

Education and Learning Directorate



School Annual Standards and Quality Report

2022-23



School: **Newington Primary School**

Date: **May 2023**

## 1. Vision, Values and Aims

### A statement of the School / Establishment Vision, Values, Aims and Curriculum Rationale

#### Vision, Values and Aims

At Newington Primary School we are in pursuit of excellence. Our vision is to provide school education of high quality that will enable young people to become: successful learners, confident individuals, responsible citizens and effective contributors. This will equip them with skills and attitudes for lifelong learning and will prepare them for life beyond school.

We look to provide all pupils with the best possible start to their lifelong learning. We encourage high standards of achievement, attainment and behaviour and the children are supported by a very hard working and committed staff.

We look to offer a broad and balanced curriculum for our pupils, encouraging all staff to engage pupils in their own learning. To support the curriculum, we offer an excellent range of club activities and experiences for our pupils.

#### Our current aims are as follows:

- To promote a high standard of application and behaviour to all our pupils.
- To foster self-esteem and a love for learning.
- To raise awareness in children of their important place in the school and wider community.
- To provide a partnership between home and school in order to achieve high levels of motivation in all our pupils.

To achieve all our aims, we look to work in partnership with parents and our community. We want everyone to feel welcome in our school and we organise regular meetings for parents, send regular newsletters and look to deal with parental concerns quickly.

We will achieve most by working in partnership and we look forward to working closely with you in the education of your child.

**School Statement:** Following the HMIE Inspection of September 2019 and the subsequent report, the staff have continued to work on the development areas highlighted. 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”.

**REVIEW DATE:** The planned review of our Vision, Values and Aims with all stakeholders will take place in 2023-2024 under the leadership of the new Head Teacher in consultation with all stakeholders to ensure it is relevant to its school and community

## 2.1 Annual Standards and Quality Report - Progress against Previous Year's School Improvement 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)

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><b>School Priority 1:</b> Talking and Listening school/Cluster Moderation and Development</p> <p><b>NIF Priority:</b> Improvement in attainment</p> <p><b>NIF Driver:</b> Teacher Professionalism</p> <p><b>HGIOS? 4 / HGIOELC? Qis</b> 1.3, 2.3, 3.3</p>	<p>Staff will engage in cluster development projects, and we look to assess and moderate Talking and Listening.</p> <p><b>All teaching staff participated in Cluster development on our inset days in August and February.</b></p> <p>Impact: <b>Key details and development tasks were shared with all staff to gain a better understanding of moderating talking and listening.</b></p> <ul style="list-style-type: none"> <li>• Level groups will develop resources and undertake tasks with classes.</li> </ul> <p>Impact: <b>Staff began to organise resources and activities linked to the project and some trialled these with classes.</b></p> <ul style="list-style-type: none"> <li>• Success/impact will be reviewed and results</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will engage in dialogue during collegiate session in June 2023 to discuss where we are in the moderation process of T&amp;L and what tasks they have completed and assessed. During this session, staff will look at the power point to refresh some of the key ideas from previous sessions presented to us by L McG from Education Scotland.</li> <li>• During Term One collegiate with the cluster, the framework will be refreshed and reviewed with everyone, especially since many schools may have new members of</li> </ul>

	<p>recorded.</p> <ul style="list-style-type: none"> <li>• Pupils completed these tasks as groups and individuals.</li> <li>• Results and details were included in School T+M. Most results showed positive impact and progress through the levels.</li> </ul> <p>ED will attend the Cluster training. ED has been involved with the QAMSOs to develop an assessment guide to support teachers to assess within and across the levels of talking and listening. This still needs to be further developed from feedback from teachers. The DHT has been involved in developing the authority framework for T&amp;L. This is the first draft and will require further input.</p>	<p>staff.</p> <ul style="list-style-type: none"> <li>• Following this, schools will meet at Annan Academy and will share tasks with others and think of other tasks suitable for their levels. Staff will then be asked to trial some of these ideas again so that they can reflect on these during the next inset day.</li> <li>• In the February inset, L McG, will meet all staff to evaluate tasks.</li> <li>• In April, the cluster will evaluate where we are and our confidence when assessing and developing tasks within and across the levels.</li> </ul>
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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><b>School Priority 2:</b> Technology/Staff Development Resources Implications</p> <p><b>NIF Priority:</b> To improve employability skills. To improve the learning progress for every child.</p> <p><b>NIF Driver:</b> Teacher Professionalism</p> <p><b>HGIOS? 4 / HGIOELC? Qis:</b> 1.3, 1.5, 2.3, 3.3</p>	<p>Children will be able to bring devices from home, school will have additional hardware available to support this</p> <p><b>The local authority in a bid to support 2:1 ratio provided additional hardware. 28 laptops and 20 ipads were signposted for our school although we have not yet received all our ipads.</b></p> <ul style="list-style-type: none"> <li>• Additional technology sessions will be introduced in P1-P3 to support/up skill staff</li> </ul> <p><b>Sessions for P1-3 were implemented up until Christmas as our Acting PT who was supporting these sessions returned to her substantive post. Nursery also benefitted from these sessions and all gave positive feedback, which has allowed teachers and support staff to support learners in class.</b></p> <ul style="list-style-type: none"> <li>• The new PTs will lead the schools Digital Schools Award bid.</li> </ul> <p><b>School Award was presented in November 2022. Staff, pupils, parents and other stakeholders were consulted for this award. We were also chosen to be a mentor school for others.</b></p> <ul style="list-style-type: none"> <li>• Sumdog will be rolled out across all classes for home/school use.</li> </ul>	<p>Distribute new planners to staff. (INSET DAY)</p> <p>Send out questionnaire to all staff to establish development needs and from this deliver training throughout the year.(Digital Leader)</p> <p>Once all new ipads are with us, the digital leader will create timetable for use across the school.</p> <p>Continue to monitor high quality teaching of technology.</p> <p>Work with digital leaders across the authority to complete the Cluster Action Plan. (Digital Leader to cascade information to our school)</p> <p>Sessions will continue to support classes across the school.</p> <p>Digital leader will continually monitor best resources updating, purchasing and replacing when necessary.</p> <p>Training for new digital leaders (pupils) who will then support parents and other stakeholders to develop their digital skills.</p>

	<p>Sumdog training was provided for all staff at the beginning of the year with refreshers throughout and almost all classes now use this resource for homework tasks and during class teaching. Almost all learners are engaging in tasks at home to reinforce learning.</p> <ul style="list-style-type: none"> <li>• Enhanced planners will be developed to support Teachers/Classes with Technology Class planners are nearly completed but awaiting consultation with class teachers.</li> <li>• We will continue to develop the use of Teams to support homework/pupil activity All classes are using Teams to engage with pupils and families. Most families are using this well.</li> <li>• In class support sessions from PTs for P1-P7 (fortnightly planned) Due to one of our Acting PTs leaving, only P4-7 have had sessions with our Digital Leader every fortnight. Pupils have engaged well and have learned new skills such as coding.</li> <li>• Upskilling staff team in new network systems/providing planners etc. SUMDOG training, regular Purple Mash refresher sessions have continued throughout the year. Most staff completed training using Discovery Education for coding. Staff completed coding sessions on unplugged resources, e.g. Botley the Robot.</li> <li>• Help guides/pupil videos produced to support at home activity. This has not been completed but we look to</li> </ul>	
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	support parents with this next year.	
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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 3: To continue to develop staff confidence in planning motivating and enriching approaches to learning through play and continuous provision, in P1 &amp; 2 and develop this play pedagogy in P3.</p> <p>NIF Priority: Improvement in attainment, literacy /numeracy</p> <p>NIF Driver: Parental Engagement &amp; 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>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>During Term Four (2022), MG, MMC and MB had the opportunity to observe the Primary One and Two classes to observe how play worked in the classroom environment and then they discussed how this would happen in their class with the DHT. It was agreed that there would be aspects of play and two afternoons of 'free flow'. The Primary Three teachers would also be allocated a time for outdoor play too.</p> <p>All of our Primary 1-3 teachers attended a CPD event at Eastriggs Primary school to view the set up and be involved in professional dialogue around play.</p>	<ul style="list-style-type: none"> <li>-Resource outside area for Primary 3 children to use.</li> <li>-Moderate play throughout the year speaking to staff, pupils and parents.</li> <li>-Encourage other staff to visit other schools to engage in professional dialogue.</li> <li>-Sign post staff for CPD, which should support their understanding and develop ideas to support speech and communication through play.</li> <li>-Primary 2 class to develop use of children's voice to discuss what they have been learning. Discussion with P1 classes and evaluate its effectiveness.</li> <li>-More 'play, stay and learn' opportunities for parents/carers throughout the year.</li> <li>-Continue building positive relationship with PT for D&amp;G play pedagogy.</li> </ul>

	<p>(November 2022)</p> <p>Pupils will be able to take responsibility for and lead their learning through play-based learning opportunities both indoors and outdoors.</p> <p>Most pupils are talking about their learning and can give suggestions to the class teachers about what they would like to see within their settings. This has been completed during reflection times with classes.</p> <p>Our DHT observed play in Primary 2/3 and 3 on 6.10.22 in the afternoon and provided feedback to staff. All children were engaged and could talk about their learning but there needs to be more of a focus on skills, which the children could not discuss. Both teachers were engaged in games with a small group and feedback from the children was very positive. (See observation sheet)</p> <p>Block One attainment meetings took place on 26<sup>th</sup> January 2023.</p> <p>AM, PT for Dumfries and Galloway Play Pedagogy will continue to use our P1 &amp; 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>Next Meeting Planned is for General Assistants to meet with Andrea to discuss supporting children in play.</p>	
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	<p>Infant staff to focus on recording observations on active-board using a big book style.</p> <p>AM met with our General Assistants on Tuesday 5<sup>th</sup> September to discuss how they can support/scaffold learning in the outdoor area. Both MK and MB found this discussion useful and were doing lots of what was discussed and felt reassured. They were also provided with other ideas going forward to try out.</p> <p>AM met with our Primary Three teaching staff to discuss their implementation of play within their classrooms and discussed what she has observed in other similar classrooms within the cluster. The staff found this very reassuring. AM met with two of our P3 teachers to observe play. She was impressed with the activities on offer and made some suggestions on ways to improve. Following this, our DHT had a meeting with staff and they decided that they would work on having fewer things out for continuous provision when it is free flow play and have a room for louder activities and a room for quieter activities. They are going to trial this throughout Term 4 and then review.</p> <p>D.H.T and staff within P3 will work together to organise classroom areas and outdoor provision. Resources needed, will be identified, and ordered. An area for outdoor provision has been identified and our school janitor is keen to support this development.</p>	
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	<p>Resources were identified and ordered for P3 continuous provision.</p> <p>The outdoor area had to be postponed due to the long-term absence of our janitor. Our DHT contacted parents for support and a company has offered to clear the identified area and tar it for free. This has been agreed with the clerk of works. Work will commence in the summer holidays.</p> <p>Development of observations and ‘big books’ will be used for assessment in play areas to track and monitor attainment of pupils on our school tracking system.</p> <p>Staff discussed observations on the Inset Day in August (18.09.22) and a proforma sheet for observations was put together and was used by staff. Staff have ensured that time for observations have been built into their timetables. Observations were discussed at a staff meeting on 26<sup>th</sup> September 2022. Staff are now using the active-board to discuss learning and give pupil voice, which is recorded and saved. Staff members commented that this is working well for observing and assessing other skills and Es and Os.</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)</p>	
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	<p>MC has been identified as the member of staff to complete PEEP (family Learning together) training in Term One (2022)                  Letter will be sent out to parents to invite them to PEEP learning opportunities by DHT and MC.</p> <p>MC has completed PEEP for both parents of Primary One and two pupils. All sessions were very successful and nine parents attended with their children from each year group over an eight-week period. Feedback sheets were collated and provided positive feedback.</p>	
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## 2.2 Report on the impact of PEF

- Not required for ELC if PEF has not been used for children in the nursery
- Include evaluative statements about how PEF has been used flexibly to meet needs of children/young people/families

<p>How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</p>	<p>Three of our General Assistants and one of our Classroom Assistants use CLG, Fastlane and CNG. Our DHT also supports pupils, coordinates the interventions, and collates all the assessments. All interventions are filed in an evidence folder and on-line and are sent to our local authority. They are also shared with class teachers, pupils and parents.</p> <p>This year, 2 pupils are working on CNG. Sixteen pupils have worked on Fastlane and 23 pupils are working on CLG.</p> <p>Two small groups are working on TLQ in Primary One. MB our General Assistant was trained and was further supported by our Senior Practitioner, Literacy Champion, with this intervention.</p> <p>PEEP (family learning together) sessions have been successful in supporting families with ways to support their children in Primary One and Two.</p>
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How well are you removing barriers to learning and ensuring equity for all?

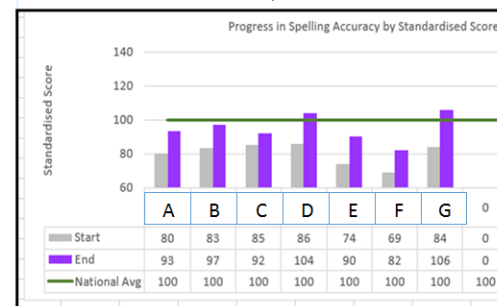
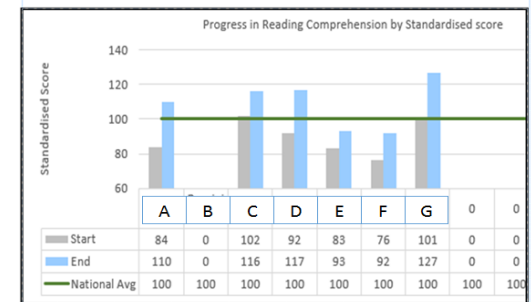
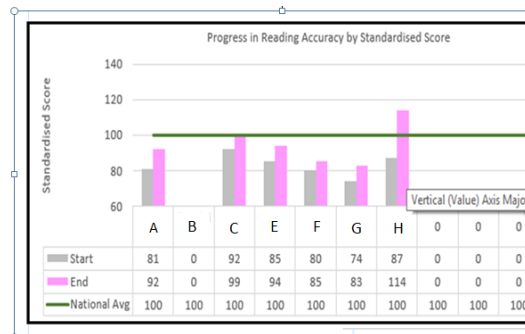
Through the school tracking and monitoring system, and during attainment meetings, all children from P1 to P7 who are not on track with their literacy skills are identified and children are prioritized to access researched and proven interventions. All interventions are evaluated and reviewed for impact. Impact has been positive for all pupils involved. All interventions are shared and supported by parents through one-to-one meetings with the DHT. All parents have shared in the success of the interventions and continue to support their children in continued literacy practice. Feedback from delivery from all staff is positive.

For numeracy and other curricular areas, support is provided by our General Assistants who spend time working with children who need further support in small groups or 1-1. Care experienced pupils have monthly check-ins with the DHT to ensure that they are happy and having success at school and home.

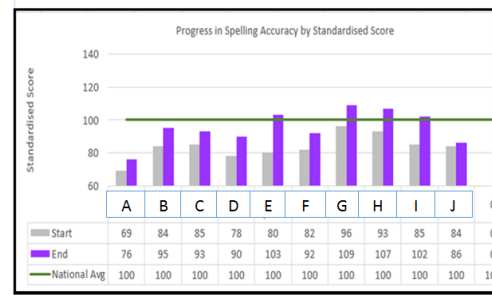
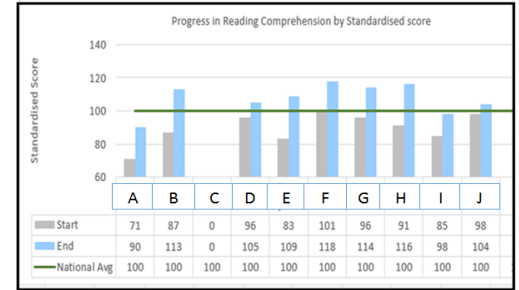
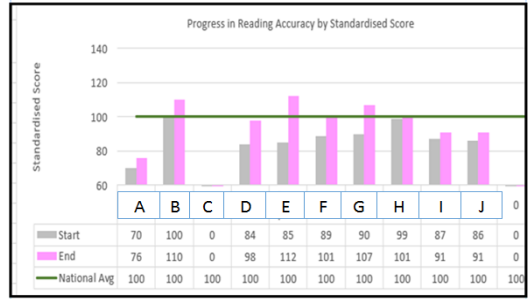
How much progress have you made in reducing the poverty related attainment gap? What are the lessons learned?

Results from Term 1 and 3 CLG. (results not available from Term 4 yet)

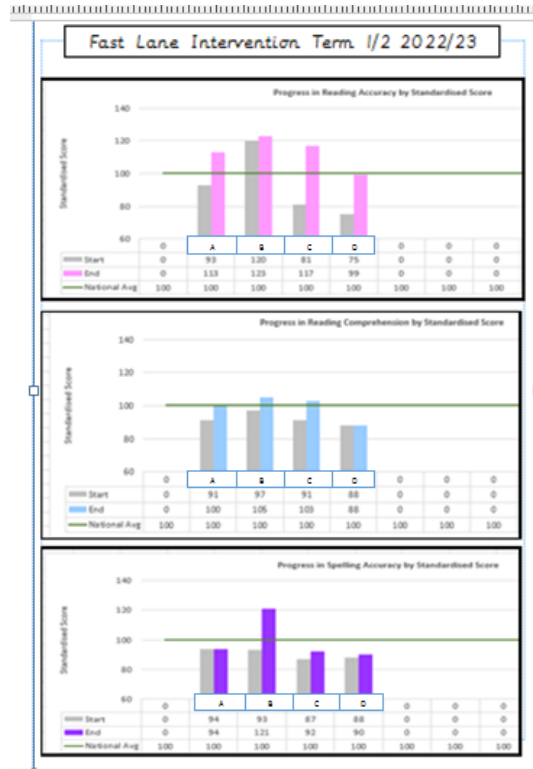
**Term One**



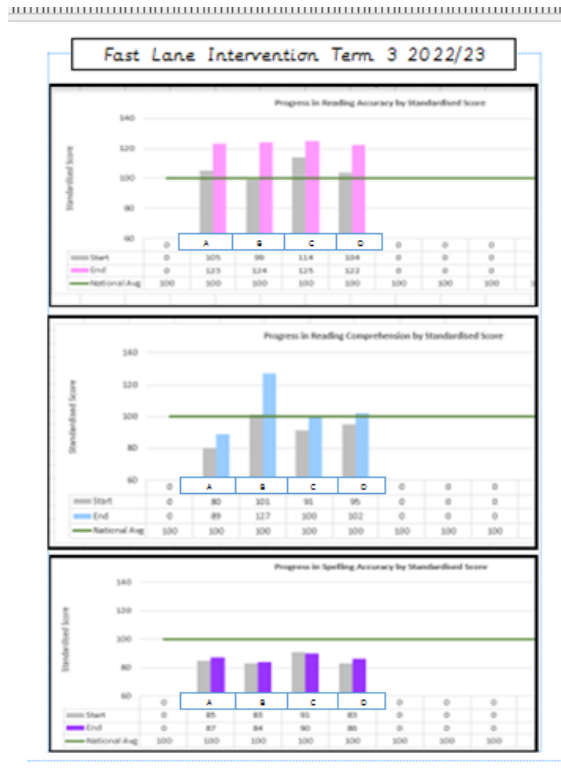
**Term Three**



**Results from Fastlane Intervention  
Term One**



**Term Three**



**For each PEF project/spend area complete the table. 3 tables have been inserted; more can be added if required.**

PEF Project/spending area:

To bulk buy key class resources for every pupil to ensure everyone have what they need. Extra-curricular clubs are fully funded, and curricular travel subsidised to ensure equity of access.

Rationale:	<p>As a school, we provide all our pupils with all the resources they need to ensure equity. All travel is heavily supported to once again, ensure activity is for everyone at Newington Primary School.</p> <p>Newington Primary School is within an area where some children are disadvantaged with most of the pupils living in SMD (2-5). We need to support our families with the cost of the school day especially with rising inflation.</p>
Impact:	<p>All children will have access to all the resources they need for school/homework tasks etc. Every child will access class trips and all Extra-Curricular Travel will be covered by the school to ensure equity. Staff will record club attendance and encourage/record attendance of targeted groups and individuals.</p>
Evaluative Comment	<p>All children have resources that allow them to take part in all curricular and extra-curricular activities at school.</p> <p>All school trips have been at a lower cost to families so that they can have the same experiences as others.</p>

PEF Project/spending area:	<p>To support and enhance continuous provision, outdoor play, TLQ in the P1 classes.</p>
Rationale:	<p>Our baseline assessments and evidence from Nursery indicate that a high number of pupils are coming into P1 behind their peers/comparators in literacy/numeracy areas. We will continue to employ a General Assistant to work across the P1 stages supporting the class teachers in delivery of continuous provision/TLQ/bi-lateral movement etc.</p>
Impact:	<p>Pupils have benefitted from extra support with outdoor play provision, support with interventions such as TLQ, bi-lateral movement and small group or 1-1 support with literacy and numeracy tasks.</p> <p>SNSA results are very positive with 67% achieving a band 6 or above within literacy and 16% achieving a band 5 within P1. Within Numeracy, 43% achieved band 6 or above and 30% achieved band 5.</p> <p>In Primary 4, 27% achieved band 9 or above and 22% achieved band 8 within reading. In writing, 19% achieved band 9 or above and 24% achieved band 8 and within Numeracy, 21% achieved band 9 or above and 21% achieved band 8. Those children who achieved</p>

	<p>band 5 or below have been targeted for interventions.</p> <p>In Primary 7, 16% achieved band 11 or above and 16% achieved band 10 with 33% achieving band 9 within reading. In writing, 16% achieved band 11 or above, 20 % achieved band 10 and 40% achieved band 9. Finally, within Numeracy, 29% achieved band 11 or above and 33% achieved band 10 with 16% achieving band 9. All children who achieved band 8 or below have been targeted for interventions.</p>
Evaluative Comment	<p>Without the support of our General Assistant, it would not have been possible for some of these interventions to take place. From the results, it is evident that impact from high quality teaching and learning from our class teachers and input from our General assistant is imperative for our pupils to succeed.</p>

PEF Project/spending area:	General Assistants to deliver interventions
Rationale:	<p>Building on the success of the Closing the Literacy intervention we are looking to employ a GA to work on this full time. Targeted groups and individuals will be selected across stages to benefit from the intervention. We now undertake Closing the Numeracy and Fastlane Interventions.</p> <p>Information from Class Teachers and evidence from SNSA and previous TLQ interventions highlights pockets of children not achieving as expected at their level.</p>
Impact:	<p>End of block assessments results are showing positive results. This is also true from teacher feedback as they find that the pupils involved are now much more confident and have gained more skills to have success in literacy and numeracy tasks. Feedback from parents and pupils has also been positive, with most commenting that they enjoyed the interventions and could see the impact it was having. Evidence from tracking and monitoring and SNSA results.</p>
Evaluative Comment	<p>Again, we have had very positive results with the interventions and this would not have been possible without the purchase of training and employment of our General Assistants and resources so that they can deliver the interventions.</p>





## 2.3 Summary of Key Strengths and Areas for Improvement

What is our capacity for continuous improvement? Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation based on the six-point scale
<p>1.3 Leadership of change</p> <ul style="list-style-type: none"> <li>• Developing a shared vision, values and aims relevant to the school and its community</li> <li>• Strategic planning for continuous improvement</li> <li>• Implementing improvement and change</li> </ul>	<p>-S.I.P. is based on evaluations of progress by staff, parents, and pupils, guided by our commitment in our current Vision/values and Aims</p> <p>-Collaborative approaches are planned for class/level/school/cluster to take forward. This is shared commitment by all to improve the outcomes for all pupils not only within Newington but also within Annan Cluster.</p> <p>- All pupils' views are sought, and pupil voice has directly impacted on determining change and development in school, especially since the commencement of our new school pupil council.</p> <p>- Some learners take on a range of school leadership positions i.e. house captain, vice-captains, monitors, playground buddies and leaders, pupil council and more recently, digital learning leaders. We also have a number</p>	<p>- Pupils, parents, staff and other stakeholders need to be involved in the creation of our new vision, aims and values of the school, which are relevant to our school community.</p> <p>-Staff need to engage with and reflect upon the new standards and HGIOS 4 so that professional improvements can be made.</p> <p>-Senior management team need to ensure staff feel confident when delivering new innovative topics suggested by our learners, which supports and promotes creativity, innovation, and enquiry.</p> <p>-Providing more opportunities for those that want to lead in curricular areas, allowing for an increase in collaborative learning and sharing good practice.</p>	<p>4 - Good</p>

	<p>of pupils leading clubs with staff facilitating them. Almost all pupils have experienced leadership roles within their own class.</p> <ul style="list-style-type: none"> <li>- SLT triangulate evidence from planning/observations and pupil conversations to establish effective practice to share. This also provides next steps for further school improvement planning.</li> <li>-The use of our new school website plus our school App/Class Teams/Forms etc. has greatly increased the quality/quantity of parental engagement and feedback.</li> <li>-The Tracking and Monitoring system has supported attainment discussion, helped target PEF interventions, allowed us to track pupil information and wider achievement from nursery to P7.</li> <li>-The DHT and P1 -3s have developed continuous provision further, by resourcing materials for this and planning for an outdoor area for our P3s. Staff have also looked outwards by visiting other schools and engaging in professional dialogue.</li> <li>-P4-P7 are looking at the Writing Revolution to support pupils with improved attainment in writing. Pupils are engaging with this well and the content of their writing has improved.</li> </ul>		
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Quality Indicator 2.3 Learning, teaching & assessment	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation based on the six-point scale
<ul style="list-style-type: none"> <li>• Learning and engagement Quality of teaching</li> <li>• Effective use of assessment</li> <li>• Planning, tracking and monitoring</li> </ul>	<p>-All pupils have a very good understanding of fairness, achievement and respect and are developing an awareness and appreciation of their rights and responsibilities. Engagement across the school in the UNCR, Rights of the Child has allowed connections to be made between our current Values and the Rights of the Child</p> <p>-Almost all pupils can talk about what they are learning with practitioners, peers, and parents/carers in the school while some older pupils can give examples of how this is relevant to the world of work.</p> <p>- Learning is supported with the use of digital technologies and the introduction of digital leaders should enhance the development of this in all classes including ELC in the future.</p> <p>- Through learning visits, explanations and instructions are clear. Most staff used skilled questioning and engagement to promote curiosity, independence, and confidence.</p> <p>-Assessment is planned in all curricular areas focusing on Benchmarks and evidence is gathered from a range of</p>	<p>- Staff need to share how they provide feedback to ensure our learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve and can talk about this.</p> <p>-More informal sharing of ideas throughout school, observations/monitoring by SMT, peers, and discussions with learners needs to continue to enhance high quality teaching and learning.</p>	4-Good

	<p>learning activities. Formative assessment techniques are evident during class observations, evaluations and professional dialogue.</p> <ul style="list-style-type: none"><li>- All teachers are developing the use of holistic tasks to support judgements on progress for pupils within a level.</li><li>-The school reviews the progress of all children effectively, including those with additional support needs. The school Tracking and Monitoring system is developing, supported by a range of evidence; it provides clear information on pupils' attainment, wellbeing and wider achievement across all curricular areas at identified points across the school year.</li><li>- All teaching staff use a range of assessment data to identify their focus for raising attainment and evaluate the effectiveness of interventions implemented to improve outcomes for learners.</li><li>-We have detailed planning in place for almost all curricular areas to allow for guidance but also allow for personalization, creativity and choice led by the learners.</li></ul>		
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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation based on the six-point scale
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Fulfilment of statutory duties</li> <li>• Inclusion and equality</li> </ul>	<p>-The use of various frameworks, HWB curriculum and protocols allow all pupils to be able to share their HWB status and for staff to identify supportive next steps. E.g. Use of SHANARRI indicators and recording of next steps and reviewing. SHANARRI data produced indicates a positive picture of the lives of pupils at Newington.</p> <p>-DHT, who is also a Mental Health Champion, sends out monthly wellbeing surveys for all staff and pupils. Discussion and where appropriate, support is provided as a result of these surveys. Results are added to tracking and monitoring.</p> <p>- Current school ethos and our positive learning environment allows for positive relationships across the school. Any breakdown in relationships is recorded in the bullying app and/or pastoral notes.</p> <p>- All pupils' needs are being met using Chronologies, Child's meetings, CSPs, IEPs, Parent and pupil talk time, Personal Care Plan meetings and Stay, Play and Learn sessions with our P1 &amp; 2 classrooms.</p>	<p>-Continue to embed the UNCRC Rights of the Child within our school.</p> <p>-Some of our topics within our RSHP need to be shared discussed and agreed with parents before they are presented to pupils.</p> <p>- Outdoor spaces need to be used effectively to promote positive relationships and wellbeing by the upper classes more. Staff need to take account of research linking benefits of outdoor learning and green space with wellbeing.</p>	<p>4-Good</p>

	<p>- Pupils who are identified are supported through targeted support, actioned using the D&amp;G supporting learners tool.</p> <p>-PEF funding supports in class support cost of the school day and curricular/extra-curricular travel.</p> <p>-All staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people.</p>		
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<b>Quality Indicator</b> 3.2 Raising attainment and achievement	<b>How well are you doing? What's working well for your learners? (Include evidence of impact.)</b>	<b>Areas for Improvement</b>	<b>Evaluation based on the six-point scale</b>
<ul style="list-style-type: none"> <li>• Attainment in literacy and numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievement</li> <li>• Equity for all learners</li> </ul>	<ul style="list-style-type: none"> <li>• Adapting programmes of work and assessments for SWEIC 4 stages of progression within a level.</li> <li>• Moderation of 'what it looks like' within the four stages of progression within a level. Have adapted writing assessments and working with ED and cluster for Talking and Listening. Our DHT will also feedback when completed the progression framework for local authority for Talking and Listening.</li> </ul>	<ul style="list-style-type: none"> <li>• To review the SWEIC 4 stages of progression within a level within our programmes of work and to look more closely at and use the reading framework by the authority.</li> <li>• When the authority has launched the framework for writing and talking and listening, we shall look to use this within our school.</li> <li>• To be more robust with our RFA's, IOCs and tracking of our learners within our Learning Zone,</li> </ul>	4-Good

	<ul style="list-style-type: none"> <li>• Attainment meetings and continual professional dialogue for IOCs and RFA's and in discussion with our Support for Learning Teacher and our PT for Supporting Learners.</li> <li>• Started attainment meetings for Nursery Keyworkers for N5 pupils to ensure progression within the early years.</li> <li>• Need more sharing and discussion of milestones and attainment within Learning Zone.</li> <li>• Monitoring a variety of jotters from each class and provided feedback.</li> <li>• Monitoring play areas, providing feedback, and engaging in discussion from P1-3 about their learning.</li> <li>• <b><u>Literacy</u></b></li> <li>• Have been rolling out supporting reading for the last four years based on research. Children are provided with books two levels below for home reading to encourage 'reading for enjoyment.' Staff work with children in class to engage in more discussion about texts in order to attain in comprehension.</li> <li>• CLG and Fastlane interventions</li> </ul>	<p>involving parents, pupils, and Learning Assistants more in the process.</p> <ul style="list-style-type: none"> <li>• To work closely with staff within nursery to ensure that they are continuing to assess against the early years' experiences and outcomes and ensure that the transition of tracking and monitoring within early years is more robust so that our learners are being stretched with high quality teaching and learning experiences.</li> <li>• Continue to monitor to ensure high quality teaching and learning across the school. This may include observations by SMT, peer observations, discussions with pupils and parents, ensuring that planning is providing pupils with a BGE and monitoring pupil's jotters and other evidence.</li> </ul>	
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	<p>for pupils identified by class teachers, using the tracking, and monitoring system. All evidence is kept on-line and in folders and sent to authority.</p> <ul style="list-style-type: none"> <li>• TLQ is used in P1 and PEEP has been used in P1 and now in P2 this year. All feedback from parents is collected. Pre TLQ, TLQ and Words Together are used in nursery. MC has been trained for PEEP intervention and Roots of Empathy and is working with one family in P2 to deliver the Roots of Empathy.</li> <li>• Continue to build capacity in General Assistants to support interventions. Recently, MH and MK were trained for Fastlane.</li> <li>• SRS, Toe by Toe, Clicker7 and small group support with Support for Learning Teacher. Pupils identified in discussion with class teachers.</li> <li>• Phonics evenings in Primary 1. Synthetic Phonics (Jolly Phonics) used P1-4)</li> <li>• P1 staff have this year began to use learning conversations on the active board with children to capture pupil voice and staff are now using observation sheets for continuous provision.</li> </ul>		
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	<ul style="list-style-type: none"> <li>• P4-7 beginning to use the 'Writing Revolution' to up level writing skills.</li> <li>• Staff have been trailing the assessment framework for Talking and Listening. This will continue to be developed.</li> <li>• Sharing homework on Teams so that parents can support their children.</li> <li>• Some staff are using SUMDOG for spelling and GS has looked at online books within SUMDOG.</li> <li>• Book club – to encourage readers.</li> </ul> <p><b><u>Numeracy</u></b></p> <ul style="list-style-type: none"> <li>• Nursery have started to use 'Developing Number Knowledge'. This is not yet embedded and will continue on their Nursery Improvement Plan next year.</li> <li>• All staff use the programmes of work, which use a variety of resources and were adapted by Mr. Armstrong in discussion with staff to ensure a robust, coherent and progressive framework of skills and knowledge within each level. Staff also use SAMSON to support Mental Math's strategies and Mental Agility booklets to</li> </ul>		
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	<p>revise previous concepts.</p> <ul style="list-style-type: none"><li>• SUMDOG challenges and homework set for pupils from P3-7.</li><li>• CNG – used to support pupils. Has only been used with P2 and P6 &amp; 7 pupils so far.</li></ul> <p>During all attainment meetings, staff engage in professional dialogue about ‘why’ children are not achieving and discuss what support is in place and what else is needed.</p>		
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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> <li>• Learning Pathways</li> </ul>	<p>-There is a strategic overview of the curriculum, which we use to ensure a shared understanding of the purpose and design of the curriculum.</p> <p>- Learning pathways in almost all curriculum areas have developed to support children and young people to build on their prior learning and ensure appropriate progression for all learners.</p> <p>- Our developments have ensured most pupils have access to high-quality learning in most curriculum areas.</p> <p>- All staff take responsibility for developing literacy, numeracy, health and wellbeing and most staff in digital literacy across the curriculum.</p> <p>-Some staff are improving the quality of the holistic tasks created, to allow pupils to demonstrate their skills across the curriculum.</p>	<p>- Staff need to develop more opportunities for our learners to develop and talk about skills for learning, life and work in motivating contexts.</p> <p>-Outdoor learning needs to be more regular, progressive, curriculum led experience for all learners from P1-7.</p> <p>-Learning for sustainability needs to be embedded across our curriculum.</p> <p>-Embed clear learning pathways in the technologies area of the curriculum for Digital Literacy and Computing Science. Develop other areas of technologies.</p>
<p>2.7 Partnerships</p> <ul style="list-style-type: none"> <li>• Impact on Learners</li> <li>• The impact of parental involvement on improving children and young people's learning.</li> </ul>	<p>-All families were offered a parental consultation in October 2022 and March 2023. A final written report using SEEMIS Progress and Achievement, will be sent out to parents in June, with parental feedback sheets. Members of the SMT will read over feedback sheets and contact parents where appropriate to discuss.</p> <p>-Forms/emails are now used for almost all</p>	<p>-More involvement of parents and carers in shaping policy and services to improve impact.</p> <p>-Build on more 'Stay, Play and Learn' sessions across the school community and provide leaflets on ways to support their child at home.</p>

	<p>school returns. Parents are much happier with this arrangement. Paper copies are available when requested.</p> <ul style="list-style-type: none"> <li>-Our engagement and communication between partners is regular, structured, supportive and efficient. We are clear about the purpose of our partnerships.</li> <li>- All parents are encouraged to support their child's learning at home. All staff provide parent/carers with ideas and suggestions of ways they can support their child's learning at home.</li> <li>-Senior practitioner and one of our teachers worked together to create a leaflet to support families with speech and communication for their child and 'who to go to' for further support. This was well received by all parents in nursery and school and many have since went to a 'drop in' session.</li> <li>- Newington school continue to develop links with other ELC Private Partnerships and Secondary school to enhance the transition from ELC to Primary 1 and Primary 7 to first year. Transfer of information on HWB, Literacy &amp; Numeracy ensures progression in pupil learning.</li> <li>-Some classes have started working in partnerships with one of our local care homes and plans are in place for future visits.</li> <li>-Visits have been made by many classes to local businesses such as cinema, library, shops and swimming pool.</li> </ul>	
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