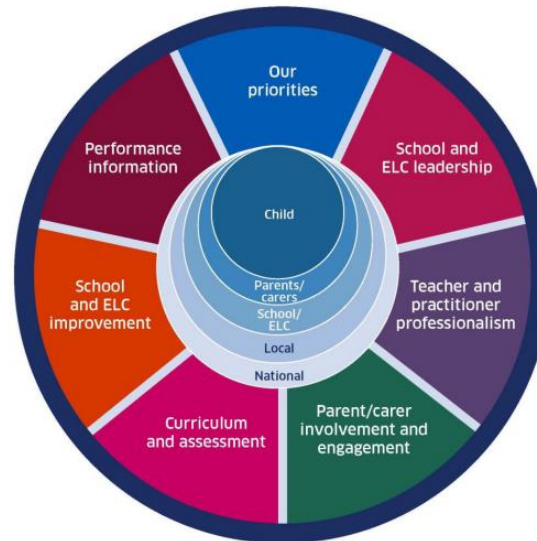


Education and Learning Directorate

School / ELC Improvement Progress Reporting and Planning Return to Education and Learning

(2022 - 2023)



School: NEWINGTON PRIMARY SCHOOL

Date: JUNE 2022

1. Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in empowering the school community and partners, and in ensuring excellence and equity for all learners.

Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners

Our Vision, Values and Aims

School Statement

Following the HMIE Inspection of September 2019 and the subsequent report, the staff have been working on the development areas. The “Letter reporting on progress” was sent to all parents and families on 22nd January 2021. This report noted the school “demonstrates a good capacity for future development”. The progress made during the challenges of the COVID pandemic was noted but there were some areas that would require further input in the coming session.

The planned review of our Vision, Values and Aims with all stakeholders will take place in session 2023-2024 under the leadership of the new HT.

Review Date: This was discussed with the ESO and agreed as a best plan and development opportunity for the new SMT.

Review Activities (as appropriate)

Online review using Teams/Tools/our App to get feedback from parents/families about a range of school matters. Review of activity PEF spending, SIP all undertaken, Marked increase in response using these methods.

In a review questionnaire for parents in May we had over 50 online responses in comparison to the usual 10—15.

Schools should evidence how all of their stakeholders; parents, learners, staff and partners are closely involved in creating and reviewing the Vision, Values and Aims. (If these have not been recently reviewed, please indicate likely review date).

2. School Improvement Progress Report

Include evaluative statement/s on the impact of Covid-19 on priorities.

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for continuous improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 5 key priorities, the 6 NIF drivers and the National Standard (ELC Only)

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>School Priority 1: Development of T and M</p> <p>NIF Priority Improvement in Attainment</p> <p>NIF Driver Teacher Professionalism Assessment of children's progress</p> <p>HGIOS? 4 / HGIOELC? Qis 1.3, 2.3, 2.2, 3.2</p> <p>National Standard Criteria</p>	<ul style="list-style-type: none"> • T+M system embedded across the whole school including Nursery (shared/discussed with ESO) • Impact for targeted groups/individuals all very positive with almost all those selected making significant progress (figures all available) • T+M supporting transition activities, providing key information, detailed breakdowns of class levels, pupils views etc. 	<ul style="list-style-type: none"> • Still a work in progress and will continue to be • Areas to add include extra curricular attendance, Sumdog activity etc • Extend/develop attainment discussions with SMT/level/stage • Compare data/levels across the cluster

<p>School Priority 2: Technology updates</p> <p>NIF Priority To improve employability skills To improve the learning progress of every child</p> <p>NIF Driver School Improvement Teacher professionalism</p> <p>HGIOS? 4 / HGIOELC? Qis 1.3, 1.5, 2.3, 3.3</p> <p>National Standard Criteria</p>	<ul style="list-style-type: none"> • Windows 10 now across the school Lots of network changes, loss of key software etc /actiboard resources trialled. • Successful “Sumdog” pilot across various stages. Will be rolled out next session. Staff involved in sharing information, staff CPD etc • Teams now used for almost all homework activity with staff developing range/type of challenges available, Engagement very good. • Refresh, BYOD all on the radar. 	<ul style="list-style-type: none"> • Roll out of Sumdog to all stages. Time needed to develop set up to get most engagement • Purple Mash – staff sharing ideas, best resources etc. • Continued input to make best use of Teams to support homework. Focus especially on P1s where levels of engagement were down
<p>School Priority 3:</p> <p>NIF Priority</p> <p>Further develop staff confidence in planning motivating and enriching approaches to learn through play and continuous provision, focusing on the communication environment, including outdoor learning.</p> <p>Improvement in attainment, literacy /numeracy</p> <p>NIF Driver Parental Engagement School Improvement</p> <p>HGIOS? 4 / HGIOELC? Qis Leadership and Management 1.1 1.2 1.3 Learning Provision 2.2 2.3 2.5 Successes and Achievements 3.2</p>	<p><i>Staff will liaise with and continue to develop their knowledge of play- based learning through CPD and professional dialogue with colleagues within school and the cluster</i></p> <p>Staff have continued to develop their knowledge and understanding of play-based learning through various CPD. Mrs Cubbon from Eastriggs Primary School visited our infant area (30.03.22) to see how we have set up continuous provision. She is hoping to return soon with another colleague. We have also had Andrea Mallaby, PT for Play Pedagogy Early Years visit our P1 & 2 classes and our new outdoor area. (2.01.22) She was very impressed with our play environments and would like to use us as a focus school as she feels that we are further on in our journey than other schools. Andrea met with staff in Term 4(18.05.22) to look at observations from other schools that she has visited and shared ideas.</p> <p><i>Staff within P1 & 2 will work together to organise classroom areas and outdoor provision. Resources needed will be identified.</i></p> <p>Primary One staff supported Mrs Marrs (P2) to set up areas in her classroom for play-based learning. (End of Term 2 2021) A list of resources needed were identified before the summer holidays and purchased. This has continued throughout the year by staff and pupils and resources have been procured.</p>	<p>In September 2022, Andrea Mallaby will meet with our General Assistants who support play to discuss interactions, scaffolding and supporting learning. (Date to be confirmed) Staff (P1-3) will be encouraged to visit other schools to engage in professional dialogue and share ideas to promote learning and attainment.</p> <p>Primary One and Two teachers will, along with Mrs Ferguson, support the P3 teachers to roll out play and continuous provision. Resources will be identified by staff and procured. Mrs Ferguson will support development of planning. Primary 3 staff have identified an area for development for play for their pupils. Mr Kennedy (janitor) will work to develop a plan for this area. Mrs Ferguson will work with staff to develop this area. Mrs Ferguson to</p>

National Standard Criteria

Children will lead their learning and provide feedback to staff about areas/resources they enjoy and talk about their learning

Mrs Ferguson has observed each play environment (8.12.21), looked at play resources, both structured and open ended and discussed play and staff interactions with groups of children, and fed back to staff during January inset. (6.01.22) The General Assistants also attended a collegiate night with Andrea Mallaby to discuss how they could scaffold learning and allow children to lead their learning. (2.01.22) Following this, staff completed CPD about 'Stepping in and Stepping out' on 15.02.22, which talked about interactions and observations. It was evident during the discussion with pupils and Mrs Ferguson how much the children were enjoying learning through play and could discuss their learning and skills, which it promoted and enhanced.

Staff will identify children with additional needs and other agencies and interventions will be put in place to support them such as Talking, Listening and Questioning (TLQ), differentiated tasks and Literacy Intervention.

All children in Primary One were assessed for TLQ and 15 were identified. The children are divided into two groups and Mrs Carruthers is the lead teacher who completed the first sessions followed by Miss Creighton our General Assistant who completes the follow up sessions. Ms McKeown (senior practitioner) supported Miss Creighton on 11.01.22 with further TLQ training. Final results to be completed by end of Term 4. Three children have been identified for Closing the Literacy Gap from P2 and Mrs Ferguson worked with two children in Term 3 and is now working with other in Term 4. Miss Kerr (General Assistant) was trained during Term One for Closing the Literacy Gap and has since worked with three children in Primary Three. Mrs Holliday has undertaken Fastlane Training in Term 4 and our hope is to facilitate her training in the new academic year to support learners. Mrs Ferguson (lead teacher) and Mrs Glass, Miss Kerr and Mrs Charlton completed the Fastlane training in Term One and have since worked with pupils on this. All interventions have been successful, and results have been collated and shared with staff and parents. A copy of results have been sent to Mrs Callander. Mrs Ferguson has had discussions with families who were very thankful for the interventions. Teachers could see the benefits and impact of the interventions too.

Attainment meeting with staff and moderation of learning opportunities both inside and out

This has not yet been completed due to staff absence and cover needed. It is planned for Term 4.

contact Mr Henderson, Clerk of Works, to discuss area. Risk assessments of play areas will be revised and read by staff members.

Staff will develop 'big books' using the active-board and discuss with pupils on a weekly basis. This will be reviewed by Mrs Ferguson at the end of Term Two with staff and pupils to discuss impact in being able to assess learning.

CLG and TLQ interventions will continue to support learners. Mrs Bell and Miss Kerr have asked for training in CNG, which will support learners further in the classes that they support. Mrs Ferguson will look into this intervention for staff.

Attainment meetings to be implemented in next year's assessment calendar. Monitoring of play areas by Mrs Ferguson and discussion with focus groups of pupils

	<p><i>Family learning opportunities—stay, play and learn sessions (PEEP), open evenings to discuss learning and information to support families with their child’s communication skills. Parents/carers will provide feedback about support and family learning opportunities.</i></p> <p>Mrs Ferguson contacted Mary-Ann Riddell (Lifelong Learning Coordinator) regarding PEEP training throughout the year. We have been notified that Mrs Carruthers will participate in this training in September 2022, but we have been offered PEEP intervention for four weeks by the PEEP team who will deliver this for four weeks commencing on 1st June 2022. The communication leaflets produced by Ms McKeown and Mrs Bell were distributed to parents in Primary One and nursery. Mrs Ferguson had a meeting with Eilidh Ross about how to support and connect with families regarding speech and communication. Mrs Ferguson sent out a questionnaire to parents and got 46 responses. Feedback was collated and discussed with Eilidh. A further meeting is scheduled with Eilidh Ross. Mrs Ferguson and both infant and nursery staff to discuss how to identify and further support children and families with speech and communication issues.</p>	<p>to identify next steps and impact of play. Mrs Carruthers will be trained in Term One (2022) for PEEP intervention which will support families. Pupils will be identified for this intervention and questionnaires will be provided for pupils and parents to discuss impact on learners. Communication leaflets will be distributed to nursery, and Primary One parents. Questionnaire will be distributed in Term One to gain views and impact of leaflets. Meeting to take place with Eilidh Ross and infant and nursery staff to discuss promoting speech and communication with families.</p>
<p>2.1.1 Report on the impact of PEF <i>(Not required for ELC if PEF has not been used for children in the nursery.)</i></p> <ul style="list-style-type: none"> • Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people? • How rigorous is the school’s approach to providing robust evidence of closing the attainment gap? • How well are you removing barriers to learning and ensuring equity for all? 	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p>Our recent HMle inspection noted:</p> <p>“Staff are implementing effectively plans for “Pupil Equity Funding” “The Head Teacher has used PEF to increase and target support for children in literacy and numeracy which has a positive impact”.</p> <ul style="list-style-type: none"> • GA working on P1 support literacy/numeracy and continuous provision. Almost all children continue to make above average progress (PIPs/SNSA). Feedback from staff and parents about the input is very positive. • GA’s in “bubbles” across the school (COVID restrictions). Supporting targeted groups and individuals, undertaking CLG/CNG interventions with PEF pupils/groups. Results from these show significant gains. • “Cost of School day” – HMle noted “The School continue to develop strategies to support families and improve outcomes for children facing challenges”. PEF allows us to provide every pupil with all the materials they need in school. We have materials that can be taken home, time for access to technology etc. Travel costs, extra-curricular activity are all supported by PEF to ensure no children miss out on learning opportunities. Tracking and monitoring includes details from PIPs/INCAS/SNSA which form part of the schools evidence on attainment and achievement. Data shows that our children are making good progress in literacy/numeracy. 	

2.2 Summary of Key Strengths and Areas for Improvement <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
1.3 Leadership of Change <ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change. 	<ul style="list-style-type: none"> The use of Apps/Teams/Forms etc has greatly increased the quality/quantity of parental engagement The T+M system has supported attainment discussion, helped target PEF interventions etc The DHT and P1 and P2 have developed CP further, resourced and planned for an outdoor area P4-P7 are looking at the Writing Revolution to support pupils with improved attainment in writing 	<ul style="list-style-type: none"> We need to build further staff discussion around attainment. This will allow for greater impact from interventions CP will be rolled out to P3 and staff at all stages will build this into planning and assessment We will plan CP around the Writing Revolution from P4-P7 and look at attainment trends 	4
2.3 Learning, Teaching and Assessment <ul style="list-style-type: none"> Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring. 	<ul style="list-style-type: none"> Detailed recording of homework results etc have been piloted online at some stages. This has been very supportive in planning reporting The T+M is working across the whole school We have detailed planning in place for almost all curricular areas 	<ul style="list-style-type: none"> SMT will reintroduce planned observation of L+T with agreed specific focus Staff will undertake peer observations over the year 	4 6

<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<ul style="list-style-type: none"> • All children can discuss aspects of their wellbeing using the indicators and Mrs Ferguson sends out well-being surveys to staff and pupils and has follow up discussions when needs. Mrs Ferguson is Mental Health Champion • Planned activities are undertaken to allow pupils to discuss emotions/feelings and these can be recorded • PEF funding supports in class support, cost of the school day and curricular/extra curricular travel 	<ul style="list-style-type: none"> • The new PTs will develop a CnV/Pupil Council model to develop “Pupil Voice” • We will fund additional GA time from PEF to support intervention projects and support targeted groups/individuals 	<p>4</p>
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners’ achievement</i> • <i>Equity for all learners</i> <p>3.2 Securing children’s progress (for Early Learning Childcare)</p> <ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children’s progress over time</i> • <i>Overall quality of children’s achievement</i> • <i>Ensuring equity for all children</i> 	<ul style="list-style-type: none"> • PEF continues to support GA’s time for literacy/numeracy interventions. Results are all shared with parents and progress made is very good. Results from SNSA are very good <p>See Newington Nursery Plans</p>	<ul style="list-style-type: none"> • The SMT will continue to discuss attainment data with staff to look at trends, target interventions etc • We will extend support in “Technologies” across the school and increase the range/amount of resource available (Refresh/PEF) 	

<p>2.2 Curriculum: Theme 3 Learning Pathways</p>		<ul style="list-style-type: none"> • Staff will continue to look at opportunities for children to influence class activity, have an element of choice in topic tasks etc • Within the “Cluster” we will look at developing Listening and Talking across the whole school with a focus on tracking attainment and moderation tasks
<p>2.7 Partnerships – Theme 3: Impact on Learners</p> <p>The impact of parental involvement on improving children and young people’s learning.</p>	<ul style="list-style-type: none"> • We provided all families with an Interim Report in Term 2 but we had face to face in March • We continue to use and develop SEEMIS Progress and Achievement reporting • Forms/Emails are now used for almost all school returns. Parents are much happier with the new digital systems 	<ul style="list-style-type: none"> • Build on the use of Teams/Forms etc. Continue to get parents views on school development • Technologies support will be available for parents with offers to come in and work alongside pupils • Support guides will be produced to help parents with online items such as Purple Mash/Sumdog etc

3. SCHOOL IMPROVEMENT PLAN 2022 – 2023 *(Limit the number of priorities to ensure they are manageable and achievable.)*

Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p>School Priority 1 Talking and Listening – school/cluster moderation and development</p> <p>NIF Priority Improvement in attainment</p> <p>NIF Driver Teacher professionalism</p> <p>HGIOS?4 / HGIOELC QIs 1.3, 2.3, 3.3</p> <p>National Standard Criteria</p>	<ul style="list-style-type: none"> • Staff will engage in cluster development projects and we look to assess and moderate T+L • We will organise resources and activities linked to the project and trial these with classes • Pupils will undertake these tasks as groups and individuals • Results and details will be included in School T+M 	<ul style="list-style-type: none"> • Mrs Duignan will attend the Cluster training • Key details and development tasks will be shared with all staff • Level groups will develop resources and undertake tasks with classes • Success/impact will be reviewed and results recorded 	<ul style="list-style-type: none"> • Mrs Duignan is the school link and part of the Cluster development group (up to 3 days) • All staff (termly collegial sessions) • £1000 from PEF for any resources or to produce/develop school materials • Review in June 2023

<p>School Priority 2 Technology/Staff Development Resources Implications</p> <p>NIF Priority To improve employability skills To improve the learning progress for every child</p> <p>NIF Driver Teacher professionalism</p> <p>HGIOS?4 / HGIOELC Qis 1.3, 1.5, 2.3, 3.3 National Standard Criteria</p>	<ul style="list-style-type: none"> • Children will be able to bring devices from home, school will have additional hardware available to support this • Additional technology sessions will be introduced in P1-P3 to support/up skill staff • The new PTs will lead the schools Digital Schools Award bid • Sumdog will be rolled out across all classes for home/school use • Enhanced planners will be developed to support Teachers/Classes with the Technology • We will continue to develop the use of Teams to support homework/pupil activity 	<ul style="list-style-type: none"> • In class support sessions from PTs for P1-P7 (fortnightly planned) • Up skilling staff team in new network systems/providing planners etc • Review of Technologies as part of a Digital Schools Award application • Help guides/pupil videos produced to support at home activity 	<ul style="list-style-type: none"> • The new PT team will take the lead here: • In class technology support/training • Digital Schools Award applications • Development of Technology programmes/support across the school • Support with new technology/hardware/software/ BYOD etc • Time allocated within 35 hour week for staff support sessions • PEF funding to support “refresh” project of £50000 • Finance for Sumdog/Purple Mash/First News etc
<p>School Priority 3</p> <p>To continue to develop staff confidence in planning motivating and enriching approaches to learning through play and continuous provision, in P1 & 2 and develop this play pedagogy in P3.</p> <p>NIF Priority Improvement in attainment, literacy /numeracy</p> <p>NIF Driver Parental Engagement School Improvement</p>	<ul style="list-style-type: none"> • All pupils in P1,2 & 3 will benefit from ‘high quality’ learning and teaching provisions through play based learning • Pupils will be able to take responsibility for and lead their learning through play based learning opportunities both indoors and outdoors • The attainment gap between the most and least disadvantaged children will be reduced through teachers using data and observation checks to analyse gaps in children’s learning within the context of literacy and support 	<p>Staff will liaise with and continue to develop their knowledge of play-based learning through CPD and professional dialogue with colleagues within school and our cluster schools throughout year.</p> <p>Infant staff will liaise with Primary Three staff to support the set-up of their classroom environments. (End of Term 4 2022)</p> <p>An area for outdoor provision has been identified for P3 play and Mr Kennedy, our school janitor is keen to support this development.</p>	<p>Mrs Ferguson will continue to signpost play CPD to staff and promote professional dialogue by covering staff to visit other schools. (Throughout year)</p> <p>During Term 4 (2022) Miss McEwan and Mrs Graham will have the opportunity to observe in the infant classes to see play based learning and the organization of this.</p> <p>Miss McEwan, Mrs Graham, Mrs Bell and Mr Kennedy to identify work needing to be completed and cost. PEF may be used to support this area. To be completed by end of academic year.</p>

<p>HGIOS?4 / HGIOELC Qis Leadership and Management 1.1 1.2 1.3 Learning Provision 2.2 2.3 2.5 Successes and Achievements 3.2</p> <p>National Standard Criteria</p>	<p>through interventions and play based learning opportunities</p> <ul style="list-style-type: none"> • Moderation of plans, tracking, assessments and observations of continuous play opportunities to ensure that there is appropriate depth, pace and challenge of learning for all children. • Parents/carers to engage as partners and will feel enabled to support their child’s learning through interventions, information sharing and family learning opportunities • Working closely with a range of agencies to support families and children with additional support needs • To promote a climate in which children feel safe and secure. 	<p>Andrea Mallaby, PT for Dumfries and Galloway Play Pedagogy will continue to use our P1 & 2 as a focus school and our staff will get the chance to visit other schools and be involved in professional dialogue to improve their practice.</p> <p>Infant staff to focus on recording observations on active-board using a big book style.</p> <p>Attainment meeting with staff and moderation of learning opportunities both inside and out.</p> <p>Family learning opportunities—stay, play and learn sessions (PEEP), open evenings to discuss learning and information to support families with their child’s communication skills. (Weekly after initial training). Mrs Carruthers has been identified as the member of staff to complete PEEP (family Learning together training in Term One (2022) Letters to be sent out to parents to invite them to PEEP learning opportunities by DHT and Mrs Carruthers. Parents/carers will provide feedback about support and family learning opportunities. Children will lead their learning and provide feedback to staff about areas/resources they enjoy and talk about their learning. Mrs Ferguson to complete questionnaire with children about their learning, skills and experiences and provide feedback to staff. (Twice in academic year)</p> <p>Staff will identify children with additional needs, other agencies will be notified if needed, and interventions will be put in place to support them such as Talking, Listening and Questioning (TLQ), differentiated tasks and Literacy Intervention.</p>	<p>Next Meeting planned is for General Assistants to meet with Andrea to discuss supporting children in play. (September 2022- Term 1)</p> <p>Mrs Ferguson contacted Mrs Gallagher from Nethermill Primary who shared her big books using the activ-boards. This will be shared with staff in the inset (Term 1) Staff will develop these throughout year. Mrs Ferguson to review with staff at end of each term.</p> <p>Mrs Ferguson to complete meetings with staff at the end of each block using the school tracking system and then advising staff re. Support needed for pupils.</p> <p>Mrs Carruthers to facilitate and lead this area. Mrs Carruthers to make a list of resources needed from PEF to support families with this intervention.</p> <p>Mrs Ferguson will send out a survey about PEEP to find out parent’s and families views on this intervention. Results to be collated and shared with staff and families.</p> <p>Mrs Ferguson to meet with small groups of children in Term Two and Four and ask them a set of questions about their learning, skills and play. This will formulate next steps for staff.</p> <p>After attainment meetings, Mrs Ferguson will discuss interventions to support pupils. Mr Brown, Learning Support teacher and Mrs Bingham, PT, will be involved in supporting pupils.</p>
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