Netherburn Primary School

Establishment Improvement Plan and Standards and Quality Report

Larkhall Learning Community
Session 2013-2014
Section 1: Standards and Quality Report

1 A  Introduction, Statement of Purpose and Improvement Objectives and Aims of Learning Community

1 B  Establishment aims

1 C  Establishment Standards and Quality

Section 2: Planning for Improvement

2 A  Establishment Position in Relation to Education Resources Improvement Priorities

2 B  Improvement Priority Action Plan – Option 1
    Improvement Priority Action Plan – Option 2
Standards and Quality Reporting – Guidance for Establishments

Purpose

Standards and Quality reporting was introduced by the Standards in Scotland’s Schools etc. Act 2002, making it a requirement for all establishments to publish an annual report on progress made in establishment improvement over the previous year. The Act also placed a requirement that the report should be made available to all stakeholders.

The main function of the Standards and Quality reports is to provide information about the strengths and areas for improvement of an establishment. It should include reference to how information was evaluated and the extent to which the establishment has been effective in securing improvements.

In order to demonstrate adherence to requirements within the Act School/Establishments should use their Standards and Quality Reports to:

- report to parents/carers by making available to the Parent Forum, discussing the report at the Parent Council or PTA or using the report as a basis for a presentation at the AGM of the Parent Council;
- demonstrate the link between self-evaluation processes, evaluative statements and the priorities identified in the establishment Improvement Plan;
- celebrate success; and
- report to Education Resources and other agencies such as Education Scotland.

General Principles:

- the Standards and Quality Report should clearly detail the establishments strengths and areas for improvement;
- any statements made should be based soundly on the outcomes of the establishments’ self-evaluation processes;
- it should be evaluative with some relevant descriptive detail to explain the evaluations;
- it should contain evaluations using HGIOS3 and/or TCATC2;
- evidence gathering should be an on-going task, reflecting the dynamic processes of effective self-evaluation;
- the evaluative statements about progress made on the previous improvement plan should be woven throughout the text rather than detailed separately;
- each section should make specific reference to:
  1. how evidence was gathered;
  2. impact of actions taken; and
  3. the next steps (priorities: actions and measures for next session).
Guidance for Standards and Quality Reports

1. Within the text there should be greater emphasis on conclusions derived from data rather than raw data itself. E.g. From a recent questionnaire focussed on pupil engagement, it was found that most pupils felt that the school-establishment provided them with a high quality of education, however they would like to be provided with more opportunities to talk with teachers about their learning. 83% of pupils felt that their learning in school-establishment was helping them in becoming more confident; and

2. The report should include evaluative comments on assessment and achievements for example SQA examination results, ASDAN, Duke of Edinburgh or other similar awards. E.g. The overall improvement in literacy is now very good and is strongly reflected at all stages across the school-establishment. During the programme of planned classroom/playroom visits for last session, which focused on active learning in mathematics, there was clear evidence that all pupils were actively engaged and motivated in their learning.

The Framework:

It is recommended that the Standards and Quality Report for each establishment should follow the structure outlined within the template provided.

The report should be split into three broad sections:

1A: Introduction, Statement of Purpose and Improvement Objectives and Aims of the Learning Community;

1B: Establishment aims;

1C: Establishment Standards and Quality

Each of the questions highlighted in each section is linked to one or more quality indicator which should be used to inform evaluations.

Submission of reports:

The establishment report should be submitted electronically to Education Resources (Kay Anderson, Clerical Assistant:) no later than the end of 28th June 2013.
The Standards in Scotland’s Schools etc Act (2000) places a duty on schools to produce an annual report on its work and the strategies it is implementing to raise education standards for all pupils.

This report has been written to provide information to parents/carers and other stakeholders about the work of Netherburn Primary and to celebrate our successes.

Netherburn Primary is situated within the village of Netherburn, Larkhall. The area is a former mining village with a rural location. There is high unemployment within the area and the school currently receives additional staffing to help combat the impact of deprivation on the development of literacy and numeracy.

The current roll of the school is approximately 67 school aged pupils and 40 nursery pupils. The schools capacity is 116.

The current building opened in September 2011 as part of South Lanarkshire’s schools modernisation programme. It has four classrooms and a nursery with capacity for twenty/twenty children.

The school is at the heart of the local community and we constantly strive to build strong relationships and partnership working with all of our stakeholders.

We promote positive relationships within the school and foster an ethos which encourages all pupils to respect themselves and others. Our strong Pupil Council greatly contributes to the importance we place on Pupil Voice.

The school has a very clear sense of its identity and our vision is evident in all that we do

To allow each child to achieve to the best of their ability in a caring, safe, positive and fun environment.

To achieve this we aim at Netherburn Primary School to

- Provide the child with a wide and varied curriculum in line with Curriculum for Excellence, which will enable him/her to develop skills to prepare him/her for life in the future

- Foster positive attitudes towards learning which will enable every child to achieve his/her maximum potential
• Motivate pupils to learn through planning for class, group and individual teaching methods, using a wide range of tasks, activities and resources in line with Curriculum for Excellence

• Meet the needs of every pupil by tracking pupil progress in literacy, numeracy and health and wellbeing and when required supporting pupils to overcome barriers to their learning

• Give the child an understanding of the value of co-operation with others, respect for the rights of others and the importance of support from others in his/her own emotional, physical and social development

• Promote the school as the heart of the local community and to encourage partnership with Parents and Carers in achieving this by taking pride in our school and achievements

The school is committed to recognising pupil achievement and attainment and providing extra-curricular activities for all children. This session they have included

• Football
• Athletics
• French
• Judo
• Netball
• Kidz Alive
• Zumba - pupil/adult
• Fun Fitness Club
• Dance Class
• Glee Choir
• Gardening Club
The vision of South Lanarkshire Council is to ‘Work Together to improve the quality of life for everyone in South Lanarkshire’.

The purpose of Education Resources is to support this vision through ensuring that all learners:

- are effectively supported to raise their attainment and achieve their full potential;
- benefit from an appropriate range of learning opportunities which match their individual needs;
- are actively engaged, as appropriate, in evaluating the quality and impact of their learning experiences, and
- are safe and feel valued when using Education Resources premises.

This will be achieved by ensuring that all learners:

- access a curriculum which reflects national and council priorities and best practice in education;
- experience a motivated and professional workforce who demonstrate best practice in providing opportunities for learning;
- have access to modern resources which are used effectively to maximise the impact of learning experiences, and
- benefit from partnership working and the integration of services.

### Aims of the Learning Community

All staff in establishments and teams in the Larkhall Learning Community are committed to working together to:

- raise standards of educational attainment and achievement especially in the core skills of literacy and numeracy at all stages;
- share practice, use current knowledge, reflect on and evaluate practice to support continuous improvement;
- promote and secure equality and help every young person benefit from education with particular regards to pupils with additional support needs;
- work in partnership with parents and others in the community to develop the children's respect for self, one another and others in their community;
- integrate services to support all children to become successful learners, confident individuals, responsive citizens and effective contributors, and
- create and maintain environments which are conducive to high quality learning and teaching.
Establishment Aims

Key performance outcomes:
- Personal Learning Planning will be reviewed to ensure pupil ownership of setting learning targets and consistency across the school. Pupils will also be encouraged to review the achievement of learning goals by collating evidence and discussing this with staff.
- Outdoor learning further developed and a progressive programme from Nursery to P7 put in place. Pupils will access the outdoor environment to enhance a wide variety of lessons, but particularly ICT using Do-Be-It Outdoor Education Pack.
- ECO green flag status will be maintained and the Health and ECO committee will continue to work towards securing our third ECO flag.
- A sensory garden will be developed by the Health and ECO committee in partnership with HSPW Evelyn McGonagle with a clear focus on family learning opportunities.
- Setting for Literacy and Numeracy will continue to support pupils of all abilities P1-P7
- "Write to the Top" writing programme will continue to be used at all stages, but in line with SLC early literacy strategy a progressive approach to teaching reading and writing in line with CfE will be reviewed after it was introduced in session 2012-13. This will also support assessment and moderation of writing through ongoing assessment with the introduction of individual reading and writing assessments.
- Maths planners which incorporate Active Maths will be evaluated by staff and pupils to assess impact on challenge and pace and also to ensure further opportunities have been provided for pupil personalisation and choice.
- Smaller class sizes, particularly in Primary 1, Primary 2/3, Primary 4/5 and Primary 6/7 will provide increased support for all pupils and through an increase in pace and challenge raise levels of attainment.
- Collaborative Learning will continue to be developed across the school, especially across stages. E.g. Health/Eco weeks, Enterprise Learning and Fair Trade Events.
- Interdisciplinary Learning opportunities will continue to focus on pupil personalisation and choice, but within a framework of planning which provides opportunity for all CfE outcomes to be covered over a three year planning cycle. Planning framework will be evaluated during planning sessions as we enter year two of tracking pupil experiences and outcomes.
- Baseline Assessments continue at P1, P4, P7 as part of whole school approach to pupil tracking, early identification and support of pupils with additional support needs and the more able.
- ICT programme introduced session 2012-13 in line with CfE Technologies and incorporating GLOW to promote a wide range of ICT skills which can then be utilised across all curricular areas evaluated and reviewed to incorporate technology experiences and outcomes.
- Further develop pupil support strategies through increased access to Give Us A Break, One to One health and wellbeing sessions, Anger Management Programme and Bounce Back support programme developed within the nursery in partnership with home school partnership and nursery team.
- Apply for and achieve Level One Rights Respecting School Award … The Rock and then progress to working towards Level Two.
- Evaluate Health and Wellbeing planners introduced in session 2012-13 and modify whole school programme in line with staff, parent and pupil evaluations.
- Develop Health and Wellbeing tracking assessments in line with CfE and pilot them across the whole school.
- Further develop home school partnership in learning by sending Literacy, Numeracy and Personal Learning Logs home on a rotational basis each month. Parents, pupils and staff will have the opportunity to comment on evidence of experience and outcome achievement.
- Audit science resources with staff and pupils in line with CfE experiences and outcomes and apply for an Edina Educational Trust Grant to purchase additional science resources.

Impact on learners:
- All pupils will have increased opportunities for personalisation and choice within all aspects of the curriculum, but especially Maths, Literacy, Social Subjects, RME, PSD, ICT and Technologies and Health and Wellbeing.
- Pupils continue to have increased ownership of their Personal Learning Plans by independently setting targets in literacy, numeracy and health and wellbeing and collecting evidence to demonstrate the achievement of
their targets.

- Science programme is fully resourced and all experiments are able to be carried out.
- Pupils can confidently discuss their learning in Literacy, Numeracy and Health and Wellbeing with class teacher, support staff and HT
- Pupils confidence in Outdoor Learning is increased as more opportunities for outdoor learning are identified by the class teacher.
- Through tracking P1, P4 & P7 pupil support needs identified and support put into place through the establishment of support groups
- Pupils with most challenging behaviour are supported to engage in a wide variety of learning contexts through increased opportunities for the curriculum to be flexible and responsive to individual pupil needs
- Emotional resilience developed across the nursery and school by using Bounce Back (Nursery – P2), Give Us A Break P3-P7
- Listen to Me (solution focused individual work with pupils), Girls Aloud (raising the aspirations of girls in P6-7), Volcano in my Tummy (Anger Management Programme) are all further developed to support pupil health and wellbeing.

Impact on staff:
- Staff will continue to review and develop their current practice in line with Curriculum for Excellence, planning for cross-curricular links whenever possible and promoting wider achievements to allow pupils to grow as citizens
- Staff will have the opportunity to select appropriate science resources for science topics and experiments.
- All staff will continue to promote a strong sense of pastoral care and achievement for all pupils and particularly for pupils identified as being more vulnerable
- Staff have increased opportunity take on a leadership role and lead initiatives within the school e.g. Health, ECO, Enterprise, Fair Trade etc

Impact on the community:
- The Nursery will continue to provide a wide range of home links to support pupils and their families supported by Evelyn McGonalgle (ICS Home School Partnership)
- Health Promoting Nursery and School Programme will be maintained and we will continue to collate information for our Health Portfolio
- ECO committee will extend partnership working with local community and involve parents and members of the wider community on a regular basis.
- A family fun day will be introduced as part of the Health and Eco weeks and this will further enhance community partnership and lifelong learning
- Pupil Council/PSA will build on earlier success and continue to take responsibility in supporting the school community

Delivery of education:
- The Nursery will continue to liaise closely with Primary 1 to ensure a consistent high quality approach to active learning
- GLOW/ICT will continue to be utilised to a greater extent to support learning opportunities
- Active Learning will continue to be used throughout the school, but especially in maths, literacy and outdoor learning
- AifL Teacher Learning Community will move onto year 2 and be lead my a member of the teaching staff and an early years worker
- Staff will continue to use self-evaluation as a means of personal and school improvement

Policy development and planning:
- In both the Nursery and Primary planning formats will continue to be re-designed to reflect Curriculum for Excellence experiences and outcomes
Management and support of staff:
- Support Staff will continue to be timetabled in class to provide support and challenge to enable all pupils to maximise their progress.
- Staff will continue to be committed to, and engage in, continuous professional development to improve pupil attainment and achievement.
- A whole school approach to mentoring will be introduced to support all staff.

Partnership and resources, and
- Staff will continue to work in partnership with pupils, parents and carers, and outside agencies to support the needs of all pupils.
- A bring your parent/carer to school day will be introduced to further build partnerships and establish links with home school learning.
- Increased opportunities for parental partnerships through additional home school links with a clear focus on parental engagement and support for pupil learning through monthly drop in sessions with a clear focus on enhancing lifelong learning and extending partnership working.
- "Write to the Top" will continue to be used to further develop writing experiences for children.
- Partnership opportunities with Dalserf Primary will continue to be maximised to enhance and widen staff experiences.
- ICT will be purchased to support learning outdoors.
- CPD whole school opportunities will focus continue to focus on Outdoor Learning, Moderation in Literacy, Numeracy, Health and Wellbeing, Social Subjects and Science.
- A new spelling programme will be introduced from P3-P7 to more appropriately meet the needs of the pupils whilst still providing an appropriate pace and challenge.

Leadership
- Nursery staff continue to review and assess the leadership framework of the nursery and investigate ways in which parents can play a more active role within the leadership framework through questionnaires and Netherburn Natters.
- A Delegated Leadership Framework will continue to provide all staff with opportunities for leadership.
- PT will be trained in Coaching and Mentoring and this will then be cascaded to all staff through inset days and CPD opportunities.
- Members of staff trained in Give Us a Break, FAIAR and Bounce Back will lead staff development opportunities and support staff when providing health and wellbeing support for individual pupils.
# Establishment Standards and Quality report

## How well do our children learn and achieve?

### Existing Strengths:
Through the review of staff and pupil questionnaires it was clear that the majority of the children either strongly agreed (33%) or agreed (57%) that they enjoyed learning at school and that they were getting on well. When the Pupil Council completed a SWOT analysis they highlighted Active Learning in maths and numeracy and Interdisciplinary Learning as two particular strengths within the school as it helped to make learning fun. They also highlighted technology (P3/4) and carrying out science experiments as two aspects of school they enjoyed, but would like to do more of. Almost all children agreed that the school helped them to become more confident (92%). All staff and pupils also highlighted in SWOT analysis that they particularly enjoyed opportunities to work together collaboratively. Whole school collaborative learning, for example during Health/Eco days, Fairtrade Events and Enterprise Days were identified as a particular strength by pupils and staff. Stakeholder participation in whole school events has increased and pupils enjoy showcasing their learning at curriculum events e.g. Showcases of Learning, Fair-trade Fun Afternoons, Class Assemblies, ECO Events, Garden Party, Street Party, Olympic Games, Health Days.

Classroom observations also confirm that almost all pupils in Netherburn Primary school are interested in learning. Most teachers share learning intentions with the children and these are generally recorded on the piece of work and evidenced through jotter monitoring.

Almost all pupils agreed that staff encouraged them to do the best they could (90%) and (94%) of pupils highlighted that they knew how to access help if they needed it. Pastoral care of all pupils helps to support all aspects of learning and is recognised as a strength by all staff in both questionnaires and SWOT analysis. Pupils highlighted that they felt they were listened to and that they had a part to play in decision making within the school (91%). P7 pupils also commented during a chat that they particularly enjoyed being consulted about what they wanted for their end of term celebration.

Through SWOT analysis staff identified that our updated Better Behaviour Better Learning position statement and clear staged intervention framework has benefitted all the pupils by reducing the number of critical incidents within the class.

Pupil Learning Logs encourage pupils to set targets on a Monday morning and pupils enjoyed this opportunity. Feedback from pupil questionnaires identified the setting of targets as a regular way in which staff talk to them to improve learning (89%). This has increased pupil confidence when identifying and discussing what they are good at and what they would like to improve on. Parents/Carers liked to review individual target sheets throughout the session and these are displayed attractively in each classroom. Learning Logs are sent home once a term.

Jotters are sent home monthly along with a parent, pupil and staff comment sheet which helps to strengthen existing links with home. At the Netherburn Natter in January all parents felt that
this was a strength and provided an opportunity to discuss their child’s attainment.

Staff identified transition from nursery to P1 as a strength and this was also identified through the Netherburn Nursery Natter.

Extra-Curricular Activities are a strong feature of the school and this is recognised by staff, parents and pupils as a strength in providing opportunities for all children to learn and achieve with the framework of Curriculum for Excellence. In addition to the extra curricular activities staff identified in their SWOT analysis that all pupils taking additional responsibility through membership of a committee was also a strength.

During class visits and through jotter monitoring as part of quality monitoring and improvement there is evidence of Assessment is for Learning strategies being utilised in most classes. Pupils commented that they enjoy looking at other pupils work and helping them if they need it. Most pupils are making good progress through Curriculum for Excellence levels. Children who have identified additional support needs are well supported by teaching, support staff and external agencies.

Home school partnership is a key strength of the school and has helped parents to support their children in learning, particularly at the key transition stages nursery-P1, P7-Larkhall Academy. This session our Home School Partnership Worker Evelyn McGonagle built upon the excellent links already established last session through parent drop in events, parent courses including Help Your Child Succeed, Handling Children’s Behaviour, Bounce Back and individual focus sessions on Christmas Crafts, Healthy Eating and Messy Play.

Parents are kept fully informed about curricular developments through school newsletter standing items e.g. Curriculum for Excellence, Achievements and Attainments.

Whole school assemblies celebrate pupil achievements and attainments in all curricular areas through Star Writer Awards, Gold Board Awards, Head Teacher Awards, Curriculum for Excellence Awards, Personal Point Awards, Best Line Award and all pupil achievements throughout the school session from both home and school. The entrance to the school also reflects pupil achievements and active citizenship in the life of the school and local community. Pupil Council and Parent Council have both identified the recognition of pupil achievements and attainments as a strength of the school. This session the end of term celebration will focus on pupil achievement and citizenship awards will be presented in addition to netball, football, athletics, choir and buddying medals.

All pupils have the opportunity to engage in educational trips and this session these have included

- New Lanark
- Summer Lee
- Local Church
- Library Visit
- Frankie and Benny’s (Enterprise)
- Ice Curling
- The Circus
Areas for development:

Staff and HT have discussed the need to evidence AifL strategies that are currently being utilised within each classroom. Planning formats should provide an opportunity for staff to highlight assessment strategy being employed and an increase in peer visits/class visits from HT will provide an opportunity for AifL strategies being regularly used to be noticed. An aspect of this should also be incorporated in Pupil Learning Walks and HT will also carry out Learning Walks monthly.

PT and HT identified a lack of consistency in classroom displays and in consultation with staff a display format has been identified and discussed with all staff. Next session termly display learning walks will take place to monitor the quality of display work, identify good practice and offer support, when required.

Outdoor Learning is an aspect of the curriculum which staff and HT identified as a continuing area of development during SWOT. It is an area where the nursery is currently leading and increased joined up working with staff has further strengthened both team work and outdoor learning opportunities.

During planning review meetings with staff it became apparent that although staff have embraced interdisciplinary learning and provide many opportunities for learning to be within a wide variety of contexts pupils were not having the opportunity to experience a wide variety of experiences and outcomes across the curriculum. An overview of all outcomes and experiences covered in all curricular areas will allow staff to monitor the coverage of all experiences and outcomes and aid planning.

Science was identified by pupils and staff as requiring new resources as the children highlighted that carrying out experiments was a strength, but a lack of science equipment impacted on learning.

Technology was highlighted as a particular strength at P3/4 during a Pupil Council meeting, but other classes stated that they did not participate in a lot of technology activities, but they would like to. When discussed with staff it was felt that there was a lack of confidence and resources to take this aspect of CfE forward.
1C How well does Netherburn Primary support children to develop and learn?

**Existing Strengths:**
Through the setting of personal learning targets and the dialogue which pupils have with their teacher pupils are provided with feedback on what areas they need to improve on. This is evidenced in staff, pupil and parental questionnaires where 82% of parents strongly agree that their child is progressing well and 79% strongly agree that their child is encouraged and stretched to work to the best of their ability. 76% strongly agree and 23% of parents agree that the school keeps them well informed about their child’s progress. Through classroom visits and jotter monitoring HT is aware of supportive feedback pupils are given verbally and in jotters. This provides next steps for pupils in their learning.

Through classroom visits there is some evidence of high quality learning experiences in Netherburn Primary. Staff are innovative and take account of individual learning styles to help ensure all pupils are engaged in their learning. AiFL strategies are used in every class and all pupils have the opportunity to self and peer assess. Active, co-operative, collaborative and outdoor learning can be seen at every stage. ICT is also used to motivate and support individual learners.

Children who require individual support are identified through the staged intervention process when teachers first highlight any concerns a pupil may be having. Parents are aware that they can discuss any concerns that they may have about their child with a member of staff or HT at anytime and the school’s open door policy is highlighted as a strength by parents at the Netherburn Natter and by staff during SWOT analysis.

Teaching and support staff both stated that the school supported all children well by increasing the pace and challenge for more able pupils through setting and also utilising support staff to work with individual groups of pupils on a wide variety of development needs including motor skills, phonics, ICT skills, reading recovery, bereavement and loss counselling. Strong links are in place with external agencies and regular extended team meetings take place with educational psychologist, social work, behaviour support, Home School Partnership and ICS.

Providing a flexible curriculum for pupils who find the classroom environment challenging has been identified as a strength by staff in their SWOT analysis. Pupils who access this support also highlighted it as being a strength during one to one support sessions with Pupil Support Co-ordinator. They particularly liked being consulted about Better Behaviour Better Learning policy and having an input into the staged intervention framework. The one to one support received by pupils also provides an opportunity to develop emotional resilience and adopt a more solution focused approach to challenging behaviour. All staff, parents and pupils involved have identified the one to one support as a major strength during discussion.

Partnership with parents is also an identified strength of the school and this is evidenced in the questionnaire feedback from parents where the 100% of the forms returned agree that the school keeps them well informed about their child’s learning. There is a genuine openness with parents and staff always make themselves available to consult with parents at the end/beginning
of the school day. Staff identified this as a strength during SWOT analysis.

Interdisciplinary Learning continues to engage pupils in their learning through increased personalisation and choice. Pupils highlighted in their SWOT analysis that they enjoyed showcasing topics to parents and friends. They also highlighted that they particularly liked having a choice about how they achieved the learning outcome. This is a strength within the curriculum at Netherburn Primary as it provides an opportunity for learning to be applied in a range of real-life situations and therefore support lifelong learning e.g. Enterprise week, World at Work Day, Health and Eco events.

Existing tracking and monitoring of pupil progress and identification of pupils requiring support successfully identifies pupils during tracking and monitoring meetings with HT. Staff complete pro-forma recording pupil progress across the term and these are discussed with CT and HT.

Staff use assessment information in literacy, numeracy and health and wellbeing to plan next steps in pupil learning. These are discussed at planning feedback meetings on a regular basis and are also discussed with pupils.

Pupils have a strong voice within the school through the Pupil Council and other committees including ECO, Fairtrade and JRSO. This is recognised in the questionnaire feedback where 91% of pupils strongly agree or agree that the pupil council are good at getting improvements made in the school.

Give Us A Break group support sessions ran this year for pupils at P5-7 and P3-4. Pupil evaluations reflect the positive impact the programme has had on their ability to cope with loss, change and bereavement. Evaluations from parents also highlight the positive impact of the course on the pupil’s emotional resilience.

Bounce Back nursery parent emotional resilience support pack has been developed by Anne McCluskey (nursery early years worker) and Evelyn McGonagle (Home School Partnership Worker) and piloted this session. The pack increases parenting capacity by developing skills in supporting their child through loss and change. Initial evaluations from the parents/carers highlighted the positive impact the course has had on parents and children.

To support transition from nursery to P1 pupil Buddies are appointed to each pupil before they begin in the school. The P7 pupil is then there to meet the new P1 pupil on the first day in August. The buddies regularly support the children in the nursery and are therefore well known to the new P1’s. P1 Class Teacher visits the nursery to get to know the children and this ensures all learners’ needs are met. P1 parents play an active role within the transition programme and accompany their child into class. P1/2 Flying Start 9.00-9.30 encourages parents/carers to participate in class activities each morning. This encourages parental partnership and reinforces our open door policy.

The school is fully involved in partnership working with Larkhall Academy and takes part in the transition programme to support P7 to S1 transition. Information is passed onto the receiving secondary school and opportunities for partnership working are identified throughout the
A variety of visits are arranged across the year and pupils have contact with DHT with responsibility for first year.

Year on year transition is good. Staff have clear direction about the information to be passed on to the receiving teacher. The focus is on literacy, numeracy and health and wellbeing and our new CfE individual assessment overview grids should further support this exchange of information. Staff are becoming more confident setting SMART targets as part of ASP’s and are aware of changes to A28 and the new Single Agency Assessment form. All staff have had training in GIRFEC.

Areas for development:

Due to the success of Give Us A Break the programme will be further developed to meet the needs of all pupils. Health and Wellbeing co-ordinators in the school and nursery will be working closely with Home School Partnership and Psychological services to further develop the programme and to ensure clear links can be established with parents/carers to help support the emotional health and wellbeing of all pupils experiencing loss, change or bereavement.

Help Your Child Succeed and Handling Children’s Behaviour will also be offered to all parents next session as part of our increased parental partnership. This will provide parents with an opportunity to develop additional skills which will have a positive impact on their child’s learning.

Baseline Assessment P1, P3, P4, P7 will continue to be introduced to supplement existing pupil tracking. This has been identified as an area of development by HT who currently feels that a more rigorous framework of baseline assessment will support the whole school approach to assessment of numeracy, literacy and health and wellbeing.

Increase pace of learning in maths as planning feedback meetings identified that the pace could be increased, especially for more able pupils. New CfE maths programme incorporates opportunities for a more active approach to maths and planning feedback sessions will closely monitor the delivery of the experiences and outcomes and continue to ensure that the programme is not textbook / maths scheme driven. This will be important as staffing will have changed next session.

Listen to Me - emotional resilience solution focused support has been introduced across the school, but through the target use of resources Pupil support co-ordinator will work more closely with identified groups of pupils. Awareness to be raised with parents/cares about the range of support available to all pupils through Newsletter updates.

One to One Behaviour/PSD Support will be extended through the targeted use of the deprivation additionality teacher. Behaviour targets (ASP) to be set in partnership with all stakeholders and reviewed as part of the framework of behaviour support. Evidence of intervention to be logged weekly by visiting support staff to provide a comprehensive picture of pupil progress towards target achievement.

Personal Learning Logs to be reviewed and pupils given more ownership of the targets and
collation of evidence to support target achievement. Staff will support all pupils on a Monday morning to ensure targets are SMART. HT will review Learning Logs each term and parents/carers will be asked to comment on pupil learning on a more regular basis. Learning Logs will also provide the basis for parent/teacher consultations.

Home visits will be introduced for nursery new starts and Primary One pupils as part of the transition programme.

1C How well does Netherburn Primary improve the quality of its work?

Existing Strengths:

SWOT Analysis and questionnaires provided an opportunity for all staff, parents and pupils to comment on the work of the school and identify areas of strength and improvement. In addition to this HT also consulted with Pupil Council, Parent Council and held Netherburn Natters with the school and nursery. All groups stated that they felt that their voice was listened to and had an impact on areas identified for school improvement.

Netherburn Natter (Nursery) was identified as good practice by Care Inspectorate. Taking onboard advice from them the Natter has been led this session by HT, Nursery Teacher and Early Years Workers on a rotational basis. This has provided an increased opportunity for parents/carers to reflect on the quality of leadership within the school and has also increased the leadership capacity of the school by providing all staff with the opportunity to chair meetings.

Inset/Liaison Time allows all staff to reflect on the work of the school and identify areas for improvement. The agenda for each meeting provides all staff with an opportunity to introduce additional points related to whole school improvement. Weekly nursery meetings ensure all staff are fully engaged in reflecting on the work of the school and planning for improvement and change. This session the PT has taken on increased responsibility for managing the nursery.

Working Party minutes highlights the impact of the working party in taking forward initiatives within the school by providing a clear aim, timescale and progress report.

Evaluations of Eco days, Health and Wellbeing Events, Parents Nights, Fairtrade Events and Enterprise Weeks provide evidence of the success of the events and areas for improvement. These are then highlighted in the school newsletter.
Areas for development:

Continue to increase opportunities to engage with all stakeholders - SWOT format successful to be extended to all parent/carer events as part of evaluation process

Review of HIGIOS over 2013-14 as part of identifying areas for Improvement Planning. This will be carried out throughout the session with all staff and stakeholders.

HT has identified the need to raise her profile within all classes, especially during Monday target setting as this will provide an opportunity to engage in a dialogue about learning targets and monitor the quality of targets being set.

1C How do you ensure equality and inclusion and promote diversity across Netherburn Primary School.

The whole school PSD Programme actively promotes equality, inclusion and diversity across the school. Within the school there is an ethos of achievement and recognition including - Personal Points, HT Awards, Star Writers, Gold Board, Curriculum for Excellence Award. Staff provide an extensive range of after-school activities to promote equality and inclusion and provide an opportunity for all pupils to access an activity which is of interest to them.

As a school our RME programme embraces religious and culture diversity and we utilise our pupil experiences to ensure that we take account of individual’s beliefs whilst promoting cultural exchange. We currently have three polish children in the school and nursery.

Our staged intervention framework ensures that all learners’ needs are met through the allocation of resources and support. Partnership with parents/carers and all stakeholders significantly contributes to the ethos of inclusion, particularly of our more vulnerable pupils. The targeted use of support staff and additional resources to raise attainment in literacy and numeracy takes account of the impact of deprivation on our pupils.

One to One pupil emotional/behaviour support from pupil support co-ordinator ensures that the curriculum is flexible and learners needs are met through a framework of intervention from support staff, class teacher, HT, behaviour support and partnership agencies. SMART targets are set each term as part of an ASP and weekly targets are reviewed at a set time each week with the focus on reflecting on the previous week’s behaviour and planning the week ahead.
Give Us A Break continues to support parents (supported by home school partnership) and pupils in P3-7 and helps parents and pupils in coping with loss, change and bereavement and therefore promoting inclusion. The success of the programme has been recognised by Psychological services.

We developed a support resource for nursery pupils and parents to help them cope with loss and change too called Bounce Back.

Strong partnerships with all external agencies ensure appropriate advice and support is readily available for the benefit of all pupils and staff.

ICT is utilised to engage pupil learning and to motivate pupils who are finding particular aspects of their work challenging. Games based learning is often used as an incentive for pupils with challenging behaviour.

The school constantly listens to Pupil Voice and through their involvement the school actively takes part in Fairtrade activities, Eco days, Health and Wellbeing, Enterprise Activities this promotes inclusion, equality and diversity across the school. Groups are often arranged across all stages and this helps to develop a caring ethos with older pupils taking a more responsible role in working co-operatively with younger pupils.
Section 2:

Planning for Improvement
**Improvement Priorities Session 2012/2013**

**Progress of Priorities and Impact for Learners**

A Health and Wellbeing programme which incorporates PE, RPSH and PSD was developed and piloted across the school. Learners had a more structured and planned approach to coverage of the experiences and outcomes.

- Pupils undertake a minimum of two hours of Physical Activity each week. The whole school participates on Walk on a Wednesday from 12.00 - 12.30. Funding from Community 2014 provided expert coaching in a range of sports including ice-curling, gymnastics, athletics and dance. P4 pupils have benefitted from taking part in Fit for Life programme.

- The school participates in a wider range of competitive sports including Athletics, Football and Netball. Afterschool sports clubs are very popular.

- RPSH is taught throughout the school and nursery using a wide variety of resources which include Proud to Be Me.

- PSD programme more reflects pupil needs and incorporates a focus on Anti-sectarian, equalities, self-esteem, drugs awareness.

Learning Logs were reviewed and developed in line with Building Curriculum 5 and now ensure pupil autonomy and a clear purpose with pupils setting targets and collating evidence of their achievement, in consultation with staff. Pupils are more able to confidently discuss their learning priorities in Literacy, Numeracy and Health and Wellbeing.

- Pupils are setting targets in literacy, numeracy and health and wellbeing, identifying how they are going to achieve them and collecting evidence to support target achievement. In school and out of school achievements are also collated for Learning Logs.

CfE maths planners have been introduced and the pace and challenge of maths has been increased.

- Pace of learning in maths has increased for all pupils and the new planners assist HT in tracking pupil progress and pace.

- An active approach is used for most outcomes and learning connections are beginning to be made to real life situations.

- Active Learning implemented in numeracy and recorded on planners. Pupils benefit from increased personalisation and choice, but clearly understanding of active approaches in learning and teaching should be taken forward next session.

Implement key aspects of Curriculum for Excellence in all schools and establishments as appropriate annually till March 2013.

The working party established to review balance of the Curriculum in line with CfE interdisciplinary learning and impact on literacy and numeracy identified the need to more closely track pupil learning experiences across all curricular areas and a format was devised and piloted in P5-7. This focused learning and teaching and ensured a more in-depth approach to experiences and outcomes.

- Through forward planning and record of work staff are beginning to identify outcomes covered through interdisciplinary learning in all curricular areas to identify gaps and areas covered to excess.
Information will impact on the focus of topics 2013-14.

Learning Log position statement was developed by working party and it is based on best practice and HMIE advice. This approach has now been adopted by all pupils and their confidence in the selection of learning targets/goals has increased and this has been demonstrated in HT pupil tracking discussions.

- Working party comprised nursery, teaching staff, pupils and parents to ensure position statement reflected best practice. The assessment identifies achievement of CfE literacy, numeracy and Health and Wellbeing outcomes and is beginning to be embedded within daily formative and summative assessment and discussed during planning feedback sessions.

- Writing/Reading assessment formats have been developed by working party in line with CfE and Building Curriculum 5. This development work was then shared with Dalserf and Craigbank and provided additional opportunities for moderation in literacy.

GLOW/ICT have both been incorporated into a variety of lessons, but further development of pupil confidence using GLOW should be carried forward to next sessions improvement plan.

- Staff are beginning to use GLOW to support pupil learning within all curricular areas, but use ICT on a regular basis.

Teaching and Early Years workers are confident completing GIRFEC Single Agency Assessment paperwork and are now able to work with increased partnership with parents and pupils when completing Part 1 and Part 2.

All staff, parents and pupils are familiar with the Inclusion and Equality policy statement, the Education Resource Equalities Plans incorporating Race, Disability and Gender statements of commitment to varying degrees. This should continue into next sessions improvement plan and be reflected in our Level 2 application for Rights Respecting School Recognition.

Revise the school’s statements of commitment into one Equalities Action Plan and Statement – this has been carried forward into next session to ensure the involvement of parents, staff and pupils.

Teaching and Early Years workers are confident completing GIRFEC Single Agency Assessment paperwork, but so far no-one within the school is using SEEMIS to populate the information. This will be carried forward into next sessions Improvement Plan.

The school’s internal referral system was revised in line with GIRFEC/Curriculum for Excellence and now provides pupil support coordinator with more accurate information for assessment.

Give Us A Break programme was developed for P4/5, but not P1-3. All pupils who took part in the programme found the experience very helpful and allowed them to deal with loss and change by developing emotional resilience. All evaluations are very positive.

Screening programme in Literacy and Numeracy developed for P1, P3/4 and P7 to identify pupils requiring additional support and challenge.
We further developed our whole school pupil emotional resilience programme by developing a nursery P1/2 pack entitled Bounce Back. It has been made available to all schools within Larkhall and each learning community within SLC. Parental evaluations were very positive.

- All pupils, parents and staff are aware that they can utilise Listen to Me to access one to one emotional resilience support from HWB Coordinator
- Two members of staff undertook CUSTTAD training and have almost completed the programme.
- HWB Co-ordinator continues to develop individual behaviour support strategies through weekly one to one target setting and pupil/parent support meetings
- Nursery HWB Co-ordinator in collaboration with Home School Partnership devised a focused approach to supporting nursery pupils going through change and loss and implemented it with pupils and parents/carers.

The school has applied for Level One of a Rights Respecting School recognition. The committee consists of pupils, parents and staff.

This session the nursery organised four partnership learning sessions with a parents identifying the focus ... Messy Play, Healthy Eating, Home Safety and Massage. The groups were well attended and through the Netherbrun Nursery Natter additional lifelong learning workshops have been requested for next session. Pupils benefit from the schools increased partnership with parents.

- Give Us A Break Group (2) established for parents to enhance parent skills in supporting children through loss and change
- Help Your Child Succeed ran for four weeks to highlight positive steps parents can take to support their child’s learning. This was open to all parents within the school.
- Handling Children’s Behaviour parental support group ran to help parents/carers deal with challenging behaviour in a positive way. Over 14 parents participated in the group and feedback was very positive.
- Literacy/Maths skills drop in group was established, but not well attended. This will be carried forward in next session’s improvement plan with parents taking greater ownership for the drop in sessions focus.

A distributed leadership framework was established and ensures that all staff within the school have additional responsibility for taking forward a curricular initiative and chair of a school committee.

All staff have a mentor with whom they share good practice and discuss learning and teaching. In term 4 classroom visits took place between the staff and this was then recorded and discussed with HT.

HIGIOS continues to be used to evaluate the work of the school and Care Inspectorate guidelines within the nursery class. All staff are aware of the area of priority and our strengths.

Increase involvement in lifelong learning for young people and adults till March 2013.

Progress the key themes of self evaluation and leadership in all establishments and services till March 2013.
## Improvement Plan Priority

<table>
<thead>
<tr>
<th>Target</th>
<th>Success Criteria</th>
<th>Audit/Monitoring/Evaluation of Impact and Benefits for learners</th>
<th>Timescales</th>
<th>Resources/ (Implementation group / personnel involved/time)</th>
<th>Staff development / external support requested / planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>New spelling programme introduced from P3-P7.</td>
<td>New programme will meet learner's needs and provide opportunities for increased use of Active Spelling Strategies. Spelling will improve and will be evidenced in annual assessment.</td>
<td>Annual spelling test will be introduced in September and will then be used to benchmark annual progress in spelling. HT will review all results and identify individual pupils requiring additional support/ increase in pace and challenge.</td>
<td>Introduced August 2013 - Reviewed May Inset 2014, August 2014</td>
<td>New programme devised by Dalserf Primary. PT and CT P4/5 to have overview of implementation</td>
<td>CPD - staff from Dalserf in June 2013</td>
</tr>
<tr>
<td>Audit Science Resources within the school to ensure that they meet the needs of the new CfE Science overview planner.</td>
<td>Effective science resources have been identified and purchased to help staff plan exciting learning and teaching experiences from nursery to P7</td>
<td>All teaching staff and the pupil council will be consulted about the resources to be purchased. They will piloted in class with pupils and evaluated using a questionnaire at the end of the session.</td>
<td>Audit Sept Implemented Oct</td>
<td>Edina Science Grant</td>
<td></td>
</tr>
<tr>
<td>Baseline assessments, year 2 of implementation in literacy and numeracy at P1, P3, P4 and P7 to track pupil progress.</td>
<td>NGRT will be implemented at P3, P4 and P7. Early numeracy and literacy will be implemented at P1 and Larkhall Learning Community assessments in maths will be used to track pupil progress across levels.</td>
<td>There will be clear and robust evidence of pupils attainments in literacy and numeracy supported by baseline assessment and ongoing teacher assessment. Tracking of progress will form a key element of all planning discussions and will allow for the targeted support of learners.</td>
<td>Baseline Assessments P1 - September, P3, P4, P7 May 2014. Annual collation of check-ups, teacher assessments - June 2014</td>
<td>Early Maths and Literacy resource. NGRT reading resource.</td>
<td></td>
</tr>
</tbody>
</table>

### Achievement and Curriculum
- Improve achievement and attainment outcomes in all establishments annually till March 2014
- Implement key aspects of Curriculum for Excellence in all schools, establishments and services as appropriate annually till March 2014
<table>
<thead>
<tr>
<th>Working party established to review balance of the curriculum in line with CfE experiences and outcomes across all curricular areas.</th>
<th>All experiences and outcomes will be highlighted on an overview grid each term and discussed with HT during professional dialogue termly meetings. This will provide an overview of all learning opportunities and experiences covered through interdisciplinary learning and natural links to other curricular areas.</th>
<th>Through the audit of all experiences and outcomes covered annually and each three year level planning cycle any gaps in the curriculum will be identified and be reflected in the next planning cycle.</th>
<th>Oct 2013 Jan 2014 April 2014</th>
<th>Overview grids to be made available for inclusion in planning folder.</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Wellbeing assessment overview developed and implemented by whole staff working party.</td>
<td>An assessment in Health and Wellbeing will be developed and implemented across the school and nursery.</td>
<td>Assessments in Health and wellbeing will focus on ... I can statements ... and regularly be discussed with pupils. This will provide greater understanding of targets to be achieved through learning log focused discussions.</td>
<td>Implemented October 2013 - Reviewed May 2014</td>
<td>Assessment grid developed and made available to all staff.</td>
<td>CPD provided by HT and PT at CAT session - September 2013.</td>
</tr>
<tr>
<td>Writing/Reading assessment format evaluated and reviewed by working party in line with CfE and Building Curriculum 5</td>
<td>New assessment formats evaluated and adapted to ensure they provide an accurate assessment of pupil attainment in Writing/Reading.</td>
<td>This will provide greater understanding for staff and pupils of targets to be achieved through learning log focused discussions with pupils.</td>
<td>Implemented September 2013</td>
<td>Updated format available September 2013.</td>
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</tr>
<tr>
<td>Scottish Literature comparative book study introduced from P3-P7 to increase pupil experience of Scots language.</td>
<td>Novels in Scots language selected by staff and pupils introduced as an interdisciplinary topic to raise profile of Scots in literature.</td>
<td>Pupils will develop an increased awareness of Scots language within literature.</td>
<td>Evaluated December 2013</td>
<td>Novels ordered and financed by Parent Council</td>
<td></td>
</tr>
<tr>
<td><strong>GLOW/ICT incorporated into a wide variety of lessons and new recording format developed to highlight use of GLOW across the curriculum.</strong></td>
<td><strong>Outdoor learning planner devised to promote outdoor learning in all curricular areas and track pupil experiences and outcomes.</strong></td>
<td><strong>Help Your Child Succeed learning support programme for parents/carers. Targeted at Primary One.</strong></td>
<td><strong>Sharing Good Practice Learning Community Groups (including Early Years). Year 2.</strong></td>
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<tr>
<td><strong>Staff and pupils more confident in navigating Glow site to locate information.</strong></td>
<td><strong>Outdoor learning opportunities are increased in all classes and recorded for discussion during professional dialogue meetings.</strong></td>
<td><strong>At least 50% of new P1 parents take part in Help Your Child Succeed parent programme and can support their child’s learning at home.</strong></td>
<td><strong>All staff have the opportunity to meet stage partners across the learning community to take forward school/personal improvement priorities. Staff will decide on agenda items that are relevant, but a HT will have responsibility for coordinating the three sessions.</strong></td>
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<tr>
<td><strong>Pupils experience outdoor learning in a variety of curricular areas and contexts. Staff can highlight opportunities for outdoor learning during professional dialogue discussions.</strong></td>
<td><strong>Evaluations demonstrate that parents have an increased understanding of how to support their child’s learning.</strong></td>
<td><strong>Staff evaluations at the end of the session highlight the impact of the groups on individual staff and schools.</strong></td>
<td><strong>Evaluations will highlight opportunities for the use of ICT and Glow this will be monitored through professional dialogue meetings.</strong></td>
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<td><strong>Evaluations demonstrate that parents have an increased understanding of how to support their child’s learning.</strong></td>
<td><strong>Programme will run from August 2013 for 4 weeks.</strong></td>
<td><strong>One meeting per term</strong></td>
<td><strong>Evaluated September 2013 January 2014 April 2014</strong></td>
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<tr>
<td><strong>Implemented September 2014</strong></td>
<td><strong>Course delivered in conjunction with Home School Partnership Worker Evelyn McGonagle</strong></td>
<td><strong>Outdoor Learning co-ordinator will continue to raise profile of outdoor learning.</strong></td>
<td><strong>Evaluated September 2013 January 2014 April 2014</strong></td>
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## Option 2

<table>
<thead>
<tr>
<th>Improvement Plan Priority</th>
<th>Inclusion</th>
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<tbody>
<tr>
<td></td>
<td>Implement key aspects of legislative duties as prescribed in revised/new legislation annually till March 2014</td>
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<tr>
<td></td>
<td>Progress recommendations of Getting it Right for Every Child (GirFEC) till March 2014</td>
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<th>Target</th>
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<td>(Methods used / to be used)</td>
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<tr>
<td><strong>Teaching and Early Years workers are confident completing GIRFEC Single Agency Assessment paperwork through SEEMIS</strong></td>
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<tr>
<td></td>
<td>All staff are confident when completing GIRFEC Single Agency Assessment paperwork</td>
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<td></td>
<td>New school position statement is in line with CfE and GIRFEC and contributes relevant information to the staged intervention process within the school</td>
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<td></td>
<td>Bereavement, loss and change support programme is available to all pupils to help them cope with the emotional impact of loss and change.</td>
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<td></td>
<td>Early identification of pupil support needs will allow support to be targeted in small groups and where possible with parental involvement.</td>
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<tr>
<td></td>
<td>Pupil attainment is tracked by HT and CT and discussed during professional dialogue sessions.</td>
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<td></td>
<td>Two members of staff completed their CUSTTAD training in order to offer support to all pupils.</td>
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<td></td>
<td>HWB Co-ordinator continues to develop individual behaviour support strategies through weekly one to one target setting and pupil/parent support meetings incorporating Anger Management.</td>
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<td></td>
<td>Member of staff with most knowledge completes the paperwork and discusses with HT</td>
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<td></td>
<td>Staged intervention paperwork focuses on the wellbeing screening tool and is used to refer pupils for behaviour/learning support and as a guide for all staff within the school.</td>
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<td></td>
<td>Pupils experiencing loss/change are more confident discussing the issues and evaluations from the group reflect this.</td>
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<td></td>
<td>Pupils requiring support will be identified sooner and appropriate support established. Progress towards targets will be monitored during professional dialogue sessions.</td>
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<td></td>
<td>CUSTTAD available to all pupils through internal staged intervention process</td>
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<td></td>
<td>There is a decrease in behaviour incidents within the classroom</td>
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<td>Parents more engaged with the school when planning ASP targets</td>
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<td></td>
<td>September / February Inset</td>
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<td>August 2013 Inset day.</td>
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<td>Bounce Back - Jan Give Us A Break - October</td>
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<td>August 2013/May 2014</td>
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<td>September 2013 January 2014 April 2014</td>
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<td>September 2013 - June 2014</td>
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<td>August 2013</td>
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<td>September 2013</td>
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<td></td>
<td>Teaching and Early years staff</td>
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<td></td>
<td>Equalities CPD meetings</td>
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</tbody>
</table>

**Give Us A Break programme developed for P3-P7 and Bounce Back programme for Nursery P1 and P2.**

**Screening programme in Literacy and Numeracy developed for P1, P3/4 and P7 to identify pupils requiring additional support and challenge.**

**Further development of whole school pupil emotional resilience support.**

<table>
<thead>
<tr>
<th><strong>Give Us A Break pro</strong></th>
<th>All staff</th>
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</thead>
<tbody>
<tr>
<td><strong>programme</strong></td>
<td><strong>developed for P3-P7 and Bounce Back programme for Nursery P1 and P2.</strong></td>
</tr>
<tr>
<td><strong>September 2013 – June 2014</strong></td>
<td><strong>August 2013</strong></td>
</tr>
<tr>
<td><strong>Bereavement, loss and change</strong></td>
<td><strong>Parents more engaged with the school when planning ASP targets</strong></td>
</tr>
</tbody>
</table>

**Bereavement, loss and change support programme is available to all pupils to help them cope with the emotional impact of loss and change.**

**Early identification of pupil support needs will allow support to be targeted in small groups and where possible with parental involvement.**

**Pupil attainment is tracked by HT and CT and discussed during professional dialogue sessions.**

**Two members of staff completed their CUSTTAD training in order to offer support to all pupils.**

**HWB Co-ordinator continues to develop individual behaviour support strategies through weekly one to one target setting and pupil/parent support meetings incorporating Anger Management.**

**Member of staff with most knowledge completes the paperwork and discusses with HT**

**Staged intervention paperwork focuses on the wellbeing screening tool and is used to refer pupils for behaviour/learning support and as a guide for all staff within the school.**

**Pupils experiencing loss/change are more confident discussing the issues and evaluations from the group reflect this.**

**Pupils requiring support will be identified sooner and appropriate support established. Progress towards targets will be monitored during professional dialogue sessions.**

**CUSTTAD available to all pupils through internal staged intervention process**

**There is a decrease in behaviour incidents within the classroom**

**Parents more engaged with the school when planning ASP targets**
Ensure that all staff, parents and pupils are familiar with the Inclusion and Equality policy statement, the Education Resource Equalities Plans incorporating Race, Disability and Gender statements of commitment and revise the school’s statements of commitment into one Equalities Action Plan and Statement.

<table>
<thead>
<tr>
<th>Listen to Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls Aloud group established to raise aspirations in P6/7 girls as part of our transition programme.</td>
</tr>
<tr>
<td>Nursery HWB Co-ordinator in collaboration with Home School Partnership have devised a focused approach to supporting nursery pupils going through change and loss and implement it with pupils and parents/carers - Bounce Back Pack and are now able to promote it within the learning community.</td>
</tr>
<tr>
<td>All staff, parents and pupils are aware of the Equality Policy Statement.</td>
</tr>
<tr>
<td>Equalities co-ordinator reports on Race, Disability, Gender to all Stakeholders and collates new action plan.</td>
</tr>
<tr>
<td>HT meeting with Equality Co-ordinator annually to review progress across session.</td>
</tr>
</tbody>
</table>

| P6/7 girls demonstrate an increased awareness of positive female role models and career choices when they evaluate the programme. |
| Programme evaluated by Early Years workers, psychological services, parents and Home school partnership through questionnaires and forum discussions. |
| January 2014 |
| August 2013 - Pack Launch |
| December 2013 |

<table>
<thead>
<tr>
<th>Listen to Me</th>
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<tbody>
<tr>
<td>Equalities Co-ordinator CPD meeting.</td>
</tr>
</tbody>
</table>

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### Option 2

#### Improvement Priority Action Plan

(Details of the approaches used to consult and involve pupils, parents, staff and other agencies in identifying the improvement priorities in this plan are included in the establishment’s Standards and Quality report)

<table>
<thead>
<tr>
<th>Improvement Plan Priority</th>
<th>Lifelong Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase involvement in lifelong learning for young people and adults till March 2014</td>
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<p>| Audit/Monitoring/Evaluation of Impact and Benefits for learners |
| Timescales (including progress / success checks, |
| Resources/ (Implementation group / personnel |
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<tr>
<th>Task</th>
<th>Details</th>
<th>Dates/Involved/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce monthly parent workshops in partnership with HSPW</td>
<td>Introduce monthly parent workshops in partnership with HSPW with a clear focus on literacy, numeracy and ICT in addition to taking forward lifelong learning opportunities identified by the parents/carers.</td>
<td></td>
</tr>
<tr>
<td>Develop Netherburn School Natter by increasing community participation.</td>
<td>Establish stronger links within the wider community by promoting and recruiting community involvement in all school committees. Netherburn Natter will be extended to include the whole school and local community. Awareness will be raised within the community through the newsletter, local shop and community centre. Members of the community will be represented on each of our pupil school committees.</td>
<td>Termly sessions</td>
</tr>
<tr>
<td>Evaluate World at Work Day 2013 and build on existing strengths of</td>
<td>Evaluate World at Work Day 2013 and build on existing strengths of programme by involving the wider community of Netherburn. World at Work Day includes members of the local community and parents talking about their jobs. Enterprise committee are responsible for inviting the local community and parents.</td>
<td></td>
</tr>
<tr>
<td>programme by involving the wider community of Netherburn</td>
<td>Increase in parental/community partnership will provide increased opportunities for the wider community to play an increased role within the school. This will be evaluated using questionnaires. By including members of the community in addition to parents on committees will help build community capacity. Each committee will ‘adopt’ a local a resident. Increased community involvement will highlight the wide variety of jobs available within the local community.</td>
<td></td>
</tr>
</tbody>
</table>

HSPW – Evelyn McGonagle Member of teaching staff to help facilitate each session.

Enterprise committee
<table>
<thead>
<tr>
<th>Improvement Plan Priority</th>
<th>Improvement</th>
<th>Success Criteria</th>
<th>Audit/Monitoring/Evaluation of Impact and Benefits for learners</th>
<th>Timescales</th>
<th>Resources/Implementation group / personnel</th>
<th>Staff development / external support requested / planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2B</td>
<td>Progress the key themes of self-evaluation and leadership in all establishments and services till March 2014</td>
<td>(Outcomes related to impact and benefits)</td>
<td>(Methods used / to be used)</td>
<td>(including progress / success checks, dates)</td>
<td></td>
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<tr>
<td><strong>Whole school audit utilising HIGIOS and involving all stakeholders. In the nursery Care Inspectorate self-evaluation will be used.</strong></td>
<td>All staff are familiar with HIGIOS and it is used to audit how well we are doing and identify areas of improvement. Nursery staff and PT will be able to confidently utilise Care Inspectorate evaluation tool kit.</td>
<td>A more rigorous approach to quality management will be embedded within the school and nursery. This will include an increase in classroom visits.</td>
<td>Termly</td>
<td>PT attended coaching and mentoring training in June '13</td>
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<td></td>
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</tr>
</tbody>
</table>
| **To increase opportunities for a clearly established distributive leadership framework.** | All staff have clear responsibility for an aspect of development e.g. Health, Eco, Enterprise, Fair Trade, ICT, Aifl | Distributive leadership will be a standing item on the agenda of all staff meetings. Minutes will be displayed on the staff improvement plan noticeboard. | August 2013 | **Quality Management review of**
  - Target Setting
  - Wall displays
  - Aifl | All staff have a mentor with whom they can share professional dialogue about learning and teaching. | Through the establishment of a culture of coaching and mentoring staff CPD will be enhanced through increased opportunities for professional dialogue. | August 2013 | **A culture of Coaching and Mentoring is established within the school.**

A consistent approach across the school will improve the quality of learning and teaching. Observations from class visits, pupil target setting discussions and evidence of Aifl will be a key focus of discussion. | August 2013 | **Quality Management review of**
  - Target Setting
  - Wall displays
  - Aifl | Each in-service day a different focus will be selected and the information collated will be used to help formulate next session's standards and quality report in addition to Care Inspectorate annual return and self-evaluation. | Termly | **HIGIOS**
Care Inspectorate website |