

Netherlee Primary School and Nursery Class

Improvement Plan 2023-2024



NETHERLEE VISION: Our Netherlee Community Working With and For Our Children

Everyone Attaining, Everyone Achieving through Excellent Experiences



East Renfrewshire Education Department's Vision

Everyone Attaining, Everyone Achieving through Excellent Experiences

School and Nursery Vision



*Our Netherlee Community; Working **With** and **For** Our Children*

School and Nursery Values

Courage and Compassion, Fairness and Friendship, Respect and Responsibility

Curriculum Rationale

Our curriculum is designed to provide the very best learning opportunities and experiences for our children which supports them to achieve all that they can and to be creative, innovative and successful life-long learners. Our curriculum also encourages our children to be active, responsible citizens who make effective contributions to both their local and global communities.

Three Year Summary of Improvement Priorities

Key Focus: To raise attainment and achievement and opportunities for personal growth and development for all

	2023- 2024	2024-2025	2025- 2026
School & Nursery			
Priority 1	Everyone Attaining Literacy (Reading) N & M (Problem Solving) Literacy (Talking & Listening) Parental Engagement & Involvement Nursery: Planning	Everyone Attaining Nursery: Tracking and Assessment	Everyone Attaining Nursery: Family Engagement and Involvement
Priority 2	Everyone Achieving Learner's Achievements Learning Logs/ Profiling Nurture Digital Wellbeing Pupil Leadership Staff Leadership Nursery: Moderation and Staff Leadership	Everyone Achieving Nursery: Meeting Learners Needs and Professional Learning	Everyone Achieving Nursery: Pupil Leadership
Priority 3	Excellent Experiences Learning & Teaching Pedagogy Diversity & Equality Community Nursery: Community, Outdoors and Pedagogy	Excellent Experiences Curriculum Design Nursery: Play and Learning	Excellent Experiences Nursery: Enabling Environments
<i>Embed</i>	Outdoor Learning Modern Languages		

Priority 1 Everyone Attaining	NIF Priority/ Drivers: School Improvement, Curriculum and Assessment, Parent/ Carer Involvement and Engagement	QIs: 1.2; 1.3; 2.2; 2.3; 3.1; 3.2 LIP: Everyone Attaining, Everyone Achieving, Excellent Experiences		
OUTCOME & IMPACT How will we know?	ACTION	TIMESC ALE	RESOURCES	Evidence used to Measure Impact
<ul style="list-style-type: none"> Enhanced teaching and learning approaches in reading focussed on reducing the gap for our lowest performing and individual learners. Raised reading attainment for all learners and in particular boys. Increased pupil engagement and motivation towards reading. Improved accuracy and robustness of CfE judgements in listening and talking. Improved high quality teaching, learning and assessment of listening and talking experiences. 	<p>LITERACY READING Jilly, Jackie, Literacy Leaders, Kelly (PEF), Cluster</p> <ul style="list-style-type: none"> Analyse ERC/school data to identify equity gaps in learners in R. Ensure there is appropriate, meaningful support and challenge for all learners in Reading (Literacy) targeting our individual learners and those not, or in danger of not, reaching national expectation. Revisit ERC Reading guidance and evaluate current pedagogical approaches e.g. literature circles, guided reading, reciprocal reading. Identify good practice and share effective strategies (inhouse CLPL) e.g. phonological awareness, vocabulary, metacognition Provide reading literacy interventions to targeted P1-3 pupils Reflect on classroom learning environments to ensure a literacy rich space for reading both, physically and socially with a particular focus on motivation for boys. Make use of the new, diverse books. Highlight areas through assemblies and class work. <p>TALKING AND LISTENING Jilly, Moderation Facilitators</p> <ul style="list-style-type: none"> Analyse school data to identify key equity gaps in learners in talking and listening e.g. EAL, ASN, more able pupils Continue to promote opportunities in class for children to use their first language i.e. teaching each other, displays. Revisit ERC Talking and Listening guidance and school planning documentation with all staff Plan, deliver and moderate stage specific lessons linked to a key L and T skill (group discussion, individual presentation, purposeful listening and social interaction) Revisit and evaluate use of plenaries as part of formative assessment 	<p>Term 1 - 4</p> <p>Term 1 - 4</p>	<p>Literacy Leaders</p> <p>Moderation F</p> <p>PSAs</p> <p>Parents/ Pupils</p> <p>Dyslexia Material</p> <p>Parent reading Cafes</p> <p>Teaching to Read and Write policy and planners</p> <p>ERC Reading Guidance</p> <p>Literacy Locker</p> <p>Listening and Talking policy and planners</p> <p>Together Better Readers/Dyslexia assessments/ Toe by Toe</p> <p>School reading resources</p> <p>Equity trackerT</p> <p>Library/Reading /Journal Club</p>	<p>Literacy Strategy documentation</p> <p>Benchmarks</p> <p>Summative assessments (Std Tests, SNSA)</p> <p>Learning Visits</p> <p>Staff feedback surveys</p> <p>Tracking judgement meetings</p> <p>HGIOS4</p> <p>Reading Schools Accreditation</p> <p>Library</p>

<ul style="list-style-type: none"> Enhanced teaching and learning and assessment of numeracy and mathematics leading to increased levels of attainment for our lowest performing and individual learners. Raised attainment in N/M for all learners and in particular girls and EAL middle school learners. Increased pupil engagement and motivation towards numeracy and mathematics. Increased opportunities for children to develop numeracy and mathematical skills across *the curriculum Targeted chn. (Individual learners and those not achieving National Expectations) will reach expected CfE levels through robust data analysis and support interventions. 	<p>NUMERACY & MATHEMATICS Lynn, Mairi, Jenny (Maths Champions), Kelly (PEF)</p> <ul style="list-style-type: none"> Evaluate and implement appropriate resources and pedagogical approaches to numeracy and mathematics through effective learning and teaching. Implement and evaluate Numeracy Across Learning opportunities for all children using current policies and practices. Analyse ERC and school data to identify key equity gaps in learners in numeracy and mathematics.. Ensure there is appropriate, meaningful support and challenge for all learners in Numeracy and Mathematics targeting our individual learners and those not, or in danger of not, reaching national expectation. Upskill staff in order to address the gender gap in problem solving. Using Baseline,Tracking Database and Equity Tracker data to target specific children to be on track with their learning. This will include all relevant PEF children. Analysis of data to focus on a specific EAL group of learners. Use EAL BSW for targeted support to raise attainment in numeracy and maths. Focus on problem solving strategies with a particular focus on the engagement and motivation of girls. Create alternative learning opportunities to support off-track learners i.e. local businesses. 	<p>Terms 1-4</p>	<p>Maths Champion ERC CLPL Equity Tracker Tracking Database National & local documentation learning visits PSAs IOC/ Professional Enquiry EAL PSA support Parents Pupils ERC N & M Frameworks</p>	<p>Benchmarks Summative assessments (Std Tests, SNSA) Learning Visits Staff feedback surveys Tracking judgement meetings HGIOS4 Collegiate sessions Pupil feedback</p>
<ul style="list-style-type: none"> Increased attainment for pupils identified as being off-track in a range of areas eg attendance, attainment, engagement. Increased participation of parents in curricular developments. 	<p>PARENTAL ENGAGEMENT Kelly (PEF)</p> <ul style="list-style-type: none"> Deliver a series of targeted support sessions for parents of children who are individual learners or those in danger of not reaching national expectations to improve and increase their confidence in supporting their children with <ul style="list-style-type: none"> Alternative curriculum approaches Reading at home Numeracy Across Learning at home Dyslexia Drop Ins (P4/5 parents) Trial and monitor innovative ways to enhance our parent volunteer sign up system to ensure it is easily accessible to all. Create opportunities for parent volunteers to lead before-school, lunchtime and after-school clubs for children. 	<p>Terms 1-4</p>	<p>Equity Tracker ERC T database Website Parents/ staff Literacy Leaders Maths Champions IOC/ Professional Enquiry interventions</p>	<p>Pupil and Parental Feedback Baseline, interim and final assessments with individuals/ groups of children. Reading Schools Accreditation</p>

Priority 2 Everyone Achieving	NIF Priority/ Drivers: School Improvement, Curriculum and Assessment, Parent/ Carer Involvement and Engagement, Performance Information, School and ELC Improvement	QIs: 1.2; 1.3; 2.2; 2.3; 3.1; 3.2 LIP: Everyone Attaining, Everyone Achieving, Excellent Experiences		
OUTCOME & IMPACT How will we know?	ACTION	TIMESCALE	RESOURCES	Evidence used to Measure Impact
<ul style="list-style-type: none"> ● Increased uptake of key equity groups attending extra-curricular clubs. ● Staff make better use of the Equity Tracker to highlight children who are not widely participating. ● Increase in the number of parents from targeted groups who share their child's achievements. ● Increased celebration of achievements from targeted groups and individuals at assemblies and displayed around the school. ● Staff make use of learning profiles to support children to evaluate their learning and identify next steps. ● Parent/Carers and Pupil voice is evident in learning profiles. ● Staff confidence in using observations to make accurate judgements on learning and to inform their next steps. ● Staff are knowledgeable on The Leuven Scale and use this to track engagement. (Increased pupil engagement in all learning levels 4/5). 	<p>LEARNERS' ACHIEVEMENTS Kelly (PEF)</p> <ul style="list-style-type: none"> ● Ensure the specific needs of key equity groups (SIMD, FSM, Ethnic Minority Groups) are supported and addressed by removing specific, individual barriers they have which are impacting on their achievements both in and out of school and nursery. <p>LEARNING LOGS/ PROFILING (All Stages/ Levels) (Development Group) Jen, Julie, Development Group</p> <ul style="list-style-type: none"> ● Look inwards and outwards in order to develop an effective and manageable approach to capturing and recording children's progress and achievements through learning profiles. ● Create opportunities to involve children and families in the creation and use of learning profiles. ● Develop our use of observations as an important and effective form of assessment in order to inform next steps and identify progress made. ● Upskill staff on use of Leuven Scales to track levels of engagement. 	Term 1-4	Equity Tracker Active Schools Teaching Staff Parents Pupils Displays Equalities Coordinator CLPL	Extra-curricular registers Parental and Pupil feedback Learning Visits Learning Profiles Collegiate Sessions Leuven Scale Assessment

<ul style="list-style-type: none"> All children visiting the Lighthouse/ Nest feel these are safe and positive environments. Staff all understand and demonstrate our consistent definition for Nurture within our school/ nursery. 	<p>NURTURE (PEF) Julie, Lynn, Kelly (PEF), Vicki, Marisa, Cluster</p> <ul style="list-style-type: none"> Look inwards and outwards to identify indicators of good practice in nurture both within our Lighthouse Base and in all areas of school and nursery. Make links with other establishments to learn from best practice and enhance our Nurture provision. Further develop our nurturing supports and ethos by using the above and How Nurturing is Our School and ELC Settings Audit Toolkit. Defining the role of Nurture within Netherlee and producing a key definition. Update our Supporting Pupils Policy to include this definition and practice details. Support targeted children who consistently display difficulties in effectively managing their emotions and behaviour . (Data driven) Achieve the standard to be accredited with the Nurture UK Award. Form Parent led ASN support groups to provide opportunities for parents to network, share ideas and support each other. Provide a range of practical 'tools' that can be used to support nurture across the school - use CLPL to reach a wider staff audience Build skills of all staff to work towards a Whole school and nursery Nurturing Approach to learning 	Term 1-4	Nurture Staff Ed Psych Healthier Minds Resource HNiOS? Toolkit Professional Enquiry Approaches Class Charters Reflection Time Parents, Chn Staff Social Skills Programme Richmonds Hope	Reflection Time sheets Observations In class Playground Lighthouse/ Nest (if appropriate)
<ul style="list-style-type: none"> Progressive plans in use throughout levels E- 3rd. Achieve Digital Wellbeing/360Safe Award. Staff feel more confidence in delivering Computer Science and Cyber Resilience aspects of curriculum. Parents are better informed about Cyber Resilience and Internet Safety. Increased traffic and parent/carers engagement in our social media. 	<p>DIGITAL WELLBEING (Award) Stuart, Tech Team</p> <ul style="list-style-type: none"> Embed new plans, with a focus on Cyber Resilience/Online Safety Audit our practice in line with Digital Wellbeing Award / 360Safe Online Safety Mark and ensure that our policies, procedures and practice meet the requirements to achieve one of these awards Further promote cyber resilience and online safety and engage outside agencies, parents/carers and the wider community, host a Digital Wellbeing Week, linked to Safer Internet Day Establish links with local community, parents/carers and outside agencies to support delivery of ICT Offer a program of ongoing inhouse CLPL (Digital) Offer information and guidance for parents/carers to support their children with cyber resilience and online safety Develop pupil digital leaders (Tech Team), P7 pupils will lead and co-ordinate a subteam of 2 pupils per class from P2-4. Develop sharing of information with parents/carers through introduction of social media policy and procedure. Continue to make use of a range of technologies to support learners. 	T1-3 T2 T2 T1-3 T1-3 T1&2 T1	Pupils Parents ERC Digihub Twitter Safer Schools Scotland App	Feedback from parents, pupils and staff Achieve Online Safety Mark/Digital Wellbeing Award Increased engagement on Twitter - Twitter metrics

<ul style="list-style-type: none"> • All children are actively involved in learning about safety, health and wellbeing, sustainability and global issues. • More children will feel empowered that they can make a difference for the benefit of others. • More children will feel safe at school and will know what to do if they do not feel safe. • All children will be actively involved in the wider school community. 	<p>PUPIL LEADERSHIP Jilly, Jackie, Kelly (PEF), Cluster</p> <ul style="list-style-type: none"> • Continue to build upon the progress of Pupil Parliament (PP) by actioning pupil and staff feedback. • Create and share a series of differentiated group discussion lessons to upskill all children’s debating and presenting skills linked to PP. • Create and share a series of lessons linked to Young Leaders of Learning/ Participatory Budgeting- Participatory Budgeting (Cluster) Theme 5 HGIOURS? Our School & Community (£1000) • Support all committees to create class missions and actions linked to an area of school improvement. • Create opportunities for children to learn about similarities, differences, strengths and development needs of themselves and others to develop compassion and understanding. 	<p>T1-3</p> <p>T1</p> <p>T2 and T3</p>	<p>All staff</p> <p>All children</p> <p>Parents</p> <p>External agencies (local charities, Campus Police Officer, Active Schools)</p> <p>RRSA Pupil Audit</p> <p>PB £1000</p>	<p>Sharing Sessions</p> <p>Pupil, Staff and</p> <p>Parental Feedback</p>
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Priority 3 Excellent Experiences	NIF Priority/ Drivers: Teacher Professionalism, School Improvement, Curriculum and Assessment, Performance Information	QIs: 1.1; 1.2; 1.3; 2.2; 2.3; 3.2; 3.3 LIP: Everyone Attaining, Everyone Achieving, Excellent Experiences		
OUTCOME & IMPACT How will we know?	ACTION	TIMESCALE	RESOURCES	Evidence used to Measure Impact
<ul style="list-style-type: none"> ● Very good or excellent learning experiences consistently take place throughout school/ nursery ● Increased staff knowledge, skill and confidence of features of highly effective practice. ● Pupils at all stages are afforded more choices to lead their learning across the curriculum. ● Staff are confident about what very good lessons in Netherlee look like. ● Tracking systems together with effective interventions ensures continuous progress for learners across the 3-18 curriculum and at all phases in their education, including points of transition. ● Increased staff knowledge and confidence around using the Equity Tracker and identifying children who may be at-risk or are experiencing any barriers. 	<p>LEARNING AND TEACHING PEDAGOGY Jilly, Taylor E, IOC Team</p> <ul style="list-style-type: none"> ● Revisit features of effective teaching and learning with a particular focus on metacognition, enquiry and creativity based learning ● Explore the use of the Triangular Planning Model at all levels in order for pupils to be given increased opportunities to lead their learning. ● As part of regular dialogue sessions with staff, refocus on the 7 CfE Design Principles to ensure depth of learning and challenge. ● Create a Netherlee’s Learning and Teaching Policy to demonstrate ‘what a good lesson in Netherlee looks and feels like’. ● Learning Progression– ensure that pace and progression are appropriate for all learners and that there is no sealant in the BGE across all curricular areas and from early to third CfE levels. ● Make use of data to identify barriers within the classroom and use this when considering Professional Enquiry. 	Terms 1 - 4	CLPL Excellent Experiences for All WEST Partnership Education Scotland IOC staff	Learning Visits Pupil feedback Tracking Meetings Collegiate sessions CLPL Stage planning discussions

<ul style="list-style-type: none"> ● Increased opportunities to engage with the UN Sustainable Development Goals to ensure children build their understanding of global diversity. ● Opportunities to visit a variety of places of worship/ invite religious leaders into Netherlee. ● Reduction in the number of children from ethnic minority groups opting out of educational experiences. 	<p>DIVERSITY AND EQUALITY Kelly (PEF)</p> <ul style="list-style-type: none"> ● Adopt a more proactive approach in reaching out to parents from cultural backgrounds who are concerned about their children being fully involved in all aspects of the curriculum and experiences in school. eg Relationships Education, Attendance at Church, P7 Residential) ● Build upon the success of Diversity Month/ Evening by welcoming more parents, carers and local businesses to be involved. ● Create opportunities for Diversity (Cultural, Religion, Neuro, LGBTQ+) to feature more regularly as part of assembly and classroom learning experiences. ● Support children from a range of diverse backgrounds to lead assemblies to share their experiences. 	Term 1-4	<p>Big Picture Thinking (OECD, 2022)</p> <p>Parents</p> <p>Equity Tracker</p> <p>Equalities Coordinator</p>	<p>Curriculum Planning</p> <p>Parent and Pupil Feedback</p> <p>Diversity Evening Attendance</p>
<ul style="list-style-type: none"> ● More parents and outside agencies welcomed into school to support or to enhance the learning of others. ● More opportunities for children to engage with skills for learning, life and work. 	<p>COMMUNITY All LT</p> <ul style="list-style-type: none"> ● Audit current developing young workforce activities in all stages. ● Reach out much more to our diverse Netherlee community to increase their involvement in the experiences we provide for our learners. This will involve businesses, colleges and universities and local and national organisations and the voluntary sector. ● Developing the young workforce focus for all stages to further enhance our children's skills in line with Learning, Life and Work, Developing the Young Workforce Agenda and Employability Skills. ● Reintroduce Community Learning with a greater focus on parents, outside agencies and business. 	<p>T1-3</p> <p>T4</p>	<p>Planning-Diversity Month</p> <p>Community Learning</p> <p>DYW Action Plan</p> <p>Self-Evaluation tool for Diversity & Representation in Learning & Teaching</p> <p>Parents/Carers</p> <p>Outside Agencies/Businesses</p>	<p>Pupil, Parent and Staff feedback</p> <p>Increased engagement with parents/carers and outside agencies</p>

Embedding Ongoing Priorities	NIF Priority/ Drivers: School Improvement, Teacher Professionalism, Curriculum and Assessment, Performance Information, Parent/ Carer Involvement and Engagement, School and ELC Improvement	QIs: 1.3; 1.4; 2.2; 2.3; 2.5; 2.7; 3.2; 3.3 LIP: Everyone Attaining, Everyone Achieving, Excellent Experiences		
OUTCOME & IMPACT How will we know?	ACTION	TIMESCALE	RESOURCES	Evidence used to Measure Impact
<ul style="list-style-type: none"> Increased purposeful outdoor learning and outdoor play provision and in all playgrounds. All teaching staff are more confident in how to deliver basic outdoor learning skills sessions. Staff are knowledgeable and confident in delivering forest skills approaches into outdoor play and learning experiences. Enhanced P6 John Muir Award experience for pupils and staff with local community links 	OUTDOORS - Jilly, Jen <ul style="list-style-type: none"> Develop a school outdoor learning policy through partnership working with our nursery and school community. Facilitate high quality outdoor learning experiences for all through access to outdoor play equipment, Linn Park visits and community networks. Firmly embed forest skills approaches into our outdoor play and learning experiences in both nursery and school. Establish a playgrounds focus group of children, staff, parents and wider community to discuss future playground improvements Make use of local areas, businesses and amenities to provide meaningful outdoor learning experiences in Literacy and Numeracy for our off-track learners. SportScotland- reaccreditation of GOLD Award (January) 	Term 1 - 4	Outdoor Learning grants Friends of Linn Park Park ranger Forest skills trained staff Parent volunteers Staff Pupils PTA Admin staff	Observations Outdoor Learning Policy Pupil feedback Twitter
<ul style="list-style-type: none"> P6 and P7 Sports and Rights French planned learning experiences are embedded. 	MODERN LANGUAGES - Jilly, Language Leaders <ul style="list-style-type: none"> Simplify P6 and P7 Rights Planner Ensure French and Mandarin concrete and digital resources are accessible to all. 	Term 1 Term 1- 4	Language L French planners Mandarin boxes LinguaLab S6 Language Ambassadors Parent / Business Volunteers	Learning Visits Observations Pupil feedback Stage Meeting discussions

Nursery Only Specific Priorities Nursery	NIF Priority/ Drivers: School Improvement, Teacher Professionalism, School Leadership, Assessment, Performance Information		QIs: 1.3; 1.4; 2.2; 2.3; 3.2; 3.3 LIP: Everyone Attaining, Everyone Achieving, Excellent Experiences		
OUTCOME & IMPACT	ACTION		TIME-SCALE	RESOURCES	HOW WILL WE KNOW
<ul style="list-style-type: none"> Regular liaison with intergenerational organisations enhances children’s learning experiences. Staff are knowledgeable and confident in delivering forest skills approaches into outdoor play experiences. Staff are knowledgeable about Froebelian principles and these are evident in practice. Planning is responsive to children’s needs and interests, which is reflected in our documentation. Staff are empowered to take on leadership roles to mentor and coach other staff. Improved professional judgements and consistency of approaches to raise attainment. 	<p><u>Everyone Attaining</u></p> <p>PLANNING</p> <ul style="list-style-type: none"> Continue to develop our approach to planning and documentation, with a particular focus on responsive planning. <p><u>Everyone Achieving</u></p> <p>MODERATION</p> <ul style="list-style-type: none"> Provide opportunities for staff to take part in moderation activities to improve professional judgements, making good use of Early Years Tracking Tool and children’s special books. <p>STAFF LEADERSHIP</p> <ul style="list-style-type: none"> Provide opportunities to share professional learning and best practice in different areas amongst staff within our nursery and across the cluster. <p><u>Excellent Experiences</u></p> <p>COMMUNITY</p> <ul style="list-style-type: none"> Develop stronger links with intergenerational organisations to enhance our place in the community. <p>OUTDOORS</p> <ul style="list-style-type: none"> Firmly embed forest skills approaches into our outdoor play experiences. Make use of local businesses, carers and local amenities to enhance the learning opportunities for our children. <p>PEDAGOGY</p> <ul style="list-style-type: none"> Further embed Froebelian principles, with a particular focus on Froebel occupations. 		Term 1-4	Linn Park Court Sheltered Housing and Clarkston Care Home L. Morton (CDO) J. Greig (SCDO) Professional Reading CLPL Early Years staff	Learning conversations Observations Learning Visits Quality Assurance Audits of Environment Planning discussions Quality Conversations Tracking Discussions