

Newport PS
STANDARDS & QUALITY REPORT
Session 2025-2026



ELC/School Context						
Demographic	Setting/School Roll (including ELC)		ELC: 24 (includes shared placements) School: 204 8 classes and 1 ELC class ELC Class: 9am-3pm, Term Time only ASN: 25.25%			
	FME		5.56%			
	SIMD Profile for establishment		All children live within Scottish Index of Multiple Deprivation data zones 4 to 10. Our overall SIMD is 8.1.			
Vision, values and aims	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.					
Attendance	Total	94.95%	Authorised	3.25%	Unauthorised	1.80%
Exclusions %	0					
Summary of consultation with stakeholders	Stakeholders have been involved in reviewing our priorities, have contributed to identifying our priorities for Session 2026-2027 and have been consulted regarding our PEF spend in the following ways: • All parents/carers had the opportunity to feedback through HGIOS4? Questionnaire, including a question about PEF, and Parent Wise Questionnaire. Our priorities and improvement journey have also been discussed at our Parent Council meetings. • All children had the opportunity to give feedback through questionnaires, Pupil Council, our Pupil Conference and Newport Natter sessions.					
Attainment Scotland Fund Allocation (PEF) –	£25920.00					

Cost of the School Day statement	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. We have worked with our children, families and local community to eliminate as many school costs as possible: Uniform – uniform is available to everyone who needs it, lost property is recycled and issued to those who need it. Each term a preloved rail is available for all children and families. Our local thrift shop in the village also sells school uniform. Travel – any child who represents the school is not asked to fund transport costs to do so. Community – any charity/fundraising events eg Red Nose Day, discos are based on donations so families do not feel pressure to pay and are limited to 4 per 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. School trips - where possible we try to ensure that no individual trip will cost more than £10. 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 are sought annually to help with covering the cost of transport (Fife Educational Trust). Clubs – there are no costs for any extra-curricular clubs. Home Learning – we ensure there are no costs for any home learning activities. Curriculum – there are no costs for curricular activities. 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.
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Summary of Progress and Impact from last session's Improvement Plan and Next Steps

ELC/School Improvement Priority 1:

- To support and enhance the delivery of high-quality learning, teaching and assessment through professional learning for all staff on the use of digital technology.
- To support all staff through the use of digital technologies to create a more inclusive, engaging and personalised learning environment leading to improved outcomes for children.

HGIOS4 Quality Improvement Framework Quality Indicators:

- 1.3 Leadership of Change
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 2.4 Personalised Support
- 2.6 Transition
- 3.2 Raising Attainment and achievement
- 3.3 Increasing creativity and employability

ELC Quality Improvement Framework Quality Indicators:

- Leadership of Continuous Improvement
- Learning, teaching and assessment
- Wellbeing, inclusion and equality
- Children's progress

Has this priority been:
(please highlight)

Fully achieved

Partially achieved

x

Continued into next
session

x

Progress:

- All teaching staff have engaged with cluster professional learning delivered by the Transforming Learning team.
- All teaching staff have engaged with school led professional learning which has included ATSS 'Accessibility is for Everyone', casting, Book Creator, Adobe Express, Canva and other learning Apps. They have increased their knowledge and enhanced their skill sin using digital tools.
- All teaching staff have engaged in their own professional learning such as Apple Teacher.
- Transforming Learning Ambassadors have attended professional learning opportunities at authority and cluster level.
- All support staff have undertaken professional learning sessions within school which has included ChatterPix, Book Creator and accessibility tools.
- All staff have increased their knowledge of how to personalise learning using a wide range of software, digital skills, and accessibility tools to meet the needs of all children at universal and additional levels.
- Most children in P6 and P7 are becoming more proficient in using digital tools to support them in their learning, preparing them with skills for learning, life and work.
- P6 and P7 are using Showbie as their e-portfolio to share learning with families at home.
- All children in P5-P7 are using Showbie to access, complete and share learning across the curriculum.
- A Showbie Community was used successfully with P7 families to share experiences from residential trip.
- All children in P5-P7 have a World of Work profile and can access this independently to record and update achievements.
- Transforming Learning committee has created 'User Guides'
- Our Parent Council has funded stylus pens for all P5-P7 children.
- All P6-P7 parents/carers were invited to a Transforming Learning meeting led by school staff.

- Progress has been impacted on us not receiving our P6-P7 devices and teacher devices until December 2025 and not receiving shared devices at all within the session.

Impact:

- Teachers and learners report that iPads are making learning more accessible and efficient, with many learners saying it is now easier to take notes, access resources and complete work.
- Use of digital devices has increased pupil engagement and participation for almost all learners in P6 and P7.
- Improved access to resources for learners has improved the pace of lessons
- Improved access to resources for P6 and P7 teachers and the ease of sharing these with learners has improved the efficiency of planning for learning and as a result, more time is being spent with learners during lessons
- Our ASN learners in P6 and P7 have increased their independence and engagement in learning.
- A few learners in P6 and P7 have used digital tools to problem solve and make learning tasks more accessible to them e.g. highlighting parts of a task which have already been completed and videoing the actions of a solution so that it could be recorded accurately.
- Learners have commented that they have enjoyed and appreciated the creativity and personalisation and choice that using digital tools brings to the classroom.
- All learners in P6 and P7 have been able to collaborate on learning tasks using Freeform which has enabled many of the benefits of a cooperative learning approach to be promoted.
- Across the school, there has been examples of Book Creator being used to record and evaluate learning. This has resulted in children being independent and sharing their learning through audio.
- Other digital devices withing school e.g. netbooks and school shared iPads have been fairly distributed amongst P1-P5 learners and as a result, learners in P1-P5 have greater access to digital devices this session resulting in an increase of digital skills for almost all learners.
- P5s have had access to 1-1 netbook devices this session which has enabled them to make use of Showbie, resulting in them being exposed to and engaged in new digital approaches and tools to support learning and teaching.
- All P6 and P7 learners have demonstrated strong responsibility when using their devices, with 0% loss or damage reported.

Next Steps:

- All teaching staff to record assessment of learning using Showbie and other digital tools.
- Digital planning to be introduced across the school.
- Across the school, Showbie will be used to share learning with families at home (Learning Logs/e-portfolios).
- Showbie Communities to be used to communicate with families (class blog, 'X').
- Newport PS will establish expectations at all stages regarding use of digital technology, in particular the use of iPads and new digital tools e.g. Showbie.
- Assessment and feedback will be a main strategic focus moving forward.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

ELC/School Improvement Priority 2:

- Use benchmarks for all curriculum areas to measure children's progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements.
- Teaching staff will plan and implement opportunities and assess a breadth of meta-skills across the curriculum.

HGIOS4 Quality Improvement Framework Quality Indicators:

- 1.2 – Leadership of Learning
- 1.3 – Leadership of Change
- 2.2 – Curriculum
- 2.3 – Learning, Teaching and Assessment
- 3.1 – Ensuring wellbeing, equality and inclusion
- 3.2 – Raising attainment and achievement

ELC Quality Improvement Framework Quality Indicators:

- Leadership of Continuous Improvement
- Learning, teaching and assessment
- Wellbeing, inclusion and equality
- Children's progress

Has this priority been:
(please highlight)

Fully achieved

x

Partially achieved

Continued into next
session

Progress:

- As part of collegiate sessions teaching staff have planned, implemented and assessed an identified curricular area and meta-skills as a Learning Trio.
- All teaching and nursery staff have engaged in professional dialogue about assessment of identified areas of the curriculum.
- All teaching and nursery staff have used Curriculum for Excellence benchmarks for identified curriculum areas to engage in moderation activity.

Impact:

- All children are being tracked across all curriculum areas using the Progress framework. This is ensuring that our children are suitably challenged across the curriculum as evidenced in our Forward Plans/Evaluations, Newport Natters sessions, Learning Logs/e-portfolios and classroom observations.
- As a result of all teaching staff engaging in professional learning and moderation with colleagues, their confidence has increased and judgements are more robust and reliable.
- It is evident from classroom observations, Forward Planning sessions and Newport Natter sessions that children are experiencing breadth and progression across the curriculum.

Next Steps:

- Align Newport PS skills framework with meta-skills framework.
- Further use of Progress framework to record and track interventions for groups and individuals.
- Consider how nursery can work with private providers in shared placements to share relevant information and to engage with assessment and moderation.
- Provide further planned opportunities for moderation across Early level – continue to involve nursery more in school moderation sessions.
- Look at moderation of learning across all Technology Curriculum Organisers to ensure consistency and robust declarations.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

ELC Improvement Priority 3:

- To further enhance outdoor spaces to ensure children experience high quality play and learning experiences.

ELC Quality Improvement Framework Quality Indicators:

- Leadership of Continuous Improvement
- Learning, teaching and assessment
- Wellbeing, inclusion and equality
- Children's progress

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

- The immediate nursery outdoor space has evolved over time to include more static spaces including those with more predetermined play experiences e.g. open spaces for bikes/balls and areas which can be more open ended.
- Zones have been carefully planned to ensure a wide range of skills are promoted e.g. gross motor skills, fine motor skills, opportunities for Numeracy/Maths, Literacy and Health and Wellbeing.
- Sheltered zones have been established which are enabling children to comfortably access more spaces in all weathers and in all seasons.
- Children's voice has been gathered and their ideas have become a reality e.g. transformation of the playhouse space. Mind maps and voting systems have been used to gather view and data.
- All Nursery staff have undertaken professional learning around use of and development of outdoor spaces.
- All Nursery Staff have used Fife's High Quality Spaces document and audit tool to reflect and create a plan for development of our outdoor spaces.
- All Nursery staff have visited other settings with a focus on looking outwards for inspiration and practical ideas.
- Positive feedback was given during Learning Partnership visit about outdoor space and significant progress and development was noted in comparison with previous visit.

Impact:

- All practitioners are confident to promote play, learning and intentional promotions in the outdoor environment, ensuring that children are experiencing high quality learning in high quality spaces.
- PLJ and Seesaw significant observations include many from outdoor spaces. Children are developing appropriate knowledge, skills and attributes which are well matched to the Early Level Curriculum.
- Children experience high quality spaces which offer appropriate provocations, foster creativity, inquisitiveness and curiosity allowing them to attain and achieve across a range of experiences.
- There are a number of opportunities for developing Numeracy/Maths, Literacy and Health and Wellbeing across all outdoor spaces ensuring that all children are receiving depth, breadth and challenge in their entitlement to the Broad General Education.
- Daily Outdoor Responsive Planning indicates significant learning and possible threads for new learning. This is ensuring that children are exposed to and engaged in relevant next steps.
- All staff note that children are engaged in meaningful play experiences for extended periods of time. All staff have noted an increase in the number of children accessing the outdoor environment throughout the year. All children are exposed to a breadth of spaces, ensuring maximised opportunities for learning.

- Childrens' voices are evident in any developments, which indicates a strong ethos of our child centered approach and appreciation of rights – children are confident individuals and effective contributors.

Next steps:

- Continue to consider a dedicated Outdoor Learning Wall and any positive impact on learning this may bring.
- Continue to develop the 'Bottom Garden' with support from classes in school to maximise the space for all ages and stages.
- Newport Nursery to host an open evening next session to showcase development of outdoor space.
- Fife EY Team to use Newport Nursery's forest experience as an example of best practice and showcase this in Early Years Voice Newsletter.
- Continue to promote farm to fork and provide further opportunities for planting and growing (linked with Technology SIP next session).

Improving Outcomes

Attainment

Overall Attainment for 2025 - 2026				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	88%	80.77%	96%	96.15%
P4	78.38.%	91.89%	83.78%	89.19%
P7	81.25%	90.63%	84.38%	87.50%

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	100%	80.77%	88.46%	96.15%
P4	100%	91.89%	94.59%	89.19%
P7	90.63%	93.75%	90.63%	87.50%

Attainment Over Time Evaluative Statement:

Across P1, P4 and P7, overall levels of attainment are very good in Literacy and Numeracy.

By the end of P1, most children achieve early level in Literacy, and almost all children achieve early level in Numeracy. By the end of P4, almost all children achieve first level in Literacy and most in Numeracy. By the end of P7, almost all children achieve second level in Literacy and most children in Numeracy.

Most children in P1, P4 and P7 (combined) achieve the expected levels of attainment in Literacy. This is above Fife's overall levels of attainment for children in P1, P4 and P7 (combined) where the majority of children achieve the expected levels of attainment in Literacy at 71.1%. Compared to our comparator schools a higher percentage of P4 and P7 children achieved the expected levels of attainment in Literacy. The difference in Literacy attainment for our P1 children is 3% (approximately 1 child) lower compared to our comparator schools.

Almost all children in P1, P4 and P7 (combined) achieve the expected levels of attainment in Numeracy. This is above Fife's overall levels of attainment for children in P1, P4 and P7 (combined) where most children achieve the

expected levels of attainment in Numeracy at 77.8%. Compared to our comparator schools a higher percentage of our P1, P4 and P7 children achieve the expected levels of attainment in Numeracy.

Impact of PEF on outcomes for children and young people:

Intervention 1

By June 2026, our identified children will have made progress within their Curriculum for Excellence level: Tools for Writing (structure, spelling and grammar).

Progress:

- Phonics, common words and grammar assessments were completed and used to identify gaps and next steps.
- Identified children focused 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.

Impact:

- All targeted children in P3 have increased their ability to write single sounds.
- All targeted children in P5 have increased their ability to write words using phonological awareness.
- All targeted children in P5 and P6 have improved their spelling and grammar skills.
- All targeted children in P7 have increased their ability to write sentences and take notes.

Intervention 2

By June 2026, our identified children will have made progress within their Curriculum for Excellence level for reading.

Progress:

- 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.

Impact:

- All targeted children in P2 and P3 have increased the level at which they are reading and have improved their sight vocabulary.
- All targeted children in P2 moved on at least 4 levels in reading. Less than half of targeted children in P2 moved on by 5 or more levels.
- The majority of targeted children in P3 are now on track for reading.
- All targeted children in P3 and P5 have increased their ability to read single sounds.
- All targeted children in P5 have increased their ability to recognise and read double sounds.
- All targeted children in P4 are reading at an appropriate level. The majority of targeted P4 children have moved on at least 4 levels in reading.

Intervention 3

By June 2026, our identified children will have improved their Numeracy skills based on conceptual understanding rather than processes.

Progress:

- NSA data, BASE data and teacher assessments were used to identify children. Baseline assessments were completed with identified children 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:

Targeted children in Primary 4 have improved their number skills:

- All targeted children increased the accuracy of their scores from pre-test to post-test by a minimum of 23%, with most increasing by at least 34% and the majority increasing by at least 42%.

Targeted children in Primary 5 have improved their number skills:

- All targeted children have improved counting on and back in 2s, number bonds to 10, doubles and near doubles, understanding of the language more than and less than, bigger and smaller.

Targeted children in Primary 6 have improved their number skills:

- All targeted children have improved rounding to nearest 10, multiplying by 10, adding 90, change from £1, adding 29, doubling numbers, multiplying by 4, odd and even numbers, addition and subtraction within 20, halving numbers, adding 11, fractions (half, third, quarter), worded problems, negative numbers, adding 1s and 10s and 100s.
- All targeted children have improved identifying change from £1, adding 1s and 10s and 100s, sequences, dividing by 4, fractions, worded problems involving multiplication and division, adding 9s, less than and greater than, multiplying by 10 and 100, negative numbers, decimals, adding 3 or 4 small numbers, time (knowing how many minutes in an hour, days in a year, etc., nearly numbers, making 1000, multiplying by 2,3,4,5 and 10.
- All targeted children have improved counting dots within 10, how many more, how many less, counting in 10s, addition doubles, pairs of numbers with a total of 10, addition and subtraction within 10, counting in 2s, doubles to 10.

Achievements

There has been a wide variety of wider achievement opportunities across the ELC and 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 our 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. They are recorded in our Wider Achievement Books and on our school tracker. For a whole school overview of wider achievement opportunities within our ELC and School please refer to our Curriculum Rationale at <https://sway.cloud.microsoft/RRR05Qofc5RexRg5?ref=email>

Please find below a few examples of wider achievements from this session:

- Our whole school gained our second green Eco-flag which was overseen by our Eco Committee and staff members Miss Amy, Mrs Meiklem and Mrs Robertson. This shows our commitment to sustainability and being responsible citizens across our whole school.
- Our whole school achieved our UNICEF UK Silver: Rights Aware School Accreditation in July 2026. This work was led by our Rights Respecting School (RRS) committee and staff members Mrs McMillan and Miss Smith. This shows our on-going commitment to promoting rights and pupil voice across our school.

- All children have worked in partnership with Newport in Bloom to promote our community and our school value of being respectful and responsible.
- Throughout the session P6 and P7 children have had the opportunity to represent our school at various sporting events. This has developed their co-operation and communication skills, has provided them with opportunities to be active and enabled them to have fun. We were third in Fife's Indoor Athletics competition and gained top ten places in Fife's Cross Country Running event.
- Our P7 boys' football team won the cluster football tournament for the first time. They represented our cluster at the Fife final. Our boys showed co-operation, communication skills, determination and a love of sport!
- The majority of P6 and P7 children participated in the Scottish Mathematical Challenge which developed application of mathematical, numeracy and problem-solving skills. 3 children achieved Gold Awards, 1 child gained Silver and 6 children achieved Bronze Award.
- 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.
- 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 Racetrack, applying the skills they had learned. We won the trophy for the car with the greenest body work.
- All P7 children participated in the Glee competition. We reached the area finals. All children displayed creativity, communication skills, leadership and co-operation. This was a highlighted of our school year.
- 4 P7 children won the Rotary Quiz, North-East heat. They represented our area at the Area Final in Dundee where they worked together to answer tricky questions!
- Our P5 children worked in partnership with Webster Honey Limited and in September 2025 we harvested our first jars of honey. This learning experience has developed their leadership skills and their knowledge and understanding of sustainability.
- The Travel Plan co-ordinator's organised design a trainer competition for the Commonwealth Games. Charlotte Anderson received 332 votes and won the Fife wide competition. She showed creativity and effort.
- Ella Robertson was awarded in the top 20 for a national art competition. Her World Cup design was chosen to appear in a book which was sent to the Scotland national men's team. Ella showed creativity.

Evaluations (School)				
	2023-24	2024-25	2025-26	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	Very Good	Very Good	Very Good	
2.3 Learning, teaching and assessment	Good	Very Good	Very Good	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	
3.2 Raising attainment and achievement	Very Good	Very Good	Very Good	
Evaluations (ELC) – HGIOELC?				
	2023-24	2024-25	Inspection Evaluations	
1.3 Leadership of Change	Very Good	Very Good		
2.3 Learning, teaching and assessment	Very Good	Very Good		

3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	
3.2 Securing children's progress	Very Good	Very Good	
Shared Quality Improvement Framework – HMIE/Care Inspectorate Evaluations (ELC)			
	2025-26	2026-27	2027-28
Curriculum	Very Good		
Learning, Teaching and Assessment	Very Good		
Wellbeing, Inclusion and Equality	Very Good		
Children's Progress	Very Good		

Newport PS
School Improvement Plan
Session 2026-2027



Session 2026-2027 Improvement Plan

Education Directorate Improvement Plan: Health and Wellbeing, Achievement, Equity and Equality				
Focused Priority: To develop staff understanding of the impact of prematurity on children's development and learning in order to provide appropriate support and interventions for children and families.				
HGIOS4 Quality Indicators		Quality Improvement Framework		
1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6 Transition 3.2 Raising Attainment and achievement 3.3 Increasing creativity and employability		Leadership of Continuous Improvement Learning, teaching and assessment Wellbeing, inclusion and equality Children's progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
All staff will have a raised awareness of the impact of prematurity on childrens' development and learning. All staff will be able to meet the specific needs of children born prematurely leading to improved outcomes. Parents/Carers will have a raised awareness of the impact of prematurity on	SLT to engage with "Preterm Birth Information for Educational Professionals" (PRISM) SLT to cascade training to all staff SLT to engage with research linked with impact of prematurity in relation to academic progress in Maths SLT to cascade research to all staff Invite families to share information about gestational age at birth and child's birth history – use of PLJ (Nursery), MS Form (School)	Louise Donaldson (HT) and Kathryn Allan (PT) initially Share with all staff in school (term 1) Louise Donaldson (HT) and Kathryn Allan (PT) Louise Donaldson (HT) and Kathryn Allan (PT)	Staff will have a raised awareness of this risk factor and an understanding of strategies to support individuals Staff will have increased confidence when considering gestational age against progress Minutes of staff meetings Professional dialogue in planning/tracking meetings Appropriate strategies implemented to support learning and recorded within Summary of Supports and Interventions (Progress)	Term 1 – August 2026 Term 1 – by end of September 2026 Term 2 – by end of December 2026

development and learning.	Collate, interpret and share this data with all staff Promote The Smallest Things/Prem Awareness with families: - Use of school website - Displaying PRISM poster throughout school and nursery - Adapting transition induction sessions to include information about being a Prem Aware School - Support parents/carers wellbeing (stress, anxiety, concern, frustration) Gestational data to be considered during Planning, Tracking and Attainment meetings. Consideration as to whether this could be impacting additional support needs, achievement or attainment. Consideration given to: – Cognitive – thinking skills – IQ – Processing Speed – Working memory capacity – Hand eye coordination – Behavioural social and emotional development and wellbeing Appropriate support strategies to be discussed and implemented – use of strategies page to support inattention, working memory, processing speed,	All staff (teachers, support staff, nursery team) All staff (teachers, support staff, nursery team)	Engagement of families will be measured. Pre and Post MS Forms to be used to gather data and views. Correlation of gestation data against progress (attainment and achievement) - identify any link between SEN or lower academic attainment with preterm birth	From Term 3 – from January 2027 From Term 2 (November 2026)
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	hand-eye coordination, social and emotional wellbeing, Maths. https://www.nottingham.ac.uk/helm/dev/prism/rlo5/3b.html			
Ongoing Evaluation				

Education Directorate Improvement Plan: Achievement				
Focused Priority: To support and enhance the delivery of high-quality learning, teaching and assessment across all curriculum organisers in Technology.				
HGIOS4 Quality Indicators		Quality Improvement Framework		
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		Leadership of Continuous Improvement Learning, teaching and assessment Wellbeing, inclusion and equality Children's progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
Children will experience their full entitlement of Technology outcomes. All staff will increase their confidence, knowledge and understanding of teaching and assessing within the Technology curriculum. There will be a shared standard within our school to ensure that all learners have an equitable experience to develop skills for their learning, life, and work.	Audit current plans, approaches and resources. Seek data on levels of staff confidence, knowledge and skills. Seek data around opinions from learners. Agree on Technology planning formats to ensure equal balance, breadth and progression of the 5 different organisers: - Digital Literacy - Food and Textile - Technological Developments in Society and Business - Craft, Design, Engineering and Graphics - Computing Science (RAiSE Technologies Planning Resource, Fife's Progression Pathways)	Louise Donaldson (HT) and Kathryn Allan (PT) to lead – all staff to be involved with audit and data collection Louise Donaldson (HT) and Kathryn Allan (PT) Share with all staff in school (term 1)	Staff will have an increased knowledge and understanding of teaching and assessing within the Technology curriculum – pre and post surveys to determine confidence levels Comparison of data sets from learners and all staff Planning formats will show progression and breadth of learning across all Technology curriculum organisers. Professional dialogue in Planning and Tracking Meetings Comparison of audits at start and end of session – plans, approaches and resources. Staff confidence in declaring achievement across all Technology organisers – use of Progress to track and monitor.	Term 1 – by end of September 2026 Term 1 – by end of September 2026 Term 1 – by end of September 2026 Term 1 – by end of September 2026

In Technology there will be an appropriate blend of well-planned discrete and interdisciplinary learning.	Develop further consistency across our school in terms of food, textile and coding work to ensure an appropriate progression of projects. Staff professional development to include: • Understanding and use of Skills Development Scotland Metaskills Toolkit • United Nations Sustainable Development Goals • Cultivating and Capturing Creativity Pathway • The STEM for all in Fife Framework • Computing Science – resources to match learning outcomes e.g. Microbits, Mindstorms. Staff to further engage with Curriculum Improvement Cycle, specifically KDU (Know, Do, Understand) model for Technology	Louise Donaldson (HT) and Kathryn Allan (PT) All staff (teachers, support staff, nursery team) Louise Donaldson (HT) and Kathryn Allan (PT) All staff (teachers, support staff, nursery team) Louise Donaldson (HT) and Kathryn Allan (PT) to lead All staff (teachers, support staff, nursery team)		Term 2 – by end of December 2026 Throughout whole session – refer to Curriculum Development calendar dates Throughout whole session – refer to Curriculum Development calendar dates
Ongoing Evaluation				

Education Directorate Improvement Plan: Achievement				
Focused Priority: - To support and enhance the delivery of high-quality learning, teaching and assessment through professional learning for all staff on the use of digital technology. - To support all staff through the use of digital technologies to create a more inclusive, engaging and personalised learning environment leading to improved outcomes for children.				
HGIOS4 Quality Indicators		Quality Improvement Framework		
1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6 Transition 3.2 Raising Attainment and achievement 3.3 Increasing creativity and employability		Leadership of Continuous Improvement Learning, teaching and assessment Wellbeing, inclusion and equality Children's progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Through professional learning all staff will enhance their skills in using digital tools to deliver high-quality learning, teaching and assessment with a particular focus on personalised support, feedback and assessment, leading to improved outcomes for all children. Most children in P6 and P7 will become more proficient in using digital tools to support them in	Learning, Teaching and Assessment Teaching staff will use their digital skills to plan appropriate learning based on Fife's curriculum progression pathways. Teachers will use a range of digital tools to create and share explanations and to model learning processes. Planning for key learning to be shared via digital platforms to support P6-P7 children to access during and outside of lessons. Teaching staff will plan for differentiated learning by providing access to learning	All teaching staff All teaching staff P6 and P7 teaching staff – supported by Kathryn Allan (PT 7 TL Ambassador) and Wendy MacKenzie (TL Ambassador) All teaching staff	People's Views Continue to gather staff views on use of digital technology to enhance learning (baseline). Use QI 2.3 to identify strengths and next steps. Repeat this at the end of the session 2026-2027 Minutes of meetings from professional dialogue sessions with colleagues. Feedback from Professional Learning activities. Parental feedback around the use of Portfolios and Showbie Communities. Data Analysis of attainment data in Literacy, Numeracy along with all areas of the curriculum.	Terms 1 – 4

their learning, preparing them with skills for learning, life and work. All children will experience improved engagement and motivation in learning through creative approaches to delivering learning and teaching using a wide range of digital tools. All staff will increase their knowledge of how to personalise learning using a wide range of software, digital skills, and accessibility tools to meet the needs of all children at universal, additional and intensive levels.	materials digitally allowing children to use the accessibility features and/or to access at their own pace. Teaching staff will involve children in the planning process, actively engaging them in decision making, allowing them to contribute ideas, select learning activities and co-construct success criteria. Teaching staff will make further use of Showbie – screen recording, mini whiteboards to support with direct instruction. Assessment and Feedback All teaching staff will develop skills to improve their knowledge of the digital tools available that can be used to provide instant feedback to children. Power of Feedback to be a specific focus in P5 – P7 Teaching staff in P5-P7 to make full use of Showbie tools to provide in the moment, meaningful feedback to learners e.g. paddles (quick questions), verbal recorded feedback. Professional learning for all teaching staff to include: • Use of Showbie assessments	All teaching staff All teaching staff P5, P6 and P7 teaching staff – supported by Kathryn Allan (PT 7 TL Ambassador) and Wendy MacKenzie (TL Ambassador) All teaching staff	Analysis of CFE and BASE/NSA data. Analysis of data for identified cohorts eg SIMD ASN, EAL, LAC, AF etc. Children’s views gathered through Newport Natter sessions, Pupil Council, Pupil Conference, Pupilwise survey and weekly Star Achiever’s gathering on the use of digital technology to support and enhance learning experiences. Observations Forward planning documentation. Classroom observations linked to the use of digital technology to enhance learning, teaching and assessment. Focus for Learning Partnership – analysis of learning experiences through the use of technology. Classroom observations and children’s views gathered through Newport Natter sessions and Pupilwise survey. Any accreditations for professional learning linked with digital technology.	Term 2 Term 2 Terms 1-4: Throughout whole session – refer to Curriculum
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	• Use of Showbie as a storage tool for documenting and recording assessment evidence e.g. Listening and Talking assessments • Learners to have immediate access to writing assessment grids withing Showbie classroom Development of Digital Portfolios to showcase learning over time using Showbie. All Learning Logs and EPortfolios will be transferred to a Showbie Portfolio. Data to be gathered from the use of digital platforms in conjunction with all assessment evidence to plan for next steps in learning. All teaching staff will continue to engage with Apple Teacher and Book Creator Certification. Introduce a hybrid model for teacher planning – use of One Note. Undertake a test of change/Practitioner Enquiry around increasing attainment in Writing using digital tools (P6 and P7) e.g. Book Creator.	Kathryn Allan (PT) to lead All teaching staff to contribute Louise Donaldson (HT) Kathryn Allan (PT) All teaching staff All teaching staff Louise Donaldson (HT) Kathryn Allan (PT) Kathryn Allan (PT)		Development calendar dates Starting P5 and P6 in Term 1, progressing to whole school by end of Term 2 Terms 1-4 Terms 1-4 Term 1 (by end of August 26) Term 2 into Term 3
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	Increase/promote/maximise use of equipment already in school e.g. Microbits with Make Code Arcade. (Apple Swift Playground) – link with Technology SIP Pupil Committee to continue to promote digital technology across the school – e.g. create own website as an iPad Help Desk for children – ensuring consistency for all. Showbie Communities will be introduced to share school information with families.	Kathryn Allan (PT 7 TL Ambassador) and Wendy MacKenzie (TL Ambassador) Wendy MacKenzie Kathryn Allan (PT)		Terms 1-4 Terms 1-4 Term 1 (by end of September 26)
Ongoing Evaluation				

The Transforming Learning programme will provide staff and families with the devices and digital resources needed to transform the ways we engage with teaching, learning and assessment; this will provide enhanced experiences, improve outcomes, develop vital skills and nurture individual creativity.

Education Directorate Improvement Plan: Achievement/Positive Destinations/Attendance & Engagement				NIF: 3, 4, 5, 7
Focused Priority: - Engagement in staff professional learning. - Embedding digital approaches to learning and teaching across the curriculum.				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6 Transition 3.2 Raising Attainment and achievement 3.3 Increasing creativity and employability			1.3 Leadership of Change 2.6 Transitions 3.3 Developing Creativity and Skills for Life and Learning	
Expected impact	Strategic Actions Planned	Responsibilities	Measure of Success	Timescales
Almost all children become more engaged and independent learners through the meaningful use of digital technology. Staff can capture high-quality evidence of learning and identify clear next steps in real time.	Introduce the consistent use of iPads across ELCs to document observations, record children's voice, photograph learning experiences and track progress. Professional learning sessions will support staff confidence and consistency in using iPads effectively.	EYOs, EYDOs, LOs, Peripatetic Nursery Teachers, SLT	- Increased quality and consistency of learning evidence recorded. - Staff confidence in using iPads improves through feedback and monitoring. - Improved parental engagement through shared digital learning experiences. - Evidence of digital approaches observed during learning walks and quality assurance activities.	August 2026 – June 2027
Optional: PL will be offered to staff in session 2026/2027. We are aware that not all ELC provisions will have received learner iPads so may not be in the position to include this in the NIP.				
100% of provisions will engage in professional learning opportunities created by the Transforming Learning Team.	Professional learning opportunities will be delivered through online training sessions and digital training modules focused on the effective use of iPads in early years.	Transforming Learning Team, SLT, NTs, EYDOs, LOs and EYOs.	- All settings participate in planned online professional learning sessions. - Increased staff confidence and competence evidenced	August 2026 – June 2027

	Further in-house support and coaching will be provided by SLT, Nursery Teachers and EYDOs to model good practice and support implementation within nursery environments. Staff will engage in collaborative professional dialogue and share effective practice across settings.		through feedback and self-evaluation. • Consistent use of iPads observed across nursery settings. • Staff engagement in professional dialogue and sharing of good practice. • Improved digital quality of observations, assessment and planning documentation.	
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Session 2026-2027 Improvement Plan – PEF Plan

Pupil Equity Fund allocation for session 2026/27		£ 25920
School Context (copied from SIP)		
ELC/School Context		
Demographic	Setting/School Roll (including ELC)	ELC: 24 (includes shared placements) School: 204 8 classes and 1 ELC class ELC Class: 9am-3pm, Term Time only
	FME	5%
	SIMD Profile for establishment	All children live within Scottish Index of Multiple Deprivation data zones 4 to 10.
Vision, values and aims	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.					
Attendance	Total	94.95%	Authorised	3.25%	Unauthorised	1.8%
Exclusions %	0					
Summary of consultation with stakeholders	Stakeholders have been involved in reviewing our priorities, have contributed to identifying our priorities for Session 2026-2027 and have been consulted regarding our PEF spend in the following ways: • All parents/carers had the opportunity to feedback through HGIOS4? Questionnaire, including a question about PEF, and Parent Wise Questionnaire. Our priorities and improvement journey have also been discussed at our Parent Council meetings. • All children had the opportunity to give feedback through questionnaires, Pupil Council, our Pupil Conference and Newport Natter sessions.					
Attainment Scotland Fund Allocation (PEF) –	£25920					

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

Cost of the School Day statement	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. We have worked with our children, families and local community to eliminate as many school costs as possible: Uniform – uniform is available to everyone who needs it, lost property is recycled and issued to those who need it. Each term a preloved rail is available for all children and families. Our local thrift shop in the village also sells school uniform. Travel – any child who represents the school is not asked to fund transport costs to do so. Community – any charity/fundraising events eg Red Nose Day, discos are based on donations so families do not feel pressure to pay and are limited to 4 per 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.
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	School trips - where possible we try to ensure that no individual trip will cost more than £10. 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 are sought annually to help with covering the cost of transport (Fife Educational Trust). Clubs – there are no costs for any extra-curricular clubs. Home Learning – we ensure there are no costs for any home learning activities. Curriculum – there are no costs for curricular activities. 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.
Stakeholder engagement (in what ways have you engaged with your stakeholders – children/parents/community etc.)	Participatory Budgeting
• Parent Council • Pupil Council • Staff Team • Pupil Conference	

Rationale	Amount of Fund allocated £ 25920
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). 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. 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).	

Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on children Ongoing evaluation ongoing throughout school session and final evaluation in June (What has been the actual impact/outcome, in particular for the targeted group of children) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)
<u>Intervention 1</u> By June 2027, our identified children will have made progress within their Curriculum for Excellence level: Tools for Writing (structure, spelling and grammar).	Small targeted group/individual work based on identified needs: 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).	• 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.	
<u>Intervention 2</u> By June 2027, our identified children will have made progress	Small targeted group/individual work based on identified needs:		

within their Curriculum for Excellence level for reading.	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).	• 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.	
<u>Intervention 3</u> By June 2027, our identified children will have improved their Numeracy skills based on conceptual understanding rather than processes.	Small targeted group/individual work based on identified needs: 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).	• 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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School (select from drop down)		
PEF Allocation 2026/27	£	25,920.00
Underspend 2025/26		12266
Total	£	38,186.00

Literacy		
Category	Brief Description	Cost
author (please detail)	clarifying the attainment gap in literacy for identified	see below
	Daily input from PSA to deliver literacy interventions including tools for	
Total Spend		£ -

Numeracy		
Category	Brief Description	Cost
Other (please detail)	clarifying the attainment gap in numeracy below	
Inquiry, spelling, reading practice, key u	Daily input from PSA tar support learners writing Concept	
Total Spend		£ -

Health & Wellbeing		
Category	Brief Description	Cost
Understanding of Numeracy approach		
Total Spend		£ -

Staffing		
Staffing	FTE	Cost
PSA2	27.5 hours until August 2026	€ 9,000.00
PSA2	27.5 hours until August 2027	€ 23,663.00
Total Spend		€ 32,663.00

[illegible]

Amount of spend planned	£	38,186.00
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Unallocated spend	£0.00
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