

Context of the school:

Our School

- Our school is a non-denominational primary school situated in Port Glasgow
- Our current role is 419 and we currently have 16 classes.
- Our associated secondary school is Port Glasgow High School

Vision

At Newark, we work together with mutual respect to achieve everyone's full potential. We achieve this through positive, nurturing relationships and by providing the best learning and teaching experiences in a safe, motivational environment.

Values

- Nurture
- Enjoyment
- Welcoming
- Ambition
- Respect
- Kindness

Aims

To actively develop our children's skills and knowledge, developing their understanding of what successful learning looks like and how to develop this as a skill to enable them to become successful, lifelong learners.

To ensure that all our pupils have responsibility for their own learning; in partnership with their teacher, support staff, parents and carers

To afford our pupils with as wide a range of experiences as possible in order to develop an awareness of their place in their community and develop as responsible citizens.

To develop, in our pupils, the social skills and understanding of their roles and responsibilities within the school and its wider community, in order for them to develop as effective contributors

Most of our children in Newark live within SIMD 1-2 and almost all of our children within SIMD 1-4. With more than a third of our pupils identified as requiring support to achieve in line with their peers, it is vital that we continue with, and build on, the targeted interventions which have been previously funded by PEF and which our data confirms is having a positive impact on attainment across Literacy, Numeracy and HWB.

School priority 1: Improvements in attainment, particularly in literacy and numeracy

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress
Teacher professionalism

HGIOS?4 QIs

3.2 Raising attainment and achievement
2.3 Learning, teaching and assessment
2.22.2 Curriculum

Strategies

- Provide a consistent approach to our remote learning offer across all stages which ensures all children have new learning planned and the same opportunities to participate
- Support children, families and staff with digital technologies in line with IC digital safeguarding policy and development of digital literacy
- Embed Play Pedagogy in practice for Nurture, P1& 2
Develop pedagogy in P3 through use of Floorbook Planning by hearing the children's voice and being responsive to their interests through IDL
- To engage with a range of assessment data to ensure all children are being supported/ challenged and appropriate interventions planned
- Raising Attainment targeted support for individuals not meeting their Benchmarks in Literacy and Numeracy with focus on children at risk of the poverty related attainment gap
- To develop a clear and shared understanding of differentiation as a school to ensure learner's needs are met through appropriate planning, pace and challenge

Progress

Evidence within the school website, weekly TEAM meetings with SLT and class teachers and tracking documentation updated on a daily/weekly basis ensured a consistent approach to our remote learning offer. Quality assurance took place weekly, with the Acting PEF Depute scrutinising results and feeding back to SLT and teaching staff. Children tracked daily for attendance in TEAMS. If there was a digital vulnerability these children were invited into the hub.

The school worked with EO responsible for digital technology, Port Glasgow High School and Barnardo's to devise a spreadsheet to identify and support digitally vulnerable families. Parents were surveyed to gather views of all stakeholders on access to remote learning as well as access to teachers. A Zoom call was held with the whole parent forum invited to gather views on how best to create Remote Learning Policy for Newark.

The Early Years Team (Nurture- P2) worked collegiately to support each other with their play based pedagogy. Lauren Heron P1 teacher has taken the lead for the school. A significant amount of budget was dedicated to resources to support play. The teachers are building their confidence and we will continue with a similar team next session to ensure consistency in approach. CLPL training will be undertaken by staff, following on from this session's input.

PEF DHT was responsible for gathering and scrutinising assessment data to ensure all children were supported/challenged and appropriate interventions were planned. He liaised with all Class Teachers and used information from tracking sheets to identify children who would benefit from recovery support. Assessments were completed for individuals, e.g. YARC, Rapid Recovery (Maths), Recall for children on the dyslexia

pathway. This information was used as a baseline for recovery staff to create groups. SFL teacher targeted children in P7, recovery teachers focussed on P2 and P4 where the biggest gaps were (this information was collated from the data dashboard. PT focussed on P5 with Catch Up Literacy. P1 had Outreach from AC.

A staff meeting focussed on Differentiation, led by acting PEF DHT. This followed on from Coaching and Modelling Officers input from the Attainment Challenge in Term 1.

Impact

Almost all children (94%) engaged in some way with home learning throughout lockdown, either through TEAMS, live check-ins with their teacher or by using SumDog or BugClub resources. Paper Learning Packs proved to be popular with the majority of families using these, either by collecting them personally or being delivered by Senior Leaders. Home visits were made to families who were not engaging.

Almost one third of the school cohort accessed the hub, almost half of these being vulnerable children. This allowed school staff to support engagement with learning and safeguarding. A Remote Learning Policy has been shared with all stakeholders and referred to. All teachers created what the parents' expectations were of home learning.

For P1, all children predicted to meet their Benchmarks pre lockdown achieved this target. The play pedagogy in these classes helped close the gap, and ensured a smooth transition back to school.

To support children and families with digital technologies, the school worked in conjunction with IC. A few devices were procured for families, along with data SIMS and one Barnardo's laptop. Procurement of some laptops was difficult. A few children were targeted to attend Hub who did not have adequate access to digital technology.

Recovery teachers provided and collated information to provide impact statements for individuals not meeting their benchmarks. This ensured the groupings of children were fluid and the correct children were being targeted. We could identify children from the impact statements to move into learning support groups if the intervention did not have the desired outcome.

Quality Assurance focussed on Differentiation and samples of learning packs. Following Quality Assurance visits, more work in some stages needs to be done to ensure consistency re differentiation. This will continue on next session's School Improvement Plan.

Next Steps

More training on Differentiation from Attainment Challenge Staff, together with a real focus during Quality Assurance visits by SLT to classes.

Continue with Play Pedagogy next session and ensure that staff receive specialist training, organised by Attainment Challenge.

Continue with a range of assessments to support improvements in reading, writing, spelling and numeracy

Deploy additional staff, either through PEF or from LA, to support identified individuals and target support appropriately.

School priority 2: Closing the attainment gap between the most and least disadvantaged children

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

Performance information

Teacher professionalism

HGIOS?4 QIs

2.7 Partnerships

2.3 Learning, teaching and assessment

3.23.2 Raising attainment and achievement

- Trauma Informed approaches displayed by all staff to support COVID recovery including use of Coping with Adversity Toolkit for specific children
Nurture for Recovery self-evaluation and reporting as part of IC Primary group
- Further development of how Bereavement, Change & Loss impacts on education and how to support learners to best meet their wellbeing needs
- Undertake Emotion Works programme for all children to develop emotional competence and resilience
- Undertake LIAM anxiety management programme as targeted support and provide coping skills for P5-7 as part of Universal offer
- Communication Friendly- Understanding the Six Principles of Nurture through an ASD lens

Progress

Work has been done with Ed Psych, looking at crisis curve. This was delivered to specific staff, supporting distressed children. Articles were shared with targeted families and pupil and parent surveys were disseminated following COVID recovery. St Margaret's delivered 2 sessions on the impact of ACES to all school staff.

All staff attended 2 sessions with Taryn Moir, Education Psychology and Chris Bonnar, CMO Health and Wellbeing; focussing on how to meet the needs of children experiencing loss. This supported our Trauma Informed journey and allowed all staff to look at loss through a trauma lens.

The Emotion Works programme was a weekly focus during Lockdown called Wellbeing Wednesdays. This was available through TEAMS and website. The resources procured to support this were ASD friendly using BoardMaker visuals for consistency. This was led by Nurture Teacher, and facilitated live check-ins, not only with children but with families too.

Mrs O'Hagan, AHT completed training and is a LIAM practitioner. LIAM is provided by the school's Barnardo's support worker to families she works closely with. Port Glasgow High School Home Link Worker delivers this to targeted children in P7.

Our work on communication friendly nurture principles through an ASD lens is a work in progress.

Impact

One individual is successfully using strategies from Crisis Curve and is using the emotions scale appropriately when they are distressed. The impact of this is a positive return into class for certain lessons.

Staff identified children who would benefit from the Change, Loss and Bereavement project and received input from Ardgowan Hospice Butterfly and Willow project. Eight children who have been affected by life limiting illnesses within families are benefitting from this input.

A small number of children have been working closely with Education Psychology Play Therapist to support a few children because of restrictions and another 5 children have been receiving counselling from Action for Children with more referrals for both services in the pipeline when restrictions ease. All of these services are having a soft impact on children's wellbeing. The nature of counselling means this is a private service and therapists link with parents. Parents have told us these services have had a positive impact on their children's wellbeing.

Recorded content for Emotions Works was available during lockdown on a Wednesday. Class Teachers have access to this and can have used this for follow up work within the class to build resiliency. The children are now able to talk confidently about the cogs and what strategies they can use to support their emotions.

Next Steps

Barnardo's will deliver an input on LIAM to all classes as restrictions lift.

Continue with Communication Friendly- Understanding the Six Principles of Nurture – ASD Lens

A speaker, James Docherty will deliver ACES input to all staff.

Class Teachers have access to Emotion Works and can use this for follow up work within the class to build resiliency.

De-escalation strategies, CMO Barriers to Learning to deliver input to staff

Priority 3: To ensure our school environment is a safe base for all children and adults, meeting the requirements of Health and Safety

1. Develop manageable tracking of engagement which supports safeguarding
2. Use of SEEMIS Attendance monitoring and tracking in line with IC attendance
3. Risk Assessments (whole school/ individual) undertaken and reviewed regularly as guidance is updated

Progress

3.1 Attendance monitoring scrutinised daily by SLT. Any children who had had no contact for 48 hours were contacted by SLT and visited if there was no answer. Children who we had concerns about attendance were invited to the Hub.

3.2 Developing use of Attendance Dashboard with support from Liz Sommerville and Ross Scullion

3.3 Risk Assessment adhered to and any new input through daily briefings or issues were dealt with accordingly. All new information was cascaded to staff timeously at briefings.

Impact

One hundred and fourteen children were offered half day slots in Hub. Out of those, 91 had ASN, SW, digital vulnerability or attendance concerns.

SLT had regular contact with SWS and other agencies to ensure children were safeguarded throughout the period of lockdown. Liaison with Home Link Worker, Barnardo's and SWS to ensure families had access to food and knew who to ask for help if needed.

Through Attendance Dashboard we could identify and compare targeted children. Continued work needed to increase SLT & clerical staff confidence.

Through close liaison with Pauline Ramsay all risk assessments were adhered to, to ensure COVID safety. Individual risk assessments were undertaken for specific children and staff.

Next Steps

Continue to monitor attendance for all pupils, but with a specific focus on children at risk of the poverty related attainment gap. SLT to gain confidence using the Attendance Dashboard to support.

Continue to follow Inverclyde advice regarding Risk Assessment.

National Priority: How are we ensuring Excellence and Equity?

Gaps in Attainment

	ELT				ER			
	P1	P4	P7	P1,4,7	P1	P4	P7	P1,4,7
2018/19	86.0%	86.4%	91.9%	88.3%	82.5%	61.4%	79.0%	75.5%
2020/21	83.9%	88.7%	93.2%	89.0%	69.6%	64.5%	71.2%	68.6%
% change	-2.0%	2.3%	1.2%	0.7%	-12.8%	3.2%	-7.8%	-6.9%

	EW				Numeracy			
	P1	P4	P7	P1,4,7	P1	P4	P7	P1,4,7
2018/19	77.2%	47.7%	61.3%	63.2%	78.9%	65.9%	66.1%	70.6%
2020/21	66.1%	35.5%	58.9%	53.4%	73.2%	50.0%	74.0%	66.0%
% change	-11.1%	-12.2%	-2.4%	-9.8%	-5.7%	-15.9%	7.8%	-4.6%

It is evident from our data that the effects of both school closures has severely impacted the attainment for most of our cohorts. The recovery programme that had been in place was impacted by staff absence. Our focus was on emotional health and wellbeing following the initial return to school. This ensured a smooth transition from home to school.

There is a slight increase in Primary 4 for Listening & Talking, as well as Reading. We are aware our attainment in Writing across all stages has decreased this session and will be a priority for our School Improvement Plan next session.

Due to COVID restrictions, moderation sessions were unable to go ahead as planned. Next session this will be a priority to ensure teacher confidence with their professional judgements.

How PEF has been used

The Senior Management structure was enhanced to implement the attendance policy and lead data analysis for attainment. This had to evolve to managing hubs and collating data for engagement during school closure.

Additional teaching staff and ASN staff were used to provide targeted support for individuals using Catch Up Literacy and Numeracy. During school closure the staff led our hubs and continued to support targeted individuals through the hub and online.

Evidence of Impact

Engagement during school closure was tracked robustly and overall engagement was very high (94%). Children with Additional Support Needs, digital vulnerability or at risk of disengaging were invited to attend the hub. This amounted to 114 children (27%) attending during this period.

Key Achievements of the School

- ✓ Took part in competitions with external partnerships (Active Schools) to enhance our wellbeing
- ✓ Produced a virtual Christmas production, involving all classes
- ✓ A huge uptake in the use of ClickView to support remote learning
- ✓ P4 were Inverclyde SumDog challenge champions 2020
- ✓ P5 worked in collaboration with Youth Music Initiative to compose a piece of music based on shipbuilding and the River Clyde
- ✓ One pupil provided Easter eggs and cards for people in hospital for Compassionate Inverclyde
- ✓ One pupil sang and recorded Christmas songs with a singing group to be distributed to local care homes
- ✓ Contributed to an Active Schools video on Women and Girls in Sport
- ✓ Climbing walls built in 2 playgrounds to support risky play and enhance wellbeing
- ✓ One pupil ran a 5K with her Aunt in aid of Scottish Autism, raising over £1000
- ✓ Painted canvases in random acts of kindness
- ✓ Created aeroplanes, modelled on WWII, and flew these
- ✓ Engaged with high school staff and nursery staff to ensure a smooth transition
- ✓ Gained Eco Schools Award
- ✓ Continue to gather evidence for reaccreditation of Fair Trade School Award
- ✓ Class bubbles were successful to ensure COVID safety. One class isolation was dealt with swiftly and successfully

Choose an item.