

## Education – Improvement Planning Document – 2025-26

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Establishment Name: **Newark Primary School, Port Glasgow, Inverclyde**



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Head of Establishment	Mrs Lauren O'Hagan	Date	June 2025
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Quality Improvement Officer	Mr Adam Stephenson	Date	July 2025
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## Our Vision, Values and Aims

### Our Vision: **#Together We Shine** ☐

Newark Primary School envisions a vibrant community where every child regardless of background, ability or circumstance, thrives in an inclusive and equitable environment. We celebrate diversity through understanding, empathy and love, fostering a space where children's voices are heard and embraced. The United Nations Convention on the Rights of the Child (UNCRC) forms the foundation of our philosophy and ethos ensuring every child feels safe, respected and empowered to reach their full potential.

With love, understanding, inclusivity and our values as our guiding principles, we empower each child's spark to ignite and shine brightly throughout their future... **Together We Shine!**

### Our Values:

- **Nurture:** We create a safe and supportive environment where each child feels cherished and encouraged to flourish, fostering emotional well-being and a sense of belonging.
- **Enjoyment:** We spark curiosity and a love of learning through engaging experiences, fostering a joyful and enriching learning environment.
- **Welcoming:** We extend our welcome to all, embracing new faces and experiences with open hearts and minds, creating a space where everyone feels respected and valued.
- **Ambition:** We inspire and challenge each child to reach their full potential, setting high expectations and supporting them in achieving their individual goals.
- **Respect:** We create a culture of mutual respect, fostering empathy, compassion, and understanding for diverse perspectives and backgrounds.
- **Kindness:** We guide children to build positive relationships based on care, empathy, and consideration for others, fostering a supportive and inclusive community.

### Our Aims:

#### **Empowering Young Voices:**

We believe children are capable, responsible, and valuable members of our community. We actively seek their input, encourage their participation in decision-making and listen attentively to their concerns and ideas. By giving children a platform to express themselves we empower them to be agents of change, both within the school and the wider world.

#### **Celebrating Diversity:**

We recognise and embrace the diverse tapestry of backgrounds, talents, and experiences that our children bring to the classroom. We actively celebrate cultural differences through language, traditions, celebrations, and open dialogue. By fostering understanding and appreciation for our unique identities we cultivate a culture of respect and belonging.

#### **Create a Brighter Future:**

Together we strive to create a world where every child feels valued, capable, and inspired. We believe that by nurturing their individual needs, celebrating their uniqueness, and ensuring their voices are heard, we equip them with the tools and confidence to become responsible, compassionate, and contributing members of society.

## Stakeholder's views

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### How were stakeholders views collected?

- Staff views collected in person and written
- Pupil voice groups
- Pupil MS Form (P4-7), Pupil dialogue (P1-3)
- Parent MS Forms
- Parents at Star Café
- Parent sessions
- Parent Action Group

### How was PEF spend consulted on?

- Staff views collected in person and written
- Pupil voice groups
- Pupil MS Form (P4-7), Pupil dialogue (P1-3)
- Parents MS Forms
- Parents at Star Café
- Parent Drop-In sessions
- Parent Action Group

PEF allocation for session 2025-2026 is £164,150.00.

## Plan: Session 2025-26

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### Priority 1

Improvements in attainment, particularly in literacy and numeracy  
Closing the attainment gap between the most and least disadvantaged children and young people

#### National Improvement Framework Outcomes

**5. Skilled teachers and leaders delivering excellent, inclusive education.**

**4. High achievement and reduced attainment gap for all learners.**

**3. Inclusive curriculum and assessment for a sustainable future.**

[Education - achieving excellence and equity: National Improvement Framework 2025](#)

#### How Good is Our School/Quality Improvement Framework ELC

2.3 Learning, teaching and assessment

3.2 Raising attainment and achievement

3.3 Increasing creativity and employability

Choose an item.

Choose an item.

Choose an item.

#### UNCRC

Article 28: (Right to education):

Article 29 (Goals of education):

### Rationale for change based self-evaluation including data and stakeholder views

While overall numeracy attainment is good, the data shows it should be a priority due to inconsistent attainment levels across cohorts and significant, often widening, SIMD gaps. This data indicates that pupils living in SIMD 1 & 2 are not making the same progress as their peers.

From self evaluation and data analysis we have found:

#### Inconsistent overall attainment:

While some cohorts show very good attainment in certain stages over time (e.g. P7 in 2023-2024 at 75.8%, P2 in 2023-2024 at 86.2%) there is notable variability. This fluctuation suggests a need for a more consistent and robust numeracy program across all stages to ensure sustained high attainment.

#### SIMD GAP:

Across almost all stages there has been a negative SIMD gap, meaning pupils from SIMD 1-2 (more deprived areas) are achieving lower numeracy attainment than those from SIMD 3-10 (less deprived areas).

Stage	On Track/ Beyond Numeracy	SIMD 1 & 2 GAP
P1	73.5%	-33.3%
P2	86.2%	-10.4%
P3	63.4%	-8.8%
P4	73.4%	-12.1%
P5	68.5%	-25.1%
P6	64.3%	2.1%
P7	75.8%	-15.5%

The current P1 data for 2024-2025 shows the largest SIMD gap at -33.3%. This indicates a wide gap emerging early in a child's education which is of concern. Early intervention and targeted support are crucial. Our baseline P1 data in November '24 showed 71% were on track, which means 29% (14/49 children) were behind expectation on arrival in P1 August '24. This increased by 2.5% by June '25 so progress has been made.

Our priority is to review and strengthen the numeracy curriculum and our pedagogical approaches to ensure continuous progression, deepen conceptual understanding and enhance problem solving and reasoning skills. This will involve a focus on promoting mathematical thinking and mental agility and providing opportunities for learners to apply their numeracy skills in real life contexts.

Expected outcomes for learners			
Who?	By how much?	By when?	What?
1. There will be a 4% increase in numeracy attainment in P2 by the end of May '26, currently 73.5%. 2. There will be a 1% increase in numeracy attainment in P3 by the end of May '26, currently 86.2%. 3. There will be a 2% increase in numeracy attainment in P4 by the end of May '26, currently 63.4%. 4. There will be a 7% increase in numeracy attainment in P5 by the end of May '26, currently 73.4%. 5. There will be a 3% increase in numeracy attainment in P6 by the end of May '26, currently 68.5%. 6. There will be a 5% increase in numeracy attainment in P7 by the end of May '26, currently 64.3%.			
If PEF spend is supporting – how much and what?			
PEF Principal Teacher- £6070.00 (+ pay increases from April '26) Numeracy resources to enhance the curriculum and provide targeted interventions- £5000 Real life numeracy skills enterprise project (18 classes x £40)- £720			

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Inverclyde Numeracy framework introduced	Term 1		HT & QAMSO Numeracy	
Numeracy moderation	Built into moderation plan		QAMSO numeracy	
Numeracy assessment to support transition P7-S1	Term 3/4		P7 staff, Maths PGHS/ Primary specialist.	
Focus on maths and numeracy pedagogy	Ongoing		HT Numeracy working party	PASE EEF
Review maths & numeracy curriculum resources	In line with working party action plan- by end Term 2		HT Numeracy working party	
Mental maths/ SEAL refocus	By end of Term 2		HT Numeracy working party	
Financial education	Ongoing		HT Numeracy working party	Education Scotland resources Gavin Brown Financial Education CLPL
Use evidence based research to purchase resources for numeracy targeted interventions.	In line with working party action plan- by end of Term 3		HT Numeracy working party	
Numeracy 'stretch aims' pupils will be identified in each class to provide targeted interventions to close the poverty related attainment gap.	From August '25 ongoing		Class teachers PEF PT	Fact-Story-Action paperwork highlighting targeted children, intervention, timeframe and progress.
Real life maths skills- P1-7 numeracy enterprise	From August '25 ongoing		All staff and pupils.	STEM Partners from banking £40 PEF per class for enterprise project

### Measure of Impact: What we will see and where?

How will we measure this? What does “better” look like? How will we recognise better when we see it?

- **Teacher Professional Judgments (TPJs):**

We will see consistency in Teacher Professional Judgments (TPJs) through termly moderation exercises using pupil work, leading to high agreement rates and shared understanding across levels.

Teachers will be confident making robust and aligned judgments, informed by collegiate discussions and consistent assessment outcomes.

- **Attainment in all stages P1-7:**

We will see increased attainment in Numeracy and Mathematics across all stages (P1-7) through termly analysis of school based assessment data and tracking individual pupil progress.

Progress for all pupils will be evidenced by an upward trend in data, deeper understanding in pupil work and overall improved attainment levels.

- **Poverty Related Attainment Gaps in Numeracy:**

We will see narrowed poverty related attainment gaps in Numeracy for identified pupils across all stages, measured by termly analysis of their attainment data and review of planned, recorded and monitored interventions in class teacher Fact-Story-Action paperwork.

There will be reduced variance in attainment between identified pupils and their peers, with clear evidence of accelerated progress due to effective targeted support.

- **Enhanced Pedagogy in Numeracy and Mathematics:**

We will see enhanced pedagogy in Numeracy and Mathematics across all stages, measured through regular Learning Walks and focused observations by the Senior Leadership Team using agreed criteria linked to Education Scotland's Numeracy Professional Learning Resources.

Classrooms will be embedded with purposeful numeracy and mathematics activity, where teachers consistently employ highly effective strategies (e.g. use of concrete materials, effective questioning) through enquiry, critical thinking and problem solving.

- **Numeracy Curriculum Progression, Depth, and Challenge:**

We will see a Numeracy curriculum that ensures clear progression, depth and challenge. This will be measured by reviewing planning, pupil jotters/work samples and through departmental/stage meetings for curriculum review.

There will be a seamless, challenging and well structured curriculum where pupils demonstrate secure prior learning, deeper conceptual understanding and are consistently engaged by appropriate levels of challenge.

- **Pupil Confidence in Numeracy and Mathematics:**

We will see increased pupil confidence in Numeracy and Mathematics for almost all learners, measured by pre- and post-questionnaires at the start and end of the school session.

Almost all pupils will actively seek out and embrace numeracy challenges, confidently participating in Number Talks and demonstrating a growth mindset in lessons, with self reported confidence levels showing an increase.

- **Pupil Engagement in Numeracy and Mathematics:**

We will see increased pupil engagement in Numeracy and Mathematics for almost all learners, measured through observation using the Leuven Scale during regular Learning Visits across all stages.

Pupils will be actively participating in practical activities, group work and problem-solving, demonstrating curiosity and perseverance, with Leuven Scale scores showing a sustained increase in high levels of engagement.



## Priority 2

Improvement in skills and sustained, positive school-leaver destinations for all young people

Choose an item.

### National Improvement Framework Outcomes

**3. Inclusive curriculum and assessment for a sustainable future.**

**7. Digital technology enhancing learning and tackling digital inequality.**

**5. Skilled teachers and leaders delivering excellent, inclusive education.**

[Education - achieving excellence and equity: National Improvement Framework 2025](#)

### How Good is Our School/Quality Improvement Framework ELC

2.2 Curriculum

2.3 Learning, teaching and assessment

3.3 Increasing creativity and employability

3.2 Raising attainment and achievement

Choose an item.

Choose an item.

### UNCRC

Article 31 (Leisure, play and culture):

Article 3 (Best interests of the child):

### Rationale for change based self-evaluation including data and stakeholder views

Through our curriculum self-evaluation, last session we recognised the need to revisit the implementation of interdisciplinary learning (IDL) to ensure the principles of curriculum design are being considered for consistency of approach across all stages. This was tackled through pupil led planning and Enquiry Based Learning (EBL). This will continue to be developed across all stages this session alongside further curriculum innovation.

We developed our shared vision for child centred, enquiry based learning and provided professional learning for staff to develop knowledge and skills to support their pedagogy and create enabling environments which encourage creativity. To ensure consistency across the school with a high staff turnover, we will continue to focus on learning environments within and outwith the classrooms to further develop the skills and expertise of our staff in curriculum design and innovative teaching practices and offer our pupils enriching learning experiences that go beyond the traditional curriculum framework and ensure inclusion and equality. This will continue to support the areas for development as highlighted in the HMIE inspection report (February 2023).

This session we will further develop our outdoor learning and develop school grounds to enhance practice and as indicated in our HMIE report.

We will also have a STEM focus through the creation of a STEM Zone with EBL embedded to foster a child centred approach which caters to different learning styles and interests. The intention is to motivate and engage pupils who struggle in the classroom setting, leading to improved attainment and engagement. Coupled with the development of IDL and outdoor learning this will help connect curriculum content to real life experiences, making learning more relatable and relevant for all pupils. This pedagogy emphasises critical thinking, problem-solving, communication and collaboration which are essential skills for success across all subject areas, levelling the playing field for disadvantaged learners and increasing their skills for lifelong learning and work.

We are committed to fostering well-rounded learners equipped with not only subject-specific knowledge but also crucial transferable skills. Priority will be given to introducing a meta skills progression framework across P1-7 and implementing profiling to showcase learner development in these skills. The continued pilot participation of P6 and P7 in the GEN+ (Generic Enhancement for Scotland's Young People) program further strengthens this initiative. This also contributes to our Cluster Improvement Plan and supports transitions from P7-S1.

Expected outcomes for learners				
	Who?	By how much?	By when?	What?
1.	All class teachers will have developed an engaging and enriching learning environment that fosters critical thinking, problem solving, digital literacy, creativity, collaboration and communication skills for children through Enquiry Based Learning in line with the Newark Way by May '26.			
2.	All children will have had a dedicated block of science lessons to develop their confidence with scientific vocabulary, investigative scientific enquiry skills and analytical critical thinking by the end of June '26.			
3.	An identified class of Second Level learners (P5) will have participated in WOSDEC's Global Storylines Active Inquiry to explore how drama can be used to capture what issues children care about in their local community and develop knowledge, skills and values of active local and global citizenship through a storyline approach by June '26.			
4.	Further diversify our curriculum offer to ensure almost all learners see themselves reflected in their learning by June '26.			
5.	The Newark Way profiling tool to track meta-skills progress for all children across P1-5 will be implemented by October '25.			
6.	Almost all children will be able to identify their strengths, development needs and how to improve these skills for learning, life and work.			
7.	Almost all learners in P6 & P7 will have improved self-awareness and understanding of personal strengths and weaknesses in meta-skills recorded through their GEN+ profiling by May '26.			
If PEF spend is supporting – how much and what?				
OPAL 18 month programme to develop school grounds for high quality play and learning- £6000				
Outdoor learning/ playground resources- £5000				
GEN+ Meta Skills software subscription- £250				
STEM resources- £5000 (including £1000 for Food Technology cooking equipment for #NewarkKidsInTheKitchen project)				

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<b>Global Storylines Project</b> Term 1 - 4 weekly afternoon drama visits to harvest themes for storyline Term 2 - 3 storyline writing weekly visits: late morning with learners, afternoon with teachers out of class. Term 3 - 6 weekly storyline delivery visits - roughly 1 episode per week.	By end of June '26		Second Level class TBC  WOSDEC  The Royal Conservatoire of Scotland  Strathclyde University	Late June- 1 x TEAMS meeting with WOSDEC. October – 1 x TEAMS before Oct week. Oct/Nov - storyline writing days - supply cover provided. Working collaboratively online & staying in contact via email. January - one day cover for recap and final planning.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Term 4 - research impact and share learning at Strathclyde University event and/or inservice or CAT PL				Jan-Mar - storyline team teaching, including short TEAMS meeting after delivery each week to reflect and plan for the next week. May-June - 1-2 days supply cover to support research of impact and a 'sharing the learning' event at Strathclyde University.
'Mirrors and Windows' CLPL for staff	October Inservice day		Sarah Neilson PT	Education Scotland Mirrors and Windows resources. Learning Walk SMT/ Trio focus looking for distorted windows in curriculum
Newark Way for Enquiry & Play beyond P1 created	By end of April '26			
Staff to further develop enabling learning environments indoors and outside which support enquiry	Ongoing from August '25			
OPAL (Outdoor Play and Learning)	18 months		Play the Newark Way Working Party  Pupil Play Champions  HT, Play Mentor (OPAL), Play Associate (PSA), Parent	
STEM Zone for enquiry based learning	Created in August '25.		PEF PT	CERC science planners
Explore partnerships for additional STEM opportunities to enhance DYW offer.	Ongoing from August '25		PEF PT	
Family Learning #NewarkKidsInTheKitchen	Term 4		Teachers  Barnardo's FSW	PEF money allocated to support resourcing.  Look at potential links with CLD.
Artificial intelligence to reduce barriers to learning and support innovation.	By end of June '25		PEF PT	CLPL time allocated

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Meta skills progression rolled out P1-5	By October '25		Meta skills working party	
GEN+ transitions programme undertaken by P6 & P7	By end of June '26		P6 & P7 staff, led by PEF PT	GEN+ software (PEF)

<b>Measure of Impact: What we will see and where?</b> How will we measure this? What does "better" look like? How will we recognise better when we see it?	
<ul style="list-style-type: none"> <li> <b>Engaging and Enriching Learning Environments for Meta-Skills Development:</b>             All class teachers will have developed engaging and enriching learning environments that foster critical thinking, problem-solving, digital literacy, creativity, collaboration and communication skills through Enquiry Based Learning, in line with "The Newark Way" by May 2026. This will be measured through quality assurance visits, reviews of planning and pupil engagement during EBL activities.             All classrooms and learning spaces consistently promote child led enquiry and skills development, where pupils are visibly engaged in collaborative problem solving and creative tasks, as evidenced in their work and observed behaviours.         </li> <li> <b>Scientific Literacy and Enquiry Skills:</b>             All children will have participated in a dedicated block of science lessons to develop their confidence with scientific vocabulary, investigative scientific enquiry skills and analytical critical thinking by the end of June 2026. Observations of lessons will include assessment of scientific enquiry tasks and pupil discussions demonstrating increased vocabulary use.             Almost all pupils will confidently use scientific terminology, independent planning and conduct simple investigations applying critical thinking to analyse results and draw conclusions.         </li> <li> <b>Active Local and Global Citizenship through Global Storylines:</b>             Almost all identified Second Level learners will demonstrate a deeper understanding of local and global issues, articulating their perspectives and actively engaging in discussions about social responsibility and citizenship through participation in WOSDEC's Global Storylines Active Inquiry by June '26. This will be measured through evidence from the project (e.g. pupil reflections, project outputs, WOSDEC feedback) and observations of pupil participation and application of learning.         </li> <li> <b>Diversified Curriculum Offer for Reflection and Inclusion:</b>             Almost all learners will express a sense of belonging and relevance in their learning, with curriculum content visibly acknowledging and celebrating diverse backgrounds, cultures and experiences, leading to increased engagement by June 2026. This will be measured through curriculum audits, review of learning resources, pupil voice (e.g. surveys, discussions) and observation of learning experiences to ensure diverse representation.         </li> </ul>	

- **Implementation of Newark Way Progression Pathway for Meta-Skills (P1-5):**

A robust and regularly updated system where P1-5 teachers can effectively track and identify individual pupil strengths and development needs in meta skills will be consistently implemented using "The Newark Way" profiling tool for all children by October 2025, informing future planning and interventions. This will be measured by the completion of profiles for all pupils, evidenced by consistent use of the framework by all P1-5 teachers.

- **Pupil Self Awareness of Meta-Skills:**

Most children will articulately discuss their own meta skills, setting personal targets for improvement and demonstrating a growing understanding of how these skills apply across different contexts and for future pathways. This will be measured through pupil self assessment activities, reflective discussions and evidence within their profiles (i.e. "The Newark Way" framework & GEN+).

- **Improved Self-Awareness and Understanding of Meta-Skills (P6 & P7 GEN+):**

Almost all learners in P6 & P7 will demonstrate a sound understanding of their individual meta skills profile, using this insight to inform their learning choices and prepare for transitions to secondary school as recorded through their GEN+ profiling by May 2026. This will be measured by analysis of the GEN+ profiling data, pupil reflections and discussions about their progress in the programme.

### Priority 3

Improvements in attainment, particularly in literacy and numeracy  
Closing the attainment gap between the most and least disadvantaged children and young people

#### National Improvement Framework Outcomes

4. High achievement and reduced attainment gap for all learners.

5. Skilled teachers and leaders delivering excellent, inclusive education.

Choose an item.

[Education - achieving excellence and equity: National Improvement Framework 2025](#)

#### How Good is Our School/Quality Improvement Framework ELC

3.2 Raising attainment and achievement

2.4 Personalised support

1.5 Management of resources to promote equity

2.1 Safeguarding and child protection

Choose an item.

Choose an item.

#### UNCRC

Article 29 (Goals of education):

Article 3 (Best interests of the child):

#### Rationale for change based self-evaluation including data and stakeholder views

##### Writing:

Current attainment data shows that overall attainment is good and has increased in all stages this session with the exception of P3. However, continuing to improve writing must be a key priority to raise attainment for all learners. Whilst some stages have increased attainment significantly, there is still room for improvement across the board. The most recent data:

- P1 pupils achieved 67.3%.
- P2 pupils achieved 78.9% increasing from 65.9%.
- P3 pupils achieved 43.9% decreasing from 67.6%.
- P4 pupils achieved 65.6% increasing from 59.3%.
- P5 pupils achieved 63.0% increasing from 54.0%.
- P6 pupils achieved 53.6% increasing from 50.8%.
- P7 pupils achieved 64.5% increasing from 41.5%.

The school has just completed two years of training on the Talk 4 Writing (T4W) approach. This significant investment in professional development provides a robust framework and a common language for teaching writing across all stages. The T4W methodology which emphasises oral rehearsal, imitation, innovation and independent application, is designed to build strong foundations in writing for all learners. We will continue to provide a cohesive and effective approach to empower every child to achieve their full potential in writing.

##### Targeted Interventions for Equity:

The SIMD GAP data highlights an equity issue, where pupils from more deprived backgrounds (SIMD 1-2) often underperform compared to their peers living in SIMD 3-10. Using 2024-2025 data the analysis below highlights the areas for development.

#### **Writing:**

The SIMD GAP figures show the disparity in some stages clearly:

- P1 has a SIMD GAP of -28.5%.
- P3 has a SIMD GAP of -26.3%, an increase from -9.0% in 23-24.
- P4 has a SIMD GAP of -8.4%, an increase from +5.3% in 23-24.
- P5 shows a SIMD GAP of -6.7%, although the gap decreased from -19.2% in 23-24.

Targeted interventions for identified learners living in SIMD 1 & 2 will be the focus for class teacher interventions as improving writing can serve as a powerful lever for equity, providing all pupils with the tools necessary to access and succeed in their education.

#### **Reading:**

Reading attainment has increased in P1, P2, P4, P5 & P7, however decreased in P3 & P6. The SIMD GAP data shows there is a need for targeted interventions for identified learners:

- P1 has a SIMD GAP of -28.5%.
- P3 has a SIMD GAP of -14.5%, an increase from -4.8% in 23-24.
- P5 shows a SIMD GAP of -14.4%, although the gap decreased from -21.0% in 23-24.

In contrast, P6 has a SIMD GAP of +12.5%, a significant increase from -25.4% in 23-24.

Targeted interventions for identified learners living in SIMD 1 & 2 will be the focus for class teacher interventions for reading.

#### **Attendance:**

Whole school attendance increased in session 24-25 to 93.3% (June '25) meeting our target. This session we are going to further develop our 'pull to school' and embed our person centred attendance policy. There will a continued focus on tracking and monitoring attendance for Care Experienced Young People (CEYP).

Expected outcomes for learners			
Who?	By how much?	By when?	What?
<b>Raising attainment for all in writing:</b>			
1.	There will be a 6% increase in writing attainment in P2 by the end of May '26, currently 67.3%.		
2.	There will be a 3% increase in writing attainment in P3 by the end of May '26, currently 78.9%.		

3. There will be a 4% increase in writing attainment in P4 by the end of May '26, currently 43.9%.
4. There will be a 4% increase in writing attainment in P5 by the end of May '26, currently 65.6%.
5. There will be a % increase in writing attainment in P6 by the end of May '26, currently 63.0%.
6. There will be a % increase in writing attainment in P7 by the end of May '26, currently 53.6%.

**Targeted interventions to close poverty related attainment gap:**

7. There will be a 6% increase in writing attainment for identified learners in P2 by the end of May '26.
8. There will be a 2% increase in writing attainment for identified learners in P4 by the end of May '26.
9. There will be a 3% increase in writing attainment for identified learners in P5 by the end of May '26.
10. There will be a 5% increase in writing attainment for identified learners in P6 by the end of May '26.
11. There will be a 4% increase in reading attainment for identified learners in P2 by the end of May '26.
12. There will be a 2% increase in reading attainment for identified learners in P4 by the end of May '26.
13. There will be a 3% increase in reading attainment for identified learners in P7 by the end of May '26.

**Attendance:**

14. To increase the attendance of all pupils to a minimum of 94% by June 2026 for a sustainable improvement.
15. To increase attendance to a minimum of 90% by the end of May '26 for identified CEYP who had an attendance of between 85-90% in June '25.

**If PEF spend is supporting – how much and what?**

Literacy resources to support raising attainment in writing and reading- £5000



Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Continued focus on T4W methodology to ensure consistency across P1-7.	Ongoing from August '25		All staff led and supported by T4W project leaders- Lauren Heron (Early Level), Kate McLaughlan (First Level), Laura Jackson (Second Level)	CLPL sharing practice dedicated through departmental meetings Term 1, Term 3.
Writing moderation with T4W project leaders to ensure consistent TPJs.	Term 2		All staff led and supported by T4W project leaders- Lauren Heron (Early Level), Kate McLaughlan (First Level), Laura Jackson (Second Level)	
Implement the Newark Way for Writing to ensure consistency.	Launch August in-service		HT All staff	
Implement the Newark Way for Assessment to ensure consistency.	Launch August in-service		HT All staff	
Targeted intervention in writing for P2, P4,P5 & P6 learners	Ongoing from August '25		HT/ PEF PT CT/ PSA	Ongoing professional dialogue between staff involved in supporting interventions.
Targeted intervention in reading for P2, P4 & P6 learners	Ongoing from August' 25		HT/ PEF PT CT/ PSA	Ongoing professional dialogue between staff involved in supporting interventions.  Reading Progress (AI + AT) through TEAMS.
'Pull to School' attendance strategies enhanced and planned through the annual calendar.	Ongoing from August' 25- added to annual calendar		DHT lead HT	
Tracking and monitoring systems and family support further enhanced for care experienced young people's attendance.	By Oct '25.		DHT lead HT	Attendance dashboard

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
			Barnardo's Family Support Worker	
Review Newark Way for Attendance in line with Inverclyde's Attendance Strategy.	By Dec '25		DHT lead HT Fiona Walker Attendance EO	Attendance dashboard

Measure of Impact: What we will see and where?
How will we measure this? What does "better" look like? How will we recognise better when we see it?
<ul style="list-style-type: none"> <li><b>Raising attainment for all in writing:</b> Overall writing attainment across P2-7 will show a percentage increase from current levels by the end of May 2026, including a reversal of the previous decline in P3, demonstrating improved outcomes for all learners through the consistent application of the 'Talk 4 Writing' approach. This will be monitored through termly data meetings and ACEL data uplifts in November, February and May.</li> <li><b>Closing the Poverty Related Attainment Gap:</b> Targeted interventions for identified learners from SIMD 1-2 backgrounds in P2, P4, P5 and P6 will lead to a percentage increase in their writing attainment by the end of May 2026, narrowing of the poverty-related attainment gap across these stages.  Targeted interventions for identified learners from SIMD 1-2 backgrounds will show a percentage increase in their reading attainment in P2, P4 and P6 by the end of May 2026, narrowing of the poverty-related attainment gap across these stages.  These improvements will be measured through termly analysis of school based assessment data, Fact-Story-Action data, pupil work samples, and specific progress monitoring of identified SIMD 1-2 pupils.</li> <li><b>Attendance:</b>  Whole school attendance will sustainably increase to a minimum of 94% by June 2026, demonstrating successful embedding 'pull to school' strategies (including targeting latecoming) and the implementation of our person centred attendance policy. This will be measured by weekly analysis of whole school attendance data.</li> </ul>

Attendance for identified Care Experienced Young People (CEYP) who had an attendance of between 85-90% in June 2025 will increase to a minimum of 90% by the end of May 2026, demonstrating the positive impact of weekly targeted tracking and monitoring. This will be measured through individual attendance tracking and monitoring reports for CEYP.

#### Priority 4

Improvement in children and young people's health and wellbeing  
Closing the attainment gap between the most and least disadvantaged children and young people

##### National Improvement Framework Outcomes

**2. Strong partnerships between schools, services, families, and communities.**

**3. Inclusive curriculum and assessment for a sustainable future.**

**6. Positive relationships, behaviour, and attendance in a respectful culture.**

[Education - achieving excellence and equity: National Improvement Framework 2025](#)

##### How Good is Our School/Quality Improvement Framework ELC

3.1 Ensuring wellbeing, equality and inclusion

2.4 Personalised support

2.5 Family learning

2.7 Partnerships

Choose an item.

Choose an item.

##### UNCRC

Article 29 (Goals of education):

Article 3 (Best interests of the child):

#### Rationale for change based self-evaluation including data and stakeholder views

##### Barnardo's Family Support Worker (FSW):

Through consultation with parents, staff and partners all agreed that funding a Family Support Worker through PEF would be impactful. A full time Barnardo's family support worker will be able to provide bespoke targeted family support to strengthen home-school partnerships. The worker will be able to hold a caseload of 12-15 families, alongside partnership working with the Nurture/ Barriers to Learning staff in school to support emotional wellbeing and family learning opportunities.

##### Barriers to Learning Teacher and creation of The Learning Centre (TLC):

Newark currently has an ASN profile of 62%. Our school data including attainment data, attendance figures, Wellbeing Assessments/ Single Agency Action Plans, pastoral notes/ chronology reviews, critical incidents, CEYP data and feedback from staff, pupils and parents, indicates a significant and growing need for enhanced support for P4-7 children experiencing barriers to learning. The main barriers are:

- **Attainment Gap:** Persistent attainment gaps for P4-7 children, particularly those from socio-economically disadvantaged backgrounds or identified with ASN.
- **Emotional Wellbeing & Dysregulation:** Since 2021, there has been a steady increase in reported instances of dysregulation, anxiety and other emotional wellbeing challenges among upper primary children, impacting their ability to engage with learning in mainstream classrooms. This can manifest as difficulties with concentration, withdrawal, disruptive behaviours or low self-esteem.
- **Specific Learning Needs:** A significant cohort of children with diagnosed or emerging additional support needs (e.g. dyslexia, ADHD, ASD, anxiety) who require more intensive, personalised and flexible support than can be consistently provided within current class structures.

A targeted, dedicated intervention is required to address these barriers to learning and ensure equitable outcomes for these vulnerable and at risk learners.

A PEF funded teacher will provide targeted support to our P4-7 children identified with additional support needs, focusing on emotional wellbeing, dysregulation and reducing overall barriers to learning. The Learning Centre (TLC) aims align directly with Newark's commitment to equity, inclusion and fostering a nurturing environment for all learners. They are:

- To reduce the attainment gap by addressing socio-economic barriers to learning.
- To enhance children's emotional wellbeing and equip them with self regulation strategies.
- To provide targeted, individualised support for children with additional support needs.
- To foster a positive and inclusive school culture where all children thrive.

A Barriers to Learning Teacher in TLC is intended to yield significant benefits for the P4-7 children, including:

- **Improved Emotional Wellbeing:** Children will develop better emotional literacy, self-awareness and coping strategies, leading to reduced anxiety, increased resilience and the ability to access the mainstream class without stress.
- **Enhanced Self Regulation:** A dedicated space and guidance will equip children with practical techniques to manage dysregulation, allowing them to return to learning environments more readily and successfully.
- **Reduced Attainment Gap:** Targeted support will address specific learning difficulties, enabling children to access the curriculum more effectively and make accelerated progress, thereby contributing to closing the attainment gap.
- **Increased Engagement & Participation:** By removing emotional and learning barriers, children will feel more confident, secure and able to participate fully in classroom activities.
- **Strong Relationships:** The nurturing environment and consistent support from a dedicated adult will foster positive relationships and a sense of belonging.
- **Holistic Support:** The collaboration with the Barnardo's Family Support Worker will ensure that children and their families receive comprehensive support that considers their emotional, social and academic needs both within and beyond the school gates.
- **Prevention and Early Intervention:** Proactive support helps prevent minor issues from escalating into significant barriers, reducing the need for more intensive interventions later.

**Enhancing multi-agency working for barriers to learning:**

In August 2025, Newark will have 41 P2-7 children already on the ND pathway, with another 7 predicted to be added from P1.

It is therefore deemed essential that we engage in a Test of Change (TOC) with NHS Neurodevelopmental (ND) Pathway staff to identify a cohort of children to be part of the TOC assessment block. A maximum of 8 children will be identified using the criteria that they have exhausted many avenues already and are being impacted significantly by their challenges including having a

high number of critical incidents reported, regular TAC meetings, referrals to Authority Screening Group, referrals to additional agencies and services, difficulty in sustaining full school placement etc. These children will be in P1-6.

### Family Learning:

Newark's vision, values and aims are founded on the believe that when families are empowered with the knowledge, skills and confidence to support and participate in their children's learning, there is a sustained positive impact on children's attainment, aspiration and overall engagement with education. Therefore, prioritising family learning to reinstate the provision we had available pre COVID and with full access to our school spaces from August '25 is essential.

Evidence consistently demonstrates a strong correlation between parental engagement in learning and improved educational outcomes for children. By enhancing family learning opportunities, we aim to:

1. **Strengthen the Home-School Partnership:** Build deeper, more meaningful relationships between families and the school, fostering a shared understanding of learning goals and pedagogical approaches.
2. **Enhance Parental Capacity:** Equip parents and carers with practical strategies and resources to support learning at home, particularly in literacy, numeracy and health and wellbeing, directly contributing to more coherent and supportive learning journey for pupils.
3. **Boost Pupil Confidence and Motivation:** When families are actively involved in their education, it reinforces the value of learning, leading to increased confidence, motivation and a more positive attitude towards school.
4. **Promote Early Intervention and Equity:** Providing targeted support to families who may face barriers to engagement or whose children require additional assistance will promote equity and ensure all learners have the best possible chance to succeed.
5. **Foster a Culture of Lifelong Learning:** Modelling and encouraging lifelong learning within families, recognising that parents are also learners and that their own development positively impacts their children's educational journey.

Through parental voice and in line with Inverclyde Council's Improvement Plan, we will revisit our policy for attendance, relationships and equalities in line with National and local guidance and best practice.

Expected outcomes for learners				
	Who?	By how much?	By when?	What?
1.	Most children accessing bespoke support from Barnardo's FSW will have improved mental health and emotional wellbeing by June '26.			
2.	Most children accessing bespoke support from Barnardo's FSW will have attendance of at least 90% by June '26.			
3.	Most families accessing bespoke support from Barnardo's FSW will have improved parental engagement with the school by June '26.			
4.	Most families accessing bespoke support from Barnardo's FSW will have a greater understanding of their child's individual needs which will positively impact their parent-child relationships by June '26.			
5.	Most families accessing bespoke support from Barnardo's FSW will have a greater understanding of their child's individual needs which will positively impact their child's readiness to learn by June '26.			
6.	Most identified P4-7 children experiencing barriers to learning (including those from socio-economically disadvantaged backgrounds or with ASN) will show accelerated progress in their attainment, contributing to a reduction in the persistent attainment gap, by June 2026.			
7.	Most P4-7 children accessing TLC support will demonstrate improved emotional literacy, self-awareness and coping strategies, leading to reduced anxiety, increased resilience and the ability to access the mainstream class without stress, by June 2026.			

8. Most P4-7 children accessing TLC support will effectively utilise practical techniques to manage dysregulation, allowing them to return to learning environments more readily and successfully, by June 2026.
9. Most P4-7 children accessing TLC support will feel more confident, secure and able to participate fully in classroom activities, by June 2026.
10. Most P4-7 children accessing TLC support will develop stronger positive relationships with staff and peers and experience an increased sense of belonging within the school community, by June 2026.
11. Most P4-7 children and their families accessing TLC support will receive comprehensive emotional, social and/or academic support addressing needs both within and beyond the school, by June 2026.
12. A cohort of up to 8 identified P1-6 children, will successfully participate in the NHS Neurodevelopmental (ND) Pathway Test of Change assessment block, by June '26.
13. Most families will demonstrate a stronger, more meaningful relationship with the school, actively participating in and supporting their children's learning by June '26.

**If PEF spend is supporting – how much and what?**

PEF funded Teacher to reduce barriers to learning- £77000.00 + pay increases from April '26  
 Barnardo's Family Support Worker full time (35 hours/ week)- £52000.00  
 School of Sanctuary cookbook published (Pupil voice/ participatory budgeting)- £400  
 Family Learning- £1000

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Develop clear internal referral pathways for staff to identify families who would benefit from FSW support.	By end of August '25		HT/ DHT  Barnardo's	
Facilitate one-to-one and group support sessions for parents focusing on positive parenting strategies, understanding child development, and home learning environments.	Ongoing from September '25		HT/ DHT  Barnardo's	
Enhance current provision for parents to foster a welcoming and supportive school environment.	Ongoing from August '25		HT/ DHT  Barnardo's	Parent drop in, Parent led sessions in dedicated space
Further enhance bespoke family learning resources and workshops based on identified family needs.	Ongoing from September '25		HT/ DHT  Barnardo's	

Utilise existing school data to identify the P4-7 children most in need of TLC support.	Term 1		Nurture staff DHT	
Develop a clear timetable and system for pupil access to TLC, ensuring minimal disruption to mainstream class learning.	Term 1		Nurture staff DHT	
Conduct baseline assessments for individual barriers to learning, emotional wellbeing needs and specific learning difficulties when implementing GEM Group, Seasons for Growth and Roots of Empathy.	Term 1 then ongoing through intervention blocks		Nurture staff DHT	
Develop a clear and measurable plan for each child accessing TLC.	By end of Term 1		Nurture staff DHT	
Share successful strategies and resources from TLC with class teachers to enhance inclusive practices across the school.	Ongoing		Nurture staff DHT	
Work alongside ND Team develop a clear co-ordinated approach to assessment for families	Term 1		DHT ND team	Team meetings with extended team
Increase understanding of the ND Assessment process for teaching and support staff working with pupils on the ND Pathway	Term 2		DHT	October inservice day
Utilise family support for children who do not meet the criteria for ND diagnosis.	Ongoing		DHT & Barnardo's	Barnardo's FSW
Post assessment outcomes for families in collaboration with partners.	Ongoing		ND team DHT in collaboration with partners	

Continue to develop our TIE (Time for Inclusive Education) action plan through the working party- roll out to all staff.	Ongoing		Sarah Neilson lead- TIE Working party  All staff & pupils	
Continue to develop our School of Sanctuary status led by the work of our anti racism pupil.	By End of Term 3		Kirsteen Swinney lead- Anti Racism group  All staff & pupils	
Create Newark Equalities Policy.	By End of Term 3		HT, TIE, Anti Racism & GIRFEC pupil groups lead.	
Revise Newark Way for Relationships in line with Scottish Government guidance on behaviour in schools.	By End of Term 2		DHT lead	
Revise Newark Way for Anti-Bullying in line with revised Inverclyde Council Policy.	By end of Term 3		Laura Jackson lead- Respect Me pupil groups	
Child Protection Officer to engage in Signs of Safety training roll out from the HSCP to inform practice and action planning for vulnerable and at-risk children.	By end of November '25 (date TBC)		HT	HSCP partners

#### Measure of Impact: What we will see and where?

How will we measure this? What does "better" look like? How will we recognise better when we see it?

- Impact of Barnardo's FSW Support on Children and Families:**

Most children accessing bespoke support from Barnardo's FSW will demonstrate improved mental health and emotional wellbeing by June 2026, alongside an attendance of at least 90%. Most families receiving this support will show improved parental engagement with the school and a greater understanding of their child's individual needs, positively impacting both their parent-child relationships and their child's readiness to learn by June 2026.

This will be measured through Barnardo's FSW reports, school attendance data, parental feedback, and observations of child wellbeing and engagement in learning.

- Reduced Attainment Gap for Identified P4-7 Learners with Barriers:**



Identified P4-7 children experiencing barriers to learning (including those from socio-economically disadvantaged backgrounds or with ASN) will show accelerated progress in their attainment, contributing to a reduction in the persistent attainment gap, by June 2026. This will be measured by analysis of attainment data specific to these learners, review of their individualised learning plans and progress reports.

- **Improved Emotional Wellbeing & Self-Regulation for P4-7 Learners:**

P4-7 children accessing TLC support will demonstrate improved emotional literacy, self-awareness and coping strategies, leading to reduced anxiety, increased resilience and the ability to access the mainstream class without stress, by June 2026.

This will be measured through wellbeing assessments, pastoral notes/chronology reviews, staff observations, outcome statement pre/ post results and pupil voice (e.g. self-reporting of feelings).

- **Enhanced Self-Regulation Skills for P4-7 Learners:**

P4-7 children accessing TLC support will effectively utilise practical techniques to manage dysregulation, allowing them to return to learning environments more readily and successfully, by June 2026.

This will be measured by reduced instances of critical incidents, improved ability to self regulate in mainstream settings as observed by staff and recorded in pastoral notes and feedback from pupils on their use of coping strategies.

- **Increased Engagement & Participation for P4-7 Learners:**

P4-7 children accessing TLC support will feel more confident, secure and able to participate fully in classroom activities, by June 2026.

This will be measured by increased attendance in mainstream classes, active participation in lessons as observed by staff and positive feedback from pupils and parents on engagement levels.

- **Fostering Strong Relationships & Sense of Belonging for P4-7 Learners:**

P4-7 children accessing TLC support will develop stronger positive relationships with staff and peers and experience an increased sense of belonging within the school community, by June 2026.

This will be measured through observation of social interactions, pupil feedback on feeling valued and connected and staff observations of improved peer relationships.

- **Holistic Support for P4-7 Learners and Families:**

P4-7 children and their families accessing TLC support, in collaboration with the Barnardo's Family Support Worker, will receive comprehensive emotional, social and academic support, addressing needs both within and beyond the school, by June 2026.

This will be measured through weekly meetings with DHT/ FSW, Barnardo's FSW reports, feedback from families on the comprehensiveness of support received and evidence of tailored interventions addressing various needs.

- **Strengthened Home-School Partnership & Parental Capacity for Learning Support:**

Families will demonstrate a stronger, more meaningful relationship with the school, actively participating in and supporting their children's learning by June 2026, equipping parents and carers with practical strategies and resources in literacy, numeracy and health and wellbeing.

This will be measured by increased attendance and engagement in family learning opportunities, parental feedback (e.g. surveys, discussions) on their understanding of learning goals and ability to support learning at home and observed application of strategies in home-learning contexts.

- **Boosted Pupil Confidence, Motivation and Engagement:**

Children will show increased confidence, motivation and a more positive attitude towards school, directly linked to their families' active involvement in their education by June 2026.

This will be measured through pupil voice (e.g. self-reported confidence levels), observation of pupil engagement in learning activities, and sustained improvements in children's overall participation and aspirations.

- **Early Intervention and Equity through Targeted Family Support:**

Families facing barriers to engagement or whose children require additional assistance will receive targeted support, promoting equity and ensuring all learners have the best possible chance to succeed by June 2026.

This will be measured by attendance data for targeted family learning programmes, specific progress tracking of children from these families, and qualitative feedback demonstrating successful barrier removal and enhanced support.

- **Fostering a Culture of Lifelong Learning within Families:**

Families will actively model and encourage lifelong learning, recognising parents as learners whose own development positively impacts their children's educational journey by June 2026.

This will be measured by parental participation in diverse learning opportunities, reported changes in family learning habits and values, and qualitative data on a sustained culture of curiosity and continuous learning within the home.