capability	3 Self-regard as a learner	4 Preparedness for learning	5 Attitudes to teachers	6 General work ethic	7 Confidence in learning	8 Attitudes to attendance	9 Response to curriculum demands
Mean percentages	79.9%	78.1%	62.2%	83.2%	84.2%	76.4%	69.0%	71.6%	61.6%

Overall percentiles:

PASS Factor	1 Feelings about school	2 Perceived learning capability	3 Self-regard as a learner	4 Preparedness for learning	5 Attitudes to teachers	6 General work ethic	7 Confidence in learning	8 Attitudes to attendance	9 Response to curriculum demands
Percentile score	27.8	35.2	42.5	32.8	29.8	39.0	37.1	24.8	30.6

2024/2025

PASS Factor	1 Feelings about school	2 Perceived learning capability	3 Self-regard as a learner	4 Preparedness for learning	5 Attitudes to teachers	6 General work ethic	7 Confidence in learning	8 Attitudes to attendance	9 Response to curriculum demands
Mean percentages	83.4%	78.6%	64.9%	85.8%	87.0%	78.9%	71.1%	76.6%	64.6%

Overall percentiles									
PASS Factor	1 Feelings about school	2 Perceived learning capability	3 Self-regard as a learner	4 Preparedness for learning	5 Attitudes to teachers	6 General work ethic	7 Confidence in learning	8 Attitudes to attendance	9 Response to curriculum demands
Percentile score	34.2	35.2	53.6	43.0	48.4	58.8	44.2	34.8	42.7

The data from 2023/2024 to 2024/2025, shows a clear increases across many areas including:

- Feelings about school
- Self-regard as a learner
- Preparedness for learning
- Attitudes to teachers
- General work ethic
- Confidence in learning
- Attitudes to attendance
- Responses to curriculum demand

Purchasing of new reading resources	This resource provides a structured and effective approach to the teaching of reading and is built on teaching learners to decode and encode words using their knowledge of letter-sound relationships. This new resource effectively supports the planning, learning, teaching and assessment of reading and in summary, it is proving our school with a well-structured, comprehensive and engaging approach to teaching phonics, helping	Since implementing the use of this new resource in March 12025, there has been a positive impact however, there is limited data evidencing of this due to the lack of time. Initially, impact can be demonstrated through: - Enhanced teacher confidence - Consistency in teaching - Reduced teacher workload - Increased learner engagement

	children to develop the essential skills they need to become confident and successful readers.	

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

Effective self-evaluation and 'looking inwards' is central to how we take a closer look at how well specific aspects of the school life are working and in identifying areas for improvement. This session, engaging in self-evaluation has been an integral, ongoing process and has supported staff at all levels to look inwards, look outwards and look forwards to evaluate performance at all levels. The strong self-evaluation culture at NRPS has enabled systematic processes where all staff are able to reflect on their practices, identify areas for improvement, and work collaboratively to enhance learner and professional learning. This culture has fostered continuous professional development, leading to improved teaching quality, learner outcomes, and a more positive learning environment.

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 55% of our children are involved in leadership. All staff work collegiately to lead and move forward in achieving our school improvement plan priorities.

Throughout NRPS, we aim to deliver consistently high quality teaching and learning experiences for all learners that allows for breadth and depth of learning, offering challenge and enjoyment. We offer personalisation and choice as well as progression through levels and have high aspirations for all our learners. Our curriculum rationale successfully summarises and explains the contexts and approaches that are unique to NRPS.

NRPS's commitment to continuous improvement, the effectiveness of leadership, how well we meet our learners' needs and the impact on learners' development and learning has been unwavering this session. The commitment and dedication of staff, support from parents/carers and the contributions and hard work from learners, ensures there is capacity for continuous growth and development in the new session.