



Renfrewshire Council Children's Services

Newmains Primary School
Improvement / Recovery Plan
2020-2021

Planning framework

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.**

Renfrewshire's Education Priorities

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on the next page.

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.

Renfrewshire's Council Plan 2017-2027

Working together for a thriving and connected Renfrewshire, creating opportunities for all

Reshaping our
place, our
economy, our
future

Building strong,
safe and resilient
communities

Tackling inequality,
ensuring
opportunities for all

Creating a
sustainable
Renfrewshire for all

Working together
to improve
outcomes

Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

Develop high quality
learning and teaching that
leads to improved levels of
attainment and
achievement in all of our
establishments

Reduce inequalities and
deliver improved health and
wellbeing outcomes for
children and young people

Develop high quality
leadership to promote
empowerment at all levels

Improve employability skills
and support all of our
young people to enter
positive and sustained
destinations

Our 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 - We will 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?

To identify our priorities for improvement, we sought the views of staff, pupils, parents and the wider community. We used a variety of methods of getting the views of those who are involved in the life and work of Newmains Primary School such as:

Staff are consulted through:

- Regular meetings as a whole school and as departments
- 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
- CPD activities in relation to School Improvement priorities
- Inter agency working
- Collegiate and In-Service activities
- GLOW and ICT – staff and parent communication

Parents are consulted through:

- Parent Council meetings
- Transition events and meetings
- Parent Council meetings
- Parent / Teacher / Pupils conferences - three times a session
- Parents consulted about PEF and SIP when attending parents meetings
- Pupil Progress Reports
- Whole school open evenings and concerts
- School annual planner and regular newsletters
- School website, school app and twitter
- TAC Framework
- Parental Questionnaires
- Consultation after March was really with the Parent Council only due to the lockdown

Pupils are consulted through:

- Class discussions
- Various committees
- House captains
- TAC meetings
- Suggestion boxes
- Weekly school assemblies
- Questionnaires
- Pupil / Teacher / Parent Conferences

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities.

Others / Community consulted through:

- Consultation with Active schools coordinator
- Consultation with Home Link Worker
- Action plan with Carolyn Russell and Renfrew Care home in relation to intergenerational quiz
- Cluster meetings throughout the session
- Pre-5 meetings throughout the session
- Work with local minister, Tesco, and Morrisons
- Regular contact from designated member of SMT
- Nursery Liaison

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 measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

Quality Assurance

- Staff meet with SMT to discuss forward plans, learning and teaching, assessment data, pace of work, support for learning
- Calendar established for the session incorporating a planned programme of monitoring and evaluating strategies
- Planned programme of monitoring of learning and teaching incorporating classroom visits, peer visits between staff CfE Teacher judgement levels of attainment
- Regular assessments such as spelling, Big Writing, numeracy and maths assessments
- SNSA Data at P1, P4 and P7
- Tracking Meeting to discuss progress and interventions using new Tracking sheet
- Overall progress towards set targets
- Data collected nationally and/or locally
- Analysis of other key performance data such as – finance, pupil/staff attendance, pupil exclusion rates, fire safety and health safety
- Survey returns

People's Views

- Regular staff meetings with an agreed agenda
- Staff surveys and evaluations using questionnaires and HGIOS 4 indicators
- 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
- Annual Professional Review and Development meetings with all staff
- Pupil Committees and pupil surveys
- Parent Council meetings and Parent surveys
- Cluster working
- School website, school app and blog
- Open afternoons and evenings

- Parents workshops and information events
- In-Service training for staff
- Evaluations from staff including planning and sharing good practice.

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

Improvement Priority 1: Promote the positive health and wellbeing of children & young people, parents/carers and staff			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
QIs 2.1-2.4 QI 2.7 QI 3.1	<ul style="list-style-type: none">Improvement in attainment, particularly in literacy and numeracyClosing the attainment gap between the most and least disadvantaged childrenImprovement in children's and young people's health and wellbeingImprovement in employability skills and sustained, positive school leaver destinations for all young people		<div><div>1. School Leadership</div><div>2. Teacher Professionalism</div><div>3. Parental Engagement</div><div>4. Assessment of Children's Progress</div><div>5. School Improvement</div><div>6. Performance Information</div></div>
Rationale for change	Outcome and Expected Impact	Measures	Intervention
Following this extended period of working from home, we recognise the importance of ensuring all staff feel safe and secure about a phased return to school. We will ensure that time and space is provided to actively promote staff health and wellbeing.	<p>By August 2020, all staff understand and implement policies and procedures in relation to social distancing, hygiene and use of outdoors.</p> <p>By December 2020, all staff will have an enhanced knowledge and understanding of programmes, resources and strategies available to support their own wellbeing. All staff will feel less anxious in their daily practice.</p> <p>By December 2020, all pupils will have an understanding of their emotions which will make them feel less anxious in their daily lives.</p> <p>By June 2021, all pupils will have an understanding of the nurture principle - All Language is Communication as part of RNRA programme.</p>	<p>Policies and procedures issued to staff and discussed at virtual collegiate meetings evidence that clear and consistent messages are being provided.</p> <p>Minutes of collegiate meetings show that time is set aside to allow for full discussion of policies and procedures to alleviate any staff concerns.</p> <p>Pre and post CLPL training survey shows an increase in understanding and confidence in all staff. (Scale 1 to 5)</p> <p>Pre and post Emotion Works programme survey shows an increase in awareness of emotions in pupils and their understanding of how to gain support to alleviate concerns. PEF</p> <p>A working party will continue to develop the work of the school. They will use questionnaires with staff, parents and pupils to identify next steps and evidence of stakeholder involvement. Staff will work with individuals and groups where possible to support emotional wellbeing. PEF</p> <p>Participation rates show that all staff have engaged in CLPL and most staff have participated in drop-ins/optional activities.</p>	<p>Plan the collegiate calendar/INSET in collaboration with staff to include dedicated time for staff wellbeing activities.</p> <p>Ensure there are clear channels of communication so that all staff are fully informed of policies, procedures and arrangements during, and post Co-Vid 19 phasing.</p> <p>All staff will complete Renfrewshire's 'Understanding the mental HWB of CYP' and eLearning modules 'Psychological First Aid' and SAMH (Scottish Association for Mental Health) module 'We all have mental health'.</p> <p>All pupils will take part in Emotion Works Recovery programme</p> <p>Identify additional evidence-based resources/programmes/activities to use to promote staff wellbeing in a nurturing environment. For example, use of 'Nurture Group Network Wellbeing Toolkit for professionals'.</p> <p>Identify professional reading texts and introduce a monthly book club/guided</p>

(PEF) denotes interventions/activities funded through Pupil Equity Funding

		<p>Staff self-evaluation as part of the PRD process demonstrates that all staff feel less anxious and more confident in relation to their own wellbeing.</p> <p>Collegiate/INSET programme shows that a range of staff wellbeing activities opportunities are being provided.</p>	<p>reading. e.g. Anna Freud materials, Columba 1400 'Spirit of Success'.</p> <p>Introduce weekly 'coffee and chat' drop-in sessions for all staff and/or SMT/PT drop ins for PTs/departmental colleagues. Individual staff members will access the schools' Counselling service for consultation and/or Renfrewshire's 'Time for Talking' for personal support.</p>
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Improvement Priority 2 To plan and implement a phased return to the establishment for CYP and staff			
HGIOS/HGIOELC QIs QIs 1.3-1.5 QIs 2.1-2.4 and 2.6 QI 3.1	NIF Priorities <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Following several months of lockdown, it is necessary to have a clear plan in place for the phased return of children and young people (CYP) and staff to our establishment, in line with local and national guidance.</p> <p>Should a further lockdown be imposed we want to be well-prepared to ensure that CYP can engage in learning at home.</p>	<p>By August 2020, clear capacity and capability planning ensures that staff who are able to work in the establishment will return and the others will work from home.</p> <p>By August 2020, staff have increased knowledge of guidelines and expectations when working in school or at home.</p> <p>By August 2020, all staff ,CYP and parents/carers have increased knowledge of health and safety measures and will evidence the implementation in their practice. These include hygiene and social distancing measures, within the establishment and in outdoor areas.</p> <p>By August 2020, CYP begin a phased return to the establishment as per SG guidance and successfully engage in a blend of home and school learning.</p> <p>By October 2020, all stakeholders have an increased knowledge of our business continuity arrangements in the event of another lockdown. We have an improved understanding of what needs to be done pre, during and post lockdown. We have</p>	<p>The capacity planning return to Newmains demonstrates that there is clarity about the availability of staff and the reasons why some may need to continue working from home in line with Public Health Scotland guidance.</p> <p>Teachers' planning will evidence that all teachers know and follow the LA Guidance on Remote Learning and the school's plan for 'blended' learning.</p> <p>Timetables and recovery plans show that CYP are grouped in cohorts with maximum of 15 CYP per class/base and patterns of attendance align with SG social distancing guidance.</p> <p>The Recovery guidance, Business Continuity plan, Health and Safety workplace assessment and Co-Vid 19 Risk assessments demonstrate that local and national guidance is being followed and that clear and consistent messages are shared with staff, CYP and parents/carers.</p> <p>Minutes of staff meetings show that staff are involved in the recovery planning process.</p>	<p>Adapt Health and safety risk assessment to local context.</p> <p>Undertake the H&S workplace assessment using "COVID workplace checklist" Follow clear protocols in the event of someone becoming unwell and/or presenting with Co-Vid 19 systems Refer to document: Risk assessment educational establishments</p> <p>Contextualise the LA 'Recovery guidance for schools and early years establishments' and retain for own establishment.</p> <ul style="list-style-type: none"> Reducing potential exposure Social distancing Hygiene and protection Cleaning regimes <p>Create a staff (teaching and support) timetable for those available to work in the establishment and those working from home. Staff timetables will reflect a 'blended' learning approach for CYP and will maximise learning outdoors.</p> <p>Plan for phased return of priority groups, divide into cohorts and establish attendance patterns. Minimise movement of CYP. Staggered arrivals, departures, breaks. Finalise Consortium arrangements.</p>

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	<p>learned lessons from the previous lockdown and are well-prepared to provide learning at home, at relatively short notice, should it be required.</p>	<p>Observations of the internal and external building flow will demonstrate that in almost all instances, staff, CYP, parents/carers and visitors are adhering to the health and safety measures.</p> <p>Pre and post CLPL training surveys show an increase in understanding and confidence in all staff (Scale 1 to 5) in, for example, use of digital platforms for remote learning.</p> <p>Communication to all stakeholders through digital platforms including Seesaw (PEF) evidence that clear and consistent messages are being conveyed to all in the school community.</p> <p>The Business Continuity plan (BCP) outlines detailed arrangements and actions to be taken (pre, during and post) in the event of a further lockdown to provide as much educational continuity as possible.</p>	<p>Explore online large-group lecture style opportunities with follow-up small-group tutorials when in school</p> <p>Develop a clear learning, teaching and assessment plan that assesses the wellbeing and learning needs of CYP and provides both learning within the establishment and at home. Priorities initially to re-engage CYP and families, establish routines and ensure wellbeing needs are met. New learning will be planned when CYP are ready. Identify and address staff CLPL needs particularly around digital learning pedagogy, wellbeing and learning outdoors.</p> <p>Complete and retain the establishment 'Business Continuity Plan', using the LA template, in consultation with staff and CYP.</p> <p>Develop a plan for communicating and engaging with parents and the wider community about key messages, protocols and expectations.</p>
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Improvement Priority 3 Develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy and numeracy			
HGIOS/HGIOELC QIs QI 1.2 QIs 2.2 & 2.3 QI 3.2	NIF Priorities <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 		NIF Drivers <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
Following this extended period of school closure, we recognise the increased importance of formative assessment and use of evidence-based pedagogies in literacy and numeracy to identify and address gaps in the attainment and achievement of children and young people.	<p>By September 2020 all staff will recognise and effectively use evidence of learning experiences previously collected to inform judgements on learners' progress during the period of school closure to plan appropriate revision and next steps in learning.</p> <p>By September 2020 teaching staff will have increased knowledge of and will evidence in their practice a range of targeted, evidence-based pedagogies in literacy and numeracy to support blended learning experiences both in school and at home as part of a wider recovery curriculum.</p> <p>By September 2020, all staff will use a range of assessment data and evidence-based approaches to raising attainment in literacy and numeracy to support and challenge CYP appropriately through considered approaches to differentiation.</p> <p>By October 2020, staff will use IDL programme and Toe by Toe to support children who are dyslexic to meet needs. (PEF)</p>	<p>Teachers' planning will demonstrate skilled use of formative assessment to inform appropriately differentiated learning and teaching to meet the needs of individual children.</p> <p>Pre and post CLPL surveys demonstrate that most/almost all staff have increased confidence in applying concepts from CLPL relating to learning, teaching and assessment.</p> <p>Teachers' planning reflects the Renfrewshire literacy and numeracy approaches in class-based learning, opportunities for home learning, learning online and learning outdoors. (PEF)</p> <p>Attainment and tracking data for almost all CYP shows that they are making progress in literacy, numeracy and health and wellbeing with a trend towards closing identified attainment gaps.</p> <p>Attainment and tracking data for pupils who are dyslexic will show that they are making progress with a trend towards closing the attainment gap. (PEF)</p> <p>Quality assurance activities demonstrate clear impact of professional learning on the quality of blended learning experiences.</p>	<p>Teachers and school leaders will use the 3 Domain Model and formative assessment strategies to assess the progress and learning needs of individual pupils and to inform planning of appropriate learning experiences in literacy and numeracy.</p> <p>Continue to make skilled use of formative assessment strategies to inform next steps in learning, and access CLPL or professional reading, linked to these approaches, where required e.g.:</p> <ul style="list-style-type: none"> Learning Intentions & Success Criteria Effective questioning Feedback Peer/self-assessment <p>Where required, practitioners will access high quality CLPL to promote understanding on approaches to differentiation.</p> <p>The Renfrewshire literacy and numeracy checklists and guidance outlined in Renfrewshire's Learning and Teaching Position Paper will be used to inform planning of learning experiences, particularly in relation to a blended learning approach, incorporating school-based lessons, home learning packs and continued online learning.</p>

(PEF) denotes interventions/activities funded through Pupil Equity Funding

	<p>By October 2020, CYP's engagement in blended learning and independent working skills will be increased using a combination of effective learning approaches, digital tools and ongoing nurture support.</p> <p>By October 2020, staff will have improved skills and increased confidence in using digital tools to support blended learning.</p> <p>By December 2020, staff will have improved skills and increased confidence when developing literacy comprehension activities with children.</p> <p>By December 2020, staff will be implementing Big Maths / CLIC Maths with confidence to support children's learning in numeracy.</p>	<p>Informal classroom visits, monitoring of online/home learning activities and use of specific tools e.g. reader engagement surveys will highlight increasing pupil engagement, effective use of digital platforms and independent working skills.</p> <p>Pupil voice demonstrates that almost all CYP enjoy learning, at home and online, and can talk confidently about their learning and next steps.</p> <p>Teachers' planning and tracking of comprehension activities will demonstrate that children are progressing at an appropriate level.</p> <p>Teachers' planning and tracking will demonstrate that children are progressing in numeracy at as appropriate level.</p> <p>Pre and post CLPL surveys will demonstrate that almost all staff have increased confidence in supporting blended learning approaches including the skilful use of digital tools. This is evidenced in daily learning and teaching practice.</p> <p>Monitoring and tracking information will evidence that all CYP have access to sufficient hardware and data to enable online learning.</p>	<p>Continue to embed & extend evidence-based approaches to the teaching of literacy and numeracy:</p> <ul style="list-style-type: none"> • Primary Literacy Coaching Programme • Dive into Reading • Dive into Writing • Disciplinary Literacy • Stages of Early Arithmetical Learning • Concrete-Pictorial-Abstract progression • Promotion of Growth Mindset <p>Continued, tailored support will be requested as required from the Attainment Team including Development Officers and Modelling and Coaching Officers.</p> <p>Where required, practitioners will access CLPL on digital learning pedagogy to promote a shared understanding of, and provision of, high quality learning online.</p> <p>The school Digital Champion will continue to participate in LA meetings and disseminate information and best practice approaches to the staff team.</p> <p>The school will buy Chromebooks to support children in school and those who cannot access online learning. (PEF)</p> <p>Staff will keep abreast of resources and guidance in relation to digital and home learning. Websites such as Renfrewshire's 'Home Learning' and the national 'Scotland Learns' site will be used to support this process.</p> <p>https://blogs.glowscotland.org.uk/re/resources/tosupportlearning/</p> <p>https://education.gov.scot/improvement/scotland-learns/</p>
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(PEF) denotes interventions/activities funded through Pupil Equity Funding

Improvement Priority 4 To ensure effective use of data and evidence to plan for recovery			
HGIOS/HGIOELC QIs QI 1.1,1.3 QI 2.3 QI 3.1,3.2	NIF Priorities <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Prior to lockdown, all staff have been becoming more familiar with what data is important for tracking and planning for improvement. During the recovery phase a broader approach to data is required to ensure that the data which is important now is being considered and used for planning for recovery.</p>	<p>By October 2020, all practitioners will have increased confidence and knowledge in what data they should be using to track health and wellbeing and progress of learning. They will use this evidence to target and design interventions and inform approaches to blended learning.</p>	<p>All planning associated with learners demonstrate a range of data sources being considered.</p> <p>Data gathered through quality assurance process will evidence that almost all staff have effectively planned approaches to blended learning,</p> <p>Evaluative evidence will demonstrate that the learners requiring support have been identified and appropriate interventions have been implemented.</p> <p>Almost all children and young people report that universal/ targeted/ intensive supports met their needs during transition and blended learning.</p> <p>Almost all children and young people have demonstrated increased participation and engagement throughout blended learning.</p>	<p>Staff will engage with Dive into Data (Data for Recovery) professional learning provided by Management Information Officer and Attainment Advisor</p> <p>Staff will engage with professional learning on effective approaches to blended learning for example, approaches to formative assessment, differentiation and remote pedagogy.</p> <p>Effective collation of wider evidence on pupil experience during lockdown/blended learning. For example, situational poverty linked to employment loss, newly in receipt of free school meals, learner engagement with online learning/classroom learning.</p> <p>Learner/teacher/parents' views of blended learning approaches</p> <p>Evidence used to identify key trends and inform school recovery planning.</p>

(PEF) denotes interventions/activities funded through Pupil Equity Funding

			<p>Evidence used within classrooms to understand learner experience and plan next steps in health and wellbeing support and learning.</p> <p>Progress measured through ongoing evaluations to ensure the needs of CYP are being met (adapt/adopt/abandon).</p>
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