



Newmains Primary School



STANDARDS AND QUALITY REPORT

June 2020

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2020-2021. I hope that you find it helpful and informative.



Carol Cooke /

Head Teacher

OUR SCHOOL

Newmains Primary School is a non-denominational school in Renfrew. The school has an excellent reputation in the community and is known for the caring ethos it provides for children and for its very good participation in the local community. The school community prides itself in the work that they put in to recently achieving its Silver Rights Respecting School Award and Gold Sports Scotland Award. The school building is 50 years old and provides good facilities including a well-resourced gym hall and comfortable and calming Nurture Room. We have a bright and welcoming foyer and a dining room where food recycling is managed by the pupils. The school grounds have been extensively upgraded through the addition of numerous items of fixed playground equipment, creation of an outdoor classroom and the large grassy area provides a wealth of opportunities for outdoor play and learning. Newmains Primary School has a role of 382 and 26% of children attend the school as the result of placing requests. There is a Head Teacher, two Depute Head Teachers two job-sharing Principal Teachers. There are 17.4 teachers, two office staff members, 1 Early Years Officer, 2.2 classroom assistants, 2 additional support needs assistants, a home link worker, a business support officer and peripatetic teachers for music English as a Second Language and a teacher of the deaf. The environmental services team comprises of a janitor, catering and cleaning staff. The staff work hard to provide a positive and supportive learning environment where children are motivated to work together to be their best which is the vision for the school.

OUR VISION, VALUES AND AIMS

Our Vision - *Be Your Best*

Our Values - *Kindness, Respect, Honesty and Fairness*

The aims of **Newmains Primary School** are to ensure our pupils are safe, healthy, achieving, nurtured, active, respected and responsible and included. All staff, led by the Head Teacher, will be responsible for achieving these aims.

SAFE – Our children will be welcomed into a safe and caring environment.

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.

ACHIEVING – Our children will have equal access to a broad range of positive learning environments through a wide and varied curriculum.

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.

ACTIVE – In conjunction with partners, we will encourage and provide a range of opportunities for our pupils to involve themselves in a range of activities which in turn will enhance their health, wellbeing and social skills.

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.

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.

SUCSESSES AND ACHIEVEMENTS

- ✓ The school recently achieved A Cycle Friendly Award during the lockdown.
- ✓ The school achieved Rights Respecting Schools Silver Award.
- ✓ The school achieved Sport Scotland Gold Award
- ✓ Two pupils from our school were in the winning team for our cluster school general knowledge quiz.
- ✓ Our P6 pupils have worked closely this year with Renfrew Care home as part of their intergenerational work. They joined the members in teams to be part of the intergenerational quiz.
- ✓ Family Learning Literacy events, such as P1 Book Bugs, P2,3 Read Write Count were well attended and enjoyed by Parents/Carers and Pupils.
- ✓ Targeted groups of pupils have built confidence in reading this session through reading to our therapist Bute. The pupils read to Bute when she visits the school weekly with her owner Betty and have built confidence in their reading since starting.
- ✓ We continue to welcome a wide variety of community events including Church of Scotland, YMCA Play and Learn Scheme, Community Police talks, Active School events, Skoobmobile, I Am Me Cinebus, SSPCA and NSPCC seminars as well as a variety of school trips to enhance pupil's learning experiences.
- ✓ All pupils and parents were invited to attend an Open Evening which highlighted the excellent work completed by all classes in relation to our school theme 'The Natural World'.
- ✓ All pupils were involved in Committees in the school and took part in various Master Classes.
- ✓ Money was raised for a number of charities through various ventures including enterprise topics and our Charity Committee.
- ✓ Children participated in the Renfrewshire Leisure Olympics competition during Lockdown.
- ✓ Staff, pupils and parents were fantastic as they all worked with online learning during the lockdown. Parents were very appreciative of the work of the school to support pupils and families during this difficult time.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- All teachers have taken on leadership roles linked to their skills and interests including leading our Committees and Masterclasses within the school. This ensures collaborative working to improve our school and provide opportunities for all our learners.
- A DHT has started on the Into Headship course to gain further knowledge on many aspects of leadership.
- This session we continued with our whole school committees and have provided opportunities for all our children to play an active role in the school community and to lead improvements across the school. Committees include: digital leaders, recycling, Fairtrade, food technology, library and outdoor learning. This ensures that pupil voice is heard and pupils have opportunities to make a genuine difference to their school.
- One of our Classroom Assistants once again set up and organised a lunch club for children with social and emotional needs. This enabled targeted children to successfully discuss their social and emotional needs.
- P7 children took on the role of buddies for our P1 children which involved initial visits to the nurseries. This gave the P7 children an important leadership role to play in the school and enabled them to develop important relationships with the new P1 children.
- House system to encourage the sense of team and community, with P7 taking leadership roles as house captains.
- We have continued to address raising of attainment by continuing with our core nurture group looking at All Behaviour is Communication and how we can embed this nurturing approach at school level.
- During lunch breaks P6 became Reading Buddies to support some of the P2 children.
- All staff showed great skills and commitment when moving to online learning supply packs for each child and using the Google Classroom platform. Staff provided high quality support to pupils and families throughout the lockdown which encouraged pupil engagement online.

Teacher Professionalism

- All teachers and support staff participated in further training on nurture approaches in school. Teachers continue to have a better understanding of some of the social and emotional difficulties that pupils have and approaches to support them. This has resulted in a change to our promoting positive behaviour policy within the school and the school continuing with a more inclusive Masterclass approach allowing more choice for our pupils and opportunity for them to take part in activities they may not have access to outside of school – links to Developing Young Workforce (DYW).
- Staff trained in 'Do Be Mindful' which is now used from P1 – P7.
- A member of staff attended Seasons for Growth training which now
- enables two of our staff members to support children in school at a time when they are in need.
- Staff were involved in limited training to support online learning and worked and supported each other to ensure they all had some confidence supporting children online.
- DHTs attended training in relation to RNRA which supported them as they led the school Nurture group.
- Development of whole school RNRA approach including use of 30 second script and restorative conversations by all staff.
- Introduction of play based learning in P1. Staff undertook Play Pedagogy training resulting in changes to classroom environment and teaching methodology.
- Teachers in P2 and P3 have taken part in Stages in Early Arithmetic (SEAL) maths training this session. Teachers in P1, P2 and P3 now use a wide range of strategies and innovative and creative teaching approaches to motivate and enthuse children. Staff are more knowledgeable and confidently develop number sense in pupils. This has led to an increase in confidence and engagement in maths resulting in attainment being raised in numeracy.
- Numeracy modelling and coaching officers worked with staff in P1-P3 classes to give bespoke support to staff when teaching numeracy. This support help raise staff confidence and capacity when teaching numeracy.
- Our literacy champions and numeracy champion have been involved in several meetings to disseminate key local and national priorities to all staff. Teachers have been involved in professional learning with regard to North Lanarkshire Literacy programme resulting in an improvement in teaching, learning and attainment.
- All staff participated in training on (CLIC Maths) **C**ounting, **L**earn Its, **I**t's Nothing New and **C**alculation (**PEF**), resulting in a better understanding of teaching numeracy.
- All teaching staff engaged in Cluster Assessment and Moderation in reading. Staff completed reading activities and shared with colleagues from the cluster school which was well received and encouraged sharing good practice.

Parental Engagement

- The school has a very busy, supportive Parent Council who successfully support the school in many ways including organising and helping at events and raising money for the completion of the outdoor classroom.
- All classes used Seesaw platform to engage with parents. Parents indicated that having the opportunity to see their children's work allowed them to form discussions about their learning in the home environment. (**PEF**)
- We have effectively used Twitter, texts and the school app this session and have improved communication with our parents, carers and wider school community. The use of twitter, text and the school app have enabled us to share achievements and update parents on school news immediately.
- Parents attended two of the three parents' meetings planned for the session. An Open Evening was organised for the evening so that working parents could come to the school and see and discuss their child's learning. This was a great success and also included and information evening related to literacy. Parents also received a Pupil Progress report to highlight children's strengths and next steps. The lockdown meant that our final learning conversation between pupils, parents and staff did not go ahead, however dialogue has continued with all parents and children through the online learning platform, regular telephone calls and some doorstep visits. This ensured that families felt supported by the school.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Assessment of Children's Progress

- Continued training with staff on our tracking document has resulted in a wide range of reliable data being effectively used by staff to inform next steps in learning and teaching and therefore improve outcomes for pupils.
- Progress of all pupils is reviewed through the use of termly excellence and equity meetings between SMT and class teachers. Teachers report increased confidence in making professional judgements about children's progress and identifying interventions that will make a positive difference to progress and attainment.
- Our Transition teacher for P7 transitions has worked closely to support targeted children with curricular transition. This has resulted in targeted pupils being more confident in literacy and numeracy.
- All teachers participated in a teaching, learning and assessing moderation assignments in relation to reading with cluster colleagues, ensuring consistency of approach.
- Pupils have been involved in target setting with their class teacher using evidence of their work when deciding strengths and next steps. They are growing in confidence about having learning conversations with their parents.

School Improvement

- We work in partnership with our local authority Education Officer to self-evaluate leadership, learning, teaching, assessment, children's wellbeing and attainment and achievement. This has enabled us to showcase our strengths and identify areas for improvement.
- All staff have been trained on using wellbeing assessments to support our children. This has resulted in effective wellbeing plans in place for those pupils who require them. Pupils complete a Wellbeing Matrix termly to identify how they feel about the wellbeing indicators.
- As part of our dyslexia friendly and inclusive approaches most classes have a dyslexia box which contains resources to support learning. We also use the IDL programme to support children with dyslexic tendencies which resulted in an increase in children's spelling ages.

Performance Information

- Members of the senior management team meet termly with teachers to discuss children's progress. We continue to use these tracking meetings to ensure there is a greater focus on supporting the most vulnerable and disadvantaged children.
- The SMT have attended training on using data for planning and improvement. We have worked closely with our Local Authority Data Officer to create a whole school tracking system that tracks pupil attainment, health and wellbeing, participation and additional support needs as they move through our school. This has enabled us to continue to identify children who are not achieving, to identify barriers to learning and to put in targeted support for our most vulnerable children. It also helps to identify children who are achieving and how they can be challenged.
- All staff are involved in Self-Evaluation activities using How Good Is Our School 4 (HGIOS 4) and as a result have identified areas of strength and next steps.

KEY STRENGTHS OF THE SCHOOL

- ✓ Happy, articulate, polite, friendly and kind children.
- ✓ Strong leadership at all levels as staff worked together with families to support children during the Covid 19 lockdown. Children and families were the main priority and staff worked very hard to ensure children received an education online and in packs. This helped to create a very strong inclusive and caring climate across the school community.
- ✓ A very effective and supportive Parent Council who work in partnership with the school staff to develop and engage in activities which support the education and welfare of Newmains' children.
- ✓ Strong and highly valued relationships between the school and its community which are supporting children in their learning, wellbeing and overall development.
- ✓ Staff prioritise the wellbeing of all and the development of positive relationships to support successful learning across all stages.
- ✓ A clearly defined transition programme for both Early Year and Secondary.

OUR NEXT STEPS – PRIORITIES FOR 2020-21

We believe that we have made good progress during session 2019-20 and we will use the improvement priorities listed below to build on this progress moving forward.

- Build resilience across the school as we recover from the lockdown through the use of resources such as Emotion Works **(PEF)** and RNRA strategies .
- Develop family learning during lockdown in different areas of the curriculum.
- Revisit and develop the school curriculum rationale in relation to Social Subjects.
- Embed SEAL maths in P1-P3 and CLIC maths in P4-P7. **(PEF)**
- Embed the use of 3 Domain model, coaching in reading and active literacy to improve phonics and spelling across the school as well as focus on comprehension.
- Continue with play based learning where possible during the Covid-19 pandemic
- Continue to develop our nurturing ethos through participation in the Renfrewshire Nurturing Relationships Approach with focus next session on 'Language is a vital means of communication'.
- Develop online profiles (Seesaw) for all pupils to share their learning with parents and carers and set targets throughout the year identifying next steps in learning. **(PEF)**
- Parents involved in curricular workshops to support learning where possible.

PEF – Pupil Equity Fund money

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.

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