

## Newmilns Primary and ECC



## Establishment Context

Newmilns Primary School and Early Childhood Centre (ECC) is a non-denominational school situated in the small town of Newmilns. Newmilns Primary and ECC a relatively small, rural school.

The Head Teacher has been in post for 11 years and is supported by a Depute Head Teacher and Senior Lead Early Learning and Childcare Practitioner.

The Primary school role is currently 106 working across 5 classes in the Primary. The school currently has an enhanced support for learning provision. This provision is called the Learning Lab and supports children attending Newmilns Primary who require a more bespoke package of support.

Just over half of children attending the Primary School live in Scottish Index of Multiple Deprivation (SIMD) quintile one. No children reside within quintile five. Thirty five percent of pupils are entitled to free school meals, this is above the local authority average. Twenty nine percent of pupils require additional support with their learning; this is also just above the local authority average. A minority of children in receipt of ASN are regularly support by staff within the enhanced provision classroom.

There have been no exclusions this session. Attendance is 90%. This is slightly less than the East Ayrshire average, but is higher than attendance last year, which was 88.5%. This will remain a focus of improvement next session.

The Local Authority carried out a Learning Visit during the final term of this year. This was a positive visit with the team agreeing with the school's self-evaluation.

The following strengths were identified:

- ✓ The SLT is working collaboratively with a strong sense of purpose, underpinned by a clear strategic vision for school improvement and clearly defined roles and responsibilities. They demonstrate a shared understanding of the school's priorities and are confidently leading the next steps in its continued progression.
- ✓ Since the last learning visit, significant progress has been in further developing quality assurance and self-evaluation processes. These have been aligned with the recently

reviewed 'Excellent Lesson' and 'Newmilns Legends' to ensure that key aspects of practice are the focus for promoting consistent, high quality learning and teaching across all classes.

- ✓ In our observations, where the learning was well planned to meet the needs of learners and there were high expectations, there was engagement and progress in learning.
- ✓ Relationships throughout the school are strong, respectful and caring.
- ✓ The school has a positive ethos with an inclusive environment.
- ✓ Children are confident, respectful and well-mannered. They speak with pride about their school.
- ✓ Pupils have increased meaningful leadership opportunities across the school. Through involvement in leadership groups (WINGS), Pupil Council and other initiatives they are actively contributing to school life. They feel their voices are listened to, valued and increasingly acted upon to drive change within the school community.
- ✓ The teacher in the Learning Lab works collaboratively with class teachers to ensure that planning for activities in the Learning Lab aligns with the work in the classroom.
- ✓ A reverse integration programme is working well in the Learning Lab to allow Learning Lab pupils to feel more connected to their peers, supporting them to return confidently to their wider school class when appropriate.
- ✓ Parents /Carers expressed satisfaction with how the school is currently operating. They find the SLT approachable and value the regular communication through the App and Learning Journals that keeps them well informed and actively engaged in school life.
- ✓ Parents/Carers expressed that their children were happy and enjoying a wide range of experiences that were supporting their learning and personal development.

- ✓ The school has established strong, effective partnerships and plays an active role in the local community. Its regular involvement in community events not only enriches pupils' learning experiences but also fosters a strong sense of belonging.

Areas of improvement have been identified through a range of quality assurance activities, including the Learning Visit and on-going partnership with all stakeholders. Priorities have been agreed for next session, these are detailed within our school improvement plan but in summary:

- Further develop leadership at all levels, including pupil voice supporting continuous improvement.
- Embed recently reviewed Quality Assurance processes, ensuring consistency in approaches to high quality learning and teaching across the school.
- Components of our Excellent Learning and Teaching Experience embedded in practice.
- Inclusive classrooms further developed through CLPL and on-going reflection.
- Raise attainment and achievement in literacy and numeracy, ensuring children are reaching their full potential.

The Early Childhood Centre provides placements for up to 44 children from the ages of 3 until starting Primary School. Forty children have attended this session. The ECC offers attendance patterns based on a term time model. Within the centre 33% of children attending require additional support.

The Early Childhood Centre was visited by the Care Inspectorate in March 2025 as part of the pilot inspections in respect of the new shared quality framework. Prior to this, the ECC had a very successful local authority audit. The following aspects were identified as strengths through the inspection process:

- ✓ Regular opportunities to build relationships and engage in professional dialogue supported staff to feel valued.
- ✓ Children received continuity of care through effective staff deployment.
- ✓ Children's safety was supported by a secure and well maintained building. Children were mostly engaged and motivated in their play.
- ✓ Children's rights were upheld through regular outdoor play and visits to the local community.

From this process and from our own self-evaluation, the following areas have been agreed as priorities for next session:

- Further enhance the play and learning environment through day to day practice and key leadership roles using the new framework to benchmark best practice.
- Components of our Excellent Play and Learning Experience embedded in practice.
- Continue to ensure the playroom environment meets the needs of all children ensuring a positive, calm play and learning environment.
- Introduce a range of high quality learning experiences aimed at developing real life skills.

## Establishment Vision, Values and Aims

At Newmilns Primary and Early Childhood Centre we are committed to developing a culture and ethos in which all our pupils fulfil their potential by nurturing confident individuals and developing responsible citizens who are provided with opportunities to contribute effectively as successful, lifelong learners.

It is our Vision that ***“all pupils at Newmilns Primary and Early Childhood Centre will flourish in all aspects of their lives.”***

Our core values; ***Cooperation, Respect, Determination, Hope and Ambition, Friendship*** and ***Honesty*** underpin everything we do and are reflected in our school moto ***Believe and Achieve, Raise the Bar and Be the Best You Can Be.*** Our ***Golden thread of Kindness*** binds our moto and values together.



### Our Aims

- Create a welcoming, safe and secure learning environment.
- Build and develop positive relationships with the whole school and wider community.
- Nurture and prepare children for life as healthy, responsible citizens.
- Provide a broad, balanced school curriculum that inspires a creative and enquiring mind helping develop the 4 capacity of curriculum of excellence.
- Recognise and celebrate success and achievement

Our Vision, Values and Aims have been developed over time and have been reviewed at key points involving different members of our school community, in particular our pupils.

Improvement Priority	<p><b>Newmilns Primary and ECC Improvement Plan 1: Our Leadership</b></p> <p><i>Develop opportunities for leadership at all levels and ensure robust processes are in place to enable quality assurance to further develop planning, teaching and learning and assessment consistently across the Primary and Early Childhood Centre.</i></p>	<p><b>Education Service Improvement Plan 1:</b></p> <p><b>Our Leadership</b></p> <p>We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom, playroom and centre.</p>
<b>Our Leadership</b>		
Progress and Impact	<p>The Head Teacher has reviewed quality assurance procedures across the primary school and ECC. This has resulted in more regular and robust quality assurance processes being implemented with feedback given timeously and acted upon by staff. This work was highlighted as good practice during the recent learning visit.</p> <p>Teachers have worked collaboratively with senior leaders to agree the features of high quality learning and teaching. This has been further developed to create Newmilns Legends – key features expected in every learning experience. Infographics are displayed in all classrooms and teaching areas to support this work. The Excellent Lesson is used to support quality assurance and to further develop consistency in approaches across all classes.</p> <p>Within the ECC, more regular and robust processes to monitor playroom and practitioner practice has been introduced this session. This has resulted in notable improvements to the playroom environment. Pupil Equity Funding (PEF) was used to support these improvements, leading to increased motivation and participation in a range of areas within the indoor environment.</p> <p>Practitioners worked collaboratively with Senior Leaders to revisit the components of excellent play and learning experiences. These have been shared and displayed on a new infographic.</p> <p>In all classes and in the ECC children have a range of opportunities to support their school/class/playroom community, for example lunch monitors, distributor and light monitor. This gives children a sense of pride and responsibility.</p> <p>All children in Primary 4-7 choose which pupil leadership group they wish to take part in. These are known as What I Need to Grow In School Groups (WINGS). WINGS groups focus on Health and Wellbeing, Sustainability, through East Ayrshire’s Clean Green initiative and Rights Respecting Schools. In addition to this, a few children volunteered to be part of the Pupil Council and Tech Team. The Pupil Council have started to explore the use of “wee HIGOS” to support self-evaluation for improvement, ensuring children’s voice is captured and acted upon.</p>	

	<p>Class teachers are responsible for WINGS groups, with the Head Teacher responsible for the Pupil Council. The work carried out by each group is documented through planning and evaluation and is beginning to support the development of children's understanding of meta skills. Children are also involved in decision making at Together Time, younger children are also supported to do this, for example, children were consulted in the planning of a family fun and wellbeing event. Senior leaders seek pupil voice across the school in quality assurance processes. These opportunities link directly to the school improvement plan and also support future improvement priorities. The explicit development of meta skills is in the early stages through these and other Together Time opportunities.</p> <p>All teaching staff have taken on a leadership role at some level this session. This has included staff leading WINGS groups, developing whole school community challenges and feature days and in one case writing a position statement. Staff have embraced this new challenge well through PRD processes.</p> <p>Staff within the ECC have taken on small leadership roles, looking at developing specific practice within the playroom, for example developing use of Makaton, Communication Friendly Environment and sustainability.</p> <p>The Re-imagining the curriculum tool is used to promote breadth of curricular areas covered and to provide children with opportunities to learn across the 4 contexts of learning. A family friendly version of this was used to share overarching contexts for learning with families.</p>
<b>Next Steps</b>	<p><u>Primary School</u></p> <ul style="list-style-type: none"> <li>➤ By April 2026 all staff will engage in CLPL and leadership opportunities which impacts positively on learning, teaching and assessment for all children.</li> <li>➤ By April 2026 children's voice is clearly linked to continuous improvement journey.</li> </ul> <p><u>Early Childhood Centre</u></p> <ul style="list-style-type: none"> <li>➤ By June 2026 all children will experience high quality play and learning experiences, and consistent pedagogical approaches across the centre almost all of the time.</li> <li>➤ By May 2026, all children will experience high quality interactions, spaces and experiences almost all of the time.</li> </ul>



Improvement Priority	<p><b>Newmilns Primary and ECC Improvement Plan 2: Teaching and Learning Together</b></p> <p><i>Enhance and develop learning, teaching &amp; assessment approaches across our curriculum in the Primary and Early Childhood Centre, leading to improved readiness to learn and improved performance in all aspects of literacy and numeracy for children. Continuing to strive towards reaching our stretch aim of most of our children achieving the national expectations at P1, P4 and P7.</i></p>	<p><b>Education Service Improvement Plan Priority 2:</b></p> <p><b>Teaching and Learning Together</b></p> <p>Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.</p>
Teaching and Learning Together		
Progress and Impact	<p>The Head Teacher introduced teaching staff to the key themes within Bruce Robertson’s book, the Teaching Delusion. This was an opportunity for staff to reflect on their practice and to consider the importance of consistency across the school, whilst ensuring a degree of autonomy for all teachers. This work allowed staff to further reflect on the components of the Excellent Lesson and break this down further, creating Newmilns Legends, a visual reminder of the key components required in every lesson whilst the Excellent Lesson details expectations more holistically. Newmilns Legends includes clear instructions, sharing learning intentions and success criteria, providing appropriate feedback and managing successful transitions.</p> <p>The Excellent Lesson and Newmilns Legends support the refreshed approaches to quality assurance introduced over this session.</p> <p>One teacher took part in East Ayrshire’s Teacher Leadership programme. This allowed key information to be shared with all staff in relation to expectations regarding feedback and differentiation. This involvement encouraged all staff to reflect on the different forms of feedback given to children and has allowed them to develop a code for showing how feedback has been given for example, VF (Verbal feedback) or how work has been assessed, for example SA (self-assessed),PA (peer assessed). Staff also took time to consider how they differentiate learning for children and all are now re-thinking approaches, ensuring that differentiation is effective and not just based on outcome or support given. Consistency in this work continues to develop.</p> <p>Collaborative quality assurance and moderation of pupil work has been beneficial, encouraging all staff to re-engage with the school’s jotter policy and are beginning to share a more consistent understanding of expectations in presentation and use of jotters.</p> <p>All staff participated in a series of CLPL sessions to further develop numeracy and mathematics pedagogies. In most classes, this work has led to a better balance of the types of activities delivered across learning in numeracy and mathematics, promoting the concepts of conceptual understanding, procedural fluency and adaptive reasoning.</p>	

An overview of writing genre, ensuring coverage and balance of the different types of text at early, first and second was used at the beginning of the session. In line with learning gained via the CYPIC National Improving Writing (NIW) Programme sessions, staff are beginning to rethink this, especially at early and first level, where a focus on tools for writing has been identified as a priority.

Staff have worked collaboratively with senior leaders to reflect on how learning intentions and success criteria are generated, shared and used in taught writing lessons and planning in line with SAC COW has been a focus. Staff have been using different methods to support self and peer assessment in writing.

Two members of staff have engaged in the CYPIC National Improving Writing (NIW) Programme. Thinking around the programme has been shared and use of the programme at P4 has led to increased motivation for writing and has led to improvements in attainment and achievement.

The P1-2 teacher and Head Teacher have considered play approaches in P1-2 at Newmilns Primary. A position statement has been developed to outline the rationale behind play, taking account of national advice, and to ensure approaches to play is meaningful and high quality. This work has been shared with relevant staff and approaches shared through observations within the school and also through moderation activity across the Education Group and by staff visiting from another school.

Digital technology is being used in all classes to enhance learning, teaching and engagement in literacy and numeracy. Staff use digital technology to enable research and as a tool for presenting work in the majority of classes.

Pupil Equity Funding was used to purchase additional Chromebooks and charging cabinet to enable increased use of digital technology in all classes. Taking account of Scottish Government devices, we have 92 devices available. This is just shy of 1:1, and does allow 1:1 provision when required across classes. A charging cabinet was also purchased to allow for save and easy distribution of devices when needed.

Our increased used of digital technology was observed in our recent learning visit and the will continue to evolve and develop as we move forward.

Most Primary 1 staff within the Education group engaged in moderation work focusing on play pedagogy. This allowed the staff to share approaches to play, highlighting areas of good practice within each school.

Most staff within the Education group from P2-7, an almost all secondary English teachers engaged in a moderation activity focusing on writing. Staff shared how they planned and what feedback was given to the children. This activity allowed staff to share not only the finished piece enabling a discussion around achievement of a level, but also allowed practice to be shared in the different aspects of the writing process.

Staff involved found this moderation activity worthwhile, and were positive in feedback in respect of appreciating the opportunity to collaborate with colleagues from across the Education Group.

	<p>Within the ECC there has been a focus on developing how play and learning is planned, tracked and monitored. The foundation of this work is rooted in the East Ayrshire planning tracking and monitoring tool. With the support of the TAP teacher, a Continuous Provision planner has been created which sits alongside the intentional room planning. The planning, tracking and monitoring tools are used alongside each other to triangulate children's learning and assessment. Tracking used throughout year to assess where children are at and individual targets set to meet the child's needs. Learning journal tracker used at fortnightly planning to see gaps in learning and how this can be incorporated into the planning cycle to ensure breadth across the curriculum.</p> <p>The Lead Senior has developed the daily routine, including the deployment of staff to ensure children's needs are met across the day and that transitions are minimised. Staff have developed the indoor learning environment, ensuring it is well organised and enables a range of high quality play and learning experiences across the day. Pupil Equity Funding enhanced this work through the purchasing of new resources to better enable creativity, early numeracy and literacy development.</p> <p>The staff have re-introduced small group time for all children. This has been done to enable differentiation, offering support and challenge to all children. Small group time has been implemented with a focus on developing attention and concentration skills and early literacy and numeracy skills. Progress is tracked using specific tools and tracking within Learner Journal.</p> <p>The children are happy in their environment and staff meet the children's varying needs well, both of these aspects were commented on positively during our recent pilot Inspection from Care Inspectorate.</p>
<b>Next Steps</b>	<p><u>Primary School</u></p> <ul style="list-style-type: none"> <li>➤ By June 2026 all children will experience high quality learning, teaching and assessment in almost all lessons, resulting in increased engagement, achievement and attainment.</li> <li>➤ By May 2026 all children experience further opportunities to lead their learning through IDL and skills based learning as appropriate to their age and stage.</li> </ul> <p><u>Early Childhood Centre</u></p> <ul style="list-style-type: none"> <li>➤ By April 2026 all children will benefit from high quality interactions, spaces and experiences almost all of the time.</li> <li>➤ By June 2026 all children will make progress in their literacy and numeracy development.</li> <li>➤ By April 2026 all children will have opportunities to develop real life skills through participation in a range of high interest, engaging activities.</li> </ul>

Improvement Priority	<p><b>Newmilns Primary and ECC Improvement Plan 3: Our wellbeing and belonging</b></p> <p><i>Continue to support and improve children's wellbeing and readiness to learn through further development of approaches across the Primary and Early Childhood Centre.</i></p>	<p><b>Education Service Improvement Plan Priority 3:</b></p> <p><b>Our Wellbeing and Belonging</b></p> <p>We want all of our young people to feel supported by people who know them well, and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages.</p>
<b>Our Wellbeing and Belonging</b>		
Progress and Impact	<p>A caring, welcoming and nurturing ethos supports the development of positive interactions between all members of the school community. Staff prioritise the wellbeing of all children and families within our school community. This is supported through strong relationships with all stakeholders. This was highlighted as a strength in our recent learning visit and by the Care Inspectorate within the nursery.</p> <p>Our ethos is underpinned by our school's vision and values and reflects our commitment to positive relationships and children's rights. All children are involved in the creation of classroom/playroom charters to ensure expectations are clear to support positive learning environments. Our work on Rights Respecting Schools has been further developed by the Rights Respecting Schools WINGS group.</p> <p>Following consultation with staff and families, a revised positive relationships policy was introduced at the beginning of the session in the school and ECC, has been shared with families. This policy includes a staged intervention model to show how incidents are managed. Most children respond well to the positive relationship policy. Most staff are developing a greater understanding of natural and logical consequences and using these to support better discipline and engagement within classes.</p> <p>Through together time activities, and reverse integration within the Learning Lab, children's understanding of equity is beginning to develop. An inclusion rationale has been shared with families via the blog, this reflects conversations had with families, aiming to develop a greater understanding of inclusion and equity in respect of this.</p> <p>Staff have engaged in collaborative self-evaluation work based on the Circle Framework. Classrooms and school spaces have been redesigned to create safe, calm learning environments giving children spaces to regulate. Calm corners in the Early Childhood Centre have also been developed to support regulation within the nursery. Having these spaces available within the classroom/playroom allows staff to co-regulate if required. Pupil Equity Funding supported this work enabling calm corners to be resourced. The Parent Council has</p>	

supported the creation of the rainbow room. This spaces allows children to take part in health and wellbeing interventions with other agencies in a welcoming and safe space.

The Learning Lab supports a minority of children on a core and flexible basis well. The Learning Lab classroom combined with highly skilled staff working within it and the work done across classrooms, have had a positive impact on children who display dysregulated behaviour. Classroom assistants have been used well to support social and emotional wellbeing in classrooms enabling children to learn in their own classroom environment. Pupil Equity Funding supports this work.

Use of the regulation tracker has supported inclusion further, allowing patterns of dysregulation to be identified and practice adapted to better support children. Ultimately having a positive impact on all.

Across the school our Health and Wellbeing curriculum is enhanced by the use of Building Resilience and Emotion Works, developing emotional literacy in all children. Most children are beginning to understand a greater range of emotions and the feelings and behaviours associated with this. Most children are beginning to show understanding of how to regulate their emotions appropriate to their age and stage.

Staff within the ECC use Zones of Regulation to support early emotional literacy and through small group or 1:1 interactions support the children's understanding of emotion words and feelings.

Information on children's social, emotional and mental wellbeing is gathered using the Glasgow Motivation Wellbeing Profile (GMWP). GMWP Data shows that children's wellbeing is strong. The depute head teacher uses this information to develop targets to enable wellbeing to be further improved.

Engagement with other agencies, for example the Exchange Counselling Service, Children's First and Vibrant Communities is having a positive impact on wellbeing of individuals and families throughout the school. Senior leaders have developed a range of wellbeing supports for children. These are highlighted in a recently created infographic. This tool summarises our approaches to supporting and improving children's wellbeing.

P7 pupils transferring to Loudoun Academy have engaged in a small number of transition activities. The programme has been planned more timeously this session, allowing the process to be more streamlined. As a result all children benefited from well organised transition days, giving them increased confidence as they take these important next steps.

	<p>Within the ECC, play and stay sessions were arrange throughout the year. These offered families an opportunity to engage in play experiences with their children whilst staff modelled good practice in terms of supporting play and social and emotional development. Cost of the school day remains a focus at Newmilns. Toast to Go allows children the opportunity to have breakfast, or a second chance breakfast before starting school. Fruit is provided at snack and no child ever misses out on whole school activities due to financial reasons.</p> <p>Pupil Equity Funding allowed a Community Night to be organised. The Depute Head Teacher consulted children on the creation of this event and was well attended and well received by most families.</p>
<b>Next Steps</b>	<p><u>Primary School</u></p> <ul style="list-style-type: none"> <li>➤ By May 2026 all children will achieve the age appropriate HWB attainment levels via evidence based, impactful HWB programmes which address their needs.</li> <li>➤ By June 2026 all children will experience calm, nurturing classroom and learning environments with a focus on social, emotional and mental health ensuring they are ready to learn.</li> <li>➤ By June 2026 most children will have an attendance of at least 90%. A minority of children identified as having difficulties with attendance in session 24-25 will have increased attendance over the year.</li> <li>➤ By June 2026, all P7 children feel confident, happy and ready for their move to secondary school.</li> <li>➤ By February 2026 all care experienced young people are supported to reach their full potential by committed, “Promise” aware skilled staff.</li> </ul> <p><u>Early Childhood Centre</u></p> <ul style="list-style-type: none"> <li>➤ By February 2026 all care experienced young people are supported to reach their full potential by committed, “Promise” aware skilled staff.</li> <li>➤ By June 2026, all children will consistently experience a calm, nurturing play and learning environment both indoors and out almost all of the time.</li> <li>➤ By May 2026, All children will make progress across the HWB outcomes levels via evidence based, impactful HWB programmes which address their needs.</li> </ul>

Improvement Priority	<div>Improvement Priority</div> <div>Newmilns Primary and ECC Improvement Plan 4: Our Attainment, Destinations and Achievements</div> <div>Continue to work towards closing the attainment gap between the most and least disadvantaged learners; further develop strategies to monitor and improve attendance, ensuring learners’ needs are supported across all stages and to continue support Parents/Carers to support their child with their learning at home. Continue to strive for attainment of at least 80% across all reportable subjects at P1. P4 and P7.</div>	<div>Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements</div> <div>We want the very best for all of our young people in East Ayrshire. We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels.</div>																				
Our Attainment, Destinations and Achievements																						
Progress and Impact	<div>Overall attainment is good. Most children in P1 have achieved early level across all organisers. In P7 most children achieved second level in reading, writing and numeracy with almost all achieving listening and talking. Most children achieved first level for reading in P4 with the majority achieving it in writing and numeracy. Almost all children in P4 achieved first level in listening and talking.</div> <div>Almost all children are making progress to their own CFE targets.</div> <table><tr><th>24/25</th><th>Primary 1</th><th>Primary 4</th><th>Primary 7</th></tr><tr><td>Reading</td><td>85</td><td>84</td><td>85</td></tr><tr><td>Writing</td><td>85</td><td>74</td><td>85</td></tr><tr><td>L&amp;T</td><td>85</td><td>95</td><td>92</td></tr><tr><td>Numeracy</td><td>85</td><td>65</td><td>85</td></tr></table> <div>The Head Teacher provided each teacher with a data pack to ensure they had a clearer understanding of the data available for the children in their class. Tracking meetings were consistently carried out and a more rigorous approach taken in respect of children who were identified as potential “boost” children. These children were given significant small group intervention, using Pupil Equity Funding, with all “boost” children making good progress over the year, particularly in literacy. This impacted positively on attainment data in P4 and P7 this session and has laid the foundation for attainment gains to be noted again in next year’s P3, P4 and P5 cohort.</div>		24/25	Primary 1	Primary 4	Primary 7	Reading	85	84	85	Writing	85	74	85	L&T	85	95	92	Numeracy	85	65	85
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	<p>Newmilns Primary has no children residing in Quintile 5. To create our own poverty related attainment gap, Quintile 1 was compared against Quintile 2-4. Moving forward this will allow us to monitor how we are closing the poverty related attainment gap. Based on this measure this session the gap is closed in P6 for reading, writing and numeracy.</p> <p>More detailed scrutiny of attainment this session has resulted in more realistic and aspirational stretch aims being created for the session ahead for all children across the school.</p> <p>Within the ECC, practitioners used Learner Journal well to record progress in literacy, numeracy and health and wellbeing for all children. This data must now be better scrutinised to ensure attainment and achievement is maximised within the centre.</p> <p>Learner Journal is used very well within the ECC to share learning with families. Families interact with this very well. This platform was used across all stages in the school this session, however engagement and interaction from home was minimal, so evidence of impact was minimal.</p> <p>The majority of parents attended sharing the learning sessions across all stages. Informal feedback from these sessions was positive. Play and stay sessions within the ECC are well attended. These sessions provide families with an insight into learning and encourage learning conversations at home.</p> <p>All children set learning targets for literacy and numeracy this session, these were regularly reviewed with new targets set once existing ones were achieved. The majority of the children across the school were able to talk about this process. The main purpose of this is to support children take a lead role in their own learning, and develop self-assessment skills in terms of progress. This process has also allowed children to monitor and celebrate success.</p> <p>Children's achievements are celebrated at together time. Children's achievements are celebrated through class stars and values certificates and purple pen awards.</p> <p>Staff celebrate children's achievements from out-with school in class and achievements are displayed on our achievement wall. Staff are at an early stage of tracking achievements from out with school.</p>
<b>Next Steps</b>	<p><u>Primary</u></p> <ul style="list-style-type: none"> <li>➤ By June 2026 most children in P1, P4 and P7 achieve the national expectation in reading.</li> </ul>



- By June 2026 all children across the school make progress towards their own CFE target in reading.
- By June 2026 Improve children's attainment in reading at: P1 stretch aim 85%, P2 stretch aim 85%, P3 stretch aim 73%, P4 from 67% to 93% , P5 from 80% to 85%, P6 from 71% to 81%, P7 stretch aim 73%
- By June 2026 most children in P1, P4 and P7 achieve the national expectation in writing.
- By June 2026 all children across the school make progress towards their own CFE target in writing.
- By June 2026 improve children's attainment in writing at: P1 stretch aim 85% / P2 stretch aim 82% / P3 from 64% to 73% / P4 from 67% to 80% / P5 from 74% to 78% / P6 from 72% to 77% /P7 stretch aim 75%
- By June 2026 most children in P1, P4 and P7 achieve the national expectation in numeracy.
- By June 2026 All children across By June 2026 most children in P1, P4 and P7 achieve the national expectation in numeracy.
- By June 2026 improve children's attainment in numeracy and mathematics at: P1 stretch aim 85%, P2 stretch aim 85%, P3 from 64% to 73%, P4 from 67% to 93%, P5 from 60% to 75%, P6 stretch aim 76%, P7 stretch aim 73%
- All children in P4-7 develop greater understanding of a range of transferrable skills required for learning, life and work. At least 80% of this group are able to talk knowledgeably about these skills.
- All children in P1-3 begin to develop an understanding of a few transferrable skills required for learning, life and work.

#### Early Childhood Centre

- By June 2026 all children will have made progress in their learning. All children will have achieved a minimum of 2-3 next steps each term. Progress over time will be evident for all children when using the + function within Learner Journal.

<b>Pupil Equity Fund: Evaluation</b>		
<b><i>Approach/Intervention</i></b>	<b><i>Impact Report on how you have improved outcomes for learners impacted by poverty</i></b>	<b><i>What evidence do you have of positive impact? Outline the data that supports your findings.</i></b>
Boost groups identified and support targeted to improve attainment in literacy and numeracy skills	Additional teacher worked with small groups of children with a focus on supporting and accelerating progress or supporting children following particular absences. The work mainly focused on literacy with some basic numeracy concepts at P4 also explored.	Boost group assessments showing gains in respect of opening and closing tools. EA Tracking Tool highlighting progress towards personal targets and national expectations.
Purchase of Learner Journal to increase family engagement across P1-7	Family engagement and interaction with Learner Journal was not as positive as we had hoped. Less than half of families engaged with this across the year. Only a few engaged regularly. This was therefore not an impactful way of further engaging most of our families.	Learner Journal engagement tracking document
Purchase of a range of resources to create inclusive classrooms to support emotional regulation, engagement and in turn attainment.	All staff received input on the Circle Framework and used this to support the development of inclusive classrooms, in particular calm corners. Resources purchased allowed more flexible seating in these area and this has ensured children had a space to regulate in all classrooms, supporting a more purposeful learning environment for all allowing increased engagement in learning.	Soft evidence from day to day observations SHE reports Regulation tracker Pupil Council evaluation of calm corners
Purchase of new numeracy resources to allow for increased teaching and learning around conceptual understanding e.g. resources to support teaching of fractions, decimals and percentages	Staff engaged in CLPL to support the development of a more balanced approach to numeracy teaching, in particular increased time developing conceptual understanding to deepen learning. The resources purchased have supported this development. However this will need to be developed further to fully see the impact of this work and ensure consistency in all classrooms.	Pupil work SNSA Quality assurance
Purchase of additional resources to support the range of high quality learning	A range of resources were purchased to further develop our indoor environment to further engage and motivate children in their learning. Children responded positively	Playroom observations Quality assurance Local Authority audit

experiences in the ECC to enhance engagement and improve early literacy and numeracy skills	<p>to the new resources and increased engagement has been observed. Children are able learn and reinforce literacy and numeracy skills across different areas of the playroom.</p> <p>This work was extended to include development of increased opportunities to develop creativity skills. Children have engaged well with this.</p>	Care Inspectorate pilot inspection
Increased use of digital technology to increase engagement and develop range of digital skills	<p>An Education City licence was purchased to support learning in literacy and numeracy. Observations showed that children engaged well with this. Coding resources have been purchased to support the development of coding next session.</p> <p>Chromebooks were purchased to increase availability of these for all classes. Taking account of Scottish Government devices we have 92 devices available. This is just shy of 1:1 device provision, and does allow 1:1 provision when required across classes. A charging cabinet was also purchased to allow for save and easy distribution of devices when needed.</p>	Observations Children's voice
Inclusive Practice – additional CA support	Additional CA support has enabled children to be supported within the Learning Lab and within classes. This support has been targeted to children with the highest level of social and emotional need. Supporting the identified children in this way has resulted in calmer learning environments for everyone	Observation Regulation tracker
Community Night	A community night was arranged for families to enjoy a fun evening together. This was well received and supported pupil voice. Most families attended this event.	Observation on the night Pupil and parent feedback

<b>Establishment Self Evaluation: How Good is Our Early Learning and Childcare? Quality Indicators</b>	
Quality Indicator 1.3 Leadership of Change	4
Quality Indicator 2.3 Learning, Teaching and Assessment	4
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	5
Quality Indicator 3.2 Securing Children's Progress	4

<b>Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators</b>	
Quality Indicator 1.3 Leadership of Change	4
Quality Indicator 2.3 Learning, Teaching and Assessment	4
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	5
Quality Indicator 3.2 Raising Attainment and Achievement	4

<b>Establishment Capacity for Improvement</b>
<p>All staff understand the social and economic context of the school well. All staff have high expectations of the children attending Newmilns Primary and encourage them to display the school values everyday. Staff are committed to achieving the highest possible standards and successes for all children.</p> <p>The school's vision, values and aims are high profile within our school. Just prior to the pandemic, these were re-visited and agreed through consultation with the school community. The school's vision encourages every child to achieve their full potential and is enshrined in the school motto <i>believe and achieve, raise the bar and be the best you can be</i>. Senior leaders model and inspire staff to commit to the vision, values and continuous improvement.</p> <p>Teachers and early learning and childcare practitioners focus on evaluating themselves against the GTCS/SSSC standards. This work supports teachers and practitioners to reflect on practice to adapt and make changes to improve outcomes for all children. This process also supports improvement across the school.</p> <p>Across the Primary and Early Childhood Centre all staff are deployed to ensure we maximise outcomes and improvements for our children. Staff engage in regular conversation about children's progress and this is tracked carefully using the authority tracking systems. As a whole staff team we are becoming more confident in the use of data to inform improvement and identification of achievement of a level. We must continue to use the full range of data available to us to further identify and understand trends within it; and how we can build on these, to impact positively on attainment and achievement across the whole school.</p>

Supports offered are regularly reviewed by the Senior Leadership Team and reflects the changing needs of our pupils.

Within the school and nursery there is collaborative leadership at all levels with all teachers and practitioners undertaking a leadership role of some kind. This demonstrates also their commitment to continuous improvement and professional development.

Pupil voice is actively encouraged. All children in P4 to P7 contribute to the wider life of the school through their participation in pupil leadership groups WINGS groups, (What I Need to Grow In School). All children in P1-3 are supported by older pupils to participate in decision making through activities at Together Time. Children across the school are selected to take part in WINGS groups in relation to quality assurance and school improvement.

Quality Assurance is a key feature throughout our improvement work. The processes involved in this were reviewed this session, and it is now robust. This refreshed process will support the development of consistent approaches across the school and nursery.