



Newmains Primary School

School Improvement Plan

2024/25

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, Rota kids, PATHS ambassadors, House Captains, and Sports ambassadors 	<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 • 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

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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 2024
- Regular self-evaluation against HGIOS 4
- Moderation activities
- Learning Visits by SLT
- Peer observations
- 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 data
- Formative and summative assessment information
- Teacher Judgement
- Tracking of Child's 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.

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Improvement Priority 1 – Newmains is an inclusive, supportive environment for all.

<p>HGIOS/HGIOELC QIs</p> <p>1.5 2.4 3.1 3.2</p>	<p>NIF Priorities</p> <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 	<p>NIF Drivers</p> <ol style="list-style-type: none"> 1. School and ELC leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
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Promotion of inclusion, wellbeing, and equity

<p>Newmains Primary School <i>Team</i> ethos is underpinned by our co-created vision and values and inclusive practice. From self-evaluation, next steps include continuous promotion of collective responsibility and drive for positive change.</p> <p>Supporting all children to be emotionally regulated, included, safe and ready to learn continues to be a high priority at Newmains, through our relentless commitment to evidence based wellbeing approaches and innovative ideas.</p> <p>Newmains has very good relationships with cluster/community schools demonstrated through collegiate working and our recent Art show in June 2024.</p> <p>This will be further built on through the innovative community working project where pupils will be offered alternative skills-based experiences as part of their week in response to the needs of target pupils.</p>	<p>All staff continue to contribute significantly to the work and progress of Newmains where everyone demonstrates a collective commitment and leadership by June 2026.</p> <p>92% of pupils feel part of the Newmains Team, following increased intervention groups where we have set an aspirational target of 96% by June 2026.</p> <p>All pupils will have access to the universal supports throughout the school through the Health and Wellbeing approaches, learning experiences and points of transition from August 2024.</p> <p>There will be an increase in the engagement and readiness to learn of almost all pupils, particularly children with identified ASN/social, emotional and behaviour needs (NTIG).</p>	<p>Comparison of staff GWMP baseline and end of year results.</p> <p>Annual staff questionnaire results.</p> <p>Pupil questionnaires, learning conversations, PATHS observations, wider achievement tracker and the Glasgow Wellbeing and Motivation Profiles (GWMP) data used to conduct pre and post intervention surveys and track improvement.</p> <p>PATHS pupil group discussion with SLT and agreed actions/ adaptations.</p> <p>Reduction in pupils (NTIG) displaying distressed behaviour and increased engagement/participation.</p> <p>Tracking and analysis of identified pupils' meta skills-based target progress.</p>	<p>Leadership opportunities for staff including NQT mentor role, Young Leaders in Learning (YLL) lead, LGBTQ+ lead, Curriculum planning working party, Practitioner enquiry, Literacy, Numeracy, Digital and Sports Champions, Masterclasses, extra-curricular clubs, breakfast club and alternative experiences.</p> <p>Introduction of NPS profile similar to GWMP for staff, in order to supplement PRD process and professional dialogue ensuring identified needs within a supportive approach.</p> <p>Newmains will enter year 2 of their Promoting Alternative Thinking Strategies (PATHS) program with all pupils participating in regular guided lessons and bespoke responses to situations with consistent use of language and strategies.</p> <p>Continued staff support from Kristy Fotheringham (PATHS) with team teaching and professional learning offered to all teaching and support staff.</p> <p>Effective use of Non-violent resistance (NVR) training and associated strategies by all staff when</p>
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<p>Newmains strives to ensure social justice and the safeguarding of all pupils through practice and policy implementation.</p>	<p>All target pupils will have access to alternative and therapeutic interventions from August 2024 with almost all engaging in planned experiences.</p> <p>All ASN pupils will be supported at points of transition as set out in the new Renfrewshire Policy from May 2024.</p>	<p>Observation and feedback from target pupils. Improvements reflected within Staged Intervention Plan evaluations and pupil voice section.</p>	<p>faced with distressed behaviours following training in session 23-24 from Educational Psychology team.</p> <p>Nurture Target Intervention Group (NTIG) pupils work towards skills development identified through discussion, observation, and Boxall assessments.</p> <p>Therapeutic input:</p> <ul style="list-style-type: none"> • Visual Artist • Massage therapist • Sensory garden • Sensory materials/resources/spaces <p>Alternative experiences:</p> <ul style="list-style-type: none"> • Broadloan gardeners • OneRen sporting activities (PEF funded) • Community sports clubs (PEF funded) • YMCA Renfrew • Street Stuff <p>Professional learning for staff based on:</p> <ul style="list-style-type: none"> • New Renfrewshire policy, 'Transition for Children and Young People with Additional Support Needs.' • New Standard Circular 57 policy.
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Positive relationships and engagement with school

<p>In Newmains there continues to be individuals and families who require significant support with relationships, attendance, and readiness to learn. Brian Donnelly (Orbis consultation) has worked effectively with Newmains in the past and other establishments across the authority to support children and families to improve attendance, reduce disruption, support them to manage relationships, reduce periods of stress, increase their child's time learning in class and their readiness for learning.</p> <p>Self-evaluation identifies the continued need to support pupils with distressed behaviours in a more innovative way for increased impact.</p> <p>Attendance in Newmains has not yet returned to pre pandemic levels despite several interventions and approaches. Greater use of ESBA approaches will support target pupils and families.</p>	<p>By December 2024 all target pupils and families will have engaged in the support sessions.</p> <p>By October 2025 the data collected will indicate progress towards individual targets and bespoke areas of development.</p> <p>In October and December Pupil Voice will indicate an improvement in regulation strategies and emotional literacy in conjunction with PATHS and alternative experiences.</p> <p>Increased self-esteem and self-efficacy for all target pupils by June 2025.</p> <p>Increased awareness of low attendance impact shared with all parents and carers from August 2024 to increase attendance and reduce late coming.</p> <p>Attendance pupil group to better inform HT about barriers to attending and suggestions for improvement by November 2024.</p> <p>Individual improvements for almost all NTIG and ATIG pupils by June 2025.</p> <p>Attendance will have increased from 92% June 2024 to 94% by June 2025.</p>	<p>Measures will be identified for each individual and data gathered and analysed for incremental improvement and areas to work on. This will be shared with staff and families on an ongoing basis.</p> <p>Termly comparison of data linked to the following:</p> <ul style="list-style-type: none"> • Disruption in the classroom • Fewer incidents in the playground with peers • Reduction in phone calls home in relation to behaviour • Reduction in violence at home • Reduction in parental stress • Increased trust in the school • Improved attendance • Relationship sustained – less conflict • Reduction in pupil stress • Improved family relationships • Better sleep • Improved self-care and wellbeing <p>Monthly universal attendance and late coming monitoring. Fortnightly monitoring for Attendance Targeted Intervention Group (ATIG).</p> <p>Attendance pupil focus group discussion and survey information.</p>	<p>Professional Learning sessions including drop in opportunities for staff when managing behaviour and ensuring positive relationships.</p> <p>Review of Positive Relationships Policy from 2021.</p> <p>Family learning and target sessions focusing on capacity building, reflective coaching session with parents or carers where a bespoke approach is delivered based on their needs and agreed priorities. (PEF)</p> <p>Nurture target intervention group (NTIG) individual, family and group sessions organised under specific areas such as distressed behaviours, relationships, social skills, and barriers to engagement in learning. (PEF)</p> <p>Sharing of Renfrewshire Council attendance posters on Seesaw with statistics and facts around regular late coming and low attendance impact.</p> <p>Use of emotionally based school avoidance (EBSA) resource https://www.thinglink.com/scene/1745744915955975012</p> <p>Breakfast club available for NTIG or ATIG pupils.</p> <p>Work with a range of partners including community, to provide alternative curricular experiences encouraging improved attendance and engagement.</p>
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Young Leaders in Learning – HgiOURs theme: Relationships

<p>Our learners are currently involved in a variety of evaluative activity in the school including using the HGIOURS document.</p> <p>Education Scotland have developed a Young Leaders of Learning programme (YLL). The programme aims to engage with children and young people to listen to their views and ensure they inform school evaluation processes and feed directly into improvement priorities.</p> <p>Pupil and staff feedback both identify this area could be improved with increased opportunity for pupils to be more involved in positive change.</p> <p>Newmains Primary is a Gold UNCRC school where YLL directly links with articles 12 and 13 and supports the maintenance of this status.</p>	<p>By Aug 2025: We have an improved structure for the inclusion of learner voice into our self-evaluation processes.</p> <p>Young Leaders have improved leadership skills and are driving forward improvement in the school through an action plan developed by them.</p> <p>Young Leaders are confident to share practice in their school and are more familiar with the language and processes of school improvement.</p> <p>Young Leaders will have an enhanced range of skills including:</p> <ul style="list-style-type: none"> - communication - team work - resilience - time keeping - organisation - and social skills <p>Our Young Leaders will be excellent role models and will train a further group of Young Leaders to take part in the programme in 2025-26</p> <p>An strengthened relationship with Klrklandneuk by August 2025 will allow:</p> <ul style="list-style-type: none"> - further sharing of good practice - more collaborative opportunities such as moderation and further YLL opportunities <p>Maintenance of Gold UNCRC status.</p>	<p><u>2024-2026</u> Local authority staff and learner pre & post YLL programme evaluation</p> <ul style="list-style-type: none"> - shows improvement in pupil leadership skills and use of evaluative language - shows improvement in collaboration and sharing good practice with other schools <p>YLL pupil group and staff member feedback/evaluation of the programme.</p> <p>Progress in school action plans following the reciprocal visits – areas for development highlighted during the visit are addressed.</p>	<p>HT and P6 teacher trained in relation to YLL. P6 teacher identified as the lead. Lead to liaise and work closely in all planning with partner school lead in Kirklandneuk Primary School.</p> <p>YLL lead to interview applicants and form a YLL pupil group consisting of P6 pupils. YLL group attend the pupil training in early August.</p> <p>YLL pupil group to use the YLL question grid to identify a theme(s) from ‘How Good is OUR School’ and/or the Newmains SIP then use this to create an action plan.</p> <p>Support pupils to plan their activities for reciprocal visits. Undertake reciprocal visits and compile feedback.</p> <p>Support the pupil group to lead improvement in their own school following the visits.</p> <p>YLL pupil group to prepare a short report for Newmains Standards and Quality report 2024-2025.</p> <p>Identify theme for session 2025-2026 to be included in School Improvement Plan.</p>
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Nurture in Newmains

<p>The recent achievement of the Renfrewshire Nurturing and Relationships Approach (RNRA) Jade Award (June 2024) verified our identified need for focus on the Nurture Principle;</p> <p><i>The classroom offers a safe base.</i> The feedback was an accurate reflection of the position of the school and recognition of the hard work to improve it for all with the suggestion of extending this to the outdoor spaces.</p> <p>Feedback from RNRA accreditation process identified the need to track the pupils and increase use of data to measure impact.</p> <p>Self-evaluation, data, and observation from this session strongly suggests the ongoing need for RNRA approaches particularly for target pupils who require a more bespoke set of interventions.</p> <p>Newmains has a large playground and pitch area with easy access to green spaces in the community with Robertson Park, KGV playing fields and Broadloan gardens easily walkable. Self-evaluation identified less time is spent in the outdoor areas than previous years where the majority of teachers reported using the outdoor spaces available.</p>	<p>All classroom environments will include the consistent use of widgeit visuals as agreed by RNRA core group from August 2024.</p> <p>The classroom environment will include a colour coded (blue in line with 5-point scale) quiet corner/area. This will provide a calm and alternative space when over stimulated or displayed low level distressed behaviours by October 2024.</p> <p>Outdoor garden areas around the school developed with local charity, Turning Point, and target pupils to create therapeutic and sensory areas to support dysregulation and distress by June 2025.</p> <p>Achievement of Ruby Award – June 2025</p> <p>Increased use of the outdoor spaces for learning and wellbeing activities by all classes in the school by December 2025.</p> <p>Effective use of community spaces in addition to the school grounds and various garden areas to enhance the experiences for all children and offer alternatives in line with meta-skills target groups.</p>	<p>RNRA Core group: Plan, Do, Study, Act (PDSA) evaluation of implemented strategies and areas of success and impact.</p> <p>Associated data for tracking RNRA interventions and strategies.</p> <p>NTIG survey will show that pupils are engaged with their learning and have more positive relationships with peers.</p> <p>Completed classroom CIRCLE audits and implementation of strategies.</p> <p>Glasgow Wellbeing and Motivation Profile (GWMP) survey results show an improvement in key areas. Working party small test of change practice, data, and evaluations.</p> <p>Improvements reflected within Staged Intervention Plan evaluations and pupil voice section.</p>	<p>RNRA core group leading on development of colour coded calm areas in line with CIRCLE strategies.</p> <p>RNRA core group in conjunction with the Outdoor learning working party and Parent Council, continue to develop whole school RNRA approaches extending to the outdoor environment including:</p> <ul style="list-style-type: none"> • Therapeutic garden area including musical instruments • Sensory garden including a variety of textures, visual impact and scented planting • Use of donated palettes, tyres, and tarpaulin for den building areas • Playground games <p>Increased focus on developing outdoor learning experiences across the school. Working party to create risk assessment.</p> <p>Small test of change projects trialled making best use of outdoor areas for learning experiences and supporting SEBN.</p>
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Diversity			
<p>Newmains prides itself on our inclusive and diverse ethos where everyone is welcome and part of the team. The majority of staff report Newmains plans opportunities to explore diversity with a further need to empower everyone to challenge discrimination and xenophobia, particularly in relation to LGBTQ+.</p>	<p>Improved ethos and whole school inclusive practice in line with <i>Dr Rudine Sims Bishop, Mirrors and Windows</i> approach.</p> <p>Increased staff confidence in ensuring inclusive practice and equality for all through professional learning experiences and professional dialogue.</p> <p>Pupil workshops to encourage pupils to think more broadly about diversity and allow learners to explore stereotypes, differences, and inequalities in society.</p> <p>Pupils will have experienced more planned opportunity to explore diversity and feel confident to challenge discrimination.</p> <p>Increased access to resources promoting diversity and equality across the curriculum.</p> <p>Increased resources within the staff Professional Learning library to support ongoing development.</p>	<p>Comparison of staff survey data before and after professional learning re confidence and knowledge.</p> <p>Pupils and staff annual questionnaires.</p> <p>Inclusion of more diverse materials in the library and core readers including learning differences, neurodiversity, and equality.</p> <p>Pupil voice and professional discussion following staff training and TIE workshops.</p> <p>https://tie.scot/primary/primary-workshops/</p>	<p>Professional learning for all staff: https://lgbteducation.scot/ Level 1 – May 2024 Level 2 – October 2024</p> <p>Education Scotland resource: Inclusion, Wellbeing and Equalities (IWE) https://education.gov.scot/professional-learning/leading-professional-learning/inclusion-wellbeing-equalities-professional-learning-framework/</p> <p>Part 1: Informed (session 24-25)</p> <ul style="list-style-type: none"> ➤ <i>Inclusion</i> ➤ <i>Rights and equalities</i> ➤ <i>Relationships</i> ➤ <i>Wellbeing and Care</i> <p>Part 2: Skilled (session 25-26) Part 3: Enhanced (session 26-27)</p> <p>Diversity working party leading on whole school improvement through identified areas with an action plan.</p>

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Improvement Priority 2 – We are raising attainment across Literacy and Numeracy using innovative and targeted approaches.

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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Curriculum Rationale, planning and contexts for learning

<p>The newly co-created Curriculum Rationale is underpinned by our vision and values and represents what we strive to deliver for every member of the Newmains Team. Staff training and supporting documents will ensure a consistent delivery.</p> <p>Newmains staff have trialled different planning options over the last two sessions. Feedback from both digital and paper planning will inform the working party development this session.</p>	<p>There will be a consistent and coherent approach across the school with planning under the curriculum rationale by May 2025.</p> <p>Senior leaders and staff developing more consistent and manageable approaches to learning pathways across all curricular areas to provide greater clarity, and improved learning experiences for all pupils.</p> <p>Effective planning to support raising attainment with identified targets for pupils and year groups in line with school targets aspirations.</p> <p>All staff involved in the development of meta-skills language/resources across the school based on self-management including consistent signage for all pupils to refer to.</p>	<p>Clear consistent planning across the school, tracked termly.</p> <p>Use of Newmains planning systems for medium- and long-term planning by all staff including the four contexts for learning and skills-based approaches.</p>	<p>Staff working party focussing on curriculum rationale and planning, including the development of pathways.</p> <p>Working party use of AI to support curriculum mapping/planning.</p> <p>Professional learning on:</p> <ul style="list-style-type: none"> Refresh on planning within the Four contexts – Personal Development, Curriculum Areas, IDL and Ethos and life of the school as a community Skills Development Scotland Meta skills progression framework part 1 https://www.skillsdevelopmentscotland.co.uk/what-we-do/scotlands-careers-services/education-team/meta-skills-toolkit <p>Meta skills part 1 used by staff as areas of focus when planning by June 2025. Cognisance given to skills-based approaches in priority 1 for target pupils.</p> <p>Part 2 by June 2026, Part 3 by June 2027.</p>
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Target Intervention Groups			
<p>All staff are confident in their use of and interrogation of data and the school tracking systems with 95% reporting these are effective. Analysis of recent data across Newmains shows most children on track for reading and numeracy however writing remains lower than pre pandemic figures despite two-year commitment to Talk for Writing.</p>	<p>Improved data throughout the year closely linked to school targets and areas identified for development by June 2025.</p> <p>Empowerment of teaching staff through identification of needs and planning with colleagues from August 2024 to create story of class and TIGs.</p> <p>All TIG groups identified by September 2024 and improvement of at least 2 children per group by March 2025.</p>	<p>Bespoke approaches depending on each class and area of focus however will include:</p> <ul style="list-style-type: none"> • Baseline assessments • Ongoing assessment • Formative and summative strategies • Tracking of attainment • Observation • Discussion • Pupil voice <p>SLT learning walks focused on TIGs</p>	<p>Target Intervention Groups (TIGs) will be created by the teachers based on story of the class, knowledge of learners and needs specifically designed to improve attainment in reading, writing and numeracy.</p> <p>Additional teacher time (PEF funded) has been allocated to every class to support target pupils e.g.:</p> <ul style="list-style-type: none"> • Individual work • Group/paired tasks • Target areas of the curriculum e.g. writing • Particular skills e.g. Phonics, SEAL maths
Assessment and Moderation			
<p>Most teaching staff are confident when using basic formative assessment strategies across Newmains. Professional dialogue and attainment data indicates a refresh and deeper understanding of these processes would help to improve attainment and pupil self-efficacy.</p> <p>Writing moderation undertaken at second level in May 2024 within the Renfrew cluster identified significant discrepancies in relation to teacher judgement from different schools. Renfrew High School reports these differences in first year and beyond therefore a cluster moderation focus is required to align judgement.</p>	<p>Increased staff confidence in using effective and informative formative assessment tools by June 2025 through high quality professional learning.</p> <p>All pupils actively participate in small test of change projects based on formative assessment through session 204-25 to increase attainment.</p> <p>Increased teacher judgement alignment through planned moderation at school and cluster level by June 2025.</p>	<p>Consistent use of formative assessment tools across the school.</p> <p>Practitioner enquiry results and impact.</p> <p>Moderation activity professional dialogue and discussion in October 2024.</p> <p>Examination and tracking of pupil attainment data.</p>	<p>Professional Learning for all staff in August in-service 2024 delivered by Shirley Clark on Formative Assessment for the cluster primaries. https://www.shirleyclarke-education.org/course/formative-assessment-2024/</p> <p>Practitioner enquiry undertaken by all staff based on formative assessment small tests of change.</p> <p>Distributed leadership approach to deliver moderation information at in-service day from RHS project lead and primary school literacy leads/PTs.</p> <p>Moderation activities in school and within the cluster (including secondary) initially based on Writing at October in-service 2024.</p> <p>Newmains Assessment and Moderation Cycle created and implemented by March 2026.</p>

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

Raising attainment in Reading

Newmains was awarded the **Gold Reading Schools Award** in April 2024 in recognition of our whole school commitment to developing a love of reading while raising attainment. Most children are on track in five out of seven stages.

Accelerated Reader continues to have a positive impact on reading ability in Newmains which can be seen across the majority of pupils in P3-7. Reduction in P4 of 2%, P5 1%, P6 8% and P7 26% in those pupils on watch or with reading interventions.

The working party, during session 23-24, identified areas of inconsistency in reading homework, strategies used for comprehension tasks, bundling of literacy tasks and connection to Talk for Writing therefore greater links are required between reading and writing in order to create a coherent, progressive literacy programme.

We recognise the need to read varied texts and ensure a balance between fiction and non-fiction from the pupil survey in order to sustain motivation and be fully inclusive/diverse.

Reading culture and ethos further embedded through maintenance of Gold reading school standard, promoting the benefits for all in relation to attainment and wellbeing.

All pupils P3-7 continue to have access to Accelerated Reading from August 2024. High level P2 readers begin to use AR by June 2025.

Most pupils demonstrate increased motivation and interest level in reading through whole school initiatives such as Millionaire club and regular reading challenges.

Refresh session for all staff ensures increased consistency across stages of approaches – September 2024.

Newmains reading agreed standard created by a working party for all teaching staff used from October 2024 to ensure consistency in approaches for all learners.

Clear connections identified between writing and reading as more efficient and progressive approach by all teachers – June 2025.

Improved reading data aligned to teacher judgement at check in points throughout the year.

Increase the variety of texts and content within the library ensuring

Reading is assessed and tracked in a variety of ways including:

- TIGs
- Effective questioning
- Accelerated reading star reader assessments
- Comprehension tasks

SLT monitoring of consistency and agreed approaches evident from visits and discussion.

Check in points and end of year data should indicate most pupils are on track in all stages with Primary 5 and 7 data to work towards/achieve aspirational percentages.

Professional Learning sessions focusing on all aspects of reading including:

- Reading books across the school
- Reading Spine
- Class novels
- Comprehension boxes
- Reciprocal reading
- Reading rubrics
- Reading circles
- Running records
- Accelerated reading inc. star reader tests

Education Scotland resource:
<https://education.gov.scot/resources/learning-to-read-in-the-early-years-a-professional-support-overview/>

Reading ambassador to continue to lead on Reading and raise awareness such as Newmains book week and World book day.

Opportunity for team teaching and coaching from Literacy Champions for all staff.

Use of ASNA and volunteers to continue to deliver paired reading experiences to target pupils. (ASNA PEF funded).

Support staff trained/refresh in reading coaching strategies.

Reading will feature as a session in the Parent and Carer Curriculum night to support home learning.

Reading ambassador pupil group continues to provide alternative opportunities and experiences.

	<p>diversity and inclusive representation for all pupils based on Mirrors and windows approach.</p> <p>Focus on Primary 5 and Primary 7 through TIG approaches.</p> <p>Current Primary 4 and 6 data both sit at 81% with aspiration for 87% and 83% respectively.</p>		<p>Continued use of and connection to Renfrew Library as part of the community reading work.</p> <p>AR professional learning guide signposts and shared with all staff including support staff to enhance the delivery of Accelerated Reader with efficient and effective use of data.</p> <p>Parent council funded increase in inclusive and diverse reading books across a range of levels.</p>
<i>Raising attainment in Writing</i>			
<p>Writing has been a high priority for two sessions in Newmains with Talk for Writing fully embedded across the school and all staff trained in delivery of projects.</p> <p>Data and pupil voice demonstrates improvements in motivation and enthusiasm for writing however inconsistency in assessment, pupil needs and time allocation contributes to a dip in attainment this session.</p>	<p>All classes will complete 7 projects this session to continue access to high quality experiences for all pupils.</p> <p>Staff training in the Newmains T4W assessments, created partially from the Renfrewshire assessments however more bespoke to our school – September 2024 will ensure consistent approaches to assessment and align with moderation work.</p> <p>All pupils and staff will use the new assessment approaches by December 2024, coupled with formative assessment projects to ensure more robust assessment and teacher judgement.</p>	<p>Assessment data from cold and hot tasks.</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>Tracking of improvements and use of toolkits to identify areas of need.</p>	<p>Professional Learning for all teaching staff focussing on balance of toolkits across the seven stages, new writing assessment format based on tools for writing and toolkits, assessment spreadsheets in line with current tracking document.</p> <p>Target Intervention groups.</p> <p>Project lead (Principal Teacher) will provide/source ongoing professional learning activities throughout the session during collegiate sessions and Inservice days.</p>

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Raising attainment in Numeracy			
<p>Renfrewshire Council Numeracy pathways were updated recently with a number of changes to format, practice, and assessment. PRDs, professional dialogue, and discussion indicate a need for refresher and reinforcement for all teaching staff to build confidence in delivery of the pathways.</p>	<p>All staff will be confident when using pathways to deliver numeracy curriculum by June 2025 ensuring an improved experience for pupils.</p> <p>All staff will use Number talks and increased mental maths approaches when planning numeracy activities.</p> <p>Increase in mental agility and numeracy attainment across the school.</p> <p>For pupils in Primary 4 & 5 participating in the Maths Burst sessions, the gender and attainment gap for pupils from disadvantaged background will be decreased.</p>	<p>Professional dialogue and discussion re confidence and clarity around expectation.</p> <p>Pre/post teacher judgement data, maths assessments scores and SNSA data will validate improvement.</p> <p>Pupil feedback from Maths burst programme.</p> <p>Feedback from parent/carer maths sessions.</p>	<p>Refresh/PL of new pathways and associated practice/resources from Angela Stevenson, DO for Maths and Numeracy. PL from Numeracy champion around Number talks and mental strategies.</p> <p>Support staff to be trained in SEAL to support TIG numeracy pupils across stages.</p> <p>Use of Leckie and Leckie resources as a trial throughout session 24-25.</p> <p>Maths burst STEM programme for P4 and P5 pupils.</p> <p>Family learning sessions to support parents/carers in September 2024.</p>