



Newport Primary School
Standards and Quality Report
Achieving Excellence and Equity
Session 2023-2024

Context

Setting/School Roll (including ELC/ASC)	Nursery: 25 (includes shared placements) School: 204 8 classes and 1 ELC class ELC Class: 9am-3pm, Term Time only					
FME	5%					
SIMD Profile for establishment	Almost all children live within Scottish Index of Multiple Deprivation data zones 4 to 10. A few children live within Scottish Index of Multiple Deprivation data zones 1, 2 and 3.					
Attendance (%) (as of the end of June 2024)	Overall	94.73	Authorised	3.18	Unauthorised	2.09
Exclusion (%)	0					
Attainment Scotland Fund Allocation (PEF and SAC)	£25 920					
Cost of the school day statement	<p>At Newport Primary School we recognise the need to reduce the Cost of the School Day for all our children and particularly for our children who are already experiencing poverty. Please find below our Cost of the School Day Statement.</p> <p><u>Cost of the School Day Statement (August 2019)</u> Having surveyed our parent/carer population, we feel that we have a good understanding of our context. This has helped us when considering the cost of the school day. We are aware that there is an initial outlay at the start of each session in order to prepare their child/ren for a new academic year. This includes uniform, PE kit, school bag, lunch boxes, water bottles, shoes and outdoor clothing. In addition, we recognise that there is a weekly cost including lunch, milk and snacks. On top of these essentials there may be additional cost to include breakfast club, afterschool care, extra-curricular activities (outwith school) and school musical tuition. We are always conscious of the financial implications involved when asking parents to fund additional activities which might include home learning tasks, excursions, fundraising, workshops, theatres and dress-up days. Where possible we try to ensure that no individual trip to be no more than £10 with a maximum of £20 per year. Families will be given as much notice as possible when a cost is likely to incur, at least 4 weeks' notice. We are always ready to help any family who requires financial support. Grants will be sought annually to help with covering the cost of transport.</p> <p>Any fund-raising activities will be based on donations and will be limited to 4 a year. We recognise that dress up opportunities can be an added expense for families and for that reason we have decided not to promote these. We will still support traditional dress up days e.g Red Nose Day but give consideration on how this can happen with minimal expense ie wearing a red item.</p> <p>Our Parent Council run a second-hand uniform sale throughout the year which includes dress up clothes for festivals/events. The clothes can also be found in the local thrift shop. Through Enterprise projects we promote budgeting. Each class will experience an Enterprise project but no family needs to provide material for this. Materials if required will be purchased by the school unless homes have materials that they wish to donate.</p>					

	Extra-curricular activities, within school, have no cost for families.
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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

Priority 1:

- 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.

Directorate Improvement Plan

Equality & Equity

Achievement

Health & Wellbeing

Positive Destinations

Attendance & Engagement

HGIOS 4 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

Has this priority been:

Fully
Achieved

√

Partially
achieved

Continued into next
session

Progress:

- The current provision in P1 and P2 class areas was audited using Fife’s EPP Toolkit.
- P1 and P2 timetable free flow play sessions at the start of every morning session.
- P1 teaching staff undertook professional learning and enquiry as part of SEIC’s Play Pedagogy Connector programme.
- P1 teaching staff liaised with nursery colleagues about the learning environment.
- P1 teaching staff visited Dalgety Bay Primary School to observe play in another setting.
- All teaching staff attended professional learning sessions about understanding the what, how and why of play.
- All staff undertook professional learning session about Loose Parts play with Scrapantics.
- All classes took part in a weekly Loose Parts Play lesson.

- All P2-P7 classes took part in our Skills Academy.
- All P3-P7 classes received a tuff tray and a water/sand tray to develop play.
- All classes have a Fun for 31 session weekly.
- A Sway has been created about Play across our school. This has been shared with all families.
- Updates about our Play priority have been shared in our newsletters and with our Parent Council. Minutes have been shared with families.

Impact:

- There is a consistent approach across our school for Fun for 31, Skills Academy and Loose Parts. This is enabling children to develop further and build upon their prior learning, in particular their skills. They also have the opportunity for personalisation and choice and to lead their own learning.
- Through our Newport Natter sessions almost all children spoke confidently and articulately about the play opportunities they have in school, the benefits of play, the skills they are developing and how these could be applied in the future.
- Class visits showed that teaching staff were planning appropriate experiences linked to our 4-part model. Children were being given the opportunities to play in relevant and meaningful contexts. They were also developing their skills linked to Developing the Young Workforce and Creativity skills.
- There are increased opportunities within P1 and P2 for all children to engage in free open-ended play. Children have been observed leading their own learning and following their own interests.

Next Steps:

- Continue to develop play across our whole school and what our core provision is for P3 onwards.
- Continue to develop observations within P1 and P2 classes and how observations can be linked to planning and assessment cycle.
- Embed core provision in P1 and P2 to provide further breadth and challenge.
- Provide more than one block for Skills Academy (P2-P7).

Improvement Priority Session 2022 – 2023

Priority 2: Increase attainment for all children by improving assessment and moderation approaches.

Directorate Improvement Plan
 Equality & Equity
 Achievement
 Health & Wellbeing
 Positive Destinations
 Attendance & Engagement

HGIOS 4 Quality Indicators
 1.3 Leadership of change
 2.3 Learning, Teaching and Assessment
 3.2 Raising Attainment and Achievement

Has this priority been:	Fully Achieved	√	Partially achieved		Continued into next session	
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Progress:

- All teachers and children have set and reviewed SMART targets within Literacy, Numeracy and Health and Wellbeing in Term 3 and Term 4.
- All SMART targets have been shared with families via their child’s Learning Log or e-portfolio.
- Families have had the opportunity to comment on their child’s SMART targets.
- A few class teachers have included evidence of learning to show whether a learning target has been met fully, partially met or needs to be developed further in Learning Logs or e-portfolios.
- We haven’t devised a tracking system to monitor children’s progress and attainment in Health and Wellbeing/Social studies as Fife Council are launching a system in August 2024.
- All teaching staff participated in moderation sessions at school level for Writing, Reading and Numeracy and at cluster level for Listening and Talking.
- Benchmarks have been used more robustly at Tracking meetings and moderation sessions to discuss progress and plan next steps.

Impact:

- Across the school, most children are clear about their learning targets and what they need to do to improve their learning within Literacy, Numeracy and Health and Wellbeing. In the best examples, children could

articulate their learning target and show how they could use verbal and written feedback to make progress and achieve their next steps.

- Tracking meetings and moderation sessions have ensured that teaching staff's professional judgement is robust and reliable. This is ensuring that our children are suitably challenged in their learning.

Next Steps:

- Tracking attainment and progress across the curriculum.
- Moderation activities for other curriculum areas.
- Provide evidence in Learning Logs or e-portfolios to show the progress made in achieving a learning target.

Improvement Priority Session 2022 – 2023

Priority 3 (Nursery): All staff will use a range of data to plan effectively for support and challenge for all children.

Directorate Improvement Plan

Equality & Equity

Achievement

Health & Wellbeing

Positive Destinations

Attendance & Engagement

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

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

- Principal Teacher has engaged with Education Scotland's National Improvement Hub 'Tracking and Monitoring' module.
- Early Years Practitioners (EYPs) have used Numeracy/Maths Records of Understanding regularly throughout the session to record progress across Early Level. Using a RAG scale, EYPs have transferred progress identified within PLJs across to this document to give an overview for all children.
- All EYPs have engaged with Fife's Conceptual Numeracy online module. All EYPs have engaged with Education Scotland's Supporting Early Mathematical Development Series (3 sessions). All EYPs have engaged with and referred back to the Supporting Early Mathematical Development and National Counting Series Padlets.
- EYPs have considered how skills are tracked across Early Level. EYPs have made an increased use of the 'Developing Skills for Life and Learning' PLJ sheet as well as our whole school skills tracker. All EYPs have used their knowledge of appropriate skills and language of learning and skills when observing and recording significant observations.
- Termly tracking meetings have continued to be refined; skills focus, use of quantitative data and use of Benchmarks.
- Family voice has been promoted through the creation and implementation of 'Getting To Know Your Child As A Learner' sheet which has been used as a basis for Progress Meeting One. The structure of Progress Meeting One has allowed EYPs to use statements from the Benchmarks (Literacy, Numeracy/Maths and Health and Wellbeing) to focus their parent/carer discussion.
- Family voice has been promoted through the creation and implementation of home 'Learning Wall' sheets.
- Working across Early Level (Nursery and P1) has been limited due to staffing shortages.
- Moderation out with Newport Nursery has been limited to settings where children attend a blended placement. A minority of children within our setting this session have shared their ELC entitlement with another ELC setting. Newport Nursery has initiated contact with these settings (two private providers) and have organised for Keyworkers to meet virtually, in person and over the phone to discuss children's progress and next steps. This has happened at least twice over the course of the year. A proforma for recording these meetings was created to ensure discussions were focused and concise.
- Throughout the session, the nursery team have been responsive to needs of individual children and families and therefore planned priorities have been adjusted to meet the needs of the service users. Additional professional learning around supporting speech and language and emotional regulation has been included throughout the session.
- A long-term EYP staffing vacancy throughout the session has impacted on the pace of all improvements.

Impact:

- Principal Teacher’s professional learning has led to strengthened routines and processes within the nursery and in turn, strong data which demonstrates progress, next steps and achievement of a phase of a level for all children.
- Increased use of Records of Understanding has enabled all EYPs to effectively track progress and ensure that appropriate next steps are identified for individual children. Intentional promotions and/or adaptations have been made to core provision to ensure appropriate mathematical skills are being promoted for all children.
- All EYPs have reported that the knowledge and skills gained within their professional learning has enabled them to make robust judgements about significant observations and achievements within Early Level Numeracy/Maths. All EYPs have reported that their confidence with implementing appropriate intentional promotions has improved. All EYPs have reported that they have made adaptations within core provision to promote Numeracy/Mathematical skills. All EYPs have reported that they have reflected on and refined their use of language as a result. These actions are enabling children to access a numeracy rich environment which helps to develop Early Level skills; all children are projected to attain Early Level Numeracy/Maths by the end of P1, with a few projected to attain earlier.
- There is a significant decrease in ‘so what?’ observations which has ensured all children have an accurate record of appropriate progress and next steps.
- EYPs have reported that these regular focused meetings have made reporting at the end of session easier and more focused. All EYPs have reported that they have an increased confidence when declaring progress. Interpretation of all data and acting on next steps are allowing all children to make the best possible progress. All children have accurate projected levels of attainment recorded with relevant evidence which ensures appropriate pace and challenge.
- Progress Meeting One has ensured early recorded observations of children’s learning have been appropriate and significant for individuals, resulting in timely next steps for all children being made. All parents/carers who responded to survey agree that they feel informed about their child’s next steps in learning.
- Learning Wall information has enabled families to be better engaged and involved with current learning and to share significant knowledge/skills from home. All parents/carers who responded to survey agree that the nursery team value information and learning shared from home. In turn, this has enriched experiences in nursery to include themes which otherwise may have not surfaced, ensuring personalisation and choice, breadth and relevance for our children.
- Our P1 environment is evolving into an environment which is more reflective of the opportunities, experiences and spaces evident in the nursery setting. In turn, this is enabling children across Early Level to experience learning which is ‘reassuringly familiar, yet excitingly different’.
- The moderation process between blended placements has enabled EYPs to engage in professional dialogue which in turn has built confidence in their judgements leading to appropriate next steps and declarations for achievement being made.

Next Steps:

- For a few children, predictions made in nursery for achieving Early Level Reading (Tools for Reading organiser) by the end of P1 have not been accurate; consideration to be given as to how information from nursery is shared at transition to P1, increased use of Literacy Records of Understanding, engaging with Education Scotland’s resource ‘Learning to Read in the Early Years.’
- Moderation of skills and looking outwards – peer, in school, cluster, shared placements, out with cluster, SEIC.

Attainment of Children and Young People

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	90%	87%	84%	87%
P4	90%	85%	85%	80%
P7	86%	86%	86%	86%

Overall Attainment for 2023 - 2024				
Stage	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	78%	84%	88%	87%
P4	74%	80%	84%	80%
P7	82%	86%	82%	86%

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 expected levels of attainment in Literacy and in Numeracy.

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

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

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

Evidence of significant wider achievements

There has been a wide variety of wider achievement opportunities across the ELC/School this session. All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals. These are also linked to your School Values, UNCRC, 4 Contexts for Learning and our skills framework.

These have been shared throughout the session through newsletters and social media and celebrated at our weekly Together Times.

Early Learning Setting	Primary 1	Primary 2
PEEP Bookbug sessions Play on Pedals Christmas Enterprise Christmas Sing Along performance for families Forest sessions Buddy Author visit Summer Garden Party performance	Care Home visit Author visit Art work for Nursing Home Nativity Active school's Physical Literacy after-school club	Care Home visit Author visit RHET Fife Show Scarecrow competition Winner of Voicebox joke competition for Fife. Represented Fife at the Scottish Final and we came second overall. Enterprise learning linked to topic Active school's Physical Literacy after-school club
Primary 3	Primary 4	Primary 5
Active School's Dance group Active School's Football group Author visit Harvest apple project – making juice Active school's Physical Literacy after-school club	Active School's Dance group Active School's Football group Bee Project: Webster's Honey 3D printer Active School's Rugby Taster sessions	Cello Active School's Dance group Active School's Football group YMI Drumming sessions Bikeability 3D printer Bubblegum and Fluff sessions with Newport Church Active School's Rugby Taster sessions Bee Project: Webster's Honey

Primary 6	Primary 7	Whole School
STEM Competition STaMP (brass instruments) and performance Working with a composer to create music for HMS Unicorn's 200 th birthday Netball Cluster Tournament Junior Sport Leaders Trainee Buddies Cello Active School's Dance group Active School's Football group Maths Challenge Techno Challenge Bible Alive sessions with Newport Church Science Workshops with partners Harvest apple project Bikeability 3D printer Indoor athletics competition Cross Country event Active School's Rugby Taster sessions	The Big Strum P7 Residential to Dalguise Cello Kit Car 500 word competition Buddies to P1 House Captains Leaders of Pupil Committees Rotary Quiz Cluster League: football and basketball Active School's Dance group Active School's Football group Art work for Nursing Home Maths Challenge Easter Code with Newport Church Christmas Light Switch on: competition winner Science Workshops with partners Scottish Afternoon 3D printer Poppy wreath to the War Memorial Indoor athletics competition Cross Country event Working with the BBC to produce a film about the River Tay Active School's Rugby Taster sessions	P2-P7 Skills Academy End of term Together Times for families Weekly Together Times Star Achievers and celebration with Head Teacher Wider Achievement Books P1-P6 Natural Connections Award P7 John Muir Award Sports Day Make A Difference Community bags House Challenges Open Mornings Pupil Conference Pupil Committees Pupil Council Class Trip Eco Green Flag and celebration Rights Respecting School Bronze Award Allotment and planters World Book Day Comic Relief Apples donated to community Loose Parts School Fair 3D printer HMS Unicorn: Skills Academy were awarded second place in art competition

Learning Partnership: Strengths and Areas for Improvement (30.01.2024)

Strengths identified:

School

QI 2.3: Learning, Teaching and Assessment

- Across the school, children talk articulately about their learning and leadership opportunities. They are very proud of their school.
- New initiatives such as Fun for 31, Skills Academy and Loose Parts give children opportunities to play in relevant and meaningful contexts and put their skills into action. Almost all children had a good understanding of the play opportunities offered, the value of play, the relevance and skills they are developing.
- In P1-P2 classes core provision for play is provided for children. This now needs to be embedded to provide further breadth and challenge for children.
- In almost all of the observed lessons, children were motivated and engaged. In almost all lessons, teachers provided learning activities which were well planned, organised and were well-matched to children's learning needs. Differentiation was evident and, in most lessons, highest achieving children were being challenged.
- In all lessons, teachers used a whole-school lesson model across the curriculum. Almost all children were able to talk about the skills they are developing, the relevance of their learning and how they can apply these skills in the future.

- In most lessons observed there was a strong theme of opportunity for personalisation and choice.
- Across the school, teachers and children set targets for Literacy, Numeracy and Health and Wellbeing. Within Second Level, children were clear about what they need to do improve in these aspects of learning. In the best examples, children could articulate their learning target and show how they use verbal and written feedback to make progress and achieve their next steps. This practice should be shared across the school.

Nursery

QI 2.3: Learning, Teaching and Assessment

- The progression of skills was evident in the playroom and outdoor experiences. Practitioners were observed using the language of learning in high quality interactions with children.
- Personal Learning Journals are used effectively to evidence significant learning where a focus on skills and the language of learning is evident. This is enabling practitioners to build upon and connect the skills children are developing for learning, life and work.
- Daily responsive, medium term and long-term plans are used effectively to plan for relevant and meaningful learning experiences including intentional promotions. This is ensuring children are engaged and challenged in their learning and thinking.

QI 3.2: Securing Children’s Progress

There are robust tracking and monitoring processes in place which ensures all children have clearly identified next steps across Literacy, Numeracy and Health and Wellbeing. Staff agree next steps for individual children during termly tracking meetings. These processes enable practitioners and senior leaders to make confident judgements about children’s progress using the National Benchmarks.

Areas for Improvement/Planned Next Steps

School:

- Continue to develop pace of learning for a few children.
- Provide further opportunities for collaborative working across Early Level to ensure continuity and progression in learning through play approaches.
- Consider how we keep learning targets ‘alive’ and evidence progress towards next steps.

Nursery:

- Consider how we ensure breadth and progression across a few identified curriculum areas (RME, Science and Social Subjects).

Consider collaborative working approaches across Early Level where staff plan and implement relevant learning experiences for all children.

Consultation with Stakeholders

Stakeholders have been involved in reviewing our priorities and have contributed to identifying our priorities for Session 2024-2025 in the following ways:

- All parents/carers had the opportunity to feedback through HGIOS4? questionnaire
- All children had the opportunity to give feedback through questionnaires, Pupil Council and our Newport Natter sessions
- Pupilwise and Parentwise questionnaires
- Parent Council agenda

How is SQR, IP and PEF Plan shared with stakeholders?

Our School Improvement Plan and Standards and Qualities Report is shared with all families via email and is on our website. Updates in our Sway newsletters provide our families with an update regarding our progress and impact. about our progress is shared in our Sways. We have a display within our school to show the progress and impact for each of our priorities. At our Parent Council meetings, we also give a progress update. The minutes are then issued to all families.

PEF Evaluation/Impact
<p>Targeted Intervention 1</p> <p>By June 2024, 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"> • All of our targeted children in P1, have all increased their ability to write single sounds. • All of our targeted children in P1 have improved their ability to write sight vocabulary. • Most of the targeted children in P1 have achieved Early Level in writing. • All of our targeted children in P2, have increased their ability to write the 42 most common sounds. • All of our targeted children in P2, P3, P4 and P7 have improved their ability to write sight vocabulary. • The majority of children targeted in P4 have developed their ability to write sight vocabulary. • Most of the targeted children in P5 and P6 have improved their ability to write dictated sentences built on grammar and spelling skills taught.
PEF Evaluation/Impact
<p>Targeted Intervention 2</p> <p>By June 2024, 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 children in P1 are able to blend cv, vc and cvc words. All of our targeted children in P1 have improved their sight vocabulary. Most of the targeted group in P1 have achieved Early level in reading. • All of our targeted children in P2 are blending words beyond cvc. All have improved their sight vocabulary. They have all improved their ability to read at their level. • All of our targeted children in P3 have improved their sight vocabulary. Most have improved their ability to read more complex sentences. • All of our targeted children in P4 and P5 have improved their sight vocabulary. They have all improved their ability to read at their level. • All of our targeted children in P6 have improved their ability to read at their level. • The majority of our targeted children in P7 have improved their sight vocabulary and all have improved their ability to read at their level.
PEF Evaluation/Impact
<p>Targeted Intervention 3</p> <p>By June 2024, our identified children will have improved their Numeracy skills based on conceptual understanding rather than processes.</p>

Progress:

- 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 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 children in P3 have shown an increased understanding in addition within 10, counting back from 10, counting in 10s and missing numbers within 10.
- All of our targeted children in P4 have shown a greater understanding of addition/subtraction within 10, the language of more than/less than/how many more/bigger and smaller, counting in 10s, missing numbers in a sequence within 10, in-between numbers, addition doubles, pairs of numbers to 10, counting in 2s and number bonds to 20.
- All of our targeted children in P5 have been working on individual programmes and all have shown a greater understanding in counting in 10s, in-between numbers, the language of how many more, addition doubles, counting to 20, counting in 2s and addition and subtraction within 10.
- All of our targeted children in P6 have been working on individual programmes and all have shown an increase in their understanding on numeracy skills. They all have a greater understanding of odd/even numbers, addition and subtraction within 20, halving numbers, adding on 11, rounding, multiplying and dividing by 4, naming digits and using doubles.
- All of our targeted children in P7 have been working on individual programmes and have shown an increase in their understanding on numeracy skills this session in counting in 10s, recognising pairs of numbers to 10, addition doubles, bigger/smaller numbers and in-between numbers.

School Name: Newport Primary School

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2021-2022	2022-2023	2023-2024	Inspection Evaluation (since August 2023)
1.3 Leadership of change	Good	Very Good	Very Good	
2.3 Learning, teaching and assessment	Satisfactory	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Very Good	Very Good	
3.2 Raising attainment and achievement	Satisfactory	Very Good	Very Good	

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2021-2022	2022-2023	2023-2024	Inspection Evaluation (since August 2023)
1.3 Leadership of change	Good	Very Good	Very Good	

2.3 Learning, teaching and assessment	Satisfactory	Good	Very Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Very Good	Very Good	
3.2 Securing children's progress	Good	Good	Very Good	

Head Teacher: Louise Donaldson (who completed SQR)

Session 2024-2025 Improvement Plan

Education Directorate Improvement Plan: Achievement				
Priority:				
<ul style="list-style-type: none"> By May 2025, all children’s learning will be effectively monitored and tracked across the curriculum, using a range of assessment evidence to inform professional judgements. 				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
1.3 Leadership of change 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement			1.3 Leadership of change 2.3 Learning, teaching and assessment 3.2 Securing children’s progress	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All children’s progress is tracked across the Broad General Education.</p> <p>All children’s progress is moderated to ensure consistency of assessment judgements.</p> <p>All teaching and nursery staff will enhance their assessment skills through planned assessment and moderation activity, this will ensure all children are making progress across all areas of the curriculum.</p> <p>All teaching and nursery staff’s confidence in tracking and monitoring of children’s progress has increased.</p>	<p>Teaching and nursery staff to receive training on using the Progress Framework.</p> <p>Children’s progress from TRAMS transferred into the Progress Framework.</p> <p>Professional dialogue around the variety of evidence which will be collected across the curriculum.</p> <p>Assessment of Benchmarks across the curriculum entered into Progress as Broad General Education judgements.</p> <p>Approach to tracking and monitoring and assessment evidence moderated at school level and at cluster level (Health and Wellbeing).</p>	<p>All teaching staff All Nursery team L Donaldson (HT) K Allan (PT)</p> <p>L Donaldson (HT) K Allan (PT)</p> <p>All teaching staff All Nursery team L Donaldson (HT) K Allan (PT)</p> <p>L Donaldson (HT) K Allan (PT)</p> <p>All teaching staff L Donaldson (HT) K Allan (PT)</p>	<p>Data Progress data shows children are tracked across the curriculum.</p> <p>Analysis of CFE and BASE/NSA data</p> <p>Analysis of data for identified cohorts</p> <p>Stakeholder’s Views Evaluations/minutes of meetings from teaching staff.</p> <p>Forward Planning Professional Dialogue sessions and Tracking meetings.</p> <p>Feedback from Moderation sessions.</p>	<p>Terms 1-4: linked to annual calendar</p> <p>Terms 1-4: linked to Quality Assurance calendar</p>

<p>Most children will be able to talk about their learning, progress and next steps in an identified curriculum area.</p>	<p>Staff will plan for assessment at the planning stage.</p> <p>New reporting format used to share children's progress with parents/carers.</p>	<p>All teaching staff</p> <p>All teaching staff All Nursery team L Donaldson (HT) K Allan (PT)</p>	<p>Pupil Focus Groups (Newport Natter sessions) to gather feedback and evidence from our children.</p> <p>Observations Within assessment folders, jotters and Learning Logs/e-portfolios a variety of evidence is gathered to effectively track children's progress.</p> <p>Classroom observations linked to identified areas of the curriculum.</p> <p>Focus for Learning Partnership – analysis of data, learning experiences across the curriculum/identified area of curriculum.</p>	<p>Terms 1-4: linked to Quality Assurance calendar</p>
<p>Ongoing Evaluation</p>				

Education Directorate Improvement Plan: Equality & Equity and Health & Wellbeing				
Focused Priority: By May 2025, we will have developed a whole school approach to rights, equalities and diversity.				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
1.3 Leadership of Change 2.2 Curriculum 3.1 Ensuring Wellbeing, Equality and Inclusion			1.3 Leadership of Change 2.2 Curriculum 3.1 Ensuring Wellbeing, Equality and Inclusion	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Most children will have an improved knowledge and understanding of rights, diversity and equalities.	Issue questionnaires to children and staff team. Collect baseline data and analyse. Identify next steps.	L Donaldson (HT) K Allan (PT)	Analyse questionnaires to establish a baseline. Revisit questionnaires to show change and impact.	Term 1 and Term 4: see Quality Assurance Calendar
Almost all children and all of our staff team are using a shared and consistent language around rights and equalities.	All staff to undertake professional learning using Education Scotland's Inclusion, Wellbeing and Equalities Framework.	All staff	Feedback from staff and families re progress and impact of our work.	Term 1-Term 4: see Quality Assurance Calendar and Curriculum Development Time Calendar
All children will have developed positive attitudes towards diversity and overcoming prejudices.	Teaching and Nursery staff to review curriculum pathways to identify learning and teaching opportunities for diversity and protected characteristics which shows breadth, progression and depth.	L Donaldson (HT) K Allan (PT) All Teaching staff All Nursery staff	Curriculum pathways and Together Time overview will show when diversity and protected characteristics are being taught.	Term 1: see Curriculum Development Time Calendar
Most families will have a greater knowledge of our work around rights, diversity and equalities.	Develop a calendar for Together Time linked to this.		Forward Planning meetings/Professional Dialogue.	Term 1-Term 4: see Quality Assurance Calendar
Our school will achieve Rights Respecting School Silver Award.	Develop a diversity, equalities and rights toolkit/model.	L Donaldson (HT) K Allan (PT) All Teaching staff All Nursery staff	Observations from class visits: followed by Professional Dialogue.	Term 2-Term 4: see Quality Assurance Calendar

	<p>All staff to use a Critical Literacy approach to texts to identify bias, power and interest, gaps/silences and viewpoint.</p> <p>Teaching and Nursery staff to audit current resources to ensure they reflect diversity. Identify any gaps and purchase new resources if needed.</p> <p>Plan a Sway/ThingLink with relevant information for families about our approach to rights, diversity and equalities.</p>	<p>Pupil Council</p> <p>L Donaldson (HT) K Allan (PT) All Teaching staff All Nursery staff Pupil Council</p> <p>L Donaldson (HT) K Allan (PT) All Teaching staff All Nursery staff</p> <p>L Donaldson (HT) K Allan (PT) All Teaching staff All Nursery staff Families</p>	<p>Newport Natter Sessions: gather feedback and evidence from our children</p> <p>Class Walk Throughs: Class areas/displays/resources will reflect evidence of rights, diversity and equalities. Minutes of Pupil Council meetings.</p> <p>Questionnaire/Feedback from families and Parent Council.</p>	<p>Term 1-Term 4: see Quality Assurance Calendar</p> <p>Term 1-Term 4: see Quality Assurance Calendar</p> <p>Term 2: see Curriculum Development Time Calendar</p> <p>Parent/carer calendar</p>
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Ongoing Evaluation

Education Directorate Improvement Plan: Achievement				
Focused Priority: All P1 and P2 teachers will observe all children in their play to challenge and extend learning across the curriculum.				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
1.3 Leadership of Change 2.3 Learning, Teaching and Assessment 3.2 Attainment and Achievement				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
All P1 and P2 teaching staff will observe children in their play and use this to challenge and extend learning across the curriculum for all children	<p>Carry out the assessment and observation audit from Fife Play Pedagogy. As a staff team decide on our strengths and next steps.</p> <p>Use Effective Observation Leading to Effective Assessment (Education Scotland resource) to promote further professional learning around this area.</p> <p>Teaching staff to observe nursery staff observations and use of questioning with children. Focus on the language used and significant learning. Discussion around how observations are recorded and used to plan next steps in learning. Decide on a format to ensure consistency across Early Level into First Level.</p>	<p>L Donaldson (HT) K Allan (PT) P1 and P2 teaching staff Nursery staff</p> <p>L Donaldson (HT) K Allan (PT) P1 and P2 teaching staff Nursery staff</p> <p>L Donaldson (HT) K Allan (PT) P1 and P2 teaching staff Nursery staff</p>	<p>Minutes of meetings</p> <p>Observations from class visits: followed by Professional Dialogue.</p> <p>Termly Forward Planning Professional Dialogue sessions and Tracking meetings.</p> <p>Professional Dialogue sessions</p>	Term 1-4: See Quality Assurance Calendar and Annual Calendar

Pupil Equity Fund allocation for session 2024/25	£ 25 920
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School Context					
Setting/School Roll (including ELC/ASC)	Nursery: 25 (includes shared placements) School: 204 8 classes and 1 ELC class ELC Class: 9am-3pm, Term Time only				
FME	5%				
SIMD Profile for establishment	Almost all children live within Scottish Index of Multiple Deprivation data zones 4 to 10. A few children live within Scottish Index of Multiple Deprivation data zones 1 and 2.				
Attendance (%)	Overall		Authorised		Unauthorised
Exclusion (%)	0				
Attainment Scotland Fund Allocation (PEF and SAC)	£25 920				

Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)

At Newport Primary School we recognise the need to reduce the Cost of the School Day for all our children and particularly for our children who are already experiencing poverty. Please find below our Cost of the School Day Statement.

Cost of the School Day Statement (August 2019)

Having surveyed our parent/carer population, we feel that we have a good understanding of our context. This has helped us when considering the cost of the school day. We are aware that there is an initial outlay at the start of each session in order to prepare their child/ren for a new academic year. This includes uniform, PE kit, school bag, lunch boxes, water bottles, shoes and outdoor clothing. In addition, we recognise that there is a weekly cost including lunch, milk and snacks. On top of these essentials there may be additional cost to include breakfast club, afterschool care, extra-curricular activities (outwith school) and school musical tuition. We are always conscious of the financial implications involved when asking parents to fund additional activities which might include home learning tasks, excursions, fundraising, workshops, theatres and dress-up days. Where possible we try to ensure that no individual trip to be no more than £10 with a maximum of £20 per year. Families will be given as much notice as possible when a cost is likely to incur, at least 4 weeks’ notice. We are always ready to help any family who requires financial support. Grants will be sought annually to help with covering the cost of transport. Extra-curricular activities, within school, have no cost for families.

Any fund-raising activities will be based on donations and will be limited to 4 a year. We recognise that dress up opportunities can be an added expense for families and for that reason we have decided not to promote these. We will still support traditional dress up days e.g Red Nose Day but give consideration on how this can happen with minimal expense ie wearing a red item.

Our Parent Council run a second-hand uniform sale throughout the year which includes dress up clothes for festivals/events. The clothes can also be found in the local thrift shop. Through Enterprise projects we promote budgeting. Each class will experience an Enterprise project but no family needs to provide material for this. Materials if required will be purchased by the school unless homes have materials that they wish to donate.

<p>Stakeholder engagement</p>	<p>Participatory Budgeting (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)</p>
<ul style="list-style-type: none"> • Parent Council • Pupil Council • Staff Team • Pupil Conference 	

Rationale:		Amount of Fund allocated: £25 920	
<p>(Intervention 1: Raise attainment in Writing. We have identified children in P2-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	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 1</u></p> <p>By June 2025, our identified children will have made progress within their Curriculum for Excellence level: Tools for Writing (structure, spelling and grammar).</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 (x3 per week) 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). 	<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. 	

<p>Intervention 2</p> <p>By June 2025, our identified children will have made progress within their Curriculum for Excellence level for reading.</p>	<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. Reading aloud sessions with a PSA (x3 per week) 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). 	<ul style="list-style-type: none"> • Baseline reading assessments to be completed with identified children (phonics assessments, common words, understanding of a text) in P2-P7. • 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. 	
<p>Intervention 3</p> <p>By June 2025, our identified children will have improved their Numeracy skills based on conceptual understanding rather than processes.</p>	<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. Numeracy sessions with a PSA (x3 per week) 4. Regular attainment meeting will identify the progress for the identified children (every 6 weeks). 	<ul style="list-style-type: none"> • 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. 	

Pupil Equity Financial Plan Session 2024-2025

[Fife PEF Planned and Actual Spend Template - Final.xlsx](#)

Pupil Equity Funding Projected Spend



School (select from dropdown)	Newport Primary School	
PEF Allocation 2024/25	£	25,920.00
Underspend 2023/24		8826
Total	£	34,746.00

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 Support	21.5 hours	£ 34,098.00
Unitary Charge		£ 648.00
Total Spend		£ 34,746.00

Other		
Category	Brief Description	Cost
Total Spend		£ -



Amount of spend planned	£	34,746.00
Unallocated spend		€0.00

