

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 and 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.

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 to 12 years. When children reach secondary age, they transfer to Stewarton Academy.

The school roll at census was 295, with 12 classes. The school roll in 2026/2027 is projected to be 319, with 14 classes including an Additional Support for Learning class. 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. In addition, the school is allocated 0.4 teaching support for learning from the East Ayrshire Support Team. Staff are supported by four Classroom Assistants, a Senior Clerical Assistant, a full-time Clerical Assistant and a part-time clerical assistant. We have a very supportive and active Parent Council who support the school in the delivery of the School Improvement Plan (SIP).

In January 2024, we had an Education Scotland full model inspection which focused on four quality indicators. This was a very positive inspection that saw our school achieve four 'very goods' across all of the quality indicators. The Summary of Inspection (SIF) summarises the findings from all the evidence gathered during the inspection. The SIF highlights the school's capacity for improvement clearly. Click below to access the SIF for more detail.

[Click here to access the SIF](#)

Stage Profile 2025/2026 (%)

	P1	P2	P3	P4	P5	P6	P7
Boy	23	20	38	23	13	19	16
Girl	16	25	19	20	19	19	25
Total	39	45	57	43	32	38	41

SIMD Profile 2025/2026

SIMD Decile	1	2	3	4	5	6	7	8	9	10
	1%	1%	5%	9%	16%	2%	13%	26%	1%	26%
SIMD Quintile	1	2	3	4	5					
	2%	14%	18%	39%	27%					

SIMD (Scottish Index of Multiple Deprivation) indicates:

- Quintile 1 of 2% - High levels of deprivation
- Quintile 2 of 14% - Relatively high levels of deprivation

- Quintile 3 of 18% - Average levels of deprivation
- Quintile 4 of 39% - Relatively low levels of deprivation
- Quintile 5 of 27% - Lowest levels of deprivation

Wider Profile 2025/2026

Free School Meal Entitlement	Average Attendance	ASN	Exclusions
9% (27 pupils)	95.1%	25% (73 pupils)	3 (2 pupils)

Attendance has shown a steady and consistent improvement over the past three years, rising from 94.1% in 2023/2024 to 94.6% in 2024/2025, and reaching 95.1% in 2025/2026. This reflects a positive upward trend in overall attendance.

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 the Education Scotland inspection in January 2024, the following was shared.

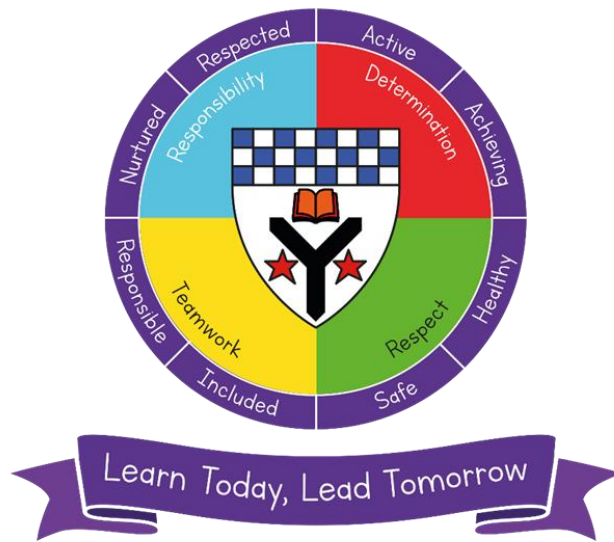
‘Children are very proud of their school, work well together and enact the school values in everyday life.’

‘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 motivated to strive towards. We wanted it to be understood and shared by everyone in our school community. Following consultation, it was decided that our 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](#)

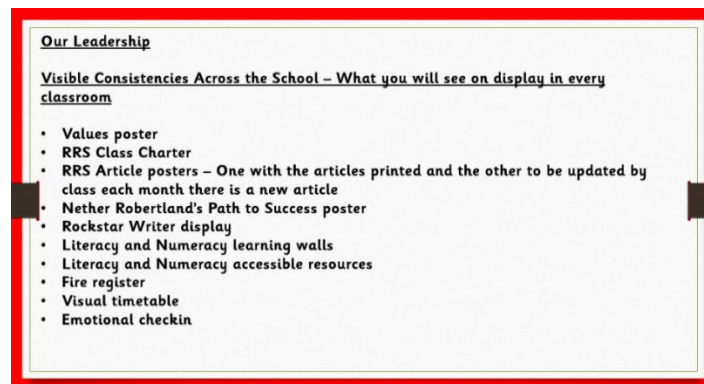
Our Leadership		Education Service Improvement Plan 1: Our Leadership																				
Improvement priority: Refine the Curriculum Through Effective Leadership		We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom, playroom and centre.																				
Rationale for Improvement:																						
Effective leadership is crucial for successful curriculum review as it provides direction, fosters collaboration and ensures the review process aligns with our school's vision, context and priorities. Through effective leadership, our aim is to develop and refine a curriculum that is relevant, reflects learners' needs and can be effectively delivered in ways to ensure that all learners have high-quality, curricular linked learning experiences. See Standards and Quality Report for data and evidence.																						
Progress and Impact	Engaging Learners																					
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Outdoor Learning	• Through consultation, outdoor classroom has been set up • Competition for outdoor signage • Outdoor resources to be purchased
Digital Technologies	• Completed and merged software audits across Chromebook, Windows and Apple devices, identifying effective curriculum, creativity and accessibility tools available within existing school licences • Classroom evaluations of Microsoft Education Tools and the Nessy Suite • Identified opportunities to maximise the use of existing subscriptions and free educational software, supporting greater consistency in digital learning across the school
Skills Development (Meta-skills)	• Created and worked collaboratively with an authority working group which included Darvel and Onthank Primary • Looked outwards at good practice • Implementation plan ready for implementation next session

Impact

- Increased ownership of school improvement and commitment to change
- Greater sense of professional collaboration, responsibility and accountability
- Coherence and strengthening of professional learning
- Focus on resourcing and curriculum development

Visible Consistencies were established across the school and were quality assured in every classroom.



Impact

- All learners experience a consistent and supportive learning environment across all classrooms

- Increased sense of belonging, inclusion and wellbeing through consistent visual supports
- Enhanced engagement and readiness to learn through clear structures
- All staff have clear expectations

Relevant and Engaging Curriculum

It was decided that the refresh of our Curriculum Rationale will be taken forward into next session's School Improvement Plan, in line with the Curriculum Refresh, to ensure it remains relevant, aligned with our school values, and responsive to the evolving needs of our learners.

Impact

- Ensures the curriculum remains current, relevant, and future-focused, reflecting national expectations and local context

There has been a continued focus on supporting staff engagement with the Curriculum Improvement Cycle (CIC) through:

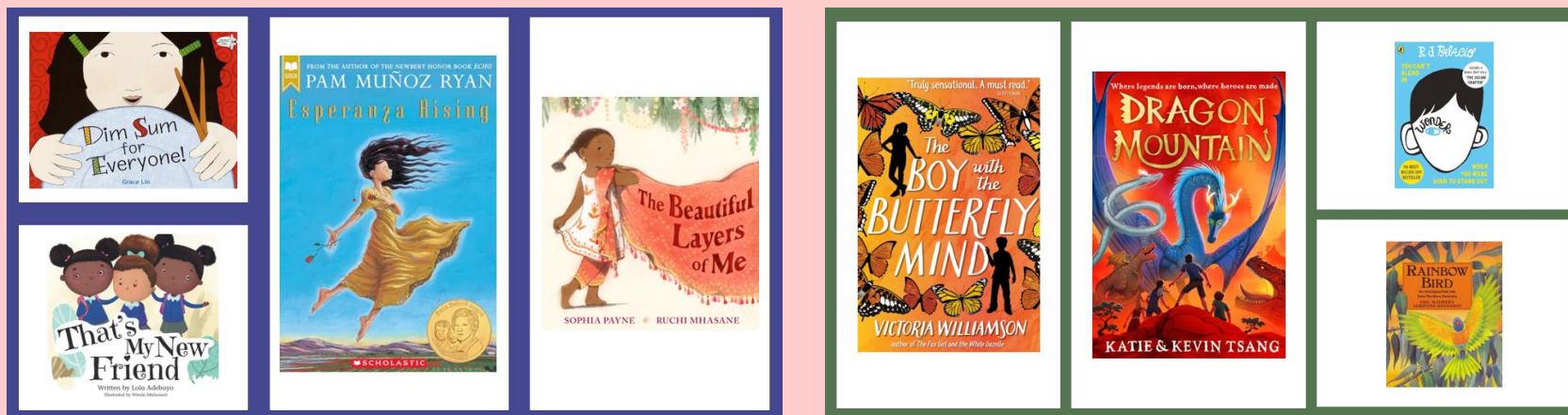
- Providing regular updates via emails and collegiate meetings
- Staff member was identified for CIC Train the Trainer
 - Attended the session
 - Delivered the session to all staff
- All staff engaged with discussion papers and opportunities for professional dialogue
- Encouraging all staff to sign up for the eBulletin
- HT was part of a CIC Primary Focus group

Impact

- Clarity of expectations and greater understanding of the need for change
- Shared understanding of 'why' we are embarking on a Curriculum Improvement Cycle
- Awareness of the timeline for change
- Being prepared to act and implement change
- HT is more informed about national CIC developments, and this has and will enable more effective strategic leadership, clearer communication with staff, and more confident implementation of curriculum improvements across the school

Our school has taken a proactive and strategic approach to planning for diversity within the curriculum. This has included the purchase of a wide range of high-quality texts that reflect diverse cultures, identities and experiences, ensuring learners see themselves and others represented. To support this, we have developed a clear diversity and inclusion overview of texts and have included a list of Diversity and Inclusion texts within the cohort Reading Overviews. This work has been embedded within our planning processes, ensuring that diversity is not an add-on but an integral part of curriculum design. As a result, staff are more aware of the importance of inclusive representation, and learners are provided with richer, more relevant learning experiences that promote understanding, respect and equity. Additionally, for Book Week Scotland, all teachers planned learning around the theme 'Read Around the World'. Each class selected a book

from a different culture and used it as inspiration to explore traditions, settings, characters and stories from around the globe. Children took part in rich discussions, creative activities and research linked to their chosen text and worked together to create amazing display boards showcasing their learning. To round off the week, we held a whole school event where classes shared their work with one another. It was a wonderful opportunity for children to celebrate their achievements, learn from other classes and experience the joy of stories from cultures far and wide.



Impact

- Increased staff awareness and confidence in embedding diversity and inclusion meaningfully within the curriculum
- Greater staff clarity when planning, supported by the diversity overview and reading frameworks
- Greater understanding, empathy and respect for different cultures, identities and perspectives

Leading Learning

The Yearly Learning Overview was updated and now includes:

- The Four Contexts for Learning
- Interdisciplinary Learning
- Physical Education as part of Health and Wellbeing
- Outdoor Learning

Impact

- Reflects our Curriculum Rationale
- Supports coverage of the curriculum

- Provides more detail to support parents/carers in taking forward learning at home

All children have experienced increased opportunities to lead their learning through interdisciplinary, project-based and skills-based learning.

- **Interdisciplinary Learning**

- All teachers planned learning around the theme 'Read Around the World', connecting curricular areas and focusing on transfer of knowledge and skills

- **Project Based Learning**

- Through our whole-school 'Curiosity – what's your question?' approach during STEM Fortnight, all learners have engaged in high-quality project based learning rooted in their own inquiry. Each class generated a 'curious question', placing children at the centre of their learning and enabling them to take ownership of the direction and outcomes of their projects. These projects, with a strong STEM focus, have provided meaningful opportunities for interdisciplinary learning, linking science, technology, literacy and wider curricular areas. Learners have applied their knowledge in real-world contexts, supported by planned experiences such as educational visits and engagement with visitors from the world of work, further strengthening the relevance and purpose of their learning. As a result, children demonstrated increased curiosity, independence and motivation. They are more confident in asking questions, conducting investigations and presenting their findings. Evidence across the school shows improved collaboration, critical thinking and problem-solving, alongside a deeper understanding of STEM-related concepts. The final showcase to families has further reinforced children's ownership and pride in learning, with children confidently articulating their 'curious questions', explaining their processes and reflecting on their progress. This has strengthened communication skills and provided authentic audiences for learning, contributing to high levels of engagement and quality outcomes across all stages.

- **Skills-based learning**

- The aim is for skills-based learning to be embedded through experiences and that teachers design learning experiences that require children to transfer and apply key skills
 - At present, there is a need to gather and evidence this more consistently across the school, ensuring that the development and application of skills is visible, measurable, and clearly demonstrated in practice.



All children have experienced increased opportunities to lead their learning through interdisciplinary, project-based and skills-based approaches. This is evidenced in pupil feedback, where the majority of learners report that they are able to make choices about how they learn and what helps them succeed. Specifically, 35% of pupils stated ‘Always’ and 40% ‘Often’, meaning that 75% of learners regularly experience choice and ownership in their learning. A further 24% reported ‘Sometimes’, with only 3 responses indicating ‘Never’, suggesting that opportunities for learner leadership are present across the school, though not yet fully consistent for all. This data demonstrates that most children are developing confidence in leading their own learning however, it also highlights the need to continue strengthening and embedding these approaches to ensure greater consistency and equity of experience for all children.

16. We get to make choices about how we learn and what helps us do our best (Leading own learning)



Impact

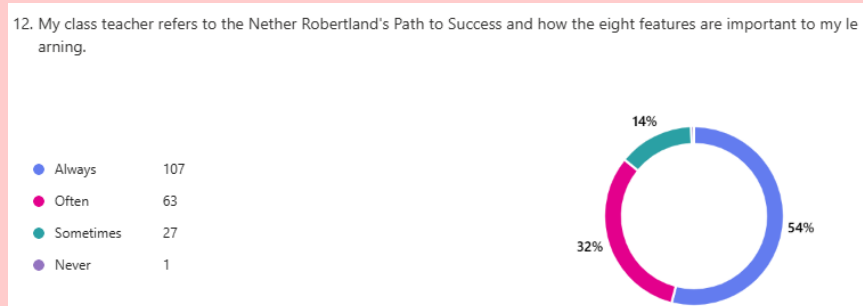
- Greater independence, improved engagement and a stronger ability to apply their learning across different contexts
- Children are increasingly able to lead their own learning, supported by interdisciplinary, project-based and skills-based approaches
- Most children are developing as independent, reflective learners

Teaching and Learning

All staff implemented our school’s version of ‘The Excellent Lesson’ named ‘Nether Robertland’s Path to Success’ through effective planning, learning, teaching and assessment. This was integrated within our Quality Assurance processes and was regularly monitored through observations, professional dialogue and review of learners’ work, ensuring consistency in practice and a clear focus on improving outcomes for all learners. ‘Nether Robertland’s Path to Success’ is included within our Visible Consistencies and is displayed in every classroom. All staff have been made aware that the expectation is that this is referred to at every opportunity to:

- Create consistency for learners
- Make learning explicit
- Reinforce high expectations
- Strengthen a shared language across the school

The pupil focus group template was updated to reflect 'Nether Robertland's Path to Success'.



NETHER ROBERTLAND PRIMARY - LEARNING OBSERVATION				
Pupil Focus Group - 2.3: Learning, Teaching and Assessment Evaluation				
Class:	Group of pupils:			Date:
Question	Evident	Some evidence	Little evidence	Comments
My teacher shares and revisits the learning intention during the lesson.				
My teacher's learning intentions help me know what I am learning.				
I understand what is meant by the success criteria.				
I have opportunities to create the success criteria with the teacher.				
My teacher reminds me of the success criteria.				
My teacher helps me connect what I already know with new things I am learning.				
My teacher shows me a good example so I know what my learning should look like and what I am aiming for.				
My teachers gives me learning that is at the right level for me - not too easy and not too hard.				
My teachers knows what I need and helps me learn in a way that suits me.				
My teacher plans activities that are interesting and make me enthusiastic about my learning.				
My teacher asks me questions that make me really need to think.				
The teacher makes sure that the same people do not answer every question, and everyone is involved.				
My teacher provides regular feedback about my learning.				
Feedback helps me improve and achieve success.				
I know my next steps in learning.				

Impact

- Increased learner understanding of how they learn and greater understanding of the language used in the 'Nether Robertland's Path to Success'
- 198 responses to the question in the image above
 - 86% of learners (Always and often)
 - 14% of learners (Sometimes)
 - <1% (Never)

Pupil Voice

A range of approaches are being used to evaluate and strengthen learner inclusion and voice across the school. These include carrying out whole-school and class-level questionnaires on a variety of areas including homework, outdoor learning, lunch experience, school improvement priorities and reading for enjoyment. The HGIOURS approach has had limited impact this session, as it has not been implemented in a consistently meaningful or engaging way for learners. As a result, it has not fully supported children to actively participate in self-evaluation or school improvement. A refreshed approach is now required to ensure it is more accessible, relevant and effective in enabling all learners to contribute purposefully.

Through pre and post learner questionnaires, views were sought on the degree to which they felt included and listened to in their classroom and school. The aim of conducting a pre and post questionnaire was to measure and understand learners' perceptions of how included, valued, and listened to they feel within the classroom and wider school environment.

At a classroom level, data shows:

- Overall positive responses (Always + Often) remain very strong:
 - 91% → 89% (small 2% dip)
- Shift from “Always” to “Often” suggests:
 - Experiences remain positive but are slightly less consistently strong
- Increase in “Sometimes” indicates:
 - A small group of learners experiencing less consistent inclusion

At a school level, data shows:

- Positive responses (Always + Often):
 - 86% → 84% (slight decrease)
- Larger drop in “Always” (–8%)
 - Increase in “Often”
- Learners still feel included, but less consistently or strongly



Impact

- Data indicates that current approaches to learner participation are having a positive and widespread impact, aligning well with the priority to strengthen pupil voice
- Pupil voice at class level: Practice remains highly inclusive
- Pupil voice at school level: Generally positive but not yet consistently embedded, with slightly reduced strength over time

Outdoor Learning

The Yearly Overview of Learning was updated to incorporate outdoor learning opportunities, ensuring that class teachers plan for these experiences from the outset and consider how they can be meaningfully integrated into teaching and learning. Through Quality Assurance, pupil voice, and the sharing of learning approaches, it is evident that some progress has been observed however, this is not yet consistent across the school.

Overall, the data shows increased consistency and frequency of outdoor learning experiences across the school. However, with 48% of pupils still indicating “sometimes” or “never,” provision remains variable and requires further development to ensure equity for all learners. Consistency varies by stage, with the strongest practice in early years and more variability in upper stages. This suggests a need to further embed and standardise approaches, particularly in P5–P7, to ensure equity of experience for all learners. Staff self-evaluation also reflects this, highlighting that while progress has been made, further improvements are still needed.

	
Next Steps	• Ensure that 'Nether Robertland's Path to Success' is consistently evident in every class and to strengthen all learners' understanding, leading to improved depth and quality of practice • Adapt and embed a clear Quality Assurance focus for observations on 'Nether Robertland's Path to Success' • Develop and implement a coherent, whole-school approach to meta-skills, ensuring they are explicitly taught, modelled and practised across the curriculum, enabling children to become more independent, reflective and resilient learners • Continue to strengthen and embed children's leadership and approaches that allow children to lead their own learning and across all stages to ensure greater consistency of experience for all • Ensure a more consistent, high-quality approach to learner voice and leadership across all contexts, building on effective classroom practice to create meaningful, regular opportunities for all pupils to influence decision-making and school improvement • Develop a more consistent whole-school approach to outdoor learning, particularly in P5–P7, ensuring all classes move from “often” to “always” providing regular, meaningful outdoor experiences • Review, redefine, and strengthen Senior Leadership Team (SLT) remits to ensure clear roles, responsibilities, and accountability aligned with school improvement priorities • Develop a cohesive, whole-school approach to pupil leadership by establishing structured leadership groups across the school, introducing Inclusion Ambassadors and aligning with <i>HGIOURS</i> • Ensure all staff are skilled at using data to identify next steps for learning by introducing 'Fact, Story, Action' model as part of ongoing professional dialogue

Teaching and Learning Together Improvement priority: Improving Pedagogical Practices and Curriculum Delivery	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: At Nether Robertland Primary School, we aim to deliver a curriculum that is relevant, engaging, and reflective of our context, while aligned with national guidance. Strengthening progression and pedagogical practice across Reading, Numeracy and Modern Languages ensures breadth and depth for all learners. Through self-evaluation, consultation and Quality Assurance, the key areas for improvement have been identified. Supporting staff to embed effective pedagogical practices and in delivering the curriculum in new and innovative ways will improve the quality of learning experiences across the curriculum. See Standards and Quality Report for data and evidence.													
Progress and Impact <table border="1"> <tbody> <tr> <td>All</td><td>100%</td></tr> <tr> <td>Almost all</td><td>91%-99%</td></tr> <tr> <td>Most</td><td>75%-90%</td></tr> <tr> <td>Majority</td><td>50%-74%</td></tr> <tr> <td>Minority/less than half</td><td>15%-49%</td></tr> <tr> <td>A few</td><td>less than 15%</td></tr> </tbody> </table>	All	100%	Almost all	91%-99%	Most	75%-90%	Majority	50%-74%	Minority/less than half	15%-49%	A few	less than 15%	Literacy All learners have experienced a literacy rich classroom environment through interactions, experiences and spaces and this has been evidenced through: - Classroom environments – working walls, celebrating success through Rockstar Reader and Presenter, inclusive classroom practice and reading for enjoyment classroom areas, including the Reading Outdoor Classroom - Interactions (Teaching and Learning) – high-quality questioning, evidence of responsive teaching, teacher modelling (WAGOLLS) - Learning experiences – digital learning, real-life contexts, planning - Learner evidence – jotters, assessment data - Pupil voice – focus groups, pupil attainment All staff engaged in a structured self-evaluation process to develop and enhance reading for enjoyment within their classrooms, contributing to a consistent whole-school approach. All staff: - Identified a specific area of reading culture to improve (e.g. reading aloud, pupil voice, diversity of texts) - Planned and implemented small, targeted strategies using a PDSA (Plan–Do–Study–Act) cycle - Selected and trialled three practical strategies from across key areas such as in-class practice, inclusion, family engagement, and reading environments - Gathered evidence of impact (pupil engagement, feedback, attainment) and evaluated effectiveness - Reflected on outcomes and identified next steps to embed or adapt practice Our whole school community has been fully committed to working towards achieving the Gold Reading Schools Award this session, and this is evidenced in achieving this in June.
All	100%												
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There have been many strengths across our school, driven and led effectively by the Principal Teacher, which have secured a whole-school commitment to achieving the Gold Reading Schools Award. These include:

- Spring at Starbooks Café to engage parents/carers in reading for enjoyment with their child – Raised £1340 to purchase digital resources
- Christmas Appeal – Donating books for Young Carers
- Intergenerational work – P2 visits to Hamilton Gardens
- Mystery readers – School community invited to share a favourite story and children guessed who the reader might be
- P2 Book Club – Led by P7 children
- Zoomed in Family Competition – Entered online
- Febru-read Challenge – Whole school took part and this was celebrated at our whole school Personal Achievement Assembly
- Bus Shelter Books Reviews – Reading Schools Group created reading review Vlog and QR codes were displayed on bus shelters and in local businesses
- Author Visits with Martin Stewart and Lindsay Littleton – In collaboration with the Book Nook
- P4 paired with Gargeiston Primary to share a love of books via Teams
- Book Week Scotland – ‘Read Around the World’
- P7 Flashmob – Created and performed by children and filmed in collaboration with a parent
- Read, Write, Count and Bookbug afternoon
- P2 Pavement Quotes – Promoting reading in our community
- Family Book List – A parent/carer questionnaire was used to gather information on children’s reading preferences, including favourite books, genres, text types, interests, languages spoken at home, and what families value in a booklist and this information informed the creation of an NRPS Family Booklist designed to meet the needs and interests of all families
- Library visits across the school
- P5 online book reviews
- P4 and P5 performance of ‘The Tale O’ Tam’ – Linking to responding to a text
- Parent/carer views gathered and a ‘You Said, We Did’ approach used to share feedback to parents/carers at the end of the session
- Students for ‘The Hive’ involved in reading activities with P2, using the text ‘The Tiger Who Came to Tea’
- S1 and S3 students paired reading session
- Discovery Guides from Scottish Book Trust shared with all staff regularly
- Staff ‘I am Reading...’ poster implemented

Impact

- For children:
 - Increased enthusiasm and motivation to read for enjoyment through a wide range of engaging, inclusive activities
 - Greater independence and confidence in choosing and discussing books, with improved awareness of different genres, authors and cultures
 - Enhanced literacy skills, including comprehension, expression and critical thinking, supported by peer-led initiatives and creative responses to texts
 - Stronger sense of community and belonging through collaborative and intergenerational reading experiences

- For parents/carers:
 - Greater engagement in their child's reading through inclusive events, shared experiences and accessible resources
 - Improved understanding of how to support reading at home, supported by tailored initiatives such as the Family Booklist
 - Increased opportunities to connect with the school and wider community, strengthening home-school partnerships
 - A clear voice in shaping reading provision, with feedback valued and acted upon
- For staff:
 - Enhanced professional knowledge and confidence in promoting reading for enjoyment across the curriculum
 - Strengthened collaborative practice through shared initiatives, partnerships and access to high-quality resources
 - Increased consistency in approach across the school, supported by strong leadership and clear direction
 - A shared sense of purpose and achievement in working towards the Gold Reading Schools Award

Our Literacy Lead has developed structured overviews outlining the reading skills expected at each stage. These overviews provide a clear progression of knowledge and skills, ensuring consistency and continuity across year groups. They support staff in understanding what should be taught, when it should be introduced, and how skills build over time. The overviews typically include key components such as decoding, fluency, comprehension, vocabulary development, and inference, with increasing complexity as pupils move through stages. This helps to ensure that teaching is systematic and aligned with curriculum expectations.

Impact

- Improved staff clarity and confidence in teaching reading
- Clear progression of reading skills across stages
- More coherent, whole-school approach to literacy

The Literacy Lead delivered a 'Teaching of Reading' professional learning session to ensure that all staff are aware of how to teach reading across all levels and to develop the understanding that not all learners begin at the same starting point.

All staff engaged in a range of professional learning opportunities led by Boost Learn and the Literacy Lead, which enhanced confidence and skills in using the online reading platform. However, as implementation progressed, the platform presented challenges for both the school and families. As a result, a decision was made to discontinue the online resource and prioritise the use of paper-based reading books to better support learners in P1 to P3 and Giglets would be used in P4 to P7.

Numeracy

We have continued to strengthen our approach, ensuring that all learners increasingly experience a numeracy-rich classroom environment through meaningful interactions, purposeful experiences and thoughtfully designed spaces. This has been achieved by:

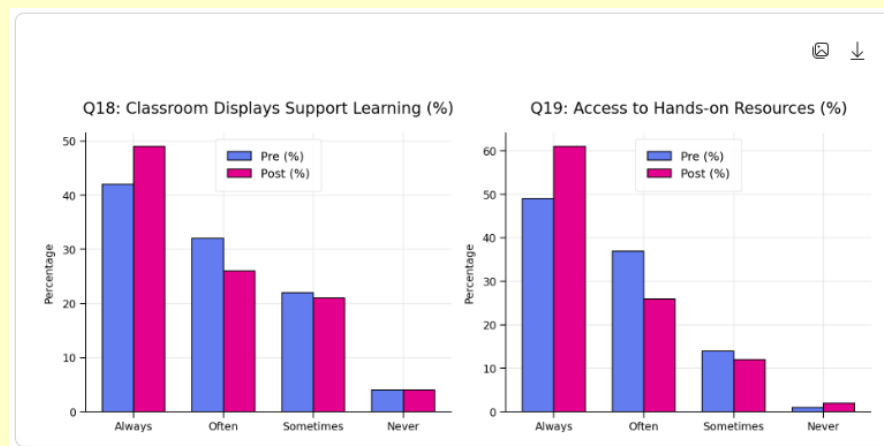
- Engaging all staff in targeted professional learning delivered by Robert McCallum - Creating a numeracy-rich environment where learners are supported to develop a deeper understanding of concepts through a progression of learning stages: concrete, pictorial and abstract
- Providing staff with clear guidance and access to local authority professional learning opportunities, ensuring they are well-informed, supported and able to engage in high-quality, relevant professional learning - East Ayrshire Raising Attainment in Numeracy and Mathematics Toolkit

All staff engaged in a self-evaluation task where they were asked to share their views on their teaching of Numeracy and Mathematics. Evaluation of staff views and feedback includes:

- Staff Confidence and Capacity
 - The majority of staff report being confident or very confident in planning and teaching
 - Confidence in Number Talks is also strong, with almost all staff planning these regularly
 - A small number of staff highlight lower confidence in assessment and differentiation
- Quality of Learning and Teaching
 - Most staff rate learning and teaching as good or excellent
 - Learner attitudes are described as mixed, with engagement stronger when learning is active and relevant
- Strengths Identified
 - Active, engaging approaches
 - Real-life contexts for numeracy
 - Positive teacher attitudes and enthusiasm
- Key Areas for Improvement
 - Lack of accessible, high-quality concrete materials
 - More CLPL opportunities
 - Better understanding of how to use resources effectively

Additionally, all staff have received regular updates on national developments relating to the Mathematics Curriculum Improvement Cycle. This has included engagement in professional dialogue around how the evolving mathematics curriculum framework is taking shape, participation in recorded webinars and podcasts, and active engagement with draft frameworks.

The data from the pre- and post-questionnaire completed by children demonstrates a clear and measurable improvement in learners' experiences of numeracy across the school. There has been a strong shift towards consistent, embedded practice, particularly in the use of hands-on resources and supportive classroom environments. As a result, learners are more likely to experience daily, high-quality numeracy support, leading to improved confidence, engagement and independence in their learning.



Impact

- Increased consistency in high-quality numeracy practice across the school, with learners now regularly experiencing concrete, pictorial and abstract approaches that support deeper conceptual understanding
- Staff confidence in planning and delivering numeracy has strengthened
- Classrooms are increasingly numeracy-rich, with more frequent use of hands-on resources and purposeful environments
- Professional learning has enhanced staff awareness of effective pedagogy and national developments, contributing to more reflective and informed teaching practices

High-Quality Teaching

For the third year, we have participated in the Leaders of Learning EAC Programme. Initially led by the DHT and PT, leadership of the programme was subsequently transitioned to two Class Teachers. This change was made deliberately to maximise impact, recognising that peers are often best placed to influence practice. The focus for this session has been on embedding effective pedagogical approaches through the effective use of Learning Intentions and Success Criteria and meeting learners' needs by embedding pace and challenge.

Through pre- and post-learner questionnaires, views were sought in relation to the following statements

- My class teachers' Learning Intentions are clear and help me understand what I am learning
- In my class we use Success Criteria to know how to be successful in learning
- I have the opportunity to co-create Success Criteria alongside my peers

The data gathered provided the following evidence:

- Clear Learning Intentions – 63% always and 28% often (91% positive overall)
- Use of Success Criteria – 61% always and 27% often (88% positive overall)
- Co-creation of Success Criteria – 24% always, 38% often and 36% sometimes

Impact

- Clear teacher communication of Learning Intentions is well embedded
- Success Criteria are being used more consistently and explicitly to support learners in understanding how to be successful
- Co-creation of Success Criteria is not yet fully embedded or consistent

To support the implementation of the 'Nether Robertland's Path to Success' and in response to ongoing self-evaluation and Quality Assurance, it was identified that staff required more guidance and in response to this, a policy was created. This provides a clear framework that places learners at the centre of all practice and supports staff to deliver engaging, purposeful and progressive learning experiences. The policy responds to the need for consistency and clarity in pedagogy, ensuring that all lessons include key elements. By outlining these components, the policy supports teachers to plan lessons that are coherent, structured and focused on improving outcomes for all learners with the central rationale of strengthening learner understanding and ownership of learning.

Impact

Over time, this policy will further embed a consistent, high-quality approach to teaching and learning across the school, while strengthening professional dialogue and collaboration.

This will support continuous improvement through shared expectations and reflective practice.

A staff member who participated in the Writing Programme led a valuable piece of professional learning, collating a range of practical writing lesson ideas to support colleagues. The aim was to provide accessible, engaging stimuli and reduce planning workload by offering ready-to-use approaches that can be adapted across stages. The next step is to:



- Share the resource in the new session, clearly explaining its purpose and link to school priorities
- Give time for staff to explore and trial the ideas in their classrooms, followed by opportunities to share feedback and good practice
- Continue to reinforce its use through professional dialogue and keep the resource updated as a collaborative tool

Modern Languages

Progress has been made towards ensuring greater continuity and progression in 1+2 Languages in school and across the Education Group through a collaborative and structured approach. A staff member was identified to lead this priority and has played a role in taking forward developments, including:

- Delivering a professional learning session on how to embed French through classroom routines
- Creation of whole school resources, including work taking place on creating classroom resource packs
- Supporting colleagues and promoting a shared understanding of expectations
- Through NCCT, provides a consistent approach to the teaching and learning of a progressive French curriculum, using EAC Modern Languages Progression Frameworks and suite of resources

There has been clear positive progress in learners' perception of opportunities to practise French within the classroom. The data from the pre- and post-questionnaire completed by children demonstrates a clear increase in both the frequency and consistency of French language practice across classes. More learners now report regular opportunities to use and apply their learning, indicating that approaches such as embedding French into classroom routines and improved curricular planning are having a positive effect. This suggests that staff are becoming more confident in delivering French and are providing more meaningful, regular and progressive learning experiences. As a result, children are benefiting from increased exposure to the language, which supports the development of skills, confidence and engagement. The next step will be to further embed French across all classes through classroom routines, supporting staff through ongoing CLPL and providing them with a French Toolkit.

Staff have worked collaboratively with the Education Group to ensure progression and continuity in language learning across the school. Through moderation activities, staff have identified key learning and core vocabulary at each stage of the primary school, supporting a coherent and progressive approach to language development.

The agreed third language moving forward is Scots Language. This session, we integrated a Celebration of Scots Language week, culminating in a Scottish Assembly. The Celebration of Scots Language Week has supported learners to develop a greater awareness and appreciation of Scotland's heritage, promoting a sense of identity and cultural understanding. Through engaging activities, children engaged in meaningful opportunities to listen to, speak, read and explore Scots language in a variety of contexts, helping to build confidence and enjoyment in using the language. This has enhanced learner engagement and participation, while supporting the development of literacy skills through exposure to rich vocabulary and expressive language.



Impact

- Increased staff confidence is evident, though further CLPL is needed to ensure consistency across all classes
- More regular opportunities to practise French are emerging, but these now need to be embedded consistently in daily routines
- Continued development and use of support materials (e.g. French Toolkit) will be key to sustaining progress
- There is an agreed 'minimum expectation' for all schools to reach for P7 pupils transitioning to the Academy to ensure consistency across the Education Group

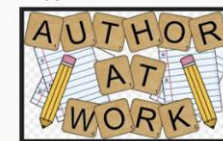
Presentation of Learning

The introduction of the Presentation of Learning at NRPS policy during the in-service day supported a stronger, more consistent approach to how learning is recorded and presented across the school. This was particularly important as there were new staff members joining the school. The aim of revisiting the policy with all staff was to ensure clarity and understanding of expectations.

Teaching and Learning Together

Outcome for learners - By June 2026, all learners will have improved upon their handwriting, letter formation and presentation

- Implementation and embedding of Presentation of Learning at NRPS policy
 - With all staff, revisit the policy content to ensure effective implementation of policy guidelines
 - Early years staff to assess readiness to write, ensuring pre-writing skills are developing
 - Introduce a whole school approach to celebrating success and achievement



	The introduction of weekly “Rockstar Presenter” certificates at assembly has had a positive impact on learner motivation and engagement, with children demonstrating increased pride in the presentation of their work. This consistent recognition of high standards has helped to promote clear expectations across the school, encouraging children to take greater care and ownership over how their learning is recorded. As a result, the quality of presentation has improved, as evidenced through quality assurance activities, with greater consistency and attention to detail observed across stages. The data from the pre- and post-questionnaire completed by children indicates that this priority was already strong but has now been further embedded and standardised across the school. Children are experiencing more consistent and reliable opportunities to practise handwriting, which supports improvements in the overall presentation of learning. This aligns with the wider focus on the Presentation of Learning policy, suggesting that expectations are now being applied more consistently across all stages. To embed these further, next steps will be to implement a consistent approach to the labelling of jotters across the school, while continuing to promote a strong sense of pride in learning. This will support children to value their work, take greater ownership of presentation, and maintain high standards consistently across all stages. Impact • Increased consistency in handwriting opportunities across the school • A high proportion of children report regular (always/often) practice • Improved quality and presentation of learning, linked to regular practice • Greater learner confidence and pride in written work • Stronger alignment with the <i>Presentation of Learning</i> policy across all stages
Next Steps	• Enhance children’s engagement and participation in mathematics through the implementation of a Thinking Classroom approach • Build on the positive impact identified, the next step will be to develop and implement numeracy toolkits in all classrooms to ensure consistency, accessibility and sustainability of high-quality resources • Staff will develop approaches that promote independence, confidence, and resilience, ensuring all learners are actively engaged, motivated, and able to understand themselves as capable, successful learners • Embed consistent daily French routines across all classes • Consider how target setting in writing can be taken forward • CYPIC Writing – Three more staff to be trained • Effective integration of meta-skills into learning experiences



Our Wellbeing and Belonging Improvement priority: Prioritising Wellbeing	Education Service Improvement Plan Priority 3: Our Wellbeing and Belonging We want all of our young people to feel supported by people who know them well and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages.												
Rationale for Improvement: We are committed to ensuring that all learners feel supported and included by all the people who know them, in an environment where their wellbeing is prioritised. By improving wellbeing, attendance and relational practice, supporting our care experienced learners and embedding inclusive practice, we aim to create a safe, nurturing environment where every learner is supported to be ready to learn. We recognise that improving our PE curriculum is crucial for learners' overall wellbeing, attainment and achievement. See Standards and Quality Report for data and evidence.													
Progress and Impact <table border="1"> <tr><td>All</td><td>100%</td></tr> <tr><td>Almost all</td><td>91%-99%</td></tr> <tr><td>Most</td><td>75%-90%</td></tr> <tr><td>Majority</td><td>50%-74%</td></tr> <tr><td>Minority/less than half</td><td>15%-49%</td></tr> <tr><td>A few</td><td>less than 15%</td></tr> </table>	All	100%	Almost all	91%-99%	Most	75%-90%	Majority	50%-74%	Minority/less than half	15%-49%	A few	less than 15%	Whole-School Wellbeing and Positive Relationships and Behaviour To evaluate progress towards learners' perceptions of their wellbeing and relationships and that they have positive relationships with adults, learner views were gathered through both pre- and post-questionnaires during this session. This provided a clear baseline and allowed for comparison over time using the following questions: 1. How safe do you feel in our school? 2. How supported do you feel in your classroom? 3. How supported do you feel around the school and in the playground? 4. I feel included and listened to in my classroom. (Impact in pupil voice section above) Across points 1 to 3 above, almost all learners continue to report that they feel safe and supported, with consistently high combined <i>always/often</i> responses. While there has been a shift from <i>always</i> to <i>often</i> in some areas, this reflects more nuanced learner responses rather than a decline in overall positive perception. Strengths remain most evident within classrooms, where learners report the highest levels of support. The data also highlights that, while still positive, perceptions of support are slightly lower in wider school environments, indicating an ongoing area for focus. Through the implementation of the Relationships and Behaviour CLPL last session, all staff have continued to develop their knowledge, skills and confidence in supporting the regulation needs of learners. This has been strengthened through ongoing professional learning and collaboration, with staff working closely alongside external partners including Educational Psychology and the Communication Outreach Team. In addition, a targeted group of staff, including the HT and DHT, engaged with CLPL delivered by the Educational Psychologist on the Dysregulation Analysis Tool to strengthen their understanding of its purpose, application and the processes involved in analysis and intervention planning. The Dysregulation Analysis Tool was used with an identified learner, resulting in significant improvements in their regulation and engagement over a period. Targeted, proactive strategies were introduced, including structured routines, adapted tasks and planned movement breaks. As a result, the learner showed increased regulation and improved engagement, demonstrating the impact of more consistent, preventative approaches.
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	The 'Ready to Learn' toolkit was initially developed during session 2024/2025, however, this has not been further progressed or added to during this session. As a result, it is unclear how consistently the toolkit has been accessed or utilised by staff across the school. Despite this, there has been significant ongoing work undertaken to support learners' regulation and behaviour through professional learning, collaboration with partners and the implementation of targeted approaches, ensuring continued progress in this priority area. In collaboration with learners and staff, a dedicated wellbeing space, known as the Peaceful Pod, was successfully created to support learners' wellbeing and emotional needs. A clear referral process is in place to ensure that learners can access this support in a structured and equitable way. This space provides a calm, supportive environment where learners can access targeted strategies to help regulate and self-manage. As part of the wellbeing support offered in the Peaceful Pod, learners have been introduced to the Zones of Regulation framework. The children supported this year have developed familiarity with the zone vocabulary and understand what each colour zone represents. They have been supported to identify and talk about the emotions they experience within each zone, as well as recognising the triggers, activities and experiences that can move them into a particular zone. This self-awareness forms an important foundation for understanding how to regulate their own emotions and return to a calm, ready to learn state. They have explored a range of calming strategies and tools, and each child has created their own personalised 'toolkit' of strategies, identifying what helps them when they are not in the green zone, as well as activities they enjoy when they are regulated and ready to learn. For all the children, this was their first introduction to the Zones of Regulation framework. Learners' feedback demonstrates that the Peaceful Pod has a significantly positive impact on wellbeing, emotional regulation, and engagement in self-management strategies. • Learners consistently described the space as calm, relaxing and supportive, with elements such as music, lighting and soft furnishings contributing to a soothing environment • Many learners shared that the Peaceful Pod helps them to regulate their emotions effectively, reducing feelings of anger, stress and overwhelm • The availability of sensory resources (fidgets, fibre optic lights, bean bags) supported learners to self-soothe and develop independent coping strategies • Children value the choice and variety of activities, including play, arts and crafts, and personalised resources, which help distract from worries and promote positive mood • The space provides a sense of privacy and safety, which learners identify as more effective than a classroom-based calm corner, enabling them to use strategies without feeling observed or judged • Learners shared feeling happier, calmer and more in control after using the Peaceful Pod, supporting readiness to return to learning • Adult support within the space further enhanced its impact, helping pupils to reflect and develop strategies to manage emotions • Overall, the Peaceful Pod is an effective, inclusive provision that supports learners' emotional wellbeing, promotes self-regulation, and reduces barriers to learning
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Our DHT has worked collaboratively with three DHT colleagues to develop a new progression in learning framework, *My Amazing Brain*, which aligns closely with staff engagement in Education Scotland's Inclusion, Wellbeing and Equalities Professional Learning Framework, particularly The Brain and Emotional Regulation. This programme, consisting of three to four lessons, supports learners to understand that anxiety is a natural and manageable emotion, while developing knowledge of how the brain works to influence behaviour and emotional regulation. *My Amazing Brain* will be piloted next session, allowing for evaluation and refinement prior to a wider launch, further strengthening whole-school approaches to supporting wellbeing and inclusion across our Authority.

Learner Impact

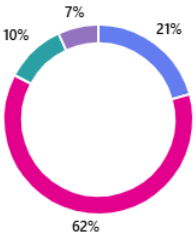
- Almost all learners feel safe and supported across the school
- Strongest sense of support is within classrooms
- Improved emotional awareness and ability to self-regulate
- Increased use of personalised strategies to manage emotions
- Peaceful Pod effectively supports wellbeing, regulation and readiness to learn
- Targeted learners show improved regulation and engagement

	Staff Impact • Increased confidence and consistency in supporting regulation • Stronger understanding of the link between behaviour and emotional needs • Enhanced practice through collaboration with external partners • Greater use of proactive, preventative strategies • Improved ability to identify triggers and plan targeted support • Continued progress despite limited development of the 'Ready to Learn' toolkit Supporting Care Experienced Learners All staff have successfully completed The Promise Level 1 and Level 2 CLPL, demonstrating a strong whole-school commitment to developing understanding of The Promise and its principles. As a result of this work, the school has been awarded The Promise Award, recognising the successful implementation of Level 1 actions and fulfilment of the associated criteria. Staff have developed a deeper understanding of the needs, experiences and rights of care experienced learners, ensuring that this is embedded within approaches to wellbeing, inclusion and learning. There is a clear, shared commitment across the school to supporting care experienced learners, with this forming an integral part of daily practice and school values. The Care Experienced and ASN Assessment Framework has been introduced and is used, where appropriate, to support assessment and planning for care experienced learners. Impact • Increased staff awareness and understanding of care experienced learners • Consistent, whole-school approach evident in practice • More informed, trauma-aware support for learners • Strong staff commitment ensures this remains integral to all we do Health and Wellbeing The PE yearly overview and progression planners have been fully implemented during this session. Following self-evaluation with staff, it was agreed that pupil assessment evaluations were not required and were therefore removed. The planners have been uploaded to each class online planning OneNote and have been quality assured in line with ongoing school procedures. All staff have used the planners to effectively plan for blocks of learning across a variety of physical activities and sports.
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We asked parents/carers the following question - To what extent do you feel your child experiences high-quality PE lessons that are well taught, engaging and help them develop their physical skills? Feedback from 29 responses highlights a very positive view of PE across the school, with 83% of parents/carers agreeing or strongly agreeing that lessons are high-quality, engaging, and support the development of physical skills. Only a small proportion (17%) expressed neutral or less positive views, and there were no strongly negative responses, indicating strong overall confidence in this area.

To what extent do you feel your child experiences high-quality PE lessons that are well taught, engaging and help them develop their physical skills?

Strongly agree	6
Agree	18
Neither agree nor disagree	3
Disagree	2
Strongly disagree	0



During the SIP consultation, staff highlighted that the PE planners have been successfully implemented and are promoting consistency, while noting a few minor practical adjustments, mainly around space, timetabling, and coordination, that could further improve their effectiveness.

The EAC Health and Wellbeing Progression Frameworks and two-year programme of study was successfully implemented over the session. The Health and Wellbeing curriculum is mapped out at the start of each session and shared through the yearly overview, providing clarity and progression. As a result, Health and Wellbeing was delivered consistently across the school, with a structured and progressive approach supported through NCCT provision.

Impact

- PE planners and HWB frameworks have improved consistency and progression, resulting in structured, high-quality learning experiences
- Strong parental confidence in PE (83% positive responses) reflects the positive impact on engagement and skill development
- Staff feedback confirms effective implementation, with only minor practical refinements needed to further enhance delivery

Parental Engagement

An increased number of opportunities has been provided for parents/carers to be meaningfully involved in their child’s learning within school. This is demonstrated through additional well-attended events, including the STEM Sharing of Learning Event and the whole-school *Spring Starbooks*. These opportunities enabled families to engage directly with learning experiences, celebrate achievements, and support their child’s learning in a collaborative and purposeful way.



We have begun the consultation process as part of the review of our Homework Policy and have sought the views of parents/carers and learners to inform this work. While this consultation has not yet concluded, the feedback gathered so far is supporting the development of a revised approach to homework. Our aim is to ensure that children, staff and families have a clear and shared understanding of the purpose of homework, and that tasks set effectively support learning.

The strengths highlighted from the parent/carer consultation are:

- Most parents agree that homework supports learning
- There is a positive overall perception of homework's value
- Very few parents express negative views

Questionnaire feedback was provided to parents and the following was shared:

- Early responses indicate that most parents/carers value homework as part of learning
- Some parents are less certain about its role, highlighting the importance of this consultation
- Findings from this consultation will be used to inform future developments in our Homework Policy
- We appreciate the continued engagement and contributions from parents/carers as the process progresses

	Impact - Increased parental engagement has strengthened partnership and involvement in learning - Ongoing consultation and positive feedback are informing a clearer, more consistent approach to homework and will inform next steps
Next Steps	- To implement a consistent, whole-school approach to emotional regulation through the Zones of Regulation, improving learners' self-awareness, behaviour, and readiness to learn - To 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 needs, leading to improved engagement and progress - To improve staff knowledge, understanding and skills in supporting learners with ADHD through targeted professional learning and consistent application of effective strategies in practice - To enhance staff wellbeing by engaging staff in identifying and understanding stress and its causes, using this to develop a shared rationale for a Staff Wellbeing Policy - To implement the new progression of learning frameworks 'My Amazing Brain' across the school - All Pupil Support Assistants will actively engage with professional learning through the text 'When the Adult Changes, Everything Changes', to enhance their practice and improve outcomes for all learners - In collaboration with Education Group, pilot the Health and Wellbeing Technical Frameworks through the Know-Do-Understand framework model

Our Attainment, Destinations and Achievement		Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements																																																																																																																																																																																	
Improvement priority: Achieving Progress for All		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:																																																																																																																																																																																			
By developing a Raising Attainment Strategy, this outlines the vision, priorities and expectation of all staff in relation to raising educational attainment and achievement, with a focus on improving outcomes for all learners and reducing inequity of outcomes. See Standards and Quality Report for data and evidence.																																																																																																																																																																																			
Progress and Impact		Raising Attainment Strategy																																																																																																																																																																																	
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P5	83	P6	83	P7	86																																																																																																																																																																														
P6	76	P7	82																																																																																																																																																																																
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Stage	%	Stage	%	Stage	%	Stage	%																																																																																																																																																																												
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P1	81	P2	77	P3	71	P4	70																																																																																																																																																																												
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P3	63	P4	69	P5	68	P6	73																																																																																																																																																																												
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- A positive upward trend is evident in P7 writing, due to targeted interventions and a renewed focus on writing, resulting in strong attainment by the end of P7

▪ **Listening and Talking**

- Data reflects a key strength within the school, with consistently high attainment
- Across cohorts, listening and talking shows a consistently strong and sustained picture, with high levels of attainment evident across all stages and over time, remaining very high between 91% and 97%, with the majority of stages achieving 95% or above

▪ **Numeracy**

- Data reflects strong attainment overall, with most learners achieving expected levels and P1, P3, P4 and P7 demonstrating particularly high attainment
- P1 and P2 consistently show high levels of attainment
- P6 cohort shows a clear improvement in numeracy attainment over time

○ **Progress to stretch aims**

- At the beginning of the session, stretch aims were established for learners predicted to be on track, ensuring clear, aspirational targets for attainment across literacy and numeracy and reinforcing a continued focus on raising attainment and improving outcomes for all learners. They featured as part of professional dialogue at the three Tracking and Monitoring meetings across the session. Targeted intervention was directed to individual learners which has supported in getting almost all of the identified learners on track.
 - Reading – 4/5 learners now on track (80%)
 - Writing – 4/8 learners now on track (50%)
 - Numeracy – 2/6 learners now on track (33%)

○ **Exceeding learners**

- The data on exceeding learners below highlights a clear and progressive increase in the proportion of learners exceeding expected levels as they move through the school, particularly from P3 onwards. For example, exceeding attainment rises to 40–56% in reading, 42–51% in writing, and 30–46% in numeracy by the upper stages. This pattern is significant within the raising attainment strategy, as it demonstrates that improvements in the quality of learning and teaching, alongside effective challenge and differentiation, are enabling more learners to achieve beyond expected levels.

Listening and Talking Attainment by Cohort							
2022/2023		2023/2024		2024/2025		2025/2026	
Stage	%	Stage	%	Stage	%	Stage	%
				P1	91	P2	91
		P1	98	P2	98	P3	95
P1	98	P2	98	P3	93	P4	91
P2	93	P3	93	P4	94	P5	94
P3	89	P4	92	P5	95	P6	96
P4	90	P5	93	P6	95	P7	95
P5	92	P6	96	P7	95		
P6	88	P7	86				
P7	98						

Numeracy Attainment by Cohort							
2022/2023		2023/2024		2024/2025		2025/2026	
Stage	%	Stage	%	Stage	%	Stage	%
				P1	86	P2	87
		P1	89	P2	96	P3	88
P1	93	P2	95	P3	93	P4	93
P2	85	P3	79	P4	81	P5	84
P3	66	P4	69	P5	74	P6	81
P4	83	P5	83	P6	88	P7	90
P5	77	P6	77	P7	77		
P6	71	P7	72				
P7	87						

Exceeding Learners by Cohort (%)								
	Reading		Writing		Listening and Talking		Numeracy	
P1	4/39	10%	2/39	5%	0/39	0%	2/39	5%
P2	6/45	13%	6/45	13%	0/45	0%	0/45	0%
P3	13/57	23%	11/57	19%	8/57	14%	17/57	30%
P4	17/43	40%	18/43	42%	13/43	30%	13/43	30%
P5	13/32	41%	9/32	28%	11/32	34%	11/32	34%
P6	16/37	43%	14/37	38%	6/37	16%	12/37	32%
P7	23/41	56%	21/41	51%	16/41	39%	19/41	46%

- **Maximising attendance**

- As part of this priority, there has been a focused review of systems and procedures to support and promote attendance. The Principal Teacher led this work throughout the session, with a clear emphasis on reviewing and further developing robust, consistent systems to ensure early identification and targeted support for learners. To support this, the following was taken forward:
 - **Attendance stretch aims** were established with a target for achievement by June 2026
 - Overall
 - 95% (Required a reduction of 483 absence openings)
 - Targeted Group
 - SIMD 3&4 – 93.5% (Required a reduction of 89 absence openings)
 - **Six Pupil Attendance Reviews (PAR)** were completed, enabling a more structured and proactive response to attendance concerns
 - Letters refreshed with a focus on individualised messaging and positive feedback
 - Effective use of the EAC attendance data and tracker spreadsheet to analyse data, including the recording of targeted groups
 - Positive messaging approach implemented
 - Refocus on SEEMiS Attendance codes
 - PAR attendance meetings included SLT and Clerical
 - Test of change implemented during PAR 6 to ensure the focus was on maximising attendance towards the end of session and this involved providing parents/carers with attendance data weekly
 - **Policy Review**
 - Daily Attendance Flow Chart was developed to establish a clear, consistent and structured approach to monitoring and responding to attendance. It clarifies staff roles and responsibilities, ensures timely and appropriate follow-up actions, and supports a more proactive approach to addressing attendance concerns.
 - PAR Attendance Flow Chart was created to support a structured and consistent approach to identifying, monitoring and responding to attendance concerns in three stages. It helps ensure timely escalation, clear communication with families, and coordinated interventions, enabling staff to take appropriate action at each stage and promote improved attendance outcomes.

learners has not only been met but surpassed, with attendance reaching **94.3%**. This demonstrates the effectiveness of focused support and reinforces the school's commitment to equity and improving outcomes for all learners.

Impact

- The structured focus on stretch aims, supported through regular tracking and monitoring, has resulted in the majority of identified learners making positive progress towards expected levels. Most notably, 80% of learners in reading are now on track, indicating strong impact in this area
- There is a clear upward trend in learners exceeding expectations, particularly from P3 onwards
- A significant level of progress has been made with attendance systems and procedures to support and promote attendance

Raising Attainment in Writing

Four members of staff across P3 and P4 and the Head Teacher and Principal Teacher took part in the Cohort 4 National Improving Writing Programme. Staff participated fully in all sessions focused on collaborative professional learning and dialogue around National Improving Writing Approaches. Through this work, staff developed an understanding of Quality Improvement methodology, using rigorously tested tools to inform and enhance practice.

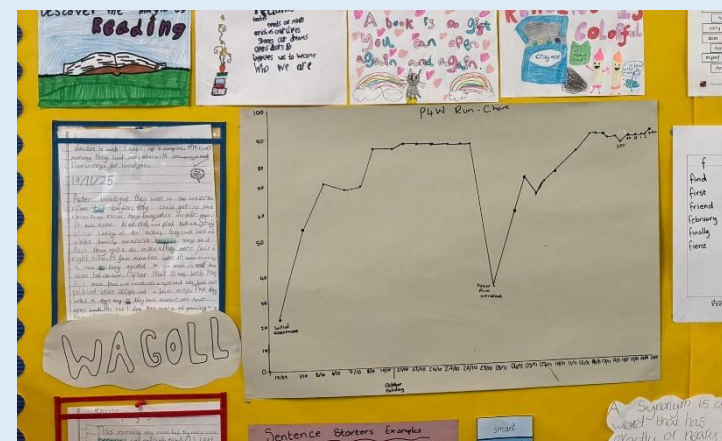
As a result, staff planned for an increased emphasis on the explicit teaching of individual Tools for Writing, while maintaining opportunities for genre-based writing. Approaches to self and peer assessment were developed and implemented, enabling learners to identify improvements in their own and others' writing, with a particular focus on Tools for Writing and vocabulary.

Data on children's progress was collected regularly, with a clear focus on improving one aspect of writing at a time. Children were actively involved in both collecting and analysing this data. In addition, moderation of planning, learning, teaching and assessment supported a shared understanding of writing across staff, informing teacher judgements and helping to identify strengths and next steps for learners.

At the start of the session, aspirational attainment targets in writing were established for P3 and P4 learners, with the aim of increasing P3 attainment from 84% to 88% and P4 attainment from 71% to 79% as a result of the implementation of the National Improving Writing Programme. Current ACEL data shows that these attainment targets have not yet been realised, with P3 attainment at 82% and P4 attainment at 70%. However, it is important to note that this data does not fully reflect the progress made.

Impact

- Through this work, staff developed an understanding of Quality Improvement methodology, using rigorously tested tools to inform and enhance practice



- The programme has had a significant positive impact on a range of key aspects of writing, which are expected to support longer-term improvements in attainment. These include:
 - Improved learner understanding and use of Tools for Writing
 - Increased confidence and engagement in writing tasks
 - Better use and range of vocabulary across writing contexts
 - Stronger learner ability to self-assess and peer assess writing
 - Greater consistency in teaching approaches across classes
 - Enhanced quality of feedback, leading to clearer next steps for learners
 - Increased learner involvement in tracking and understanding their own progress
 - More robust moderation processes, supporting accurate teacher judgement

Learner Profiles and STEM

All learners across the school experienced a range of opportunities to develop their learning in STEM and, as a result, have developed an increased understanding of STEM-related employment pathways. This was achieved through a variety of approaches, including a whole-school 'Curiosity – what's your question?' focus during STEM Fortnight, interdisciplinary learning opportunities across the curriculum, the introduction of Learner Profiles in P5 to P7, participation by P6 and P7 learners in the RAF Coding for Success programme using Lego Spike, and the provision of outdoor learning experiences.

All staff participated in Education Group moderation of STEM planning to ensure a shared understanding of expectations and standards across Early to Third Level. This collaborative approach supported consistency in planning, strengthened staff confidence and expertise, and improved progression in learning. It also enabled the sharing of effective practice and ensured that learners experience high-quality, coherent STEM education across the Education Group.

All children in P5 to P7 engaged in the use of Learner Profiles (My World of Work) to document their skills, interests, strengths and achievements, supporting them to better understand their own potential and begin exploring future career pathways.

Through consultation, children were asked how often they update their Learner Profiles, with most learners updating them termly (75%, 76 learners), while smaller numbers reported updating them monthly (17%, 17 learners), weekly (5%, 5 learners) or fortnightly (4%, 4 learners), and no learners updating them daily. This indicates that, while most children are engaging with their Learner Profiles, this engagement is infrequent, with the majority updating only on a termly basis. The low numbers for weekly and fortnightly updates suggest that Learner Profiles are not yet fully embedded as a regular reflective tool but are instead used at set points in the year. However, the presence of some more frequent engagement shows early signs of developing learner ownership. Next steps will be to:

- Increase regular opportunities for updates by building Learner Profiles into ongoing classroom routines
- Strengthen learner ownership by supporting children to see profiles as a personal tool for tracking skills, achievements and next steps
- Make clearer links to learning by connecting profile updates to classroom activities, Skills for Learning, Life and Work, and wider achievement
- Use profiles more actively in conversations such as pupil progress meetings or goal-setting discussions

Impact

- All P5–P7 learners engaged with Learner Profiles, supporting awareness of skills and achievements
- Most update termly (75%), with fewer updating monthly (17%), weekly (5%) or fortnightly (4%)
- Engagement is consistent but infrequent and not yet embedded in regular practice
- Early signs of learner ownership are emerging

Digital Skills

All staff have begun to engage with the Microsoft Incubator programme, which was offered as a professional learning opportunity. Collegiate time was allocated to support this engagement however, progress has been limited due to time constraints.

A review of digital resources was undertaken, enabling devices to be allocated more effectively and equitably across the school to ensure all learners have fair access to high-quality digital experiences. In addition, 1:1 devices were implemented across P5 to P7 to enhance teaching and learning and support the development of digital skills for learning, life and work.

Pre- and post-learner questionnaire data demonstrates the impact of these changes, showing a clear increase in both the range and frequency of digital tools used. There has been notable growth in the use of platforms such as Canva, Sway, OneNote, Tinkercad and Giglets, alongside consistently high use of core platforms including Teams, OneDrive and Minecraft Education. This indicates improved learner confidence and capability in using digital tools to support creativity, collaboration and STEM learning. Overall, these developments highlight the positive impact of improved access to devices and a more strategic approach to digital provision on learner engagement and the breadth of digital experiences across the upper school.



Due to a reduction in available devices, there has been a strong focus on fundraising throughout the session. As a result, 28 Chromebooks and 14 HP laptops were purchased to enhance provision, in anticipation of a further reduction of 57 devices in June 2026 as they reach the end of their usable lifespan.

Impact

- Staff engagement with Microsoft Incubator has started, but impact is limited due to time constraints
- Digital resources are now more equitably distributed across the school
- 1:1 devices in P5–P7 have improved access and learner independence
- Learners are using a wider range of digital tools, particularly creative and STEM platforms
- Overall, there is improved learner confidence, engagement and breadth of digital experiences



Next Steps

- Extend participation in the National Improving Writing Programme to additional staff to build capacity and consistency across the school
- Attendance
 - Maximise overall attendance and reduce persistent absence
 - Strengthen early identification and targeted support
 - Improve use of attendance data to inform action
 - Enhance engagement with parents/carers and whole-school consistency

	• Embed and sustain these approaches consistently across identified stages to ensure impact translates into improved attainment outcomes in writing • Use Learner Profiles more consistently across P5 to P7 • Continue to review and adapt digital resource allocation in response to the reduced number of devices and new devices, ensuring equitable access across all stages
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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.		- Attendance has shown a steady and consistent improvement over the past three years, rising from 94.1% in 2023/2024 to 94.6% in 2024/2025, and reaching 95.1% in 2025/2026. This reflects a positive upward trend in overall attendance - Learners demonstrate increased engagement, confidence and participation in learning, supported by staff observations and learner feedback - Attainment data indicates better progress for those receiving support, with gaps beginning to close - Data and feedback highlight the PSA's role in improving engagement, inclusion and outcomes																																												
Principal Teacher Enhancement		Limited impact due to the post not being filled until mid-March 2025 and continued until June 2025 and with being fully class committed.		PT initiated consultation on homework, gathering initial evidence to inform next steps and identify areas for improvement																																												
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		- Continues to be greater consistency between teacher judgement and standardised assessment data, providing more robust and reliable evidence of attainment over time - Staff are using assessment data more effectively to identify specific gaps in learning, leading to more targeted planning and improved learner progress - Tracking information shows clearer identification of trends and patterns, allowing for timely interventions - Wellbeing data gathered through supports earlier identification of learners requiring support, with corresponding actions in place and improvements noted in engagement and overall wellbeing																																												
<table><tr><th colspan="10">Overall percentiles</th></tr><tr><th rowspan="2">PASS Factor</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th></tr><tr><td>Feelings about school</td><td>Perceived learning capability</td><td>Self-regard as a learner</td><td>Preparedness for learning</td><td>Attitudes to teachers</td><td>General work ethic</td><td>Confidence in learning</td><td>Attitudes to attendance</td><td>Response to curriculum demands</td></tr><tr><td>Percentile score</td><td>51.1</td><td>52.5</td><td>53.6</td><td>54.6</td><td>48.4</td><td>58.8</td><td>52.1</td><td>46.5</td><td>42.7</td></tr></table>										Overall percentiles										PASS Factor	1	2	3	4	5	6	7	8	9	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands	Percentile score	51.1	52.5	53.6	54.6	48.4	58.8	52.1	46.5	42.7
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Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators	
Quality Indicator 1.3 Leadership of Change	5
Quality Indicator 2.3 Learning, Teaching and Assessment	5
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	5
Quality Indicator 3.2 Raising Attainment and Achievement	5

Establishment Capacity for Improvement
Leadership and Management: How good is our leadership and approach to improvement? Leadership and Management focus on evaluating how effective our leadership practices are and how well we support continuous improvement across the school. This includes considering the impact of leadership at all levels, the clarity of our vision and values, and the strategies we use to drive progress. It also reflects how we monitor, review, and adapt our approaches to ensure positive outcomes for learners and sustained improvement over time. Self-evaluation is embedded across the school, with staff, pupils, and parents/carers all contributing to the improvement planning process. Our vision and values are visible and aligned with our Rights Respecting Schools and Wellbeing curriculum, ensuring a consistent focus on children's rights, emotional wellbeing, and positive relationships across the school. Leadership is evident at all levels, with all staff leading, and almost all holding responsibilities linked to the School Improvement Plan. Pupil leadership is prioritised, with 35% of children currently participating in leadership roles across eight leadership groups. There is a need to provide more children with opportunities to take on leadership roles across the school and to ensure all staff have opportunities to lead in the new session, aligned with the School Improvement Plan. Learning Provision: How good is the quality of care and education we offer? Throughout NRPS, we aim to deliver consistently high-quality learning and teaching 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. An inclusive and nurturing ethos is embedded across the school, ensuring that children feel happy and are provided with meaningful opportunities to learn and succeed. A wide range of creative teaching approaches is evident at all stages. Assessment is central to the planning of learning and teaching throughout the school. Staff continue to identify opportunities within short-term planning to ensure dedicated, high-quality time is set aside to support learners across all aspects of the learning, teaching and assessment cycle. Moderation activities and the sharing of effective practice further support staff in implementing this process consistently and effectively. Assessment and reporting processes are both manageable and impactful, contributing to ongoing improvements in learning and teaching. Planning is proportionate, clear, and focused, outlining what is to be learned and assessed across all curricular areas. This approach ensures that the school's Curriculum Rationale and the Principles of Curriculum Design are consistently upheld. In recent years, all staff have demonstrated a strong commitment to strengthening partnership working to reduce barriers to parental engagement and improve outcomes for learners. Successes and Achievements: How good are we at ensuring the best possible outcomes for all our learners? We are committed to ensuring the best possible outcomes for all our learners through a supportive, inclusive and high-quality learning environment where every individual is valued and encouraged to succeed. Our practice is underpinned by high expectations, a clear focus on individual progress and a strong emphasis on meeting the diverse needs of all learners. Through careful tracking and monitoring, we ensure that learners make consistent progress from their starting points, with many achieving or exceeding expected levels, particularly in key areas such as literacy and numeracy. We are effective in identifying and supporting learners who require additional support, with targeted interventions that are timely and impactful, helping to reduce attainment gaps and promote equity. Almost all learners demonstrate positive engagement with their learning, reflected in improving attendance, strong participation in lessons and a willingness to take on new challenges. They benefit from a wide range of opportunities beyond the classroom, including leadership roles, extracurricular activities and community involvement, which support the development of confidence, resilience and important life skills. Feedback from learners, parents/carers and partners consistently highlights the positive

relationships we foster, the supportive ethos of our setting and the quality of learning experiences we provide. Overall, our successes and achievements demonstrate our ongoing commitment to continuous improvement and to ensuring that all learners are supported to reach their full potential both academically and personally.