Netherlee Primary School Improvement Plan 2026-27

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.



Summary of School Improvement Key Priorities for Session 2026 – 2027

Community	To enhance learning outcomes for all of our children through: • evaluating stakeholders' perspectives on the strengths and development needs of our school community; planning effective next steps based upon these shared evaluations • developing our shared sense of belonging through stakeholders' collective leadership of our community
Learning, Teaching and Assessment	To develop increasingly consistent, high-quality learning experiences for all of our children through: • more coherent use of our collegiate workings in order to deliver improvement targets • creating shared guidelines for staff which prioritise key features of highly effective pedagogy and practice • enhancing the progressive quality of our Learning, Teaching & Assessment across the whole school • whole staff professional development and collaboration, including looking outwards
Curriculum Improvement	To enhance learning outcomes for all of our children through: • developing awareness across all stakeholders about the Curriculum Improvement Cycle (CIC) • developing our stakeholders' emotional, behavioural and cultural readiness for change • building a deeper understanding for our staff team of national developments, planning and guidance within the CIC
Nursery Class Priorities	To develop increasingly consistent, high-quality learning experiences for all of our children through: • enhanced planning practices which are led by both staff and our children in meaningful collaboration • developing guidelines for our staff team's delivery of high-quality interactions with our children

SCHOOL IMPROVEMENT PLAN 2026-27

LEARNING, TEACHING & ASSESSMENT

Develop increasingly progressive, high quality learning experiences for our children from Nursery to Primary 7, which promote interdisciplinary learning, understanding concepts across subject areas and the development of Meta-skills

CURRICULUM IMPROVEMENT CYCLE (CIC)

Build our school community's readiness for the changes to our curriculum that lie ahead over the next two years. Understand what the National Guidance and related developments mean for our children's education

COMMUNITY

Continue to build our community around our School Values and create new, engaging ways to share learning and fun together

Strategic Priority:	**Community: To enhance both stakeholders' ownership of their school community and their sense of happiness and belonging**				
NIF Priority:	Improvement in children and young people's health and wellbeing; Improvement in skills and sustained, positive school-leaver destinations for all young people; Improvement in achievement			**NIF Driver:**	School and ELC Improvement; School Leadership
QIs: (HGIOS 4)	1.3 Leadership of Change	2.7 Partnerships	3.1 Ensuring Wellbeing, Equality & Inclusion	**Local Improvement Plan:**	Empowerment and Leadership; Attainment, Achievement and Progress

Outcome (short term)	**Measures of success / Monitoring and evaluating progress**	**Improvement Activities**	**Impact (longer term)**
What will improve?/ what change will happen? *What? For whom? By how much? By when?*	*The data that allows you to determine whether or not the change has taken place - What data? How often will data be gathered and by whom? Is a baseline required? Who will collate/analyse the evidence?*	*Key action/activities that will effect change.* *Who will do it and what resource is required?* *Ensure costings of PEF activities*	*The rationale for change. Why it matters?* *A change in professional knowledge/confidence, practice and/or learners' experiences/outcomes*
Over 90% of teaching staff, parents and children report a greater number of meaningful ways through which our school community is being led by June 2027	Baseline staff discussions/ survey to evaluate the strengths and development needs of our shared sense of school community, including our relationships, vision and values (Aug- Oct 26). Progress evaluation throughout and at end of session, via dialogue/ surveys (by Jun 27) Baseline parent/ carer perspectives to be gathered through: whole school survey and dialogue (Aug - Sep 26); Parent Council/ PTA Meetings, planning and dialogue; School Parliament Meetings (Sep – Nov 26). Progress evaluation throughout and at end of session, via dialogue/ surveys (by Jun 27) Baseline children's perspectives to be gathered through learner conversations, assemblies, Pupil Groups, School Parliament and Learning Visits (Aug – Dec 26). Progress evaluation throughout and at end of session, via dialogue/ surveys (by Jun 27)	Through collegiate evaluations and workings, LT will create a 'Leadership Framework' to explicitly clarify the variety of ways in which all stakeholders have the opportunity to lead aspects of our school community (Sep 26 – Dec 26) Through collaboration with our children, staff will implement a range of new Pupil Groups enabling children across the school to become more fully involved with the leadership of school life. These Pupil Groups will be clearly linked to our School Parliament, strengthening the ways in which our children and adults lead the school together (Sep 26 – May 27). Children's leadership through the Pupil Groups will be shared and celebrated via whole school communication, pupil led newsletters and through display boards in our 'Leadership Lane' corridor in school (Oct – May 27) Parents/ Carers/ partners will be consulted with via communication, newsletters, whole school events, parent meetings, Parent Council Meetings and our School Parliament, in order to develop a range of opportunities for their leadership across the school. These will be shaped by shared evaluations but also include: developing the ways in	All stakeholders have a clear sense of ownership of our school community, feel included and represented within it, and understand the importance of our shared leadership to our community's prosperity

		which we utilise our outdoor spaces and Linn Park; developing our school library; leading extra-curricular clubs and activities; and developing a Netherlee Community Café	
Over 90% of children report understanding an increase in the variety of positive ways in which we celebrate progress and achievement across our school by June 2027	Baseline children's perspectives to be gathered through learner conversations, assemblies, Pupil Groups, School Parliament and Learning Visits (Aug – Dec 26). Progress evaluation throughout and at end of session, via dialogue/ surveys (by Jun 27)	Our new 'Ambition and Achievement' Pupil Group will develop our 'Achievement Alley' corridor, in order to enhance the ways in which our children celebrate achievement and look to the future in their ambitions (Oct 26 – Jun 27) Staff will evaluate and further develop the methods by which our children's achievements are celebrated. This will include: through newsletters and child-led podcasts; Achievement/ Values Certificates and assemblies; playground recognition and pupil leadership; our Pupil Groups and Parliament (Oct 26 – Jun 27) Staff will evaluate the ways in which we profile learning achievements and progress. We will create planning for further development during session 2027-28 (Jan – Jun 27)	Our children's wider achievements are effectively celebrated, enhancing motivation and ambition for future successes

Strategic Priority:	**Learning, Teaching and Assessment: To deliver increasingly consistent, progressive, high-quality learning experiences for all children**				
NIF Priority:	Closing the attainment gap between the most and least disadvantaged children and young people; Improvement in skills and sustained, positive school-leaver destinations for all young people; Improvement in achievement, particularly in literacy and numeracy		**NIF Driver:**	School and ELC Improvement; School Leadership; Assessment of children's progress; Teacher Professionalism	
QIs: (HGIOS 4)	1.2 Leadership of Learning	2.3 Learning, Teaching and Assessment	3.2 Raising Attainment and Achievement	**Local Improvement Plan:**	Pedagogy and Learning; Attainment, Achievement and Progress

Outcome (short term)	**Measures of success / Monitoring and evaluating progress**	**Improvement Activities**	**Impact (longer term)**
What will improve?/ what change will happen? *What? For whom? By how much? By when?*	*The data that allows you to determine whether or not the change has taken place - What data? How often will data be gathered and by whom? Is a baseline required? Who will collate/analyse the evidence?*	*Key action/activities that will effect change.* *Who will do it and what resource is required?* *Ensure costings of PEF activities*	*The rationale for change. Why it matters?* *A change in professional knowledge/confidence, practice and/or learners' experiences/outcomes*
100% of teaching staff report understanding the clear alignment between our improvement planning, collegiate workings, self-evaluation activities and improvement outcomes for our children by June 2027	Baseline staff discussions/ surveys to evaluate confidence in our collegiate structures and workings, in order to evaluate shared understanding about the purpose and use of our collegiate time (Aug- Sep 26)	Our Leadership Team (LT) will create a 'NPS Collegiate Overview' which collates and clarifies our collective understanding of: our shared improvement priorities; how we will effectively plan and use our collegiate time; how we will better align our collaborative professional development and self-evaluation with our improvement planning in order to enhance our shared purpose and actions (Sep 26 – Dec 26)	Staff are clear about shared improvement priorities and understand how these align with our collegiate planning, collaborative workings and self-evaluation activities in order to bring about improvement
100% of teaching staff can articulate the highly effective features of practice within Netherlee's Learning, Teaching & Assessment (LTA) Guidelines and how these features are implemented progressively across our school by June 2027	Baseline staff discussions/ surveys to evaluate confidence in identifying the highly effective features of practice within our LTA guidance and in effectively utilising design principles within forward planning as part of this (Aug- Oct 26) Through Stage Meetings (SM) and Planning Meetings (PM) minutes (termly), teachers' planning shows more effective, progressive practices and use of design principles to plan learners' experiences (short, medium and long-term planning) (Sep 26 – Jun 27) Learning Visits (Oct 26 - Jun 27) evidence learners' needs being met effectively	Staff will evaluate and enhance the data overviews and practices which support how we gather and use data to plan effectively for our children's experiences. Associated professional development and sharing will be planned through our NPS Collegiate Overview (Aug 26 – Jun 27) LTA Pedagogy and Practice Development Group design collegiate inputs (Sep 26 – May 27) to evaluate and enhance: our shared understanding of the key features of highly effective teaching practice; the progressive quality of the features of highly effective practice in our LTA guidance; our team's collective use of design principles LTA Environment and Resources Development Group design collegiate inputs (Sep 26 – May 27) to evaluate and	Staff confidently understand both the key pedagogical features of effective learning and teaching methods and apply key curriculum design principles, enabling more coherent and purposeful learning experiences

100% of teaching staff can articulate effective principles of curriculum design and how these principles are implemented progressively within our LTA Guidelines by June 2027 By June 2027, almost all (at least 90%) of teacher's forward planning evidences clear progression across the stages and the design principles being used to enhance learners' experiences	through a consistency in observations of features of highly effective practice being used in the classroom, and through the increasingly progressive quality of shared practices Learner Conversations with representatives from each class (minutes), conducted alongside class Learning Visits, will evidence increasingly meaningful, motivating and interdisciplinary learning experiences (Oct 26 – Jun 27) Minutes and Action Plan notes from Pupil Council led Learning Conversations and Walks (Nov 26 - May '27) evidence increasingly meaningful, motivating and interdisciplinary learning experiences. School Parliament minutes further evidences progress (by Jun 27)	enhance how: shared resourcing and common areas across the school are more effectively utilised to improve learning experiences and to support a greater range of support needs Teacher Sprints and other opportunities (through Collegiate Meetings, DMs and SMs) for collaboration will be part of our collegiate workings and provide evaluations and assessments (Sep 26 – Mar 27) of the developing, progressive practices of the teaching team Using HGIOURS, our Pupil Council will plan to support the evaluations of classroom experiences and how both design principles and our progressive pedagogy impact upon learning. Evaluations from these visits will be triangulated with both staff Learning Visits and Teacher Sprints evaluations (Nov 26 – May 27) ERC Learning, Teaching and Curriculum Collaboratives (Aug 26 – Apr 27) will support staff in their understanding of high-quality LTA and will be aligned with school developments and evaluations Reciprocal staff visits across establishments will further support effective practice and planning (WWHS Cluster/ wider authority – Oct 26 to May 27)	Staff understanding of effective teaching practices across the age ranges is increased, leading to more progressive and impactful planning and the delivery of increasingly high-quality experiences
By June 2027, almost all children (at least 90%) in targeted cohorts of learners (equity-based) will have evidenced at least a 5% increase in their literacy achievement levels	Baselines (Aug-Oct 26), Learner Conversations, ongoing assessment data and Pupil Surveys (by May 27) evidence increase in progress	Pupil Equity Fund (PEF) planning, interventions and evaluations led by Depute Head Teacher (DHT) and Class Teacher. Individual and small group literacy based, weekly interventions both in class and out with. See detailed PEF Action Plan 26-27 and evaluations	Targeted children are able to more successfully learn and achieve, increasingly successfully partaking in class learning experiences

Strategic Priority:	**Curriculum Improvement: To ensure staff are prepared and well equipped to enact curriculum improvement**				
NIF Priority:	Placing the human rights and needs of every child and young person at the centre of education; Improvement in children and young people's health and wellbeing; Closing the attainment gap between the most and least disadvantaged children and young people; Improvement in skills and sustained, positive school-leaver destinations for all young people; Improvement in achievement, particularly in literacy and numeracy		**NIF Driver:**	School and ELC Improvement; School Leadership; Teacher Professionalism; Parental Engagement	
QIs: (HGIOS 4)	1.3 Leadership of change	2.2 Curriculum	3.3 Creativity and Employability	**Local Improvement Plan:**	Empowerment and Leadership; Pedagogy and Learning

Outcome (short term)	**Measures of success / Monitoring and evaluating progress**	**Improvement Activities**	**Impact (longer term)**
What will improve?/ what change will happen? *What? For whom? By how much? By when?*	*The data that allows you to determine whether or not the change has taken place - What data? How often will data be gathered and by whom? Is a baseline required? Who will collate/analyse the evidence?*	*Key action/activities that will effect change.* *Who will do it and what resource is required?* *Ensure costings of PEF activities*	*The rationale for change. Why it matters?* *A change in professional knowledge/confidence, practice and/or learners' experiences/outcomes*
By June 2027, 100% of teaching staff report increased confidence and clarity about curriculum development and an increased readiness for the curricular changes to come By June 2027, 100% of teaching staff report increased confidence in articulating the timeline of the CIC and how the changes within CIC will impact upon their own role/ teaching practices	Emotional and wellbeing check-ins (staff PMs and SMs) and readiness for change staff discussions (Aug/ Sep 26) identify baseline of staff attitudes and show increases over time (by June 27) Termly SMs, PMs and Progress & Tracking Meeting minutes, alongside dialogue at Inservice Day sessions, show increased understanding, reduced anxiety and improved planning coherence Readiness for change staff discussions/ survey to measure progress of staff attitudes and show increase over time (Aug 26 to May 27)	Through Inservice and other collegiate time, gather baseline (Aug - Sep 26) of staff knowledge and understanding of the CIC timeline, national planning and approaches to curriculum design Collegiate inputs (Aug 26 – Apr 27) led by LT and relevant partners to address: - Why Scotland's curriculum is changing - What is the Curriculum Improvement Cycle (CIC) - What isn't working (clutter, workload, lack of coherence) - What changes are being made and when (national timeline; National Guidance; Technical Framework; etc.) LT co-design CLPL with Educational Psychologist and other relevant partners to build a shared understanding of improvement/ change. Through collaboration with ERC colleagues in their Collaboratives, our DHTs will take a lead role in this planning. To be delivered progressively	Staff build emotional and cultural understanding and confidence for implementing CIC at Netherlee PS Staff are able to more strategically and effectively manage their own planning and role within the CIC

By June 2027, many parents/ carers report increased confidence and clarity about the purpose and planning of CIC	Shared cluster evaluations from CMG Meeting minutes (Sep '26 to May '27) will evidence increasing confidence and effective strategic leadership on CIC Parent Council Meeting minutes evidence discussion and planning to support awareness raising (Sep 26 – May 27) Parent discussions/ survey evidences progress, increased understanding and next steps in our shared communication about CIC (Oct 26 to May '27) School Parliament Meeting minutes will demonstrate shared discussions and evaluations of children's, parents', partners' and staff's perspectives about CIC	throughout the school year and to respond to staff data accordingly (Nov – Jun 27) Introduce psychological safety check-ins at the beginning of some meetings themed on curriculum, identifying common sources of resistance/ concern, and responding to reduce anxiety as appropriate (LT Aug 26 – Jun 27) Through the Williamwood CMG and our Cluster Improvement Planning 26-27, LT will share understanding and best practice to support the leadership of CIC planning in all cluster establishments LT and Parent Council will co-design the sharing of parental information in order to develop understanding and to reduce anxiety/ uncertainty in the process of change (Nov 26 - May 27) LT will share information and lead discussions at our School Parliament, in order to better explain national developments and a future timeline for all stakeholders (Nov 26 – Jun 27)	Staff, parents and children will be able to work collectively to effectively implement curriculum improvement

Strategic Priority:	**Nursery Class specific priorities:** **To improve staff's collective and progressive ability to deliver high-quality learning experiences through using effective pedagogy and practices** **To enhance our planning methods to deliver increasingly high-quality learning experiences and outcomes for all children**				
NIF Priority:	Improvement in achievement; Improvement in skills and sustained, positive school-leaver destinations for all young people		**NIF Driver:**	School and ELC Improvement; School Leadership; Assessment of children's progress; Teacher Professionalism	
QIs: (Q.I.F.)	Leadership: Leadership of continuous improvement	Children thrive and develop: high quality spaces Children play and learn: Learning, teaching and assessment	**Local Improvement Plan:**	Pedagogy and Learning; Attainment, Achievement and Progress	

Outcome (short term)	**Measures of success / Monitoring and evaluating progress**	**Improvement Activities**	**Impact (longer term)**
What will improve?/ what change will happen? *What? For whom? By how much? By when?*	*The data that allows you to determine whether or not the change has taken place - What data? How often will data be gathered and by whom? Is a baseline required? Who will collate/analyse the evidence?*	*Key action/activities that will effect change.* *Who will do it and what resource is required?* *Ensure costings of PEF activities*	*The rationale for change. Why it matters?* *A change in professional knowledge/confidence, practice and/or learners' experiences/outcomes*
By June 2027, 100% of our nursery staff report increased confidence in implementing effective strategies for developing high-quality learning experiences through successful core interactions	Baseline staff dialogue to evaluate awareness of key aspects of effective core interactions (Aug- Sep 26) Staff discussions and surveys to link to Baseline data, in order to assess and evaluate progress (Jan - May 27) Huddle dialogue, Inservice inputs, Learning Walks and Progress & Tracking notes show increased understanding and evidence of the successful implementation of effective pedagogy and practices (Oct 26 – Jun 27)	Analyse staff and pupil evidence, identifying areas of strength and professional learning needs for next steps planning (Aug – Nov 26) Core interactions and approaches to implementing increasingly effective learning environments to be agreed with staff, including: evaluations of learning; planning provocations and resourcing; observations; assessment; interventions; effective questions; scaffolding/ differentiated approaches Our Nursery LT (HT, PT, Class Teacher and Senior CDO) and authority colleagues will deliver focused CLPL throughout the session as identified in the Nursery Collegiate Calendar, including through ongoing dialogue and Inservice inputs (Sep 26 – May 27) Organise reciprocal visits across establishments to support best practice (Cluster/ Authority – Oct 26 to May 27)	Staff are able to more effectively plan and deliver high-quality learning experiences, improving outcomes for all of our children

By June 2027, 100% of our nursery staff are able to explain how their own and other colleagues' leadership of professional development is collectively improving the quality of learning experiences for almost all children	Baseline collation and assessment of last session's key CLPL undertaken by the team, including leadership and shared development opportunities (Aug-Sep 26) Staff discussions and surveys to link to Baseline data, in order to assess and evaluate progress (Jan - May 27) Huddle dialogue, Inservice inputs, Learning Walks, Personal Plans, Special Books and Progress & Tracking notes show increased understanding and evidence of the impact of CLPL on improving learning experiences (Oct 26 – Jun 27)	Quality Conversations and our self-evaluation processes will be used to support and encourage leadership of associated professional development, as well as to prioritise the sharing of successful practice. CLPL will be carefully aligned to the key priorities within our improvement planning and form part of our newly developed collegiate calendar (Sep 26 - Jun 27) Looking outwards, including reciprocal visits and dialogue (Cluster/ authority/ beyond), will support the development of effective practice and guidance. ERC Early Years resources, guidance and CLPL opportunities will be used as appropriate to enhance staff's professional understanding (Sep 26- Jun 27)	Staff seek out and utilise professional development opportunities as an integral part of their professionalism, in order to continually improve their practice and the consequent experiences and outcomes for our children
By June 2027, almost all (at least 90%) of our nursery staff's forward planning evidences the successful planning of high-quality experiences to enhance learners' outcomes	Baseline evaluation of current planning methods through staff discussions and assessment (Aug-Sep 26) Huddle dialogue, Inservice inputs, Learning Walks, Personal Plans, Special Books (Learning Profiles) and Progress & Tracking notes/ dialogue evidence staff more successfully applying our agreed planning guidance (Oct 26 – May 27) Planning Walls and Big Books (area) evidence successful progress in utilising planning guidance and evaluations are shared with all staff through Inservice and Huddle notes/ book (Oct 26 – May 27) Learning Profiles (Special Books) for almost all children evidence the positive impact of the implementation of revised planning guidance (by Jun 27)	Using data and evaluations from session 2025-26, collaborate with colleagues within ERC to evaluate current planning methods and to plan next steps. To include consultation with the ERC Early Years team and relevant QIO, and looking outwards to cluster and other early years establishments to evaluate best practice (Aug – Oct 26) Enhanced planning framework to include formats and practice for both intentional and responsive planning, led by children and staff together. New framework to be finalised at Inservice 3 Oct 26. Framework to make clear links between responsive and intentional methods, Planning Walls, Big Books (area), Special Books, Personal Plans and assessment through the ERC Early Years Tracking Tool (Aug – Oct 26). Implementation of the planning methods to be evaluated during the rest of session (Oct 26 – Jun 27)	Staff are able to successfully plan high-quality learning experiences improving outcomes for all of our children