



Newport Primary School
Standards and Quality Report
Achieving Excellence and Equity
Session 2022-2023

Context

Setting/School Roll	Nursery: 28 (includes shared placements) School: 187 8 classes and 1 ELC class ELC Class: 9am-3pm, Term Time only			
FME	7%			
SIMD Profile for establishment	All children live within Scottish Index of Multiple Deprivation data zones 4 to 10.			
Attendance: 93.53 % (as end of May 2023)	Authorised	5.58%	Unauthorised	0.89%
Exclusion (%)	0			
Attainment Scotland Fund Allocation (PEF and SAC)	£25 920			

Our School Vision: “Work together, learn together and be the best that we can be “

Our ELC Vision: “Play together, learn together and be the best that we can be “

Our School and ELC Values:

- We include all families and strive for an environment that welcomes everyone.
- We believe in school we demonstrate fairness, mutual respect and tolerance.
- We are working towards a shared partnership with all who have an interest in the school.

The following are the 5 core values that we all want to strive to carry out on a daily basis:

- Polite
- Responsible
- Kind
- Honest
- Respectful

Our School and ELC Aims:

- Provide each child with a wide range of suitably challenging opportunities.
- Work in close partnership with parents, carers, outside agencies and the local community.
- Provide a safe, stimulating, welcoming and well-resourced environment.
- Ensure all staff are given opportunities to develop professionally.
- Respect and listen to the voices of all.

Improvement Priority Session 2022 – 2023

School Priority Increase attainment in Writing through feedback.

NIF Priority

Improvement in attainment, particularly Literacy and Numeracy
Closing the attainment gap between the most and least disadvantaged children.

NIF Driver

Teacher and practitioner professionalism
Curriculum and assessment

HGIOS 4 Quality Indicators

1.2 Leadership of Learning
2.3 Learning, Teaching and Assessment
3.2 Raising Attainment and Achievement

Has this priority been:
(please highlight)

Fully
Achieved

x

Partially
achieved

Continued into next
session

Progress:

- All teaching staff, in partnership with South East Improvement Collaborative (SEIC) undertook professional learning and professional enquiry small tests of change based on feedback within Writing.
- All teaching staff shared their research projects with colleagues.
- The Assessment and Moderation calendar was reviewed, updated and implemented throughout the session.
- All teaching staff assessed four pieces of Writing within the session and moderated within school and at cluster.
- All children engage in regular conversations about Writing and their learning during the 'Newport Natter' pupil focus groups with senior leaders.

Impact:

- All teaching staff are committed to increasing their own skills and knowledge and to meaningful professional learning to raise attainment for all.
- All teaching staff are effectively developing their understanding of using research to improve educational outcomes for all children.
- Most children are able to talk about the feedback they are given and how they use this to improve their writing and celebrate their achievements.
- Most children can confidently talk about their learning within Writing, identifying genre and its' features and Tools for Writing skills.
- Almost all P1 children attained early level Writing and most P4 and P7 children attained first and second level Writing this session.
- Newport Natter sessions throughout the session and focus groups with Education Scotland Inspectors (October 2022) showed children at the end of early level, can confidently write simple sentences. They use capital letters, full stops and question marks accurately in their writing. Children who have achieved first level, use adjectives, adverbs and conjunctions effectively in their writing. At early and first level, children are improving their skills in structuring their writing within a variety of genres. Children who are on track to achieve, and potentially exceed, second level by the end of P7 can compare the style and tone required for different genres, such as persuasive, personal, functional and imaginative writing.

Next Steps:

- Continue to use the National Benchmarks during professional dialogue meetings. This will strengthen our professional judgements about what children have achieved.
- Children to be given further support and more specific targets, to reflect better on their own progress in learning (Literacy and Numeracy).
- Teaching staff to continue to use feedback in Writing to ensure improvement and progress in our children's writing.

Improvement Priority Session 2022 – 2023

School Priority

Develop a whole school approach to improving Mental and Emotional Wellbeing and building resilience strategies for all (started this priority in January 2022 and will continue this session).

NIF Priority

Improvement in children and young people’s health and wellbeing

NIF Driver

School and ELC leadership

Curriculum and assessment

HGIOS 4 Quality Indicators

1.3 Leadership of Change

2.2 Curriculum

3.1 Ensuring Wellbeing, Equality and Inclusion

Has this priority been: (please highlight)	Fully Achieved	x	Partially achieved		Continued into next session	
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Progress:

- All children evaluate their Health and Wellbeing three times a year and this is tracked. This data is used to identify next steps for the whole school, for each class, and specific interventions for individual children.
- Wellbeing indicators and what they mean to us are displayed and are being used in classes and at Together Times.
- All staff use the language of the wellbeing indicators and school values.
- All classes took part in an Establishment Phase in Term 1.
- All classes have used our Social, Emotional and Mental Wellbeing progression planner.
- All classes have learned about different strategies to Build Resilience. This session all classes have focused on Talk Things Over, Get Active, Take a Moment and Make A Difference.
- All children engage in regular conversations during the ‘Newport Natter’ pupil focus groups.
- All children have opportunities to be included in the wider life of our school eg Pupil Committees, leadership opportunities, Pupil Council and after-school clubs.
- We have created a Pupil Participation document showing the progression of leadership opportunities at Newport Primary School.
- All staff employ a range of successful, targeted interventions for children who have additional support needs.

Impact:

- Teaching staff, Support for Learning Teacher and Senior Leaders have a very good knowledge of the wellbeing needs of individual children. This ensures they continue to make progress in learning.
- All staff meet the emotional wellbeing needs of children very well through whole-school approaches, such as building resilience. In addition, they provide enhanced support for individual children through a range of well-planned interventions and nurture-focused activities.
- There is a consistent approach when talking about wellbeing and behaviour resulting in children feeling cared for, safe, secure and ready to learn.
- Children have a very good understanding of their own wellbeing and what they need to do to be safe and healthy. Across the school, children talk meaningfully about the wellbeing indicators and how they link to their own lives. They use them very well to evaluate and discuss how they are feeling and what they need to do to improve.
- Staff support children very well to gain a thorough understanding of how wellbeing affects their emotions and impacts on their learning. Regular discussions with staff about wellbeing enables children to talk about their specific strengths and challenges. Children talk confidently about the broad range of elements that contribute to positive wellbeing.
- All children had the opportunity to be involved in Pupil Committees and Newport Natter sessions. This enables them to have their voice listened to and views acted upon.
- Most children feel valued and listened to and know if they have a concern it will be acted upon. This ensures children are supported with their wellbeing needs and are ready to learn.

- Pupil Committees, leadership opportunities and after-school clubs ensure all children are participating in the life of our school, developing skills for life and work and making a difference. This ensures they feel valued and belong to our school family.
- At our Pupil Conference almost all focus groups of children were able to identify 5 strategies or more to support wellbeing.
- Targeted interventions are securing progress and improving attainment for children who have additional needs.

Next Steps:

- Develop further information to share with families about our Social, Emotional and Mental Wellbeing approach and measure impact.
- Children to learn about the wider set of protected characteristics. This will help them to expand their understanding of equality and diversity, and the wider society beyond their local community.
- Continue to embed our Social, Emotional and Mental Wellbeing progression pathway.

Improvement Priority Session 2022 – 2023

ELC Priority

To increase parental/family engagement within the work of our ELC setting in order to promote learning opportunities for all children across the curriculum

NIF Priority

Improvement in children and young people’s health and wellbeing

NIF Driver

School and ELC leadership

Curriculum and Assessment

Parental/carers involvement and engagement

HGIOELC

2.2 Curriculum

2.4 Personalised Support

2.5 Family Learning

2.6 Transitions

2.7 Partnerships

3.2 Securing children’s progress

Has this priority been: (please highlight)	Fully achieved	x	Partially achieved		Continued into next session	
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Progress:

- An overview of key events and planned opportunities at Newport Nursery has been established (this supplements the Fife ELC Quality Improvement Calendar) which provides a thorough overview for all staff.
- Family learning sessions (PEEP and Bookbug) have been fully re-established to in person sessions throughout the year.
- Practitioners seek parents’ views and involvement in improvement which takes the form of a partnership approach named ‘Quick Question Time’ every three weeks.
- An informal approach to ‘Stay and Play’ has been established following feedback from families through our Quick Question Time approach.
- Planning for family learning has been responsive each term, depending on feedback from families.
- Our revised Nursery Curriculum Rationale has been shared with families which provides unique information about our setting as well as information about play pedagogy, child development and play schemas.

Impact:

- All families reported that their child settled well or very well into the setting and that practitioners take account of individual needs.
- Parents feel well supported and appreciate the variety of communication and information shared by the nursery/school.
- Parents report that they feel valued as partners in their child’s learning.
- All practitioners are committed to involving parents further in the life of the nursery and are responsive to the feedback from families.
- All parents feel comfortable approaching the nursery team if they have concerns.
- This space has had positive impact on families at drop off and pick up time – there is greater space to allow for a smoother, casual horizontal transition.

- 46% families have engaged in PEEP sessions throughout the session where all families surveyed stated that the sessions were enjoyable, informative and gave effective ideas for promoting learning at home.
- 71% families have engaged in Bookbug sessions throughout the session where all families surveyed have stated that the sessions were enjoyable and that effective information about promoting language and literacy was provided and could be used in the home setting.

Next Steps:

- Parent/carer skills sheet to be completed at beginning of session – this will ensure practitioners will focus on significant learning within the setting for each individual child.
- Re-establish links within the community that were affected by the pandemic and mitigations – prioritise the promotion of skills linked to the world of work and develop the children’s skills for life and learning.
- Increased promotion of and use of ‘Learning at Home’ sheets.

Improvement Priority Session 2022 – 2023

ELC Priority

Interactions between EYOs and children will be developed to ensure that we maximise opportunities for children’s learning to be scaffolded and extended.

NIF Priority

Improvement in attainment, particularly Literacy and Numeracy
Closing the attainment gap between the most and least disadvantaged children.

NIF Driver

School and ELC leadership
Teacher and practitioner professionalism
Curriculum and Assessment

HGIOELC

- 1.2 Leadership of learning
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 3.2 Securing children’s progress

Has this priority been: (please highlight)	Fully achieved		Partially achieved	x	Continued into next session	
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Progress:

- All staff have engaged in a Nurturing Approaches e-module and all staff have reflected on their own practice and set individual next steps as a result.
- All staff have individual PRD targets linked with quality interactions.
- Early Years’ Development Officer (EYDO) supported the nursery team to put together language of learning lanyards for quick, easy access for all staff.
- All staff attended a ‘Quality Interaction’ curriculum development session led by Early Years Team and considered what you would see and hear as part of a quality interaction as well as aspects of interactions e.g. commenting, pondering, imagining, connecting etc.
- Early Childhood Environment Rating Scale (ECERS) was used throughout session as an audit tool where ‘good (5 and 6)’ gradings can be evidenced.
- An audit of personal planning documentation was undertaken.
- All staff have continued to consider quality mealtimes and appropriate adaptations have been implemented when required.

Impact:

- All practitioners effectively use the language of learning from Early Level Curriculum for Excellence (CfE) experiences and outcomes. All practitioners provide a balance of adult initiated, child initiated and intentional promotions.
- Increased evidence of language of learning and language of progression within significant Personal Learning Journals (PLJs) observations.
- All practitioners are more confident when discussing learning, observations and next steps - referencing this to appropriate Benchmarks, play pedagogy and play schemas.
- Most practitioners use a wide range of questions to extend children’s thinking.
- All practitioners are caring, responsive and support children effectively in their learning.

- All staff have an increased confidence when discussing qualitative and quantitative data held about all children.
- Mealtimes provide all children with a relaxed café style experience. Mealtimes allow for quality interactions between child-child and adult-child. Mealtimes promote independence and choice for all children.

Next Steps:

- 'Strategic Actions Planned' points 4, 5, and 6 from 22/23 priority to be continued into terms 1 and 2 in session 23/24.
- A few children would benefit from opportunities that provide greater levels of challenge to ensure they make the progress they are capable of.
- Practitioners should develop further their use of higher order questions and **consistent** use of commentary.
- Practitioners to continue to review planning documents in order to ensure that they maximise challenge and breadth of learning for all children.
- Moderation of skills and looking outwards – peer, in school, cluster, shared placements, out with cluster, SEIC.

Attainment of Children

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	88%	97%	100%	97%
P4	90%	90%	90%	94%
P7	86%	86%	86%	82%

Overall Attainment for 2023 - 2024

	Literacy	Numeracy
P1	88%	97%
P4	87%	94%
P7	86%	82%

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
78.9%	87%	83.2%	92%

Evaluative statement of attainment over time

Across P1, P4 and P7, overall levels of attainment are very good in Literacy and Numeracy. Most children achieve national expected levels of attainment in literacy and almost all children achieve national expected levels of attainment in numeracy.

By the end of P1, most children achieve early level in Literacy and almost all achieve early level in Numeracy.

By the end of P4, most children achieve first level in Literacy and almost all achieve first level in Numeracy.

By the end of P7, most children achieve second level in Literacy and Numeracy.

Evidence of significant wider achievements

- All children participated in a Make A Difference project. This shows all children were responsible citizens and able to plan and organise an event to support their community.
- All P6 children undertook training to become Junior Sports Leaders. In teams they planned, organised and led sport activities for younger children at lunchtime. They developed their communication and leadership skills.
- 4 P6 children undertook Peer Mediation training with cluster schools. They then introduced this service twice a week to our children. They have developed their planning, organisational, communication and problem solving skills.

- The school quickly re-established links with the community, introduced class trips, Together Times and performances eg P5 Enterprise Project with St Andrews University, P6 Brass Project, P1/2 visiting Craighead Nursing Home. This ensures all children receive rich learning experiences across a range of curricular areas and provides valuable opportunities for children to achieve in arrange of contexts. This positively impacts on their attainment and achievement.
- All P5-P7 children participated in a community Poppy Project with the local historical club. They created poppies which were displayed around our village to commemorate the unveiling of the war memorial, ensuring their learning was relevant and meaningful. They demonstrated they were responsible citizens and effective contributors during their interviews with STV News.
- All P6 children worked in partnership with St Andrews University Music Project to learn the trumpet over 16 weeks. The class developed their concentration and perseverance skills. 10 children participated in a concert at The Younger Hall in St Andrews alongside other schools.
- Our school achieved Sport Scotland's Sports Award, silver level. This shows our whole school commitment to health and wellbeing and being active.
- Our P7 House Captains have worked in partnership with Active Schools to plan, organise and lead Inter-House Sport Challenges. They have provided enjoyable opportunities to improve physical wellbeing and increase children's opportunities for wider achievements.
- Our P7 girls came 5th place in Fife School's Athletic competition.
- All P7 children contributed to The Goblin Kit Car project developing their Science, Technology, Engineering and Maths skills in a real-life context. A few represented our school at Cowdenbeath Race Track, applying the skills they had learned.
- Our P7 Junior Road Safety Officers have contributed to the gathering of evidence and writing of The School Travel Plan, applying their literacy and team work skills.
- P6 and P7 children attended a STEM club run by Miss Skinner, Class Teacher. 6 children represented our school at The Regional Celebration of STEM organised by YESC (Young Engineers and Science Clubs Scotland) and SCDI (Scottish Council for Development and Industry). They took part in a STEM challenge and were announced Runners-Up. They also presented and shared their learning about their Carbon Capture and Storage project. They were announced winners of this category. This demonstrates all children were confident individuals and effective contributors.
- Our P6 Euro Quiz team came second overall in Fife. This demonstrates our children are Successful Learners and Confident Individuals.
- Our P7 team represented our school at the Cluster Rotary Quiz. They came first overall and represented our cluster at the North East Fife Heat. This demonstrates our children are Successful Learners and Confident Individuals.
- Throughout the session P6 and P7 children have had the opportunity to represent our school at various Football Festivals. This has developed their co-operation and communication skills, has provided them with opportunities to be active and enabled them to have fun.
- The majority of P7 children participated in the Scottish Mathematical Challenge which developed application of mathematical, numeracy and problem-solving skills. 3 children achieved bronze awards.
- Pupil Committees were quickly re-established across our school. Children have a wide range of useful opportunities to influence the work of the school. All children participate successfully in a Pupil Committee such as the enterprise, eco schools or the busy bees. Each children's group creates a five-week action plan to outline their aims and think about the skills they will develop. They link the work of their action plan to global goals, sustainability and the United Nation Rights of the Child (UNCRC). As a result of the cohesive nature of this work, children are clear about the impact their actions are having on their own and others' lives.

- Throughout the session all classes have shared their learning at Together Times and Sharing our Learning events. All children have participated and have enjoyed sharing their learning with family members. All children have developed their presentation, communication and team work skills. Our families have had the opportunity to be informed and involved in their child's learning.
- Four P6 children represented our school at The Techno Challenge at St Leonards in St Andrews. They undertook STEM challenges, worked together, applied their skills to a new context and developed their problem solving and communication skills. We were the overall winners.

Feedback from External Scrutiny

Extended Learning Partnership: Strengths and Areas for Improvement

Strengths:

- Our school vision and values are shared, promoted and understood by all staff and most children. This shared understanding was evident in our school's ethos.
- All staff spoke positively about the range of leadership roles within our school and their professional learning eg committees, School Improvement Plan, South East Improvement Collaborative research (teaching staff), Nurture QI Bundle (Peripatetic teacher, Support for Learning Teacher and support staff.
- The Senior Leadership Team know their school well and have a clear strategic direction.
- All children have the opportunity to contribute to the life and work of our school eg Pupil Committees, Newport Natter sessions, P6 and P7 leadership roles, Together Times.
- In all lessons Learning Intentions and Success Criteria were shared and children were able to use the language of learning, it was clear this was supporting children's understanding of learning.
- In all classes all staff used praise feedback and in most classes staff were giving verbal feedback related to the learning.
- In most classes, a range of Assessment is for Learning (AifL) strategies was evident.

The following areas for improvement were identified:

- All teachers to give quality feedback which results in improvement in learning across the curriculum.
- Continue to ensure all teachers effectively use assessment data to plan for all of our highest achieving children.

Education Scotland - Strengths and Areas for Improvement

The inspection team found the following strengths in the school's work:

- Motivated, creative and articulate children, who respect each other and are very proud of their school and nursery. They have a genuine say in improving their learning and the life of the school.
- The highly effective leadership of the headteacher and principal teacher, and the high quality of leadership at all levels. The dedicated staff team work closely to ensure that all children feel included, valued and well cared for across the nursery and primary classes.
- The nurturing, welcoming ethos which is based on shared values and the school vision. Children at all stages are developing a secure sense of their own wellbeing.
- The strong support of parents, specialist teachers and community partners. These worthwhile partnerships help staff to meet children needs and to enrich and add value to their learning experiences.
- The successful approaches to teaching children about the skills they will need for life beyond school and the world of work. This is embedded in everyday practice and makes learning highly relevant and meaningful for children.

The following areas for improvement were identified:

- Continue to develop approaches to assessment and moderation of children's attainment to ensure that higher achieving children across the nursery and school are challenged to make the best possible progress.
- Building on the strong practice in the nursery, continue to develop approaches to high quality learning through play at the early stages of primary.
- Continue to share best practice in learning and teaching across the school and nursery staff team.

PEF Evaluation/Impact
<p>Targeted Intervention 1 By June 2023 our identified children across P1-P7 will have increased their attendance (see individual targets).</p> <p>Progress:</p> <ul style="list-style-type: none"> • Attendance has been tracked weekly to identify patterns/trends. • Individual phone calls have been made to families to identify support. • Senior Leadership Team track attendance monthly. • Class Teachers have attendance data monthly/termly. • Class Teachers shared attendance figures with families at Parent Consultations (below 90%). • Health and Wellbeing interventions were put in place and delivered to support our targeted children. <p>Impact:</p> <ul style="list-style-type: none"> • Most of our targeted children have increased attendance from Session 2021-2022 to May 2023. • All of our targeted children have had an increase or have stayed the same in their scores in at least one of the areas measured. All of our targeted children are able to speak more freely about their emotions and worries.
<p>Targeted Intervention 2 By June 2023, our identified children will have made progress within their Curriculum for Excellence level: Tools for Writing (structure, spelling and grammar).</p> <p>Progress:</p> <ul style="list-style-type: none"> • Phonics, common words and grammar assessments were completed and used to identify gaps and next steps. • Identified learners focussed on core skills, which were explicitly taught. • Support for Learning Teacher and Pupil Support Assistants reviewed the progress of identified children regularly and modified the intervention accordingly. • Regular Tracking and Attainment meetings identified the progress for the identified children. <p>Impact:</p> <ul style="list-style-type: none"> • Almost all targeted children achieved Early Level, Writing. • All of our targeted Primary 5 children have made progress within Writing at their level. Their writing shows improved structure and they are able to complete their writing with an added level of independence.
<p>Targeted Intervention 3 By June 2023, our identified children will have made progress within their Curriculum for Excellence level for reading.</p> <p>Progress:</p> <ul style="list-style-type: none"> • Baseline reading assessments were completed with identified children (phonics assessments, common words, understanding of a text) in P1-P7. • Interventions were implemented with identified children and skills were explicitly taught. • Support for Learning Teacher and Pupil Support Assistants reviewed the progress of identified children regularly and modified the intervention accordingly. • Regular Tracking and Attainment meetings identified the progress for the identified children. <p>Impact:</p> <ul style="list-style-type: none"> • All of our targeted Primary 1 children are able to blend cv, vc, and cvc words. All have improved their sight vocabulary. The majority of the targeted group have achieved Early Level, Reading. • All of our targeted Primary 2 children are able to recognise and write more of their sounds and sight vocabulary. • All of our targeted Primary 4-7 children have made progress in reading, at their level.
<p>Targeted Intervention 4 By June 2023, our identified children will have improved their Numeracy skills based on conceptual understanding rather than processes.</p> <p>Progress:</p>

- NSA data, BASE data and teacher assessments were used to identify children. Baseline assessments were completed with identified children in P2-P7 to establish starting level.
- Interventions were implemented with identified children and skills were explicitly taught.
- Support for Learning Teacher, Pupil Equity Funded teacher (0.2 FTE) and Pupil Support Assistants reviewed the progress of identified children regularly and modified the intervention accordingly.
- Regular Tracking and Attainment meetings identified the progress for the identified children.

Impact:

- All of our targeted Primary 7 children (intervention 1) attained Second Level in Numeracy.
- All of our targeted Primary 7 children (intervention 2 and3) showed an increase in their knowledge and understanding of Number.
- All of our targeted Primary 2 children have a greater knowledge and understanding of numbers to 10 and 1:1 correspondence.

School/Setting Name: Newport Primary School and ELC

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation (since August 2022)
1.3 Leadership of change	Good	Good	Very Good	Very Good
2.3 Learning, teaching and assessment	Good	Satisfactory	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Very Good	Very Good
3.2 Raising attainment and achievement	Good	Satisfactory	Very Good	Very Good

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation (since August 2022)
1.3 Leadership of change	Good	Good	Very Good	Very Good
2.3 Learning, teaching and assessment	Good	Satisfactory	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Very Good	Very Good
3.2 Securing children's progress	Good	Good	Good	Good

Headteacher: Louise Donaldson (who completed SQR)

Session 2023-2024 Improvement Plan

National Improvement Framework Priority: Improvement in attainment, particularly in Literacy and Numeracy Improvement in employability skills and sustained, positive school-leaver destinations for all young people				
Focused Priority: Increase challenge and continuity for all P1 and P2 children by developing approaches to high quality learning and teaching through play. Increase play opportunities for all children by developing pedagogical approaches to play across the school.				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
1.3 Leadership of change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement 3.3 Increasing Creativity and Employability				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All staff will have a shared understanding of play pedagogy and as a result all children will experience a consistent approach of delivery across the school.</p> <p>P1 and P2 teaching staff will plan appropriate experiences which will allow P1 and P2 children to make appropriate progress from prior levels of attainment.</p> <p>All teaching staff will plan appropriate experiences which will allow all children to make appropriate progress from prior levels of attainment/skills.</p>	<p>Audit our current provision in P1 and P2 class areas using Realising the Ambition and Fife's EPP Toolkit. Focus on environment indoors and outdoors. Where are we in terms of provision and experiences?</p> <p>P1 and P2 teaching staff to create learning environments using data gathered in audit.</p> <p>P1 and P2 teaching staff to undertake professional learning and enquiry as part of SEIC's Play Pedagogy Connector programme.</p> <p>P1 and P2 teaching staff to ensure time for observations, scaffolding learning, identifying and planning</p>	<p>Kathryn Allan, PT to lead on Early Level learning.</p> <p>P1 and P2 staff team</p> <p>SEIC Play Pedagogy Connectors Team</p>	<p>Analyse audit to identify strengths and next steps.</p> <p>Individual targets for teaching staff (linked to PRD).</p> <p>Evaluations/minutes of meetings from teaching staff and Pupil Support Assistants (linked to staff meetings and CAT sessions).</p> <p>Observations from class visits: followed by Professional Dialogue.</p> <p>Termly Forward Planning Professional Dialogue sessions and Tracking meetings.</p>	<p>June 2023- August 2023</p> <p>September 2023</p> <p>CAT sessions and staff meetings: Term 1-4</p> <p>Term 3: linked to Quality Assurance Calendar</p> <p>Term 1-4: linked to Quality Assurance Calendar</p>

<p>Most children will be able to explain play opportunities, the value of play, the skills they are developing and their relevance.</p> <p>Most families will have a shared understanding of our approach to play across our school which they can use at home to talk about learning.</p>	<p>for next steps which is engaging and challenging for our P1 and P2 children. Develop observation document. How are we planning/assessing?</p> <p>P1 and P2 teaching staff to liaise with Nursery and opportunities to share good practice.</p> <p>P1 and P2 teaching staff to look outwards and visit other establishments for examples of good practice (linked to SEIC project).</p> <p><u>P1-P7:</u> Provide time for teaching staff and support staff to work collaboratively through CAT sessions and staff meetings. There will be time to plan, discuss and reflect on our progress. Focus of these sessions will be: understanding of what, how and why of play, whole school approach to Loose Parts Play, whole school outdoor Play theme (linked to our school learning characteristics) and Masterclasses (P2-P7).</p> <p>Plan a Sway/ThingLink with relevant information for families about our approach to Play Pedagogy.</p>	<p>P1-P7 staff team and Senior Leadership Team.</p>	<p>Forward Planning and Assessment folders.</p> <p>Pupil Focus Groups (Newport Natter sessions) to gather feedback and evidence from our children.</p> <p>Class Walk Throughs: Pupil Council to undertake these. Focus on environment, learning and teaching, opportunities for ownership, developing meta skills.</p> <p>Pupil Council minutes.</p> <p>Family Questionnaire and/or opportunity to take part in a session.</p>	<p>Term 1-4: linked to Quality Assurance Calendar</p> <p>Term 1-4: linked to Quality Assurance Calendar</p> <p>Pupil Council meetings: see calendar</p> <p>Parent/Carer Calendar</p>
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Ongoing Evaluation

National Improvement Framework Priority: Improvement in attainment, particularly in Literacy and Numeracy				
Focused Priority: Increase attainment for all children by improving assessment and moderation approaches.				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
1.3 Leadership of change 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
All teaching staff to have a shared expectation for standards to be achieved within a phase and a level. As a result all children will be making the best possible progress.	Professional Learning sessions: Moderation cycle – review our current practice and identify our strengths and next steps. ‘What is a Level?’ session, verbal feedback.	Kathryn Allan: PT All teaching staff	Feedback from CAT session and evidence gathered. Analyse audit to identify strengths and next steps.	CAT sessions: linked to annual calendar
All teaching staff to use assessment data effectively to plan appropriate pace and challenge for all children.	Moderation sessions within Literacy/Numeracy and another curriculum area planned for at school and cluster level.	Louise Donaldson: HT All teaching staff	Feedback from Moderation sessions TRAMS tracking information Planning time Forward Planning folders Peer visits and feedback as part of Moderation cycle	Terms 1-4: linked to annual calendar
Most children will be able to talk about their learning, progress and next steps in Literacy and Numeracy.	All children to set and review termly SMART targets within Literacy, Numeracy and Health and Wellbeing. These will be shared with	All classes All teaching staff	Pupil Focus Groups (Newport Natter sessions) to gather feedback and evidence from our children.	Terms 1-4: linked to Quality Assurance calendar
All children to receive useful verbal feedback which will support all children’s				

<p>understanding of their progress and next steps.</p> <p>Most families will have a shared understanding of our approach to assessment across our school.</p>	<p>families via Learning Log/e-portfolio.</p> <p>All teaching staff and SLT to use Benchmarks more robustly in Forward Planning and Tracking meetings to discuss progress and to plan next steps.</p> <p>Devise and trial a tracking system to monitor children's progress and attainment in Health and Wellbeing/Social Subjects.</p>	<p>Louise Donaldson: HT Kathryn Allan: PT All teaching staff</p> <p>Louise Donaldson: HT Kathryn Allan: PT All teaching staff</p>	<p>Minutes of meetings/discussion Termly Forward Planning Professional Dialogue sessions and Tracking meetings. Observations from class visits: followed by Professional Dialogue.</p> <p>Feedback from teaching staff</p>	<p>Terms 1-4: linked to annual calendar</p> <p>Term 2 Trial: Term 3</p>
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Ongoing Evaluation

This area is currently blank

National Improvement Framework Priority:				
<ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in Literacy and Numeracy • Closing the attainment gap between the most and least disadvantaged children 				
Focused Priority: All staff will use a range of data to plan effectively for support and challenge for all children.				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
		2.3 Learning, teaching and assessment Theme 3 – Effective use of assessment, Theme 4 – Planning, tracking and monitoring 3.2 Securing children’s progress Theme 2 – Children’s progress over time, Theme 3 – Overall quality of children’s achievement		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
All EYPs will have a sound understanding of skills progression at Early Level, resulting in appropriate pace and challenge as well as being able to identify accurate next steps for all children.	SLT to engage with Education Scotland’s National Improvement Hub ‘Tracking and Monitoring module 5’ – share learning with nursery team. Nursery team to increase use of Fife’s Numeracy/Maths and Literacy Records of Understanding to plan for and to evaluate learning – these documents will help have a skills focus.	Kathryn Allan (PT) Kathryn Allan (PT) to coordinate EYPs, PNT to contribute	Feedback from staff around how we track and monitor children’s progress Feedback around effectiveness of systems in place Reflection on use of RofU – feedback from EYPs	Term 1 CD sessions throughout session 2023-2024 – see calendar of CD sessions

<p>All EYPs will have a sound understanding of the qualitative and quantitative data for all children and will use this to plan effectively for next steps in learning for all children.</p> <p>Next steps/gaps in learning will be appropriately addressed through intentional promotions and adaptations to core provision ensuring all children receive breadth and challenge.</p>	<p>Agree a routine/system in house to support the acknowledgement and tracking of skills across Early Level.</p> <p>Nursery team to engage with Fife ELC Training Modules 'Provocations in Play' and 'Conceptual Numeracy' to support understanding of how to track and provide appropriate next steps based on observations and data.</p> <p>Consider how to gather and track wider achievements through family voice to gather a greater holistic view of each child.</p> <p>Weekly planning meetings – focus on learning over activity.</p> <p>Revise and strengthen planning for Learning Walls – include child/family voice and ensure all children are given the opportunity to evaluate LW. Team to consider how we can track LW knowledge and skills.</p> <p>Working across early level within the school setting – establish an Early Level working group to consider core provision, intentional promotions, tracking and assessment across Nursery and P1.</p>	<p>Kathryn Allan (PT) to coordinate</p> <p>All EYPs</p> <p>PT, EYPs and PNT</p> <p>EYPs</p> <p>PT, EYPs and PNT</p> <p>HT, PT, P1 teachers, EYPs, PNT</p>	<p>Feedback from Early Level staff Team meeting minutes</p> <p>EYP module reflections – evidence in planning for intentional promotions</p> <p>Evidence in PLJs and Parent Chat sheets (4 x in session)</p> <p>Weekly planning meeting sheets</p> <p>Learning Wall sheets evidenced in PLJs and tracked across curricular areas (family voice sheet and evaluation of learning)</p> <p>Team meeting minutes Planning documents/Seesaw to evidence intentional promotions</p>	<p>Term 1 to plan</p> <p>Term 2</p> <p>Term 1 to plan Term 1-4 promote</p> <p>Terms 1 – 4</p> <p>Term 1 to plan Term 1-4 promote</p> <p>Term 1 to plan Terms 2-4 to promote</p>
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<p>All EYPs will be confident in their professional judgement and understanding of National Standards. As a result all children will be making the best possible progress.</p> <p>Planned collaboration and liaison between shared placement providers will ensure that professional judgements are moderated and that progression</p>	<p>Audit core provision with a skills focus – continue to develop language of learning within core provision.</p>	PT, EYPs and PNT	Audit Display of Language of Learning in core provision areas	Term 1
	<p>Consideration to be given for ‘group time’ where children can come together for targeted areas of learning.</p>	PT, EYPs and PNT	Group time planning sheets	Term 1 to consider Term 1-4 to implement
	<p>All staff to analyse quantitative data to make judgements about the progress, achievement and next steps for all children (BASE, eLips, SIMD)</p>	PT, EYPs and PNT	Feedback on range of evidence gathered and stored – is all evidence considered?	Terms 1-4
	<p>Use of Benchmarks (Nov 2023) to moderate and justify achievement of EIE phase for potentially the majority of children as well as reporting on progress (Jun 2024) – focus on breadth of skills observed and recorded for each child.</p>	PT, EYPs and PNT	Benchmark use to consider breadth – highlighting	Term 2 and term 4
	<p>Make use of Fife Assessment and Moderation Network ‘What’s in a Level?’ resource</p>			
<p>Make use of Moderation Cycle on Moderation Hub (Glow) to consider the different stages – arrange moderation within setting, with</p>	Kathryn Allan (PT) to coordinate EYPs, PNT to contribute	Notes of meetings and evidence of moderation activities carried out – use of Edu Scot moderation checklists	Term 1 to plan Moderation in terms 2 and 3	

<p>of skills are accurately tracked to ensure there is a shared understanding of next steps for all children.</p>	<p>shared placement providers, within cluster and outwith cluster.</p> <p>Devise a plan with ELC partners (Wormit Playgroup, Wormit Nursery, Beehive) for all children on a shared placement to ensure opportunities for discussion, moderation and reporting - take cognisance of Fife's Blended Placements Policy.</p>	<p>Kathryn Allan (PT) to coordinate</p>	<p>Feedback from partners around liaising opportunities</p> <p>Feedback from families around how progress is tracked and reported between settings</p>	<p>Term 1 to plan</p> <p>Throughout whole session</p>
<p>Ongoing Evaluation</p>				

Attainment Fund Rationale:		Amount of Fund £25 920 + carry forward	
<p>Intervention 1: Raise attainment in Writing. We have identified children in P5-P7 who are not attaining in Writing as expected, specifically within Tools for Writing and Creating a Text (grammar, spelling, punctuation and structure of a text).</p> <p>Intervention 2: Raise attainment in Reading. We have identified children in P2-P7 who are not attaining in Reading as expected, specifically within Tools for Reading and Understanding, Analysing and Evaluating.</p> <p>Intervention 3: Raise attainment in Numeracy. We have identified children in P2-P7 who are not attaining in Numeracy as expected, specifically within Number and Number Processes (number bonds, 4 operations, mental agility, selecting a process, word problems).</p>			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 1</u> By June 2023, our identified children will have made progress within their CfE level: Tools for Writing (structure, spelling and grammar).</p> <p><u>Intervention 2</u> By June 2023, our identified children will have made progress within their CfE level for reading.</p>	<p>Small targeted group/individual work based on identified needs:</p> <ol style="list-style-type: none"> 1. Phonics, common words and grammar assessments will be used to identify gaps and next steps. 2. Identified learners will focus on core skills, which will be explicitly taught for 6 weeks. 3. Increased time will be allocated for writing on a weekly basis. Each pupil will complete writing activities on a daily basis and an extended writing piece each week (PEF teacher). These will include clear success criteria. 4. PSA will support individuals as identified. 5. Regular attainment meetings will identify the progress for the identified children (every 6 weeks). <p>Small targeted group/individual work based on identified needs:</p> <ol style="list-style-type: none"> 1. Single sounds and cv/vc words 2. Diagraphs and blending cvc, cvc, ccvc 3. Common words 4. Word attack strategies 5. Daily reading aloud sessions with a PSA 	<ul style="list-style-type: none"> • Baseline writing assessments to be completed with identified children. • Weekly: assessment rubric completed for individual children. • Every 6 weeks measure the impact of the progress so far using an assessment rubric and amend intervention if necessary. • Baseline reading assessments to be completed with identified children (phonics assessments, common words, understanding of a text) in P2-P7. 	

<p>Intervention 3 By June 2023, our identified children will have improved their Numeracy skills based on conceptual understanding rather than processes.</p>	<ol style="list-style-type: none"> 6. Reading focus on literal, inferential and evaluative questions, summarising and identifying the main ideas/purpose of a text (Understanding, Analysing and Evaluating). 7. Regular attainment meeting will identify the progress for the identified children (every 6 weeks). <p>Small targeted group/individual work based on identified needs:</p> <ol style="list-style-type: none"> 1. Core Numeracy concepts 2. Word problems including multi-step problems 3. Daily Numeracy sessions with a PSA 4. Regular attainment meeting will identify the progress for the identified children (every 6 weeks). 	<ul style="list-style-type: none"> • On-going assessment to show progress. • Every 6 weeks measure the impact of the progress so far using a reading assessment and amend intervention if necessary. • Use NSA data, BASE data and teacher assessments to identify children. Baseline assessment to be completed with identified children in P2-P7 to establish starting level. • On-going assessment to show progress. • Every 6 weeks measure the impact of the progress so far using Numeracy assessment and amend intervention if necessary. 	
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Pupil Equity Funding Projected Spend



School (select from dropdown)	Newport Primary School	
PEF Allocation 2023/24	£	25,920.00
Underspend 2022/23		23,034
Total	£	48,954.00

2023-2024 Projected/Anticipated Spend

Literacy		
Category	Brief Description	Cost
Total Spend		£ -

Numeracy		
Category	Brief Description	Cost
Total Spend		£ -

Health & Wellbeing		
Category	Brief Description	Cost
Total Spend		£ -

Staffing		
Staffing	FTE	Cost
PSA 2	1.8FTE	€42,851
Total Spend		£ -

Other		
Category	Brief Description	Cost
Total Spend		£ -



Amount of spend planned	£ -
Unallocated spend	£48,954.00