



Newmains Primary School

School Improvement Plan

2025/26

Planning framework

As part of Children's Services, Newmains Primary School has developed this school improvement plan in line with the national and local priorities listed below.

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in achievement, particularly in literacy and numeracy.

National Improvement Framework 7 Key Outcomes

- A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce, and tackling digital inequality.

We are an ambitious school, where everyone works well together, and feels

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.

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

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

Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty	Place children and young people's human rights at the heart of the planning and delivery of services that affect them	Protect the most vulnerable members of our communities, including children and young people who are at risk	Support and nurture our children, families and communities	Create the best possible learning estate to allow children and young people to thrive	Raise attainment and enhance learning and teaching in an inclusive environment
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We are an ambitious school, where everyone works well together, and feels part of the Newmains Team!

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.

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

Who did we consult?

To identify our priorities for improvement, we sought the views of pupils, staff, families and partners. 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	Families	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• Newmains Review pupil questionnaire – January 2025• Annual 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• Young Leaders in Learning Project with P6 pupil team and Kirklandneuk PS	<ul style="list-style-type: none">• HT one-to-one sessions• Informal and formal discussion• Professional dialogue at collegiate sessions• Inservice days• 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• Staff leadership opportunities such as numeracy and literacy champion	<ul style="list-style-type: none">• Parent Council meetings• Regular contact with Parent Council Chair• Newmains Review Questionnaire – January 2025• HGIOS 4 Google form questionnaire• Parent and Carer focus group February 2025 to share information with review team• Parent/carers meetings/phone calls – discussion around pupil Progress• Seesaw• Social media – Website, Bluesky, Facebook• Family Learning opportunities eg. Reading fairy train, maths week challenges, STEM activities• Feedback QR codes following school led activities	<ul style="list-style-type: none">• HT Learning set• SDO meetings• Educational Psychology• Social work• Health partners• Cluster working• Transition meetings both general and enhanced with Nurseries and RHS• Consultation with One Ren co-ordinator• Consultation with Home Link Worker• Work with local minister and other religious leaders• Renfrew community partners such as Library, Broadloan gardeners, Renfrew sports centre, West college

All information gathered is collated and used to assist us to identify next steps and areas for improvement. The priorities and actions within our school improvement plan meet the needs of the school and articulate with the local and national priorities.

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
<ul style="list-style-type: none"> • A Quality Calendar is agreed, shared and reviewed with details of improvement activities throughout the year against SIP priorities/NIF drivers and identified areas for improvement • 3-year plan created collaboratively at in-service day August 2024 • Regular self-evaluation against HGIOS 4 indicators, specifically using the challenge questions to support professional dialogue and reflection • Moderation activities including cluster writing moderation this session • 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 • Tracking meetings three times a year updating the <i>Story of the Class</i> approach • SEEMIS data and records • SNSA data and analysis • Formative and summative assessment information • Teacher Judgement • Tracking of Child's Plans • Practitioner enquiry reflection activities built into the collegiate calendar • Opportunity to share good practice e.g. Visits to classrooms, LISN meetings, collegiate sessions • Newmains review process February 2025 • YLL activities and feedback

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

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.

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

NIF Priorities

Placing the human rights and needs of every child and young person at the centre of education
 Improvement in children and young people's health and wellbeing
 Closing the attainment gap between the most and least disadvantaged children and young people
 Improvement in skills and sustained, positive school-leaver destinations for all young people
 Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes (see page 2 for full descriptors)

Develop knowledge, skills, values and attributes to support children and young people to thrive
 Excellent partnerships in line with GIRFEC
 Inclusive and relevant curriculum and assessment
 High levels of achievement across the curriculum with action to close the poverty-related attainment gap
 Highly skilled practitioners and leaders driving excellent learning, teaching and assessment
 Improving relationships behaviour and attendance with increased engagement in learning
 Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
UNCRC			
<p>Gold: Rights Respecting is the highest level of the Rights Respecting Schools Award and is granted to schools that have fully embedded children's rights in their practice. (from UNCRC website)</p> <p>Newmains is extremely proud of its Gold UNCRC status held since June 2023 where rights are embedded across the school and have a positive impact on all pupils in Newmains. We have identified global citizenship as an area for further development and plan to achieve this through the use of the 17 UN Sustainable Development Goals (SDGs).</p> <p>Home - United Nations Sustainable Development</p>	<p><i>Children, young people and adults in our school have a thorough understanding of child rights, and rights respecting attitudes and language are embedded across the school.</i></p> <p><i>RRSA has had a positive impact on children and young people's learning and wellbeing.</i></p> <p><i>Students see themselves as rights respecting global citizens and are advocates for social justice, fairness and children's rights at home and abroad.</i> (from UNCRC website)</p> <p>Reaccreditation Gold: Rights Respecting Award by June 2026.</p>	<p>Clear evidence of Children's rights across the school as embedded in the curriculum and our ethos.</p> <p>SDG themes within assembly programme.</p> <p>Evidence of SDGs in planning in all classes. Mirrors and windows approach within curricular planning and use of resources.</p> <p>Pupil and staff feedback.</p> <p>Renewed focus on ant racist approaches in Newmains.</p> <p>Assessment process of the UNCRC renewal.</p>	<p>Strategic planning to ensure SDGs are included in the curriculum.</p> <p>Collegiate session led by PT to support staff in introducing SDGs and curricular planning.</p> <p>Support staff training session delivered by PT.</p> <p>Diversity working party to undertake new Anti-Racist Education training offered by Education Scotland in September 2025.</p> <p>Diversity working party to provide protected characteristic lessons to all stages across the school because of the work completed in session 24-25.</p> <p>UNCRC and SDG focus during Term 3 for all stages reflected in planning and experiences for all.</p> <p>Parental engagement event in Term 3 based on UNCRC and SDGs.</p>

Building a highly effective and inclusive Newmains Team			
<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>Self-evaluation and professional discussion indicate that staff confidence has increased over the last two years during PATHS implementation and as a result we continue to be very good at supporting all children to be emotionally regulated, included, safe and ready to learn as part of Team Newmains.</p> <p>Emotional literacy, building resilience, application of meta skills and subsequent readiness to learn, remain a high priority at Newmains, through our relentless commitment to evidence-based approaches and innovative ideas.</p> <p>GMWP results, PATHS observations and robust self-evaluation indicate this is ongoing work for us particularly in the upper school where pupils can become less engaged with the PATHS resources and a supplementary approach was required.</p>	<p>All staff continue to contribute significantly to the work and progress of Newmains where everyone demonstrates a collective commitment to leadership by June 2026.</p> <p>92% of pupils feel part of the Newmains Team (March 2025) following increased intervention groups where we have set an aspirational target of 94% by June 2026.</p> <p>All pupils will continue to have access to the universal supports throughout the school, through the robust health and wellbeing curricular approaches, extensive learning experiences and during points of transition from August 2025.</p> <p>Team Newmains will continue to use and embed the PATHS framework consistently alongside CIRCLE, NVR and RNRA approaches to support all pupils.</p> <p>There will be an increase in the engagement and readiness to learn of target pupils with identified ASN or SEBN due to the reduction in time spent on regulation as approaches become more embedded.</p> <p>All meta skills evidenced in learning experiences by December 2026.</p> <p>Achievement of the PATHS award by June 2026.</p>	<p>Leadership activities throughout the year with supporting reflective, professional learning and dialogue.</p> <p>Analysis of staff GWMP, PRD and annual staff questionnaire results.</p> <p>Analysis of GMWP and annual pupil questionnaire.</p> <p>YLL feedback.</p> <p>Pupil and staff 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 evident across Newmains Team both visually and with consistent use of language.</p> <p>PATHS ambassador group feedback and group discussion with SLT around action plan progress.</p> <p>Tracking and analysis of identified pupil's bespoke meta skills framework progress reflected in child's plans through expanded curriculum offers.</p>	<p>Leadership opportunities for staff including NQT mentor role, Young Leaders in Learning (YLL) lead, LGBTQ+ lead, working parties, practitioner enquiry, Literacy, Numeracy, Digital and Sports Champions, Masterclasses, extra-curricular clubs, breakfast club and providing inclusive, alternative experiences such as baking and swimming.</p> <p>Leadership for all pupils through the wide variety of options such as leadership groups, masterclasses and alternative experiences.</p> <p>Newmains will enter year 3 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>Kristy Fotheringham from PATHS will continue to support the staff team, pupil ambassadors and deliver parent sessions to fully embed the approaches across the school.</p> <p>PATHS pupil ambassadors will work within the school community on identified areas recorded in their action plan.</p> <p>Year 2 of meta skills implementation where initial 4 core skills will be further embedded and remaining 8 explored by teachers relevant and paced to their class.</p> <p>DHT led professional learning using the compassionate and connected classroom resource The compassionate and connected classroom Resources Education Scotland</p>

Nurture in Newmains			
<p>Newmains was awarded the Ruby RNRA award in June 2025 in recognition of our ongoing commitment to ensuring high quality and effective nurturing approaches.</p> <p>From self-evaluation and the accreditation process we have identified the next steps in our nurture journey and the agreed nurture principle of Language is a vital means of communication, which links to year 3 of our PATHS journey and already embedded CIRCLE, NVR practice.</p> <p>Staff feedback indicates the number of approaches from the EP team, requires considerable time and management therefore we are planning and more streamlined toolbox approach suitable for Team Newmains.</p>	<p>All staff will demonstrate increased confidence in new nurture principle and associated activities and approaches cohesively with CIRCLE, NVR and PATHS by June 2026.</p> <p>Collaborative work around streamlined toolbox approach for staff to select from as required by June 2026.</p> <p>Continued work with pupils around inclusion and equity through class and whole school activities.</p> <p>Improved parent and carer knowledge of inclusive practice and understanding of equity to ensure further acceptance and improved tolerance by May 2026.</p> <p>Community consultation and sharing of practice by pupils by May 2026.</p> <p>Amethyst RNRA award by June 2026.</p>	<p>Measures include:</p> <p>Working party approaches shared across the school and discussed with whole team during collegiate sessions.</p> <p>Professional dialogue and reflective practice based on our nurture journey particularly focused on toolbox approach to streamline expectation and bureaucracy.</p> <p>Improved responses to incidents in school from parents and carers through deepened understanding.</p> <p>Bespoke measures for pupil's level of engagement and response to situations such as achievement of meta skills target, increased time in class therefore a reduction in engagement in negative activities.</p>	<p>Maintenance of the work related to Jade and Ruby awards including Blue zones in every class and extensive work on outdoor areas including the sensory garden.</p> <p>The DHT and RNRA working party will lead the work related to the nurture principal which will include: Development of staff ASN guide/toolbox inclusive of CIRCLE, RNRA, NVR and PATHS approaches.</p> <p>Sharing of information with staff team as required.</p> <p>Continued work through the curriculum and bespoke activities to inform pupils of inclusive and equitable practice.</p> <p>Pupil led parent and carer consultation regarding inclusion and to widen understanding of the many approaches offered at Newmains particularly through expanded curricular experiences.</p> <p>Pupil led community consultation and sharing of best practice events.</p>
<p>Attendance in Newmains is very good (93%) and further supported this session by an effective emotionally based school avoidance (ESBA) approach led by the Educational Psychologist and trained ASNA.</p> <p>We recognise this is an ongoing issue and have aspirations for an increased percentage and clear plan for target pupils.</p>	<p>All pupils encouraged to attend school regularly and maintain a high level, in comparison to council and comparator school averages.</p> <p>ESBA program to be widened out to the next group of target pupils by September 2025.</p> <p>Continued increase in Newmains attendance percentage by June 2026 to 94% or above.</p>	<p>Monthly universal attendance and late coming monitoring.</p> <p>Focused weekly and fortnightly monitoring for target pupils.</p> <p>All target attendance pupils recoded on Newmains attendance tracker by office senior and monitored by DHT.</p> <p>Discussion and feedback from pupil ESBA group.</p>	<p>Continued use of ESBA resource and strategies for target pupils and families: Renfrewshire Attendance and EBSA Toolkit</p> <p>ESBA soft start group led by ASNAs.</p> <p>Continued use of Renfrewshire Council attendance posters for parents and carers consideration.</p> <p>Continued work with a range of partners to provide alternative and expanded experiences and encourage attendance.</p>

Expanded Curriculum			
<p>In Newmains we are very good at offering alternative and expanded curricular experiences. Pupil voice and staff self-evaluation and feedback from our review this session identified these as areas of success, particularly the use of a skills academy approach. This is an ongoing approach for target pupils in line with inclusive practice.</p> <p>Partnership working in Newmains is strong as can be seen from the review feedback in February 2025. This session our parent council have led on the development of the sensory garden particularly to support target pupils with emotional regulation. Next steps include the effective and planned use of this area by members of the Team.</p> <p>Sporting opportunities are excellent in Newmains throughout the curriculum and beyond. The Sports Champion and pupil sports ambassadors take a lead role and were instrumental in the achievement of the Gold Sports Scotland Award in 2022. This highly effective practice will continue and make very good use of the expansive outdoor area and gardens in Newmains.</p> <p>To maintain</p>	<p>All pupils have access to PATHS and CIRCLE approaches.</p> <p>Target pupils will be identified from GMWP, tracking, learning conversations and identified needs by September 2025.</p> <p>Target pupils (approximately 57, 14%) will access the visual artist and massage therapist on a weekly basis until June 2026 with bespoke approaches.</p> <p>All target pupils will continue to have access to an expanded curriculum with identified targets linked to meta skills and individual need throughout.</p> <p>Improved support staff approaches and ideas to support individuals following professional learning in May 2025.</p> <p>All pupils will be supported at points of transition especially those with ASN or SEBN through our robust enhanced processes and long-standing relationships with our partners and cluster schools.</p> <p>All pupils have access to high quality sports activities through the PE curriculum and wider opportunities including community groups.</p> <p>Sports champion and ambassadors instrumental to the reaccreditation of the Gold Sports Scotland award by December 2025.</p>	<p>Measures include:</p> <ul style="list-style-type: none"> • Observation of emotional regulation responses • Level of engagement in activities both in class and expanded experiences • Pupil feedback • Parent/carer feedback • TAC discussion and action points • Regular professional dialogue with appropriate adults • Extensive sports activities throughout the curriculum and wider experiences • Wider achievement tracker data • Partner working to offer sports opportunities beyond the school day 	<p>Skills academy approach where individual needs are identified and carefully planned for including:</p> <ul style="list-style-type: none"> • High quality staged intervention planning including use of NVR, CIRCLE, PATHS and our experienced therapists • Use of 5-point scale • Use of blue zones in classes • Use of regulation areas across the school • Use of sensory garden • Use of bespoke meta skill frameworks • Additional ASNA 27.5hrs (PEF funded) <p>Therapeutic inputs:</p> <ul style="list-style-type: none"> • Visual artist (<i>Funded by Clutha trust</i>) • Massage therapist (<i>Independent funding</i>) • Use of the sensory garden (<i>Parent Council funding and support</i>) <p>Community partners:</p> <ul style="list-style-type: none"> • Street stuff (PEF funded) • YMCA (PEF funded) <p>Implementation of further meta skills built into bespoke frameworks for individuals.</p> <p>Effective transition planning on a daily basis eg, soft starts and use of visuals including planning for trips, alternative events and moving stage or school.</p> <p>Continued effective use of sport and physical activity throughout the curriculum and wider achievement.</p> <p>Sports Champion and sports ambassadors continue to take a lead role and promote sport across the school. P7 pupil reps on the Renfrew High School Sports committee.</p>

Improvement Priority 2 – Raising Attainment in literacy and numeracy in Newmains.

NIF Priorities

Placing the human rights and needs of every child and young person at the centre of education
Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children and young people

Improvement in skills and sustained, positive school-leaver destinations for all young people

Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes (see page 2 for full descriptors)

Develop knowledge, skills, values and attributes to support children and young people to thrive

Excellent partnerships in line with GIRFEC

Inclusive and relevant curriculum and assessment

High levels of achievement across the curriculum with action to close the poverty-related attainment gap

Highly skilled practitioners and leaders driving excellent learning, teaching and assessment

Improving relationships behaviour and attendance with increased engagement in learning

Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
Curriculum Improvement Cycle			
<p>OECD Report "Into the Future: Scotland's Curriculum for Excellence" (2021) signalled changes were required to ensure our curriculum is relevant, forward looking and ultimately supports high quality teaching, learning and progression.</p> <p>Curriculum Improvement Cycle – Education Scotland</p>	<p>All teaching staff will be kept abreast of the national curriculum reform progress.</p> <p>Engagement with the associated professional learning and consultation throughout the year.</p> <p>Improved curriculum offering with skilled practitioners driving learning, teaching and assessment by August 2027.</p>	<p>Professional discussion and dialogue during collegiate sessions based on published documents.</p> <p>Engagement with the information as it is shared from Education Scotland.</p> <p>Implementation of changes as they evolve.</p>	<p>Head Teacher led professional learning sessions based on CIC resources: Paper 2 Towards an evolved technical framework Paper 3: Working together to make change happen</p> <p>Head Teacher to share information and changes as received and available.</p> <p>Signposting to Professional Learning including Podcasts and consultative activities.</p>
Learning and Teaching strategy			
<p>Newmains staff will embrace the new Renfrewshire Council Learning and Teaching strategy and policy launching in August 2025 which will ensure a more consistent approach across the authority and further developments in the coming session are expected to include Assessment and Moderation guidance and exemplification.</p> <p>The Renfrewshire Way</p>	<p>All staff will make use of the new resource from August 2025.</p> <p>All staff will be aware of new policy guidance contained within the guidance by August 2025.</p> <p>Newmains L&T policy to align with new Renfrewshire document by December 2025 to ensure consistency across the authority.</p>	<p>Professional dialogue during collegiate sessions.</p> <p>Reference to guidance in Newmains planning.</p> <p>Working party progress updates.</p> <p>Working party showcase event in May 2026.</p>	<p>Head Teacher led soft launch during August 2025 in service day.</p> <p>Further staff engagement session within collegiate calendar.</p> <p>Head Teacher signposting as required.</p> <p>Working parties: Diversity – focus on anti-racist work across the school and new ES ARE resource</p>

<p>All working party feedback and self-evaluation this session indicates areas for success but also need for continuation to ensure sustainable practice.</p> <p>Newmains Target intervention Group (TIG) approach has been highly effective in all stages of the school increasing attainment and engagement in learning in line with PEF funding guidance.</p> <p>Entering year 2 an improved approach to planning and flexibility around the number of pupils will be supported by enhanced staffing. The target school project, already seen in quartiles 1 and 2, will be rolled out to quartile 3 and will enhance our already established process but with greater impact expected.</p>	<p>Staff will share good practice and resources as they are able on the digital platform throughout the year.</p> <p>Improved TIG planning and approaches following year 1 where all staff will further increase on confidence when delivering bespoke targeted approaches.</p> <p>Fluid target grouping allowing for responsive planning and increased flexibility from August 2025.</p> <p>Improved attainment initially focused on numeracy in P2 and 3 from August 2025.</p> <p>Improved attainment in reading by June 2026 for target pupils.</p>	<p>Regular professional dialogue to ensure bespoke planning.</p> <p>Pupil voice.</p> <p>Attainment data.</p> <p>Monitoring of engagement and motivation.</p> <p>TIG impact statements in December 2025.</p> <p>End of year data in June 2026.</p>	<p>Outdoor learning – create manageable planning and ideas bank RNRA – as per plan above Curriculum planning – curricular pathways</p> <p>Year 2 of TIG time to include:</p> <ul style="list-style-type: none"> • Weekly Tig allocation protected time through additional staffing of 0.4 (PEF funded) • Additional ASNA 27.5hrs (PEF funded) • Effective use and recording of data • Effective use of assessment and moderation • Responsive planning • Innovative approaches • Use of digital technologies
Assessment and Moderation			
<p>Assessment and moderation remain a high priority in Newmains where progress has been made this session through effective formative assessment professional learning at school and cluster level. From self-evaluation continued focus is necessary to support alignment of teacher judgement and especially at points of transition.</p> <p>Moderation of writing has been an identified cluster focus for some time, due to the discrepancies between the cluster primary schools teacher judgement and expectation at S1. Whilst progress can be seen from the feedback based on the professional dialogue at the October 2024</p>	<p>All staff will make effective use of our assessment and moderation calendar, tracking information and the Newmains cycle for improvement throughout the year to embed practice.</p> <p>Increased teacher judgement alignment through moderation activities planned within the collegiate calendar and cluster by June 2026.</p> <p>All staff in Newmains will use the new assessment tool, linked to benchmarks, for assessing the free writing projects throughout the year to ensure consistency.</p>	<p>Feedback from professional learning and shared dialogue during collegiate sessions in relation to target areas.</p> <p>Examination of planned independent free writing pieces throughout the year to evidence transfer of talk for writing skills and (where appropriate) achievement of a level.</p> <p>Professional dialogue and discussion during the cluster event at February 2026 in-service day.</p> <p>Writing data from T4W hot tasks, free writing projects and class-based activities.</p>	<p>Head Teacher now part of local authority Renfrewshire Assessment and Moderation Group (RAMG) led by Laura McAlister, where a consistent A&M policy will be created and shared across the authority.</p> <p>All staff trained in the new Newmains writing assessment tool during August 2025 in-service day by PT.</p> <p>Continued use of highly successful ideas and strategies from the formative assessment practitioner enquiry projects completed in session 24-25.</p>

<p>in-service day, this remains an area of development.</p>	<p>Establish independent free writing projects to reduce reliance on Talk for Writing process by June 2026.</p> <p>Shared agreement and improved consistency across the cluster for expectation around every level of writing, including the transfer into S1 by June 2026.</p> <p>Increased writing attainment across the school based on school targets submitted by June 2026.</p>		<p>All staff encouraged to participate in regular moderation of planning and activities during stage planning and own working time.</p> <p>Focused collegiate sessions across the year based on Newmains assessment and moderation cycle.</p> <p>Cluster writing project and moderation event in term 3 led by Principal Teachers.</p>
Practitioner Enquiry			
<p>The Newmains practitioner enquiry teacher showcase in May 2025 and class observations demonstrated significant improvement in effective use of formative assessment. This is now very good based on the small tests of change implemented with innovative approaches.</p> <p>Indicators from professional discussion and self-evaluation identify next steps that include transferring these skills across other areas of the curriculum. Numeracy has been selected based on the recognised dip in attainment.</p>	<p>All staff (teaching and support) to receive a variety of numeracy training across the year by June 2026.</p> <p>Increased confidence when using maths recovery techniques for identified pupils.</p> <p>All teaching staff to plan a practitioner enquiry project based on an emerging need identified from transition information, data (current and baseline) and professional dialogue completed by May 2026.</p> <p>Improved maths data in primaries 2 and 3 by between 5 and 10%.</p> <p>Maths burst project will improve spatial skills development on broader maths achievement and STEM achievement.</p>	<p>Observation and professional dialogue during the PL activities.</p> <p>Moderation of process and sharing of good practice.</p> <p>Maths data to show improvement from June 2025 where dips can be seen in P2 and P3 stages.</p> <p>Maths burst project data and pupil progress.</p>	<p>Professional Learning delivered by Angela Stevenson at August in-service day based on numeracy skills development.</p> <p>Numeracy and Maths Champion to attend Maths recovery training throughout the session and disseminate to all staff at professional learning collegiate sessions.</p> <p>Year 2 of TIG time approach initially focused on primaries 2 and 3 through targeted work of the Numeracy Champion.</p> <p>Maths Burst programme at Primary 4 led by one of the teaching staff as part of authority project.</p> <p>STEM SPACE Project Home</p>

Improvement Priority 3 – High quality pupil leadership in Newmains.

NIF Priorities

Placing the human rights and needs of every child and young person at the centre of education

Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children and young people

Improvement in skills and sustained, positive school-leaver destinations for all young people

Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes (see page 2 for full descriptors)

Develop knowledge, skills, values and attributes to support children and young people to thrive

Excellent partnerships in line with GIRFEC

Inclusive and relevant curriculum and assessment

High levels of achievement across the curriculum with action to close the poverty-related attainment gap

Highly skilled practitioners and leaders driving excellent learning, teaching and assessment

Improving relationships behaviour and attendance with increased engagement in learning

Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
Young Leaders in Learning (YLL)			
<p>Newmains successfully participated in year 1 of the YLL project working with Kirklandneuk Primary School. The process allowed for pupil led self-evaluation and as such identified areas for improvement.</p> <p>Young Leaders of Learning Programme - Information for Parents and Carers Curriculum in Scotland Parentzone Scotland Parentzone Scotland</p> <p>Year 2 will allow further development of our pupil evaluative activities following the same effective process in line with our Gold UNCRC status directly linking to articles 12 and 13.</p> <p>Newmains is a Gold UNCRC school and planned reaccreditation for June 2026. YLL will help to support this process.</p>	<p>Year 1 YLL team will further develop their leadership skills through working with the Parent Council to deliver on their planned improvement and through supporting the new team of YLL made up of P6 pupils.</p> <p>Skills include:</p> <ul style="list-style-type: none"> Teamwork Resilience Modelling and coaching Organisation and planning Social skills <p>Strengthened relationship with Arkleston Primary school who we will partner with this session.</p> <p>Reaccreditation of Gold UNCRC award.</p>	<p>Staff and pupil pre and post surveys for both teams showing improvement in a range of leadership skills.</p> <p>YLL pupil group feedback.</p> <p>Action plans and floor book evidence of progress and planning.</p> <p>Feedback from reciprocal visits.</p>	<p>YLL led and current team to interview applicants for the role and form team 2. Team 2 pupils to attend training in August 2025.</p> <p>Pupils selected the theme of learning and teaching from HGIOURS and will plan for the reciprocal visits.</p> <p>Pupils will lead improvement within Newmains following the visits and complied feedback.</p> <p>Pupils to write a report for the SQR and identify a new theme for SIP 26-27.</p>

Section below written by the YLL team 1 for next session:

<p><i>The Young Leaders of Learning 2024/25 undertook Self-Evaluation under the Relationships theme of the HGIOURS document.</i></p> <p><i>The Young Leaders of Learning visited Kirklandneuk in 2024/25 and identified high levels of engagement in the playground.</i></p> <p><i>The Young Leaders of Learning noted that they felt the Newmains playground would benefit from resources similar to that of Kirklandneuk.</i></p> <p><i>When Kirklandneuk pupils visited Newmains, they noted that pupil voice rated lower (93%) than other areas (97%) in the Glasgow Motivation and Wellbeing Profile (GMWP). The Young leaders want to help pupils feel they are listened to by improving the playground.</i></p> <p><i>The UNCRC Article 31 notes that children have the right to play and relax.</i></p> <p><i>The environment is one of 4 key areas in the CIRCLE framework. The Circle Participation Scale asks adults to ensure that the: "Playground is suitable and engaging (consider safety, accessibility, play)".</i></p>	<p><i>By December 2025, funding will be secured for a playground update.</i></p> <p><i>By June 2026, new playground painted games will be available to pupils in P2-7.</i></p> <p><i>The Young Leaders of Learning will have improved their leadership skills by driving forward a playground update.</i></p> <p><i>The Young Leaders of Learning will have an increased awareness of the school improvement process.</i></p>	<p><i>Young leaders will be able to describe the process of self-evaluation by identifying improvement areas and actions taken to improve these.</i></p> <p><i>Pupils will be more engaged in the playground.</i></p> <p><i>Glasgow Motivation and Wellbeing Profile (GMWP) survey results will show an improvement in pupil voice.</i></p>	<p><i>Lead staff and Parent Council to support the Young Leaders to lead the playground update.</i></p> <p><i>Young Leaders of Learning will liaise with the Parent Council to secure funding for a playground update.</i></p> <p><i>Young Leaders of Learning will work within a budget to identify key games/equipment required for the playground update.</i></p> <p><i>Young Leaders of Learning will gather pupil voice in relation to playground games through an in-person survey.</i></p> <p><i>Young Leaders will liaise with the parent council to organise a painting company.</i></p>
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Digital Wellbeing			
<p>Newmains was awarded the Digital Schools award in 2023 in recognition of the high-quality digital literacy experiences offered across the school, ably supported by the Digital Champion and Digital Leaders.</p> <p>Robust monitoring and response to online concerns and incidents involving pupils in Newmains, outside of school, indicate further work is required to support children and families with safe use of the internet as this regularly impacts relationships during the school day.</p>	<p>All classes continue to use the Renfrewshire Council Digital Literacy planners to support delivery of the curriculum.</p> <p>Improved pupil knowledge of acceptable online behaviour.</p> <p>Digital Champion and digital leaders further develop leadership skills through working toward the Digital wellbeing award processes by June 2026 including self-evaluation and implementing change.</p> <p>Reduction in the number of Internet safety concerns raised by pupils and families throughout the year.</p> <p>Higher level of engagement with parents and carers regarding monitoring of digital platforms.</p> <p>Achievement of the Digital Wellbeing award for Cyber Resilience and Internet Safety.</p> <p>Digital Wellbeing Award - Digital Schools Awards</p>	<p>Pre and post pupils and family survey information.</p> <p>Digital wellbeing award self-evaluation information.</p> <p>Data and tracking of internet safety concerns.</p> <p>Pupil Voice from work completed by digital leaders.</p> <p>Parent and carer voice through family learning event.</p>	<p>Digital leader team to be expanded to include Primary 6 pupils.</p> <p>Digital wellbeing award self-evaluation work completed by digital team December 2025.</p> <p>Activities and events planned and recorded in the action plan.</p> <p>Whole school participation in Safer Internet day #SID2026 on 10th February including BBC live lesson.</p> <p>Safer Internet Day 2026 – Live Lesson - BBC Teach</p> <p>Family learning event planned for March 2026.</p>