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Renfrewshire Council Children’s Services

**Newmains Primary School**

**Improvement Plan**

**2019-2020**

As part of Children’s Services, Newmains Primary School has developed this establishment improvement plan which provides a framework for how we intend to achieve Children’s Services’ vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing.*

**National Priorities**

We also have to take account of the Scottish Government’s national improvement framework which provides a vision for education in Scotland, namely to:

1. **improve attainment, particularly in literacy and numeracy;**
2. **close the attainment gap between the most and least disadvantaged pupils;**
3. **improve children’s health and wellbeing; and**
4. **improve children and young people’s employability skills so that they move into positive and sustained destinations.**

**Local Priorities**

* **Reshaping our place, our economy and our future;**
* **Building strong, safe and resilient communities;**
* **Tackling inequality, ensuring opportunities for all;**
* **Creating a sustainable Renfrewshire for all.**

**Renfrewshire’s Education Priorities**

Our priorities will also align with Renfrewshire Council’s education strategic priorities listed below.

* **Develop high quality learning & teaching that leads to improved levels of attainment and achievement in all of our establishments;**
* **Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people;**
* **Support self-evaluation and performance improvement throughout our establishments;**
* **Develop high quality leadership for staff at all levels;**
* **Support high numbers of our young people to enter positive destinations and sustained post-school destinations.**

**Pupil Equity Funding**

Our school received Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

##### Planning framework

**Our school’s Vision, Values and Aims**

**Our vision at Newmains Primary School is - *Be Your Best***

**Our values are - *Respect, Kindness, Honesty and Fairness***

**Our aims of Newmains Primary School are:**

### 1) SAFE -Our children will be welcomed into a safe and caring environment. We will work to protect the pupils from abuse, neglect and harm within the community. Teachers will develop a trusting relationship with each individual and ensure that the appropriate procedures are followed.

### (2) HEALTHY - All of our pupils will have the opportunity to attain the highest possible standard of physical, social and emotional health, through a cross-curricular approach which encourages a healthy lifestyle. This includes active PE, healthy eating choices and a supportive Health and Wellbeing programme, delivered within a safe environment.

### (3) ACHIEVING - Our children will have equal access to a broad range of positive learning environments through a wide and varied curriculum. The pupils will have opportunities to achieve their fullest potential through the development of their skills and knowledge, encouraging every child to develop their confidence and self-esteem.

### (4) NURTURED - We will ensure that children are supported in their family setting through good home links and have access to any services which will enhance this support. All staff will ensure that each child has a positive and

### rewarding experience of school life.

### (5) ACTIVE - In conjunction with partners, we will both encourage and provide a range of opportunities for our pupils to involve themselves in curricular, extra-curricular and playground activities in order to foster a positive attitude to being active, which in turn will enhance their health, well-being and social skills.

### (6) RESPECTED AND RESPONSIBLE - Newmains will strive to ensure that in decisions which affect them, the views of pupils, carers and staff are welcomed and given due consideration. We will encourage pupils to work in partnership with others to make decisions about their role in personal learning, in the life of the community and our wider world.

(7) INCLUDED *–* Wewill strive to provide high quality learning and teaching for pupils recognising specific social, educational, environmental and economic barriers experienced by pupils and will take steps to overcome them. Newmains will engage with our partner services to counter inequalities of all kinds, which create barriers to learning.

Who did we consult?

In developing this plan, we sought the views of pupils, staff and parents. We used a variety of methods of getting the views of those who are

involved in the life and work of Newmains Primary School as follows:

**Pupils are consulted through:**

Class discussions, Circle time, School Committee meetings as well as class input, suggestion boxes, weekly school assemblies, questionnaires, Pupil, Teacher, Parent Conferences.

**Staff are consulted through:**

Regular staff meetings, Professional review and development meetings, Regular planning and tracking meetings with SMT, Professional dialogue meetings, Review of School Improvement through HGIOS 4 indicators, Auditing current practice, Cluster events and working parties, Transition events, CPD activities relation to School Improvement priorities, Inter agency working, Collegiate and in service activities, GLOW and ICT communication.

**Parents are consulted through:**

Parent Council meetings, Primary 1 new entrants meetings, Pupil/Teacher/Parent Conferences in October, February and May, Open afternoons/evenings for each stage organised over the course of the session, Curricular events, Pupils reports issued in May, regular School Newsletters, The school website, The school app, Twitter, Parent surveys, Collaborative meetings.

The opinions of other services supporting the work of the school are also sought through discussion. Action plan discussions with Lisa Henderson, Educational Psychologist, Andrew Mitchell, Active Schools Coordinator, Paul Harrison, Home Link Worker. Action plan with Carolyn Russell and Renfrew Care home in relation to Intergenerational quiz. Cluster meetings throughout session, Pre-5 meetings throughout session. The school is sensitive to the views of the community and responds quickly to any concerns raised. The school works closely with Parent Council, local minister, Home link worker, Tesco, Sainsbury, Morrisons.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How we will know if we are achieving our aims?

We will monitor and evaluate the progress we are making to achieve the key outcomes set out in this plan.

The management team monitors the work of the school. This consists of the Head Teacher, two Depute Head Teachers and Principal job share teachers. The HT has overall responsibility for the school. One DHT is delegated responsibility for P.1 - 3, the other DHT for stages P4 - 7. The PT’s main remit is Health and Wellbeing including PE and Rights Respecting Schools. The senior management team regularly meet to review the progress of children and where appropriate contact parents to discuss concerns or share successes. All staff are encouraged to engage in self-evaluation and evaluate the learning experiences of the pupils.

Staff meet with the SMT to discuss their forward plans, learning and teaching, assessment data, the pace of work, supports for learning, use of classroom assistants and any concerns that they may have about pupils’ progress, behaviour, homework, attendance and pastoral issues. The HT agrees a focus for monitoring classroom practice with staff and set up planned observations in addition to informal visits. Teachers are provided with written feedback following formal class observations and the content is discussed. Standardised Assessments will be carried out in P1, P4 and P7 during the session. Big Writing assessments are completed in August, January and May. The new numeracy plans developed by Renfrewshire Council are used at each stage. As children complete a pathway within each level they complete an assessment in order to gauge understanding and progress. Data used include: CfE Teacher judgement; GL Assessment data in P2, P3, P5 and P6; SNSA data in P1, P4 and P7; Screening assessment in P2, Pupils progress in meeting targets; pupil attendance; returns from questionnaires; pupils’ progress from prior levels of attainment.

The pupil support coordinator produces detailed information for all staff with regards to children in their class. Pupil support coordinator shares information with parents through meetings over the session.

A calendar has been established throughout the session incorporating a planned programme of monitoring and evaluating strategies:

Scrutiny of Assessment data during termly tracking meetings. Forward planners discussed and informed three times.

Staff evaluations on learning and teaching in line with planners each term and shared during transition meetings between stages, Monitoring of pupils’ work, Regular staff meetings with an agreed agenda, Planned programme of monitoring of learning and teaching incorporating classroom visits, peer visits between staff, working with focus groups and self-evaluation procedures, Tracking Meeting to discuss progress and interventions using new Tracking sheet, Monthly monitoring of attendance and late coming, Staff surveys and evaluations using questionnaires and HGIOS indicators, Annual Professional Review and Development meetings with all staff, Pupil Committees, Parent surveys, Pupil surveys

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children’s Services’ staff

**Action Plan**

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| **School priority 1: To improve quality of Learning and Teaching Experiences leading to improved levels of attainment and achievement** | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| 1  4  5  6 | 1.3  2.2  2.3 | **Curriculum**  **We will:**   * Create a culture of professional learning for all with teacher agency at the centre (October 2019) * Staff will collaborate with pupils and parents to design a curriculum rationale for pupils at Newmains (ongoing) * Connect Curriculum for Excellence Experiences and Outcomes Under themes to create contexts for learning with progression pathways from P1-P7 (Ongoing) * Develop clarity in how the curriculum can offer coherence and relevance whilst providing flexibility to reflect the context of the school * Create a shared understanding of how the curriculum should be organised and delivered. * Provide professional learning for staff relating to curriculum rationale (Ongoing) * Introduce our curriculum rationale to our wider school community (May 2020) | HT  SMT  CTs    CAs | **Learners**   * will benefit from more knowledgeable and skilled staff * will benefit from a curriculum which is unique to their own context * will benefit from opportunities to develop skills for learning life and work   **Staff**   * will benefit from protected time within the WTA to develop a curriculum which will be relevant to the current needs of pupils in our school * will be confident and skilled in developing progression pathways * will benefit from having a deeper knowledge and understanding of relevant national and local policies including HGIOS4, National Improvement Framework and Developing the Young Workforce * will work collegiately with colleagues to ensure appropriate progression for all learners   **Families**   * will be involved in developing the curriculum rationale with staff and pupils and will have a better awareness of learning pathways and how they relate to children’s day to day learning | We will measure the impact of this intervention through:   * Regular professional dialogue with staff * Quality assurance and monitoring calendar – class visits, sampling pupils work, planning documents * Use of 5 point scale by staff to measure understanding and confidence in developing curriculum rationale * Questionnaire to parents to gauge understanding and involvement of curriculum rationale |
| **School priority 2: Raising Attainment in Literacy** | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| 2  4  6 | 1.2  2.2  2.3  3.2 | **Assessment and Moderation – Cluster focus – Reading**  **We will –**   * continue to embed & extend evidence-based approaches to the teaching of reading as highlighted within the Primary Literacy Coaching Programme (P1-3) & Dive into Reading (P4-7) strategies * Develop a deeper understanding of the moderation cycle through participation in cluster moderation using reading outcomes (November 2019) * Develop a shared understanding of approaches to reading and comprehension across the school to ensure progression and consistency * Moderate assessment judgements through sampling learners’ work and discussing standards and progress with cluster school (February 2020) * Continue to implement Reading Eggs and introduce IDL to support children with dyslexia. (**PEF)** | HT  Literacy Champions  Literacy Coordinator  CT - **PEF** | **Learners**   * will benefit from more accurate professional judgements of achievement leading to more appropriate support and challenge * will have increased opportunities to develop breadth, challenge and application across learning   **Staff**   * will extend their range of formal and informal reading strategies * will gain an improved understanding of moderation processes * will demonstrate greater confidence in professional judgements ensuring greater consistency * will improve the quality of assessments leading to more accurate judgements of pupils progress * will develop shared expectations of learning, standards and progression   **Families**   * Will have greater confidence in practitioner judgements in reporting | We will measure the impact of this intervention through:   * Monitoring of long and short term planning * Progress/target setting/tracking meetings * quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations * Teacher professional judgement surveys * Moderation evaluations and decisions about accuracy of teacher professional judgement * SNSA / GL assessment * Parental feedback from parents evenings, progress reports, seesaw |

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| **School priority 3: To improve quality of Learning and Teaching Experiences leading to improved levels of attainment and achievement** | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| 1  2  5 | 1.1  1.2  1.3  2.2  2.3  3.1  3.2 | **Primary 1 Pedagogy**  **We will**   * Implement an active approach to learning through our P1 pedagogy, utilising the knowledge gained from pedagogy course (Ongoing) * Engage in Professional Learning opportunities with Strathclyde University to explore pedagogy (August 2019) * reflect on how young children learn and what this means to practice in the classroom * work closely to monitor the implementation of this approach fully in P1 and use knowledge gained to support implementation in P2. * ensure pedagogy is consistent with the curriculum rationale being developed (Ongoing) * involve parents and ensure that they are given knowledge and understanding of this new approach (August 2019, May 2020) | HT  DHT – SG  P1 staff  Early Years Officer - **PEF** | **Learners**   * will have exposure to a more play based approach to learning * will benefit from enhanced quality of learning experiences * will demonstrate increased engagement, practice, attainment and confidence in their learning * will become more independent, active and engaged in their learning journey   **Staff**   * will benefit from high quality professional learning opportunities * will be more confident about the provision of a more play-based approach to learning * will be skilled to create an effective learning environment   **Families**   * will have increased awareness of how the school is approaching learning in Primary 1 and how to support their child and the school with this approach   . | We will measure the impact of this intervention through:   * monitoring long and short term planning * tracking and progress meetings * Professional dialogue * quality assurance activities – classroom visits, sampling of pupils work and pupil learning conversations * SNSA * Teacher professional judgement * Parental feedback from parents’ meetings, pupil progress reports, sharing learning events, Seesaw |

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| **School priority 4: Promote Health and Wellbeing throughout our school community** | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| 1  2  5 | 1.1  1.2  1.3  3.1  3.2 | **Renfrewshire’s Nurturing Relationships Approach**  **We will:**   * Continue to work with our Educational Psychology Colleagues to promote a nurturing ethos (November 2019) * Staff will engage in a Core Group to ensure the implementation process and continuous improvement cycle. This includes: * Continuing with All Behaviour is Communication Principle * Creation and implementation of an Action Plan for 2019/20 * Effective practice shared and embedded across the school community   (June 2020) | HT  DHTs  Core group  CTs  Support Staff  EP | **Learners**   * Will be able to expect appropriate support from adults to allow them to grow and develop and reach their full potential * Will benefit from a nurturing approach applied at both targeted and universal level * Will benefit from inclusive, respectful relationships across the school * Will be exposed to high expectations and structure with high warmth and support across the school   **Staff**   * Will benefit from a consistent approach to the promotion and implementation of nurture principles throughout the school * Will be skilled to develop the growth and development of children through a focus on wellbeing and relationships * Will develop approaches to support behaviour, wellbeing, attainment and achievement through implementation of nurturing principles * Will model a nurturing approach in all their interactions within the context of the classroom and the school community   **Families**   * Will experience respectful and open tone whilst being encouraged to work alongside the school | We will measure the impact of the intervention through:   * Cycle of development, monitoring and evaluation of implementation of Action Plan * Monthly behaviour data which will monitor changes to behaviour * Progress/target setting/tracking meetings * Feedback from parents, pupils and partners * Wellbeing self-assessments      * Boxall profiles |
| **School priority 4: Promote Health and Wellbeing throughout our school community** | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| 2  3 | 2.4  2.7  3.1 | **Do-BeMindful**  **We will:**   * Implement Do-Be-Mindful programme to all members of staff to support staff with the mindfulness programme for pupils   (August 2019)   * Introduce pupils to the Do-BeMindful Explorers programme (October 2019) * Invite interested parents to participate in the Do-BeMindful programme (January 2020)   **(PEF)** | HT  All staff | **Learners**   * Will benefit from a mentally healthy school where Health and Wellbeing is a high priority for all and is modelled by staff throughout the school * will benefit from greater awareness of mental health within the school community where emotional wellbeing is promoted * will be supported to develop their emotional literacy and self-regulation skills   **Staff**   * will benefit from leadership opportunities to shape the school ethos and curriculum * will have increased confidence in understanding emotional wellbeing and improving classroom management * Will take more responsibility for self- care by following mindfulness programme   **Families**   * will have ideas and strategies that they can try at home in relation to mindfulness * will benefit from greater awareness of mental health within the school community where emotional wellbeing is promoted | We will measure the impact of the intervention through:   * survey responses completed by staff, pupils and parents * Wellbeing wheel self- evaluation by pupils * Professional dialogue * Staff wellbeing survey – the wellbeing toolkit |