Education and Learning Directorate
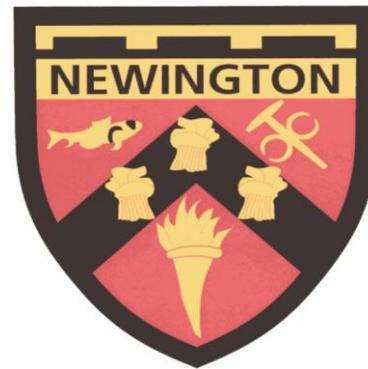
School Annual School Improvement Planning

2023-2024

School: Newington Primary School

Date: May 2023

SCHOOL IMPROVEMENT PLAN 2023 – 2024 *(Limit the number of priorities to ensure they are manageable and achievable.)*

School Priority /Improvement Area	Outcomes for Learners/School Community	Key Tasks
School Priority 1: Creating 'Vision, Values and Aims' relevant to the school and its community.	• Through effective leadership at all levels, our school community will work together to create our school's vision, values and aims into a sustainable reality to ensure continuous improvements and successes for our learners thus promoting positive partnership working and community ownership. • All stakeholders will have a clear understanding of the social, economic, and cultural context in which our children, and young people and their families live, alongside our awareness of current policy and practice.	-Engage with all stakeholders through questionnaires and focus groups, then analyse data return. (Term One) -Establish draft set of 'Vision, Values and Aims', then discuss again with all stakeholders, adapting and editing as necessary within focus groups so that input from all stakeholders is considered and they feel valued. (Term Two) - Identify how to raise and embed 'Vision, Values and Aims', and create an environment where it underpins the life and work of the school through consultation with all stakeholders, reflecting on the unique features of this school in the community. (Term Three)
NIF Priority	**NIF Driver**	**HGIOS 4 / HGIOELC QIs/National Standard Criteria**
NIF Priority: Improvement in children and young people's health and wellbeing	NIF Drivers: School Improvement & Parental Engagement	Leadership and Management – 1.3 Leadership of Change UNCRC ARTICLES:12, 13,28, 29 &31 Skills for Life, Learning and Work: Communicating, evaluating, and creating.

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Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
Head Teacher	**Initial engagement process** – Completed by end of Term One **Draft Set of 'Vision, Values and Aims'.** – Completed by end of Term Two **Further consultation to set an agreed set of 'Vision, Values and Aims'.** – Completed by middle of Term Three **Final consultation about how to embed 'Vision, Values and Aims' within our school community** – End of Term Three		Expected Completion Date – May 2024

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. • Parents and other stakeholders – building strong, positive relationships with parents, families, and communities so that everyone feel valued. Forms will be sent out to all parents and stakeholders to establish our vision, values, and aims. From this, we will have small focus groups made up of parents, staff, pupils, and other stakeholders to bring all ideas together. A draft copy will be provided for everyone and edited thereafter, if required.	**Being a Teacher in Scotland:** -Promoting and engendering rights respecting culture and the ethical use of authority associated with one's professional roles. **Professional Knowledge and Understanding:** -Ensuring 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. **Professional Skills and Abilities:** -Creating a safe, caring, and purposeful learning environment which is welcoming and inclusive, well managed and well organised; inclusive and stimulating that offers appropriate support and challenge for all learners.

	- 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. All learners are included, engaged, and involved in the life of the school.

School Priority /Improvement Area	Outcomes for Learners/School Community	Key Tasks
School Priority 2: To improve outcomes for pupils with high quality digital teaching and learning and to build upon our Digital School's Award presented to us in November 2022.	• Staff will have the opportunities to reflect on their own abilities in digital teaching and learning and will have opportunities for continual professional development to enhance their own understanding and skills. • Increased confidence and skills of staff will lead to improved digital teaching and learning and resources for our learners. • Opportunities for parents and other stakeholders to upskill their own digital learning with the support of our pupil group of digital leaders in school. This will hopefully allow parents to support learners at home.	-Staff within school to complete a forms questionnaire about their own abilities and confidence levels when using digital technology within school. (Term One) -Staff/pupils will complete survey about any resources that they would like within school. This will then be investigated within school and across the cluster. (Term One) - Digital Leader within school, will create 'how to' guides for main computing resources. (Term Two) -Digital Leader will provide training for staff to develop skills when using digital technology. (Terms One – Four) -Digital leader along with our pupil group of digital leaders will provide opportunities to support parents and other stakeholders. (Terms One – Four)

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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.	NIF Drivers: School Improvement & Parental Engagement	**Leadership and Management** – 1.1 Self Evaluation for Self-Improvement 1.2 Leadership of learning 1.3 Leadership of change 1.5 Management of resources to promote equity. **Learning Provision-** 2.2 Curriculum 2.3 Learning, teaching and assessment. 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships **Successes and Achievements-** 3.2 Raising attainment and achievement. 3.3 Increasing creativity and employability. UNCRC ARTICLES:12, 13, 17, 28, 29 &31 Skills for Life, Learning and Work: Communicating, technological competence, learning skills, knowing, applying, evaluating and technical skills.

Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
Digital Leader in School (GS)	**Evaluation forms created and then completed by staff** – End of Term One **Pupils' questionnaire/pupil**	Funding of Resources (Annual Fees) SUMDOG -£1500 annual fee Purple Mash - £900 annual fee	Expected Completion Date-June 2024

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council consultation regarding resources – End of Term One **Creation of 'How to ...' guides** – End of Term Four. **Training for staff** – Terms Three/Four **Training for Parents** – Term Four	School App and Website £550 annual fee Discovery Education £250 annual fee	

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. Some of the children will also become 'digital leaders' supporting others within the school and out with, such as parents and some residents from our local care home who are keen to visit. • Parents and other stakeholders – building strong, positive relationships with parents, families, and communities so that everyone feel valued, and they can support learners at home. Parents will be made aware of what their child is learning at home and will have an opportunity to learn alongside their	**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.

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| child at 'stay and learn 'sessions throughout the year. We will also ask parents to evaluate these sessions. | |

School Priority /Improvement Area	Outcomes for Learners/School Community	Key Tasks
School Priority 3- To further develop moderation for talking and listening – school/cluster development.	• Staff will further engage in cluster development projects as we look to assess and moderate Talking and Listening. • Increased confidence of teachers assessing 'Talking and Listening' and more confidence and evidence when tracking and monitoring pupils' attainment within and across the levels. • Pupils will undertake appropriate tasks that will enhance their skills involved in 'Talking and Listening'. • Pupils will be able to talk about key skills to participate effectively in talking and listening tasks.	• All staff will attend the Cluster training (Wed 6th Sept 2023, 20th Sept 2023, 13th Feb 2024, and 17th April 2024) • Development tasks suggested within cluster training meetings will be trialed within levels and moderated, and feedback of impact will be provided to the cluster and within school during collegiate development activities. (Terms One and Two)
NIF Priority	NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria
NIF Priority -Improvement in attainment, particularly in literacy and numeracy.	NIF Drivers: Teacher and practitioner professionalism, Curriculum and assessment, School and ELC improvement and Performance information	**Leadership and Management –** 1.1 Self Evaluation for Self-Improvement 1.2 Leadership of learning 1.3 Leadership of change **Learning Provision-** 2.2 Curriculum 2.3 Learning, teaching and assessment. 2.6 Transitions 2.7 Partnerships

		Successes and Achievements- 3.2 Raising attainment and achievement. UNCRC ARTICLES:12, 13, 28 & 29 Skills for Life, Learning and Work: Literacy, communicating, knowing, applying, interpersonal skills and leadership skills.

Responsible/Lead Person	**Time Allocations**	**Funding – including PEF**	**Expected Completion Date**
Head Teacher/Talking and Listening Leader within school – ED	ED is the school link and part of the Cluster development group. • All staff (termly collegial sessions) • Review in May 2024	• £1000 from PEF for any resources or to produce/develop school materials.	Expected Completion Date-June 2024

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 learn about the skills needed to become an effective talker and listening and engage in meaningful tasks to support this. • Parents and other stakeholders – Looking Inwards/Outwards/Forward – Building positive partnerships across the cluster, engaging in professional dialogue, sharing	**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. -the need to adapt and enhance learning experiences for learners with additional support needs. -the features of inclusive learning contexts which motivate and value every learner. **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. - taking into account the additional support needs of learners to

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ideas, and moderating listening and talking assessments across and within a level. Parents will be provided with communication booklets at the start of the year for our nursery and Primary One pupils which was developed by some staff which can help them to support their child at home and a 'who to go to' guide if they are having any difficulties. • Staff will be involved in cluster events to develop their knowledge and understanding of how to assess and plan for talking and listening across the levels. They will be involved in professional dialogue with staff from schools within the cluster.	ensure meaningful learning experiences.

School Priority /Improvement Area	Outcomes for Learners/School Community	Key Tasks
School Priority 4- To bring together and share the good practice and ideas of education staff, focusing on advice and strategies for improving the participation, acceptance, and achievement of learners to promote effective inclusive practice.	• Every young person will have access to a high-quality learning provision, within a supportive environment, which enables them to achieve their goals and make real measurable progress. • Pupils will be actively engaged in decisions which affect them as young people. • Families/parents/carers are supported as primary educators of their children. Each parent should feel that he/she is a valued partner in the education of their child. • Staff will complete the 'Inclusive Practice 'evaluation toolkit. Staff in our school will undergo training to ensure that they understand nurture principles and what an inclusive school looks like so they can make a substantial impact in raising standards which promotes effective learning for all.	• Complete the Whole School Self-evaluation toolkit with a few members of staff to gauge their views. This can also be used with pupils and parents as a starting point. (Term Four / Term One of new academic year) • One staff member will attend the authority training (21.08.23) and then during collegiate, will cascade some of the messages from this training. • Development tasks will be to evaluate where we as a school are and how we can improve. Further development tasks will come from this training and from our self-evaluation. (Throughout year)
NIF Priority	**NIF Driver**	**HGIOS?4 / HGIOELC QIs/National Standard Criteria**
• NIF Priority -Placing the human rights and needs of every child and young person at the centre of education and improvement in children and young people's health and wellbeing.	NIF Drivers: Teacher and practitioner professionalism, Curriculum and assessment, School and ELC improvement and Performance information	**Leadership and Management –** 1.1 Self Evaluation for Self-Improvement 1.2 Leadership of learning 1.3 Leadership of change 1.5 Management of resources to promote equity. **Learning Provision-**

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Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
Head Teacher/Lead for School for Inclusive Practice (CC)	**School lead will take part in training during inset** - Aug 2023. **Tasks may be set to develop this area more**. Time unknown at this point.	• £1000 from PEF for any resources or to produce/develop school materials.	Expected Completion Date-June 2024

Parental and Learner Engagement Opportunities	Linkage to Framework for Inclusion

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• Learners – pupils will be asked for their input using the self-evaluation toolkit and pupil voice will be determined throughout this improvement. • Parents and other stakeholders – Looking Inwards/Outwards/Forward -parents and other stakeholders will be asked for their input using the self-evaluation toolkit. They will be kept up to date about improvements in school and will be asked for their input and support. • Both parents, pupils, staff, and other stakeholders will have an input in reviewing our policy on our Equality, Diversity, and Inclusion.	**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. -Demonstrating a commitment to supporting learners who are experiencing or who have experienced trauma, children and young people from a care experienced background and understanding responsibilities as a corporate parent. -Respecting individual difference and supporting learners' understanding of themselves, others and their contribution to the development and sustainability of a diverse and inclusive society. **Professional Knowledge and Understanding:** -How to adapt planning approaches to ensure that the needs of every learner are effectively addressed. -The need to adapt and enhance learning experiences for learners with additional support needs. -Innovative and partnership approaches for learners with additional support needs. -The features of inclusive learning contexts which motivate and value every learner. -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. **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. - creating a safe, caring, and purposeful learning environment which is welcoming and inclusive, well managed and well organised; inclusive and stimulating that offers appropriate support and challenge for all learners.

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	- demonstrating care and commitment to working with every learner, embracing diversity to ensure that every learner feels welcome, included, and ready to learn. - valuing all learners and their participation, actively engaging children, and young people in decision-making about their education. - planning and adapting learning, teaching and assessment, to meet the needs of every learner. - taking into account the additional support needs of learners to ensure meaningful learning experiences.

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