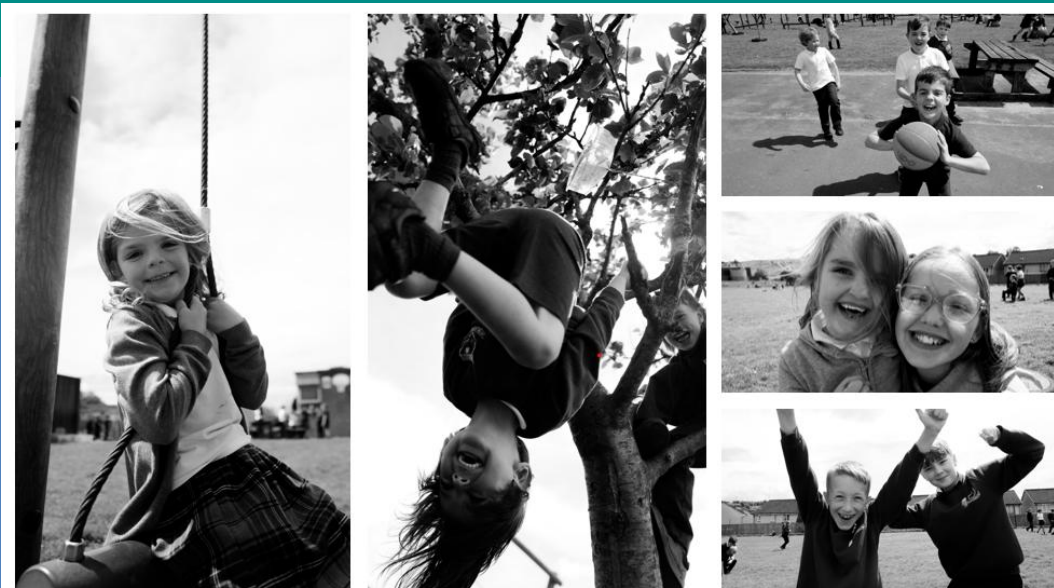


**East Ayrshire Council
Education Service**

**Nether Robertland Primary
School**



**Establishment
Improvement
Plan
2026/2027**

School Improvement Plan	Nether Robertland Primary School
Head Teacher	Jackie Beveridge
Date Submitted	Submitted to Chief Education Officer on: June 2026

School / Centre Vision and Values	Vision: Learn Today, Lead Tomorrow Values: Respect, Responsibility, Determination and Teamwork Our vision and the shared language for our values were updated in session 2023/2024.  28  ACCESS TO EDUCATION 29  AIMS OF EDUCATION  Nether Robertland Primary School We strive to live by these values in school, at home and in our local community.  Our Values <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #ff0066; color: white; padding: 5px;"> Determination • Work hard, be motivated and rise to challenges • Never giving up, even when it is hard • Making mistakes and to keep trying until you succeed </td><td style="background-color: #ff9900; color: white; padding: 5px;"> Teamwork • Working together to get things done • Sharing ideas and listening to others • Valuing the opinions of others </td></tr> <tr> <td style="background-color: #008000; color: white; padding: 5px;"> Respect • Being polite and kind to others • Treating others the way you want to be treated • Consider others' feelings, wishes and rights </td><td style="background-color: #0070c0; color: white; padding: 5px;"> Responsibility • Making good choices • Being trustworthy • Caring for our school community </td></tr> </table>	Determination • Work hard, be motivated and rise to challenges • Never giving up, even when it is hard • Making mistakes and to keep trying until you succeed	Teamwork • Working together to get things done • Sharing ideas and listening to others • Valuing the opinions of others	Respect • Being polite and kind to others • Treating others the way you want to be treated • Consider others' feelings, wishes and rights	Responsibility • Making good choices • Being trustworthy • Caring for our school community
Determination • Work hard, be motivated and rise to challenges • Never giving up, even when it is hard • Making mistakes and to keep trying until you succeed	Teamwork • Working together to get things done • Sharing ideas and listening to others • Valuing the opinions of others				
Respect • Being polite and kind to others • Treating others the way you want to be treated • Consider others' feelings, wishes and rights	Responsibility • Making good choices • Being trustworthy • Caring for our school community				

Checklist

In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

SIP Consultation included the following stakeholders:	Complete	Content of plan	Complete
Children and Young People	Yes	Takes account of strategic priorities outlined in the Education Service Improvement Plan. https://www.east-ayrshire.gov.uk/Resources/PDF/E/Education-Service-Improvement-Plan.pdf	Yes
Parent Council and Forum	Yes	HGIOS 4 and EYQF are used as the frameworks to inform the content of SIPs. Where appropriate. https://education.gov.scot/media/v5sh3dqt/frwk2_hgios4.pdf https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/	Yes
Teachers, practitioners and ALL school/centre staff	Yes	There is clear focus throughout the plan on measures to reduce inequalities of outcome as a result of socio-economic disadvantage. PEF: https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/documents/ CEF: https://www.gov.scot/publications/care-experienced-children-young-people-fund-operational-guidance-2023-24/documents/ SEF: https://www.gov.scot/publications/strategic-equity-funding-national-operational-guidance-2023/documents/	Yes
Volunteers/ Community partners	Yes	Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff.	Yes
Head Teacher Signature: J. Beveridge		An accessible summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	Yes

Pupil and Parental Strategic Involvement

For session 2026-27, please describe below how children and young people will be involved in decisions relating to the operation of the school.	For session 2026-27, please describe below how parents will be involved in decisions relating to the operation of the school.
The children and young people of Nether Robertland Primary School will have a say in how well our school is doing and how it can be improved by involving them in decision making through: ✓ A range of Pupil Leadership Groups involving children from across the whole school, aligned to the five themes from the HGIOURS self-evaluation resource ✓ House Captains ✓ Pupil Questionnaires ✓ Suggestion Boxes ✓ Daily conversations between pupils and SLT ✓ House Meetings ✓ Assemblies ✓ Pupil feedback on teaching and learning	The parents of children and young people of Nether Robertland Primary School will have a say in how well our school is doing and how it can be improved by involving them in decision making through: ✓ Parental consultation through: ○ Questionnaires/Forms ○ Workshops/information sessions ○ Open afternoons ○ Reporting parental feedback sheet ✓ Parent Council ✓ Opportunities to be involved in the life of the school via Parent Helpers/Volunteers ✓ “You said, we did” updates will be displayed around the school and communicated through the school app

Community Plan East Ayrshire 2015 - 2030



Together, in achieving our Vision, Partners will demonstrate:

Effective leadership

We will provide clear leadership in Community Planning and engage effectively with our employees and communities

Collective ownership

We will take collective ownership for delivering on the Community Plan, the associated Single Outcome Agreement and the Community Plan Delivery Plans, and work hard to improve outcomes for local people and communities

Good governance

We will implement clear operating arrangements to support effective strategic direction, scrutiny and accountability

Democratic accountability

We will measure and report on the impact of our activities to demonstrate how effectively we are improving outcomes for local people and communities, and all partners will be held to account for their contribution.

Our Partnership will continue to work to meet the needs of the people who live in our communities. Our guiding principles will be reflected in all that we do and should be evident for all to see.

*Our
Vision*

"East Ayrshire is a place with strong, safe and vibrant communities where everyone has a good quality of life and access to opportunities, choices and high quality services which are sustainable, accessible and meet people's needs."

We will:

- Promote lifelong learning.
- Promote equality and tackle inequality;
- Adopt a preventative approach;
- Ensure effective community engagement in the planning and delivery of local services;
- Utilise the strengths and resilience within communities;
- Drive efficiency and performance improvement;

National and Local Priorities

The Scottish Government's vision for education in Scotland:

- Excellence through raising attainment and improving outcomes
- Achieving equity

Key priorities of the National Improvement Framework:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

NIF drivers of improvement in the outcomes achieved by children and young people are:

1. School and ELC leadership
2. Teacher and practitioner professionalism
3. Parent/carers involvement and engagement
4. Curriculum and assessment
5. School and ELC improvement
6. Performance information



Scottish Attainment Challenge (SAC)

[Scottish Attainment Challenge: framework for recovery and accelerating progress](#)

[Scottish Attainment Challenge Logic Model](#) – Tackling the Poverty-Related Attainment Gap – Our Theory of Change

SAC organisers:

- Teaching and learning
- Leadership
- Families and communities

East Ayrshire Plans

Key Priorities	Education Service Improvement Plan:	Children's Services Plan:	Community Learning and Development Plan:
1: Our Leadership	We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders on 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 and centre.	Priorities for 2023-26: 1. Our children and young people feel respected, listened to and influence change 2. We are working collaboratively, reducing the impact of social and economic poverty on our children and young people 3. Our children and young people feel safe 4. Our children and young people have the best start in life 5. Our children and young people's mental health is improving	Outcomes: • Growth • Wellbeing • Fairness • Sustainability Action areas 1. Youth voice and participation 2. Lifelong learning and skills development 3. Empowering communities 4. Wellbeing and inclusion
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.		
3: Our Wellbeing and Belonging	We want all of our young people to feel supported by people who know them well, and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages.		
4: Our Attainment, Destinations and Achievements	We want the very best for all of our young people in East Ayrshire. We aim to ensure all young people secure a positive destination through excellent achievement and attainment at all levels.		

	learning and contribute to school improvement by focusing on: ○ What we want to improve in our school ○ What we will do to make it better ○ What success will look like • Through leadership groups, staff will make clear links between pupil leadership groups and meta-skills, helping learners to recognise and develop skills				
All learners experience high-quality, responsive teaching, leading to increased engagement, appropriate support and challenge, and improved outcomes for all	Staff Leading Change • Through the PRD process, and in line with the GTCS Standard for Leadership and Management, all staff will: • Engage in practitioner enquiry, identifying an individual focus to support self-evaluation and develop professional knowledge and leadership capacity, particularly in leading learning and leading change • Demonstrate leadership at all levels by leading a pupil leadership group and contributing actively to school improvement • Implement the Fact, Story, Action approach to support professional dialogue, enabling staff to use data effectively to analyse evidence, identify key insights, and plan targeted next steps for learning		All staff	• Leadership roles aligned with the GTCS Standards for Leadership and Management • All staff will demonstrate active and consistent leadership of pupil leadership groups • All staff will demonstrate ongoing practitioner enquiry through professional dialogue, including a mid-point review and a final PRD review in June 2027 • Fact, Story, Action approach evidence through Tracking and Monitoring systems	• Mid-point review in January and March 2027 • PRD meeting in June 2027, where staff will present and reflect on their progress in practitioner enquiry • Tracking and Monitoring meetings in October 2026, February 2027 and May 2027
By June 2027, all learners will experience consistently high-quality learning and teaching across all classes, as teachers plan effectively and apply <i>Nether Robertland's Path to Success</i> in line with	Quality Assurance • Embed <i>Nether Robertland's Path to Success</i> consistently across all classes, in line with the expectations of the Excellent Lesson Policy, ensuring it is visible, explicitly referenced, and integral to daily learning and teaching		All staff Mrs Beveridge and Mrs Murray	• Quality Assurance activities (observations, learning walks, planning scrutiny, and learner voice) demonstrate increased consistency in the application of <i>Nether Robertland's Path to Success</i>	• Planning and Feedback meetings in September 2026, January 2027 and April 2027 • Learning Walks aligned to Quality

the Excellent Lesson Policy to meet their needs	Implement a clear Quality Assurance focus within observations to evaluate the consistent application of <i>Nether Robertland's Path to Success</i>			Learners can articulate what the Path to Success is and how it supports their learning	Improvement visits from QIM
By June 2027, all learners will benefit from a highly inclusive and supportive environment where their individual needs are recognised, understood, and effectively met, and where diversity is valued and respected across the school community	New Additional Support for Learning (ASL) Class - Develop a clear vision for inclusion that reflects the role of the ASL class within the wider school, ensuring it is understood and championed by all staff - Build staff capacity through targeted professional learning focused on neurodiversity, SCERTS, Boardmaker and Makaton - Develop strong collaboration across all classes and staff, with planned opportunities for joint planning, professional dialogue, and shared responsibility for supporting all learners - Strengthen the whole-school community by introducing an Inclusion and Diversity Week to enhance understanding of diversity, additional support needs, and different ways of learning and communicating	✓	All staff Mrs Beveridge, Mrs Lindsay and Mrs Patterson – Leads All learners	- Staff understanding of the vision for inclusion - Impact of professional learning - Collaboration across staff - Impact on learners - pre- and post-learner questionnaires	- August to October 2026 - August 2026 to June 2027 - September 2026 and April 2027

Teaching and Learning Together: Improving Pedagogical Practices and Curriculum Delivery

Rationale:

To drive forward improvements in teaching quality and curriculum design, the following rationale identifies key areas requiring further development.

- While initial work by the Collaborative Leadership Group has strengthened numeracy pedagogy, self-evaluation shows that practice is not yet consistent across classes, particularly in the use of high-quality resources, differentiation, and appropriate challenge. Learner confidence is improving however, engagement remains variable, highlighting the need to further develop approaches that promote collaboration, challenge, and deeper mathematical thinking.
- Extending participation in the National Improving Writing Programme will strengthen whole-school capacity and consistency in writing pedagogy. This should be supported by a clear, consistent approach to writing targets and high expectations for engaging, high-quality lessons, ensuring pupils understand their progress and are motivated to improve.
- It has been identified that there is a need to strengthen and further embed Interdisciplinary Learning (IDL) to ensure greater consistency and impact across the school. A consistent whole-school approach to IDL will ensure coherent, equitable, and high-quality learning experiences for all learners, enabling them to develop transferable skills, make meaningful connections across the curriculum, and apply their knowledge, understanding, and skills confidently in real-world contexts.

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism		Curriculum & assessment		School & ELC improvement				
HGIOS4 QIs:	1.2		1.4		2.2		2.3		3.2		
ESIP key priorities:	Y	Our Leadership			N	Our Wellbeing			Y	Our attainment	
Outcomes for our Learners		Our Actions/Approaches/Intervention			PEF	Who	Measures			Review/Milestones	
All learners will experience engaging and challenging mathematical learning that promotes collaboration, confidence, and deep understanding		Numeracy Pedagogy - Newly appointed Principal Teacher, alongside a class teacher, will engage in the Improving Engagement in Mathematics within a Thinking Classroom CLPL, developing a strong understanding of key approaches (e.g. problem-solving, collaboration, mathematical thinking) - Through self-evaluation, identify and share emerging practice to support professional learning across the school - Develop and implement numeracy toolkits in all classrooms to ensure consistency, accessibility, and sustainability of high-quality resources,				Miss Smith (PT) Identified Class teacher All staff	- Pre- and post- learner questionnaires - Practitioner impact summary statements - Quality Assurance evidencing <i>Thinking Classroom</i> approaches - Planning reflects a clearer focus on mathematical skills and challenge - Learner voice indicates improved confidence and engagement in problem-solving - Quality Assurance evidences consistent implementation of numeracy toolkits, supporting			- Practitioners attend 6 sessions and classroom visits - Classroom observations and Planning and Feedback meetings in September 2026, January 2027 and April 2027 - Emerging practice CLPL delivered by principal Teacher in February 2027	

	supporting the development of numeracy-rich learning environments			numeracy-rich environments across all classes	Impact statements May/June 2027
By June 2027, maintain current attainment levels and further improve learners' attainment in writing at: P2 from 79% to 82% (2 pupils) P3 from 82% to 87% (2 pupils) P4 from 82% to 84% (1 pupil) P5 from 70% to 77% (3 pupils) P6 from 88% to 91% (1 pupil) P7 from 76% to 78% (1 pupil) Most learners understand their current level and next steps in writing and are more engaged and motivated in writing lessons	National Improving Writing Programme - Additional staff across P4 and P5 to participate in collaborative professional learning and dialogue: Incorporating National Improving Writing Approaches (webinar/ presentation) - Across P3, P4 and P5: - Implement Quality Improvement knowledge to understand and apply tools that have been rigorously tested and work - Staff to plan a greater focus on teaching individual Tools for Writing whilst still providing time to teach genre-focused writing - Collect data regularly on children's progress with a clear focus on improving one aspect of writing at a time - Involve children in collecting and analysing data - Provide opportunities for parents/carers to engage with the writing pedagogy Writing Across the School - Introduce a structured, consistent approach to writing target setting across the school, enabling all children to understand their current level of attainment and take ownership of their next steps in learning - Establish expectations for high-quality writing lessons across the school, with teachers planning engaging and creative experiences		SLT Mrs Murray – Lead CYPIC Team Identified staff P3, P4 and P5 learners All staff All learners	- Pre- and post- learner questionnaires - Pareto chart to identify focus for teaching inputs – baseline assessment - Run Charts to collect data demonstrating progress daily and share with pupils 2-3 short-term Teaching Aims for pupils (individuals/groups) for each identified teaching focus - Stretch Aim for Writing attainment for each class - Pupils' ability to talk about their progress and next steps both individually and as a class - ACEL data - Quality Assurance processes - Pre- and post-learner questionnaires – evidence of learner understanding and ownership - Quality of Target Setting - All learners have regular, recorded writing targets in jotters/profiles that are specific, achievable, linked	- September 2026 and April 2027 - Stretch Aims set for June 2027 - September 2026 and April 2027 - Classroom observations and Planning and Feedback meetings in September 2026, January 2027 and April 2027

				to assessment and next steps ○ Evidence of learners reviewing and updating targets over time	
All learners will develop transferable skills through engaging interdisciplinary learning, making connections across the curriculum and applying their knowledge, understanding and skills confidently in real-world contexts	Interdisciplinary Learning (IDL) • Plan for whole-school IDL across an agreed theme in Term 1, introducing and embedding this as a key feature of learning and teaching across the school, ensuring that the following are considered: ○ Plan learning around engaging big/curious questions or themes ○ Embed cross-curricular themes ○ Intentionally link: ▪ What pupils know (facts) ▪ What they understand (concepts) ▪ What they can do (skills) ○ Integrate meta-skills ○ Focus on real-world issues ○ Adapt to developmental stages ○ Build in inquiry and investigation ○ Plan for assessment that is continuous and embedded within learning • Ensure interdisciplinary learning (IDL) is integrated within existing planning formats		All staff All learners	• Planning: ○ All classes have IDL embedded within existing planning ○ Explicit links between knowledge, understanding, and skills are evident • Teaching and Learning: ○ Observations/learning walks ○ Displays ○ Evidenced in learning • Learner voice	• Term 1 – Whole-school IDL • September 2026 and April 2027 • Classroom observations and Planning and Feedback meetings in September 2026, January 2027 and April 2027
All learners in the ASL class will experience a personalised, inclusive curriculum that meets their individual needs	New Additional Support for Learning (ASL) Class • Use the Know–Do–Understand model to ensure curriculum design meets the needs of all learners in the ASL class: ○ Know – Clear starting points, progression, core skills, and consistent routines/vocabulary for learning		Mrs Beveridge, Mrs Lindsay, Mrs Patterson – Leads Mr Howie All learners	Measures of impact include: • Individual progress evidenced through ongoing assessment, observations, Learning Journals and Child’s Plans	• Term 1 – Whole-school IDL • Classroom observations and Planning and Feedback meetings in September 2026,

	○ Do – Use play-based, sensory, personalised and neuro-affirming approaches within communication-friendly, relationship-led environments ○ Understand – Build confidence, independence, communication and a strong sense of belonging			• Quality of learning and teaching evidenced through observations • Increasing levels of engagement and participation • Developing independence and communication skills • Improving wellbeing and sense of belonging • Positive feedback from all stakeholders	January 2027 and April 2027
--	--	--	--	---	-----------------------------

Our Wellbeing and Belonging: Prioritising Wellbeing

Rationale:

The development of a consistent, whole-school approach to Health and Wellbeing is essential to ensure that all learners, including those within the new ASL (Additional Support for Learning) class, and all staff are supported to thrive. The actions outlined collectively respond to an increasingly diverse range of learner needs, while recognising that staff wellbeing is fundamental to delivering high-quality, inclusive education. The introduction of a new ASL class highlights the growing complexity of learners' social, emotional and communication needs. Frameworks such as SCERTS, Zones of Regulation and My Amazing Brain provide structured, evidence-informed approaches to developing emotional literacy and self-regulation, supporting social communication and relationships, and increasing readiness to learn and engagement. Whole-staff Career-Long Professional Learning (CLPL) is central to achieving a shared understanding and consistent application of approaches such as communication-friendly environments, ADHD-informed practice, and inclusive universal supports.

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism		Curriculum & assessment		Parent/carers involvement & engagement			
HGIOS4 QIs:	1.3		2.2		2.3		2.5		3.1	
ESIP key priorities:	Y Our Leadership			Y Teaching and Learning			Y Our attainment			
Outcomes for our learners	Our actions/Approaches/Interventions			PEF	Who	Measures			Review/milestones	
By June 2027, 80-90% of learners will develop self-awareness, emotional regulation and readiness to learn	Supporting Emotional Wellbeing - To implement a consistent, whole-school approach to emotional regulation through the Zones of Regulation, supporting learners' self-awareness, behaviour, and readiness to learn - Work collaboratively with Speech and Language partners - All staff to engage in CLPL to ensure a shared understanding - Implement the Zones of Regulation framework - Embed daily opportunities for emotional check-ins linked to Zones - Teach learners to identify emotions and use appropriate regulation strategies - Plan for and integrate into the curriculum - Monitor and evaluate impact				All staff Mrs Murray – Lead All learners	- Higher levels of engagement evidenced in learning - Reduction in dysregulated behaviour - Learners independently choose and use strategies - Learner voice - PASS data on emotional awareness - Consistency Across School - All staff using shared language and approaches			- Classroom observations and Planning and Feedback meetings in September 2026, January 2027 and April 2027 - PASS in November 2026 and March 2027 - Yearly Overview of Learning	

	Implement the new progression of learning frameworks 'My Amazing Brain' across the school		Mrs Lindsay – Lead		
By June 2027, almost all learners will experience a more consistent, inclusive and supportive learning environment, resulting in improved engagement, wellbeing, behaviour and attainment	Relationships and Behaviour - All staff to engage in the ADHD and the Learning Environment CLPL at an informed level, delivered by the Educational Psychologist - Engage with the East Ayrshire Education Service Relationship and Behaviour Policy when it is ready for implementation - Develop a school policy through engagement with the Education Scotland guidance - Identify current classroom practices through a whole-school audit of universal supports and planning, then use findings to implement consistent, high-quality, inclusive teaching for all learners - Engage staff in identifying and understanding stress and its causes to strengthen wellbeing, and use these insights to develop a shared rationale for a Staff Wellbeing Policy - Pupil Support Assistants to participate in professional learning, delivered by the Headteacher, through the text <i>When the Adult Changes, Everything Changes</i>, to enhance their practice and improve outcomes for all learners		All staff Educational Psychologist All learners	- Self-evaluation shows increased confidence in supporting learners with ADHD (pre/post questionnaire) - Development of the policy, with staff demonstrating awareness and understanding of its content - Identification of strengths and areas for development - Planning shows increased use of universal supports (e.g. differentiation, scaffolding, visual supports) - Staff report increased confidence in delivering inclusive teaching - Staff actively contribute to identifying stressors, resulting in a shared, responsive Staff Wellbeing Policy and improved staff awareness, engagement and wellbeing - More consistent approaches between PSAs in: - Managing behaviour - Supporting pupils	- ADHD CLPL – August 2026 to December 2026 - R&B Policy – October 2026 to March 2027 - Universal Supports – November 2026 to April 2027 - Staff Wellbeing – August 2026 to June 2027 - PSA Book Study – August 2026 to December 2027
By June 2027, all learners will develop a clearer understanding of their learning in Health and Wellbeing, enabling them to confidently explain what they know, can do, and understand	Health and Wellbeing Technical Frameworks In collaboration with Education Group, pilot the Health and Wellbeing Technical Frameworks through the Know-Do-Understand framework model		All staff Mrs Lindsay and Mrs Murray – Leads All learners	- Through Quality Assurance, effective implementation of the Health and Wellbeing Technical Frameworks - Increased consistency in planning and assessment approaches	- August 2026 to June 2027 - PLTA – August 2026 to November 2027

By June 2027, all learners will experience consistent, high-quality Physical Education	All staff to plan a series of Physical Education learning using the Health and Wellbeing Technical Frameworks and engage in Education Group PLTA, applying the Moderation Cycle to support collaborative evaluation with colleagues				
All learners experience improved communication, emotional regulation and access to learning, resulting in increased engagement, confidence and progress within a supportive and communication-friendly environment	New Additional Support for Learning (ASL) Class - Develop staff knowledge, understanding and consistent application of the SCERTS framework within the ASL setting, ensuring high-quality support for learners' social communication and emotional regulation, leading to improved engagement and progress - Develop a shared understanding of communication-friendly practice across all staff and implement agreed strategies, adapting the environment to reduce barriers to communication and support access to learning		Mrs Beveridge, Mrs Lindsay, Mrs Patterson – Leads Mr Howie Speech and Language Educational Psychologist All learners	- Consistent SCERTS-informed and communication-friendly approaches are evident across the school, leading to improved learner communication, emotional regulation, engagement and access to learning - Increased staff knowledge and understanding is evident through consistent application in practice	August 2026 to June 2027

Our Attainment, Destinations and Achievement: Achieving Progress for All

Rationale:

Raising attainment and ensuring progression for all learners is a key priority. The aim is to achieve this through maximising attendance to secure consistent access to learning, strengthening skills development through an ongoing Curriculum Improvement Cycle, and embedding effective digital learning to enhance engagement, inclusion and personalisation. In addition, the introduction of Learning Journals within the new ASL class will support the tracking of individual progress, achievements and targets, ensuring a more personalised and responsive approach to meeting learners' needs. Together, these approaches will support equity, improve learner outcomes, and ensure all learners are equipped to achieve and succeed.

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism		School & ELC improvement		Performance information						
HGIOS4 QIs:	1.3		1.4		2.3		2.7		3.2		3.3		
ESIP key priorities:	Y Our Leadership				Y Teaching and Learning				Y Our Wellbeing				
Outcomes for our learners		Our actions/Approaches/Interventions				PEF	Who	Measures				Review/milestones	
By June 2027, overall attendance is maximised, with fewer gaps in learning and improved continuity, leading to better engagement and attainment outcomes		Maximising Attendance - Share and reinforce attendance policies with all staff to ensure clarity, understanding, and consistent expectations - Improve the use of attendance data to monitor patterns, identify trends, and inform targeted actions and interventions - Strengthen early identification and intervention for learners at risk of poor attendance, ensuring timely and appropriate support - Enhance engagement with parents and carers to promote the importance of attendance and support positive attendance habits - Ensure whole-school consistency in attendance approaches across all staff and classes - Maximise overall attendance and reduce persistent absence through targeted, data-informed whole-school strategies					All staff Mrs Beveridge and Mrs Murray – Leads Mr Falconer – EAC Lead All learners	- Attendance policy is consistently applied by all staff - Attendance data is used effectively to inform action - Early identification processes are in place and effective - Overall and targeted attendance stretch aims to be achieved by June 2026 - Maintain overall attendance at or above 95.1% - Reduce persistent absences from 10.3% to 10%				- August 2026 to June 2027 - Four weekly Pupil Attendance Reviews	

By June 2027, 90% of learners will demonstrate improved understanding of meta-skills, evidenced through their ability to identify, apply and discuss the meta-skills they are developing across their learning	Meta-Skills Develop and implement a clear, whole-school approach to meta-skills, ensuring they are explicitly taught, modelled, and embedded across the curriculum • Identify a staff member to lead and drive the development of meta-skills as part of their leadership role • To introduce and deliver key messages of meta-skills through the 'Tree of knowledge' assembly pack (12 assemblies - 3x skills per term) • Implement the use of the 'Nether Robertland Backpack' and skills visuals across all classes to support discussion of individual skills • Use 'What's in my Backpack?' reflective activities to capture learner voice on the meta-skills they are developing across their learning • Integrate meta-skills progression planners into online planning for all staff to ensure a consistent approach to progression • Plan for the integration of meta-skills within the Yearly Overview of Learning, using interdisciplinary learning opportunities to support application across different contexts • Create opportunities for learners to achieve a meta-skills certificate, recognising consistent demonstration and application of skills across learning		All Staff Mrs Beveridge (HT) Identified Class Teacher Lead	• Improved leadership and strategic direction of meta-skills through a clearly identified staff lead • Increased consistency in staff planning and progression of meta-skills • Improved learner understanding of meta-skills, demonstrated through their ability to identify and discuss them across their learning • Staff demonstrate confidence in delivering and embedding meta-skills within their stage • Positive change in learner and staff understanding and confidence in meta-skills, evidenced through pre- and post-questionnaire data	• Pre- and post-data gathered in September 2026 and May 2027 to measure progress in learners' understanding, use, and articulation of meta-skills • Planning and Feedback meetings in September 2026, January 2027 and April 2027
By June 2027, learners from P5 to P7 will use OneNote digital jotters effectively to evidence their learning	Digital Learning • Implement the use of OneNote digital jotters across all P5 to P7 classes to consistently evidence learners' progress, achievement and engagement in learning across the curriculum		All staff from P5 to P7 Mrs Beveridge - Lead	• Quality Assurance – Planning and Feedback, jotter monitoring and observations • Impact on learners - pre- and post-learner questionnaires	• August 2026 to June 2027

By June 2027, 90% of learners from P5 to P7 will confidently use Learner Profiles regularly to reflect on their progress, identify strengths and next steps, and take increased ownership of their learning	- Use Learner Profiles consistently across P5–P7 to support learners to reflect on their progress, identify strengths and next steps, and take greater ownership of their learning, leading to improved engagement, achievement and learner voice - Plan for a parent/carers ‘Sharing of Learning’ event			Successful parent/carers engagement	
By June 2027, all learners’ progress, achievements and individual targets will be clearly evidenced through Learning Journals	New Additional Support for Learning (ASL) Class - Implement the use of Learning Journals to capture and evidence learners’ progress, achievements and individual targets, supporting communication with staff and families and promoting learner reflection and engagement in their learning - Plan for CLPL if required		Mrs Beveridge, Mrs Lindsay, Mrs Patterson – Leads Mr Howie	- Quality Assurance - Learning Journals are up to date, evidenced by regular entries documenting progress, achievements and individual targets - Pre- and post-questionnaire data - Improved communication with parents/carers	Pre- and post-data gathered in September 2026 and May 2027

2025/2026 Baseline (%)						2026/2027 Targets (%)						2026/2027 Actual (% June 2026)					
	Reading	Writing	L&T	Literacy	Numeracy		Reading	Writing	L&T	Literacy	Numeracy		Reading	Writing	L&T	Literacy	Numeracy
P1	85	79	92	77	87	P1	82	82	82	82	82	P1					
P2	84	82	91	82	84	P2	87	82	92	77	87	P2					
P3	80	82	95	81	88	P3	87	87	91	81	87	P3					
P4	79	70	91	67	93	P4	82	84	95	67	89	P4					
P5	88	88	94	88	84	P5	84	77	91	88	93	P5					
P6	96	73	96	73	81	P6	88	91	94	73	84	P6					
P7	90	88	95	88	90	P7	96	75	96	88	81	P7					

Reading	P1	P2	P3	P4	P5	P6	P7	Writing	P1	P2	P3	P4	P5	P6	P7	L&T	P1	P2	P3	P4	P5	P6	P7	Numeracy	P1	P2	P3	P4	P5	P6	P7
P1	85							P1	79							P1	92							P1	87						
P2	81	84						P2	79	82						P2	91	91						P2		84					
P3	89	91	80					P3	93	84	82					P3	98	98	95					P3	95	96	88				
P4	88	79	71	79				P4	81	77	71	70				P4	98	98	93	91				P4	93	95	93	93			
P5	85	85	86	90	88			P5	81	89	89	87	88			P5	93	93	93	94	94			P5	89	85	79	81	84		
P6	75	-	63	78	79	96		P6	78	-	63	69	68	73		P6	83	-	90	93	95	96		P6	75	-	66	69	74	81	
P7	-	-	-	80	85	90	90	P7	-	-	-	78	78	75	88	P7	-	-	-	90	93	95	95	P7	-	-	-	83	83	88	90

Nether Robertland Primary School
Summary of School Improvement Priorities for Session 2026/2027

Our Leadership	Teaching and Learning Together
Pupil Leadership and Voice: Learners will take on leadership roles and contribute to school improvement Staff Leadership: Staff will lead change through enquiry, collaboration, and shared responsibility Continuous Improvement: Our school will ensure consistent, high-quality learning and teaching Inclusion: Learners will feel supported, included, and have their needs met Community and Culture: Our school promotes a positive, inclusive ethos and strong sense of belonging	Numeracy: Learners will develop problem-solving and mathematical thinking through high-quality, consistent experiences Writing: Learners will improve writing through clear structures, skill-focused teaching, and tracking progress Teaching and Learning: Learners will experience engaging, high-quality learning Interdisciplinary Learning: Learners will connect skills and knowledge through meaningful, real-world learning
Our Wellbeing and Belonging	Our Attainment, Destinations and Achievements
Supporting Emotional Wellbeing: Learners will understand and manage their emotions to support wellbeing and readiness to learn Positive Relationships and Behaviour: Learners will experience positive, inclusive relationships and behaviour support within nurturing learning environments Health and Wellbeing: Learners will develop their health and wellbeing knowledge, skills and understanding through progressive learning experiences New Additional Support for Learning (ASL) Class: Learners will benefit from communication-friendly environments that support engagement, communication and emotional regulation	Maximising Attendance: Learners will attend school regularly, supported by consistent approaches, early intervention and strong partnerships between school and home to maximise engagement and achievement Meta-skills: Learners will develop and apply key meta-skills across their learning through a consistent whole-school approach, enabling them to reflect on, recognise and celebrate the skills they use every day Digital Learning: Learners will use digital tools to evidence their learning, reflect on their progress and achievements, and take increasing ownership of their learning journey

