

**Newton Farm Primary School**

**Standards and Quality Report 21/22**

|  |
| --- |
| **Context of the school:** |
| **Our School:**  Our school has now been open since August 2017 currently with a roll of 641 pupils from P1 -7. We have 21 mainstream and 4 supported classes in our school. Our new extension opened in August 2022, creating 7 new classrooms for the future. Pupils travel by bus and car as well as walk to school. We also have pupils who are escorted to school by taxi. We have a Nursery centre which is open throughout the year from 8am – 6pm for 100 pupils from 2-5 years old. Newton Farm is an area that continues to be developed with new housing surrounding the school and further housing and development planned for the years ahead. Newton Farm Primary is part of the Uddingston Grammar School Learning Community. We have established links with our two local schools:- Bothwell Primary and Muiredge Primary as well as two North Lanarkshire Primary schools, Aitkenhead Primary and Tannochside Primary. We are involved in events and activities with Uddingston Grammar School and aim to support all pupils in their transition to secondary school.  We encourage all of our school community to recognise and follow our school values which are  **Respect, Inclusive, Confidence, Honesty, Nurturing** and **Friendship**  We aim to encourage children to think for themselves and acquire self-discipline and self-confidence. We promote positive relationships within our school and foster an ethos, which encourages all pupils to respect themselves and others. We hope that all parents and friends of pupils will wish to join with the school, its staff and the Parent Group in helping each child to achieve his/her full potential. |

**Review of progress for session Aug 2021- June 2022**

|  |  |
| --- | --- |
| **School priority 1**: Continuity of Learning | |
| NIF Priority  Improvement in skills and sustained, positive school-leaver destinations for all young people  NIF Driver  Curriculum and assessment  School Improvement | HGIOS?4 QIs  1.1 Self-evaluation for self-improvement  1.2 Leadership of learning   * 1. 1.3 Leadership of change |
| **Strategy**  **What did we set out to do?**  Continue to promote and utilise IT and Outdoor learning skills developed by staff in 2021  Have Number talks and Mathletics used across all classes.  To have a consistent apporach to handwriting across the school.  Continue to raise attainment through robust assessment and moderation in line with benchmarks and a consistent approach to planning, learning and teaching.  A refresh on use of AiFL strategies to deliver effective feedback to pupils. Teaching and Learning handbook to be developed.  Develop tracking system for learner participation in class, school and community.  Re-establish pupil leadership groups and promote with pupils and families how pupils are involved in decision making in school, in the community and globally.  Outdoor learning to be a main focus once again. Parents involved when possible.  NLC Writing programme in use in all classes  **Progress and Impact**  **What difference did we see? What did we achieve?**  Outdoor learning was used by all classes on return to school. Limited space available due to building work minimised scope of learning available.  IT planners were used and feedback from staff raised issues around access to hardware and connection. Also noted that some skills had developed greatly during remote learning – for staff and pupils alike. Several staff completed accredited IT training during the session.  Handwriting programme was put in place to ensure consistency in all classes. Staff supported as required.  L & T handbook was discussed with staff and a draft was compiled for review. Staff input across all stages to share what is expected as pupils progress through the school.  Tracking system used to gather information on pupils. First stage of the system introduced with support from SMT, information discussed at tracking meetings.  Pupil leadership roles began to be reinstated with Head pupils, Reading Ambassadors and STEM Ambassadors sharing learning, leading events and gathering information from pupils.  NLC Writing – programme used fully in some classes and intermittently in others. More focus on writing to be put in place in new session.  New Reading assessments used to track progress in reading across the school to gather more focussed data to aid pupil targeted support. | |
| **Next Step(s) to inform SIP for 2022/2023:**  NLC Active Literacy Writing programme to be relaunched not fully completed this session.  IT programme updated following feedback from staff  Outdoor learning input for parents – outdoor learning highlighted – maths focus for parents  Pupil leadership groups relaunched and expanded  Teaching and Learning handbook finalised and issued | |

|  |  |
| --- | --- |
| **School priority 2**: ­ Promote the positive health and wellbeing of children & young people, parents/carers and staff | |
| NIF Priority  Improvement in children and young people’s health and wellbeing  NIF Driver  Teacher and practitioner professionalism  Assessment of children's progress | HGIOS?4 QIs  3.2 Raising attainment and achievement  2.3 Learning, teaching and assessment  2.2 Curriculum |
| **Strategy**  **What did we set out to do?**  A whole school nurture approach to be implemented and embedded, focusing on supporting wellbeing and relationships and contributing to closing the equity gap.  PEF funding used to facilitate a new Nurture teacher post  Nurture area/room to be set up  Nurture strategies used in all classes by all staff.  Attachment theory training now completed and used by all staff.  Emotion Works to continue both in class and as a whole school system to promote the discussions and understanding of our feelings and how they impact on ourselves and others.  AAC strategies continue to be used in all Supported classes. Consistent use of PECS, Makaton, signage and visuals. Rolled out to Nursery and mainstream classes as required  **Progress and Impact**  **What difference did we see? What did we achieve?**  Nurture room set up and named by targeted pupils as “The Den”  Nurture teacher –in place supporting pupils across all classes.  50% of targeted families took up an appointment at parents evening for feedback on progress of their child.  Nurture throughout the school – all classes using Nurture strategies, most pupil able to discuss our Nurturing school during pupil chats / assembly presentations.  Emotion works used to accommodate a smooth transition back into school and throughout the year as part of our H & WB programme. All pupils aware of cogs and have a more detailed use of the emotions language as they progress through the school.  ACC – signage used throughout the school and Nursery and developed further in each class as required. Enables pupils to be more independent and involved in pupil choice.  Attachment strategy training completed by all staff and has made staff more aware of the emotional stress pupils can be under and the strategies to be used in certain situations. | |
| **Next Step(s) to inform SIP for 2022/2023:**  Nurture post to continue  Nurturing schools strategies to be embedded in all classes.  Targeted pupils to receive support as required – possibly access partnership agency help now restrictions have lifted.  Use of GMWP a minimum of twice in new session to measure progress. | |

|  |  |
| --- | --- |
| **School priority 3**: Planning for Equity | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  NIF Driver  School and ELC improvement  Performance information | HGIOS?4 QIs  3.2 Raising attainment and achievement  2.3 Learning, teaching and assessment  2.2 Curriculum |
| **Strategy**  **What did we set out to do?**  Following tracking and monitoring procedures, relevant interventions are put in place and progress monitored. Staff and partners are proactive in ensuring that barriers to learning are minimised.  Pupils identified because of attainment, attendance, participation or engagement issues have been highlighted for new support or continued support from August. Nurture teacher, Learning and Teaching Coordinator and additionality staff all providing additional pupil support.  L & T coordinator trained, consultation group put in place and decision on PB spend made based around COTSD. Use of PEF funding tracked and report completed.  Following discussion with staff, pupils and PC COTSD will continue to be high priority for our school.  All pupils will have the necessary equipment at home to enable them to learn.  **Progress and Impact**  **What difference did we see? What did we achieve?**  Nurture teacher in place and supported pupils throughout the school. All staff trained in Nurture strategies and a whole school Nurture strategy was developed to ensure consistency across the school. Monthly focus topics for Nurture were in place in all classes and feedback was then shared at online assemblies.  Use of PEF funding tracked and report completed.  Our attainment in P1, P4 and P7 in reading, writing, listening and talking and numeracy has risen, above both SLC results and our own results from session 20/21. In Numeracy 47.2% of targeted pupils are now on track. In our Nurture groups, all targeted pupils’ wellbeing scores improved from between 5.5% and 23 % over the school year. All families were consulted on their home learning resources and chrome books and extra stationary items given home to families when requested. Attendance rates are monitored on a monthly basis and supports/ meetings with parents are arranged with parents. Although our targeted pupil group’s attendance rates did increase, they did not meet our initial target, contact was made with parents and established patterns of non-attendance and Covid absences contributed to this factor. Covid restrictions affected the supports offered to our families. | |
| **Next Step(s) to inform SIP for 2022/2023:**  Increase in PB fund to meet current needs – cost of living crisis  Nurture teacher post to continue  Expand Nurture room accommodation / resources to meet increasing need  Targeted focus on writing, numeracy and attendance. | |

|  |
| --- |
| **National priority: How we are ensuring Excellence and Equity?** |
| **Strategy**  **What did we set out to do?**  Using data available, pupils in SIMD 1 and 2 were tracked and monitored. However, we also use a wider more individualised format to support pupils through the use of our Pupil Equity Fund Interventions. We know that there are a number of children living within SIMD 1 and 2 who are in fact living in relatively affluent homes. The period of home learning has had an impact on our school gap and this continues to be our focus. We track all pupils progress regularly to develop a clear understanding of what the current “gap” is.  Through our ‘Cost of the School Day’ focus, we ensure all pupils have the resources they require for their learning and access to school uniform. All stakeholders are consulted on the spend of our Participatory Budget through class assemblies, videos and Google Forms.  **Progress and Impact**  **What difference did we see? What did we achieve?**  Our Participatory Budget enabled all pupils to experience a school trip and offered after school clubs to those children wishing to participate. It also allowed us to provide resources and clothing for pupils to use and transport to and from after school clubs for targeted pupils.  Class teachers, our Learning and Teaching Coordinator and our Additionality staff deliver targeted interventions for both literacy, numeracy and H & WB. New assessment tools for reading, numeracy and H & WB have been introduced across the school to improve our adta gathering system.  Combined reading attainment at P1 and P4 has increased and has remained the same in P7. Combined writing attainment at P1, P4 and P7 has increased. Combined listening and talking attainment at P1,P4 and P7 has increased. Numeracy attainment in P1, P4 and 7 has also increased. Our target of 60% of SIMD 1 + 2 and free meals pupils to attend Afterschool Clubs was exceeded by 3% . Participatory Budget ensured all pupils had the opportunity to attend an educational trip. Throughout the session, we have had to manage a very high rate of staff absence. This an impact on the maximum support offered during learning time. Partnership working was also very limited due to COVID-19. This has included parents/carers and at some points specialised support and other relevant agencies. This has had a particular impact on the supports we have been able to provide for our parents and families. |
| **Next Step(s) to inform SIP for 2022/2023:**  Continue to monitor CoSD issues.  Introduce new data analysis tools to further interrogate information and aid focussed input for pupils.  Additionality staff, Nurture teacher and L & T Coord to all provide support as required following referrals from class teachers. |