

Education and Learning Directorate

School/ELC Annual School Improvement Planning



2025-2026

School: Newington Primary School

Date: May 2025

SCHOOL IMPROVEMENT PLAN 2025 – 2026 *(Limit the number of priorities to ensure they are manageable and achievable.)*

School Priority /Improvement Area for Learners	Priority 1: To ensure numeracy tasks are differentiated to meet the needs of our learners and increase pace and challenge across the levels so that we see at least 4% of our learners in each stage achieving higher than their expected level by June 2026.	
Evidence to support decision to prioritise this area (include baseline measures)	Outcomes for Learners/School Community	Key Tasks
• Moderation of classroom observation. 93% of tasks were differentiated but only 29% of children who were having success in tasks were further challenged. • Tracking and monitoring – From our tracking the following stages show children achieving above their expected level: P1- 6% in writing, 16% in reading and 3% in maths P2 – 0% for any area P3 – 2% in writing, P4- 23% in writing, P5- 5% in writing, P6- 21% in L&T, 23% in writing, 24% reading and 24% in maths P7- 6% L&T, 15% writing, 10% reading and 10% in maths • Discussion with children after monitoring activities and during assembly – almost all children felt that they were not challenged in their work when they have success. Almost all felt that they	• Through effective collaboration, all staff will work together to adapt the current numeracy programmes of work and create a new programme for a level so that children are not restricted within a stage and can be challenged across the level. • Moderation of planning, learning, teaching and assessment to ensure that all children are provided with engaging lessons which adhere to the seven design principles. • Involve parents in their child's learning by providing them with information on the class website termly page about what their child will be learning and how they can help them. Impact: Improved pedagogy consistently across the school which will increase children's attainment and provide them with more differentiation, pace and	• August Inset – Discussion regarding attainment within numeracy. Look at percentage of children achieving above the expected level within numeracy. Discuss with staff about benchmarks for each level and achievement of a level. • Aug/Sept – Working group for each level to use the old programmes of work to create new programmes for a level so that staff can follow and build on the skills needed to achieve the level. • Each Term – Staff to complete Termly overviews for the school website and information on how parents can support their child. Links to games will be provided by staff on their class Teams page to reinforce learning. • Sept – Moderation of numeracy lesson - SLT • Sept- All staff to look over programmes of work and make any changes needed. All staff to

were given 'more' of the same type of work but no 'depth or challenge'. • Discussion with staff. Almost all staff felt that the programmes of work were very robust but did not allow for children to be challenged across the four stages of a level and across the levels.	challenge. We will see at least 2% of our learners achieve above their expected level.	use new programmes of work by end of Nov 2025. • March – Moderation of numeracy lesson - SLT • June- Staff to highlight on the programmes of work for each group/individual where they are in the programme and pass on to their next teacher. Create a tracker to show progress and coverage of concepts taught within numeracy and maths. • June- Review the new programmes of work.
NIF Priority	NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria
NIF Priority: • Improvement in skills and sustained, positive school-leaver destinations for all young people. • Improvement in achievement, particularly in literacy and numeracy	NIF Drivers: • School and ELC leadership • Teacher and practitioner professionalism • Curriculum and assessment • School and ELC improvement • Performance information	Learning Provision 2.2 Curriculum 2.3 Learning, teaching and assessment, Successes and Achievements 3.3 Increasing creativity and employability. UNCRC ARTICLES:12, 13, 28 & 29 Skills for Life, Learning and Work: Life – Literacy, Numeracy, Health and Wellbeing and Enterprise/ Work- Communicating, working with others, and learning and continuing to learn. Learning-Creating, evaluating, analysing, applying, understanding, and remembering.

Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
Headteacher and DHTs Working party for each level.	August – Review of numeracy attainment from ACEL data. August- Nov – Working party to create planners Sept- Moderation of Maths lessons and discussion with children End of Nov – Staff to use new planners Nov/Feb/June – Review attainment at meetings.	CNG – Support from General Assistant	June 2026
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion	
Learners - to champion the participation and inclusion of our pupils and engage them in meaningful, ongoing dialogue so that their voices influence decisions made that affect them, their learning, and their ability to talk about their learning both in terms of knowledge and skills. Parents and other stakeholders – building strong, positive relationships with parents, families, and communities so that everyone feel valued. Parent will be provided with a termly overview of the skills/concepts taught in maths next year and ideas and links of how to support their child.		Being a Teacher in Scotland: - Demonstrating a commitment to motivating and including all learners, understanding the influence of gender, social, cultural, racial, ethnic, religious and economic backgrounds on experiences of learning, taking account of specific learning needs and seeking to reduce barriers to learning. Professional Knowledge and Understanding: - Knowledge of how to adapt planning approaches to ensure that the needs of every learner are effectively addressed; - Understanding the need to adapt and enhance learning experiences for learners with additional support needs; Professional Skills and Abilities: - identifying the potential barriers to learning and plan differentiated and appropriately challenging learning experiences to ensure learning is accessible for every learner; - planning and adapting learning, teaching and assessment, to meet the needs of every learner: Inclusion and equality • We ensure inclusion and equality leads to improved outcomes for all learners.	

School Priority /Improvement Area for Learners	School Priority 2: All pupils will receive well-planned, high quality learning opportunities in writing through further development of consistent approaches in pedagogy, planning and assessment in which we should see an increase in attainment across P4, P6 and P7 by at least 8%. (current P3s, P5s and P6s)	
Evidence to support decision to prioritise this area (include baseline measures)	Outcomes for Learners/School Community	Key Tasks
• Moderation of planning and classroom teaching. • Previous priority – planning a programme of work was completed 2024/25 and now ready to start August 2025. • Current attainment across the stages: P1- 88% P2- 91% P3- 74% P4- 91% P5- 79% P6- 71% P7- 65%	Impact: • Learners will benefit from consistent whole school approach to the teaching of writing skills across the school. • All learners will show progress in writing through class teachers' effective implementation of the whole school approach to writing and use of the moderation cycle. • Targeted groups of children, including those affected by poverty as well as other factors, will show an increased pace of progress in terms of quantity and quality of writing produced through Closing the Literacy Gap Intervention. • Attainment raised by at least 8% in Writing ACEL data by June 2026 for specific year groups. • Increased confidence in delivering writing skills for teaching staff.	• Evaluate where we are now using data from ACEL data and schools tracking system. • Review final programmes of work for writing and revise the outline of a lesson for all staff members. • Discuss and agree structure of the week for writing opportunities across the stages. • Introduce a writing profile to clearly demonstrate progress from Nursery – P7 and assessment grids which reflect the benchmarks. • Review at the start and end of year, teacher's confidence in delivering high quality writing lessons and pupil's understanding and attainment levels across the year.

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Headteacher and DHT (DC)	Aug- Start new programmes of work. Sept- Moderation of writing jotters. Peer observations of writing for development. Nov- Attainment meetings and collection of writing materials for profile. Feb- Attainment meetings and collection of writing materials for profile. End of May- Attainment meetings and collection of writing materials for profile.	CLG – Support from General Assistant	June 2026
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion	
Learners - improved pupil-teacher, child-staff, and peer-to-peer relations; improved teaching and learning; improved guidance and support; a better school ethos and greater sense of a shared community; a reciprocal sense of feeling valued, trusted, and respected; improved engagement, empowerment, and commitment to education; improved achievement and attainment; an addressing of the 'attainment gap' between learners from more and less deprived backgrounds. Children will have the opportunity to engage in dialogue about what they have been learning and evaluate the success of this. Parents – As agreed by parents, they will be provided with ideas of how to support at home and a termly overview will be shared on the class website of what they will be learning.		Professional Knowledge and Understanding: - pedagogical and learning theories and draw on these appropriately to inform curriculum design and content where appropriate taking account of additional support needs. - how to adapt planning approaches to ensure that the needs of every learner are effectively addressed. Professional Skills and Abilities: - planning and adapting learning, teaching and assessment, to meet the needs of every learner: - Valuing all learners and their participation, actively engaging children, and young people in decision-making about their education. - Demonstrating care and commitment to working with every learner, embracing diversity to ensure that every learner feels welcome, included, and ready to learn. - Promoting and developing positive and purposeful relationships with and between learners, colleagues, families, and partners. Inclusion and equality • We ensure inclusion and equality leads to improved outcomes for all learners.	

School Priority /Improvement Area for Learners	School Priority 3 – For all pupils to recognise their achievements as well as gain knowledge about the skills they are developing and have regular opportunities to discuss and review their learning, and plan next steps with those involved in their education.	
Evidence to support decision to prioritise this area (include baseline measures)	Outcomes for Learners/School Community	Key Tasks
- From evidence gathered when talking to our focus pupils, more needs to be done to develop pupils' understanding of where they are in their learning and next steps. 97% of pupils could talk about their learning but only 17% could discuss where they were in their learning and next steps. - Previous profiling was not having an impact on children's understanding of their own personal achievements. - Moderation from observations by SLT and QIO.	Impact: - Children will have a better understanding of where they are in their learning and what they need to do to make further progress and gain skills in the context of the world of work. - Children will be able to recognise their achievements, celebrate these by adding them to their profiles so that the profiling is continuous and progressive throughout their school years. - Engaging in profiling allows learners to develop a greater understanding of themselves and their learning. It enables them to gain skills in reflection, evaluation and self-management.	- SLT to engage with other colleagues from across authority and out with to see what they are using for profiling. (June – Sept 2025) - To discuss with staff and pupils then collate profiling ideas for them to share their views and opinions on what they would like and whether it will be manageable. (August 2025) - To resource profiling system to meet the needs of our learners and to train staff and pupils on how to use these. (Oct 2025) - To start using profiles in Oct 2025 and review in January 2025 and make any changes and then continue to use throughout the year and review at the end. - To meet with focus group of pupils to assess whether they can talk about their learning, where they are in their learning and their next steps. (May 2026)

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Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date	
Staff members DHT (LN)	- Engagement of resource. (June – Sept 2025) - Use profiles – (Oct 2025) - Review –January 2025). - Evaluate resource and whether it meets needs of learners and required outcomes. (May 2025)	Resource cost	May/June 2026	

Parental and Learner Engagement Opportunities	Linkage to Framework for Inclusion
• Learners - improved pupil-teacher, child-staff, and peer-to-peer relations; improved teaching and learning; improved guidance and support; a better school ethos and greater sense of a shared community; a reciprocal sense of feeling valued, trusted, and respected; improved engagement, empowerment, and commitment to education; improved achievement and attainment; an addressing of the 'attainment gap' between learners from more and less deprived backgrounds. Pupils will have the opportunity to discuss what is important to them in the way of celebrating their successes and then review the profiles chosen and evaluate its success in supporting them to see where they are in their learning and next steps. • Parents and other stakeholders – Looking Inwards/Outwards/Forward – Building positive partnerships, engaging in professional dialogue and sharing ideas within the cluster and within other local authorities. Parents/Carers will be provided with information about profiles and how they can become involved in supporting their child to celebrate their successes, know where they are in their learning and what supports are needed for their next steps in order to make further progress. • Staff will work together to discuss the resources that other education staff use and will have the opportunity to review the resource chosen.	Professional Knowledge and Understanding: - pedagogical and learning theories and draw on these appropriately to inform curriculum design and content where appropriate taking account of additional support needs. - how to adapt planning approaches to ensure that the needs of every learner are effectively addressed. Professional Skills and Abilities: - planning and adapting learning, teaching and assessment, to meet the needs of every learner: - Valuing all learners and their participation, actively engaging children, and young people in decision-making about their education. - Demonstrating care and commitment to working with every learner, embracing diversity to ensure that every learner feels welcome, included, and ready to learn. - Promoting and developing positive and purposeful relationships with and between learners, colleagues, families, and partners. - how to ensure a culture which recognises and realises the rights of all children and young people and in which every learner meaningfully participates in decisions related to their learning and wellbeing Inclusion and equality • We ensure inclusion and equality leads to improved outcomes for all learners.