



Newmains Primary School

School Improvement Plan

2023/24

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. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. 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 pages 3 and 4.

Pupil Equity Funding

Our school receives 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 Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

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

<p>Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.</p>	<p>Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.</p>	<p>Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.</p>	<p>Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.</p>	<p>Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes</p>
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Our Vision, Values and Aims

Vision

We are an ambitious school, where everyone works well together, and feels part of the Newmains Team

Values

We are Caring – You are all welcome at Newmains. We are an inclusive school that values the diversity and uniqueness of our pupils and community. We are a nurturing school, and we value caring relationships. We work in partnership with parents and carers to help provide a caring and welcoming environment.

We are Kind – We act with kindness towards each other, we value each other, and we respect each other. We are honest and we will always try to make amends for unkind behaviour. We speak to others in a kind way and we support each other to show kindness to the wider world we are part of.

We are Fair– Everyone gets the help they need at Newmains. We believe that everyone should get equal opportunities and recognise that some may need extra support in order to get this. We champion Children’s Rights at Newmains and we will always address unfair treatment, language and actions.

We strive for Success – We recognise that success means different things for different people. We measure success in terms of effort, hard work, commitment and in building relationships. We will support you to achieve your success. We help develop resilience and are ambitious for our pupils. We encourage and support leadership at all levels in the school.

Aims

By ‘Working Together’ we mean the school staff, pupils, parents and carers and the wider community

- We aim to work together and support one another as we strive for success
- We aim to work together to create a welcoming, inclusive and nurturing community
- We aim to work together to be kind, respectful and fair
- We aim to listen to our pupils and value their contribution to who we are as a school

Through our values, we influence children’s learning, behaviour, relationships and the choices they make. We will nurture and forgive each other; we will help our children manage relationships and behaviour in a way that reflects our values. We are a Team at Newmains.

Who did we consult?

To identify our priorities for improvement, we sought the views of pupil, parents and carers, partners, and staff. 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:

Pupils	Staff	Parents and Carers	Partners
<ul style="list-style-type: none"> • Daily interaction with staff and peers with opportunity to get involved with the life of the school. • Learning Conversations with SLT • Survey linked to HGIOS 4 • House Captain meetings • Suggestion boxes • Assemblies • Seesaw profiling • Pupil Council • Leadership groups including Digital Leaders, Eco committee, etc. 	<ul style="list-style-type: none"> • HT one-to-one sessions • Informal and formal discussion • Professional dialogue at collegiate sessions • Inservice days • Newmains LISN groups • Professional Review and Development • Professional Update • HGIOS 4 Google form questionnaire • Staff meetings • Forward Plan monitoring • ASN meetings – TAC, SW reviews • Transition process for P1 and P7 	<ul style="list-style-type: none"> • Parent Council meetings • Regular contact with Parent Council Chair • HGIOS 4 Google form questionnaire – all parents May 2023 • Parent and Carer focus group May/June 2023 focus on Parent survey results and Vision, Values and Aims • Parent meetings/phone calls – discussion around pupil Progress • Seesaw and Google Classroom • Social media – Website, Twitter, Facebook • Family Learning opportunities 	<ul style="list-style-type: none"> • HT Learning set • SDO meetings • Educational Psychology • Social work • Cluster working • Transition meetings both general and enhanced with Nurseries and RHS • Transition teacher working • Consultation with One Ren co-ordinator • Consultation with Home Link Worker • Work with local minister • Walk of Fame/Pathways for all • Broadloan gardeners • George Leslie

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

How will we 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 Activities

- A Quality Calendar will be agreed and issued with details of activities throughout the year against NIF drivers
- 3-year plan created collaboratively at in-service day August 2023
- Regular self-evaluation against HGIOS 4
- Moderation activities
- Learning Visits by SLT
- Peer observations/learning rounds in Teams including SLT.
- Monitoring of pupils' work – learning experiences and jotters/display/seesaw
- Monitoring of forward plans and assessment
- TAC/GIRFEC meetings focusing specifically on interventions and their impact/progress
- Rename tracking meetings to Attainment and Inclusion meetings – attainment and achievement, support for learning, behaviour, homework, attendance, and pastoral concerns.
- SEEMIS data and records
- SNSA/GL data
- Formative and summative assessment information
- Teacher Judgement
- Tracking of Wellbeing plans
- Reintroduction of P3 screening
- Practitioner enquiry reflection activities built into the collegiate calendar.
- Opportunity to share good practice e.g., Visits to classrooms, LISN meetings, collegiate sessions

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 – Inclusion and Wellbeing			
HGIOS/HGIOELC QIs 1.5 2.4 3.1 3.2	NIF Priorities	NIF Drivers	
	<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education 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 	<ol style="list-style-type: none"> School and ELC leadership Teacher and Practitioner Professionalism Parent/Carer Involvement and Engagement Curriculum and Assessment School and ELC Improvement Performance Information 	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
Promotion of inclusion, wellbeing and equity.			
Who Cares Scotland are working in partnership with Renfrewshire Council to create more supportive, understanding, care-aware communities. This is in response to the Morgan Report and the Council commitment to the Promise.	<p>By October 2023 staff have a deeper understanding of the term care experienced and the impact of being care experienced on academic achievement and behaviour in the school setting.</p> <p>By June 2024 teachers have confidently delivered the lessons, particularly supporting care experienced pupils.</p> <p>By June 2024 all staff adopt simplified nurturing language in line with new policy.</p> <p>By June 2024 pupils have developed their knowledge of care experienced and developed empathy towards their care experienced peers.</p>	<p>Staff engagement in Professional Learning.</p> <p>Increase in use of appropriate terminology linked to new policy.</p> <p>Improvements in staff knowledge of care experience is evident from self-evaluation of HGIOS 4 3.1.</p>	<p>Who cares Scotland 'Care awareness' training for all school staff - August 2023.</p> <p>Who cares Scotland 'Curriculum delivery' teacher training – September 2023.</p> <p>Updates provided by Promise Keeper.</p> <p>Implement the Renfrewshire Language Policy.</p> <p>Word of the week on staff bulletin to promote and raise awareness of the new policy.</p>

<p>The GIRFEC refresh agenda is a national priority and initially led to SLT training. Inconsistent approaches to planning for staged intervention across Renfrewshire led to Early Adopter trial (which Newmains was part of) and full authority roll out.</p> <p>Supporting all children to be emotionally regulated, included and ready to learn continues to be high priority at Newmains. Evaluation of Bounce Back/ Emotion works combined with stakeholder surveys identified a further need for focused work on self-control and emotional awareness.</p>	<p>By June 2024 there will be improved transitions for pupils with ASN including nursery to primary, stage to stage, primary to secondary and change of establishment within Renfrewshire.</p> <p>By June 2024 there will be improved transfer of information and multi-agency collaboration across the authority.</p> <p>All staff to be equipped with increased knowledge and skills to support all children based on professional learning.</p>	<p>All pupils currently on a wellbeing plan will move to a staged intervention monitoring and planning document by October 2023.</p> <p>Staff self-evaluation and SLT monitoring reflects impact and positive change following CIRCLE and PATHS training and our commitment to promoting effective and inclusive practice in:</p> <ol style="list-style-type: none"> 1. The environment (physical and social) 2. Routines and structures 3. Motivation 4. Skills <p>Recognition of successful RNRA implementation in Jade Award.</p> <p>UNCRC Gold level maintenance observed through learning activities and experiences for all pupils.</p>	<p>Staged intervention planning and monitoring training for all teachers delivered by DHT in April 2023. Ongoing support and dialogue to ensure high quality planning.</p> <p>New plans introduced for staged intervention 1-4 in April 2023.</p> <p>All staff trained in CIRCLE resource and approaches September 2023.</p> <p>RNRA core group led by DHT to continue to develop RNRA through <i>The classroom/playground offers a safe base</i> with 3 specific areas of focus:</p> <ul style="list-style-type: none"> ➤ Calm area/kit refurbishment ➤ Consistent signage around the school using widgeits ➤ Development of the playground area and resources <p>Continued commitment to Non-Violent Resistance approaches (NVR) and Mentors in Violence Prevention (MVP) programme for P6 and P7 pupils.</p> <p>Introduction of PATHS programme across the school following training of all staff on strategies for self-control, emotional awareness, and interpersonal problem-solving skills.</p> <p>Maintenance of the Gold Standard for Rights Respecting Schools gained in June 2023.</p>
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<p>In Newmains we recognise that ensuring all pupils have access to good quality extra-curricular activities, hobbies and wider experiences is essential for skills development for life and work.</p> <p>Wider Achievement is celebrated regularly and has been a particular area of focus this session through the in-house systems and Hi-5/DYA awards for P6 and 7 pupils and Masterclasses for all pupils. Tracking systems need further improvement to ensure all pupils have access to meaningful wider achievements and pupils can be easily identified for targeted support.</p> <p>Newmains is committed to providing high quality access to Sport and PE activities through the PE curriculum, One Ren, community clubs and alternative experiences. This is evidenced through the achievement of the Gold Sports Scotland Award.</p> <p>Outdoor and physical activities are often used well as part of the regulatory processes all pupils are taught as part of the ethos of the Den.</p>	<p>Wider achievements of all pupils will be recorded and monitored throughout the year from August 2023 including school based, community activities and awards, sport, mentoring, voluntary work or fundraising.</p> <p>Almost all pupils in Primary 6 and 7 will achieve the Hi-5 and DYA awards by June 2024.</p> <p>A wide variety of physical and sporting activities continue to be offered to all pupils throughout the curriculum and as part of targeted interventions.</p> <p>By June 2024 engagement levels in learning for targeted groups and individuals increase as a result of access to physical activity.</p> <p>Improved playground experience for all to ensure it is a safe space</p>	<p>Excel data from new system used to monitor pupils especially those at risk of missing out on experiences.</p> <p>Observation of engagement in activities.</p> <p>Reduced number of playground incidents.</p>	<p>Introduce monitoring and recording system for all stages through staff training and sharing success on Seesaw and social media.</p> <p>Annual pupil questionnaire results gathered and entered new system.</p> <p>Targeted approaches for individuals and families in partnership with One Ren and community clubs as offered this session.</p> <p>Primary 6 and 7 work with staff and senior pupils from Renfrew High School working towards achieving Hi-5 and DYA awards.</p> <p>Masterclasses continue to be offered to all pupils including opportunities for sporting, expressive and skills-based learning.</p> <p>Support staff upskilled in line with RNRA priorities to enhance the playground experience for all.</p>
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Improvement Priority 2 – Learning and Teaching with a focus on raising attainment

HGIOS/HGIOELC Qis 1.2 2.2 2.3 3.2	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education 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 <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
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Raising attainment in Writing

<p>Writing remains a whole school priority in Newmains to fully embed the Talk for Writing methodology and increase attainment at all stages, with particular focus on SIMD 1-3 and target pupils in P5 and P6.</p> <p>Implementation of Talk for Writing in session 2022-23 demonstrated improved attainment at P1, 2, 3, 4 and 7. Whilst improvements are evident, writing is lower than listening and talking in 6 stages, reading in 4 stages and Numeracy and Mathematics in 7 stages.</p> <p><i>This has been a very worthwhile project which reassures us as we embark on a totally new approach to teaching writing.</i> <i>Staff comment</i></p> <p>Data from staff confidence surveys 22-23 showed significant improvements in implementation due to the moderation project undertaken by all staff with 4 other schools across all quartiles.</p>	<p>By June 2024 target year groups will demonstrate increase in teacher judgement writing data.</p> <ul style="list-style-type: none"> SIMD 1-3 pupils (53 pupils) increase by 10%. Primary 5 (12 pupils) writing increase from 67% to 77% Primary 6 (8 pupils) writing increase from 63% to 73% <p>By June 2024, a clear, structured, progressive and consistent approach to writing will be evident at all stages using Talk for Writing Fiction and Non-fiction approaches in combination with the introduction of a reading spine and Newmains planner.</p>	<p>Improved planning using council and Newmains documents.</p> <p>Pre/post teacher judgement data, writing assessments scores and SNSA data will validate improvement.</p> <p>Learning conversations and professional dialogue.</p> <p>Regular engagement with data to track progress and highlight areas for intervention.</p> <p>Continued Professional Learning opportunity and engagement for all staff.</p> <p>Peer observation feedback and best practice ideas discussed in pairs.</p> <p>Talk for Writing staff confidence survey repeated and compare with results from March 2023.</p>	<p>Early intervention through use of ELCO and ASNA and P1 and P2 for small focus groups and writing skills. (ELCO and ASNA PEF funded)</p> <p>Targeted work from Principal Teacher with small groups and individuals for both support and challenge.</p> <p>Close monitoring of pupils in SIMD 1-3 and Primary 5 and 6 target pupil groups.</p> <p>All classes will undertake 5 projects by June 2024 based on new planning format.</p> <p>Project lead (Principal Teacher) will provide/source ongoing professional learning activities throughout the session during collegiate sessions and Inservice days.</p> <p>Peer observations to support individually selected aspects of Talk for Writing which were identified through the confidence survey in March 2023 as areas for development/focus.</p> <p>Project lead to meet with four other school several times a year to share good practice and plan for joint working in 2024-25</p> <p>Resource and introduce reading spine at all stages.</p>
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Raising attainment in Reading			
<p>Newmains was awarded the Silver Reading Schools award this session demonstrating our commitment to raising not only attainment in reading but also encouraging reluctant readers and reading for pleasure.</p> <p>Accelerated Reader has had a positive impact on reading ability in Newmains which can be seen across the majority of pupils in P3-7.</p> <p>In particular, pupils in Primary 4 and 7 show significant improvement where the percentage of children reading below their chronological age has reduced by 17% and 11% respectively.</p> <p>Reading coaching approaches implemented this session targeting Primary 6 pupils have improved motivation and confidence with reluctant readers.</p> <p>Further development to ensure approaches are fully embedded and consistent.</p> <p>We recognise the need to read varied texts and ensure a balance between fiction and non-fiction pieces from the pupil survey to sustain motivation and be fully inclusive.</p>	<p>Reading culture and ethos further embedded through promotion of being a reading school and the benefits for all in relation to attainment but also wellbeing.</p> <p>All pupils in Primary 3-7 access Accelerated Reader books and comprehension tests regularly.</p> <p>Most pupils demonstrate increased motivation and interest level in reading through initiatives such as Millionaire club and regular reading challenges.</p> <p>Staff utilise data from star reader assessments with increasing confidence from August 2023 to monitor progress and identify gaps/interventions required.</p> <p>Ensure a variety of texts and content within the library ensuring diversity and inclusive representation.</p> <p>Increased access to quality comprehension activities including challenge and support levels.</p>	<p>Increased self-led reading time in all classes.</p> <p>Monitoring of good quality comprehension activities planned and implemented.</p> <p>Pupil and staff feedback through questionnaires and discussion.</p> <p>Data analysis where targeted approaches are identified.</p> <p>Reading assessment data.</p> <p>Newmains achieves Gold Reading School Status.</p> <p>PEF interventions monitored and tracked as part of termly tracking, to ensure impact and appropriate alterations.</p>	<p>Principal Teacher retaining Reading Ambassador role to drive forward reading developments in Newmains.</p> <p>Reading ambassador pupil group continues to provide alternative opportunities and experiences.</p> <p>Continued use of and connection to Renfrew Library as part of the community reading work.</p> <p>Newmains Reading Fairies and community trail during book week to encourage reading in the outdoors.</p> <p>AR professional learning guide created and delivered to all staff including support staff to enhance the delivery of Accelerated Reader with efficient and effective use of data.</p> <p>Introduction of reading challenges and millionaire club to sustain interest.</p> <p>Use of ASNA and volunteers to continue to paired reading approaches targeting P5 and P6 pupils. (ASNA PEF funded).</p> <p>Introduce daily poetry to classes linked to the Talk for Writing strategy.</p>

Differentiation and Challenge across the curriculum			
<p>Class observations indicate inconsistencies in planning and delivery of differentiation and high-quality challenge. Most classes operate Chilli Challenge approaches however tighter monitoring of impact is necessary for improvement.</p> <p>Differentiation of activities and lessons within whole class teaching could be more creative and less resource led as observed during class visits.</p>	<p>By December 2023 improved differentiation and challenge will be evident from planning and implementation of learning activities.</p> <p>By June 2024 good quality differentiation and challenge will be evident throughout most learning experiences.</p> <p>By June 2025 good quality differentiation and challenge will be evident in all classes and learning experiences.</p>	<p>Professional dialogue.</p> <p>Class and peer observations.</p> <p>Monitoring of planning.</p> <p>Learning conversation feedback.</p>	<p>Professional learning input from Brendan Duffy (August 2023) for all teaching staff to support knowledge and understanding of good quality differentiation and challenge.</p> <p>Ongoing Professional Learning experiences as required or identified.</p> <p>Practitioner enquiry opportunity to trial and evaluate impact of various aspects of differentiation and challenge approaches.</p> <p>Sharing of good practice event for all staff.</p>
Assessment Approaches			
<p>Assessment of writing, based on Big Writing, is mismatched to the new methodology and requires alignment to the new pedagogy.</p>	<p>Assessment aligned with Talk for Writing pedagogy used by all staff and pupils from August 2023 to increase accuracy of judgement.</p> <p>Staff knowledge and use of Afl and a wide variety of assessment strategies are evident from planning and learning experiences.</p>	<p>Professional dialogue and feedback from teaching staff and pupils.</p> <p>Observation information.</p> <p>Professional dialogue from moderation activities.</p>	<p>Introduce new assessment format with suitable professional learning to support.</p> <p>Peer and self-assessment tasks for pupils realigned and utilised.</p> <p>Revisit Afl strategies and moderation cycle linking all aspects to assessment.</p>
Pupil led learning			
<p>Play pedagogy is embedded in Primary 1 and 2, where pupils regularly select and initiate their own learning. Quality Assurance visits and SLT observations suggest an increase in task quality would further enhance learning experiences for all, particularly those that require challenge.</p>	<p>Play experiences are of increased quality and challenge to support the needs of all learners by June 2024.</p> <p>Increased attainment particularly in reading, writing and numeracy within target focus groups identified from baseline assessments.</p>	<p>Observations of play pedagogy.</p> <p>High quality planning.</p> <p>Increased attainment identified through monitoring and tracking including targeted PEF interventions.</p>	<p>Principal Teacher to lead a working party focusing on areas for improvement including planning, implementation, and challenge.</p> <p>Robust monitoring introduced to ensure high quality provision.</p>

<p>Effective strategies this session implemented by the Early Learning and Childcare Officer (ELCO) are very good. Most pupils in the literacy target group can now recognise both names, single sounds and write all single sounds with the majority able to blend cvc words. In the numeracy group most pupils can order and recognise numbers to 15 with the majority able to count forwards and backwards within 20. Fine motor skills and dexterity have improved for all pupils in the target groups through increased use of the outdoor environment and specific play activities.</p> <p>Evidence from staff and pupil questionnaires indicate that pupil led learning opportunities in Newmains require to be more consistent and robust in approach.</p>	<p>Effective strategies created and utilised by the ELCO are replicated throughout the week to embed learning.</p> <p>By June 2024 there will be a 15% increase in those on track in both literacy and numeracy groups.</p> <p>All pupils are more involved in the planning of their learning through effective target setting and self-evaluation opportunities By June 2024.</p> <p>Increase in quality of seesaw profiling at monitoring points of December 2023 and June 2024 with particular focus on links to individual/group targets.</p>	<p>Wellbeing monitoring.</p> <p>Professional dialogue and feedback.</p> <p>Pupil feedback.</p> <p>Online planning improved and pupil voice evident.</p> <p>Learning conversation feedback.</p> <p>Seesaw profiling examples monitored in November 2023 and May 2024</p>	<p>Targeted approaches from ELCO (PEF funded) to support and challenge individuals.</p> <p>Improved planning processes based on examples of good practice from other schools and nurseries, to ensure interventions and responsive needs are met.</p> <p>Wide range of strategies and resources utilised both within the classroom and outdoor environment.</p> <p>SLT to provide Learning Conversation/target setting opportunities three times a year for teachers to carry out on a one-to-one basis.</p> <p>Communication policy created and shared on Canva, to include information about Seesaw and pupil/parent voice.</p> <p>Seesaw monitoring and tracking processes by SLT to ensure quality provision.</p>
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Improvement Priority 3 – STEM

HGIOS/HGIOE LC Qis 1.2 2.3 2.5 3.3	NIF Priorities <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • 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 <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. School Leadership</td> <td style="width: 50%;">4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Digital technology learning experiences in Newmains are very good, based on increased hardware and access to a wide variety of resources such as Chromebooks, Spheros and Micro:bits. ASN needs are supported with several apps and tools that ensures accessible learning.</p> <p>This is evidenced through the achievement of the Digital Schools Award achieved in May 2023.</p> <p>An increased number of online concerns are raised by parents/carers and pupils indicating further need for internet safety learning experiences.</p> <p>STEM remains a priority in Newmains following a successful year with increased focus on increasing knowledge of these areas, professional learning opportunities and innovative approaches.</p> <p>Successful community links with George Leslie (working near the school) providing Stem activities this session to continue and increase number of stages included.</p>	<p>All pupils have access to a wide range of Digital experiences regularly.</p> <p>All staff continue to access professional learning to ensure confidence in delivering high quality experiences.</p> <p>All pupils are confident when dealing with online concerns or inappropriate behaviour.</p> <p>Digital technologies are used effectively to support ASN needs in all classes.</p> <p>Internet safety award achieved.</p> <p>STEM activities will be further embedded within core planning.</p> <p>All pupils in P5-7 undertake STEM focused project developing a wide range of skills for work.</p>	<p>Staff and pupil surveys/feedback.</p> <p>Observed lessons.</p> <p>Improved attainment results for targeted pupils specifically being monitored for ASN/SEBN needs.</p> <p>Reduced number of reported online concerns recorded on pastoral notes.</p> <p>Observation and engagement with STEM activities including technology challenges at P6 and P7.</p> <p>Pupil feedback.</p>	<p>DHT (Promethean trainer) and Digital champion continue to upskill staff through professional learning and training including use of ASN/SEBN resources.</p> <p>Embed Digital Pathways and Online planners for all staff to support delivery.</p> <p>DHT trained as a <i>Get Safe Online Ambassador</i> – delivery of Internet Safety lessons and family learning event.</p> <p>STEM based activities in all classes.</p> <p>Challenge tasks such as Bridge topic and Technology challenge utilising resources and skills from George Leslie.</p> <p>World of work day for P5-7 including parental/carer skills set being utilised.</p> <p>Potential for working with RHS senior phase.</p>

