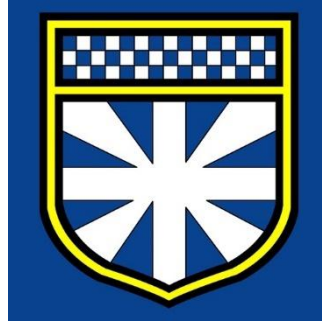




Newmains Primary School

School Improvement Plan

2026/27

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.

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

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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Our Vision, Values and Aims

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 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
• Daily interaction with staff and peers with opportunity to get involved with the life of the school • Learning Conversations with SLT • GMWP and wellbeing surveys • Newmains pupil questionnaire – March 2026 • 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 Arkleston PS	• HT one-to-one sessions • Informal and formal discussion • Professional dialogue at collegiate sessions • Inservice days • Professional Review and Development meetings • 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, Literacy, Sports, Digital and HWB champions	• Parent Council meetings • Regular contact with Parent Council Chair • HGIOS 4 annual questionnaire • Additional questionnaires and surveys throughout the year • Parent/carer meetings/phone calls – discussion around pupil Progress • Seesaw • Social media – Website, Bluesky, Facebook • Family Learning opportunities • Volunteers • Event feedback • Feedback QR codes following school led activities	• Cluster working • 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 Family Wellbeing team • Work with local minister and other religious leaders • Renfrew community partners such as Renfrew 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
• A Quality Calendar is agreed, shared and reviewed with details of improvement activities throughout the year against SIP and NIF priorities local and national developments and identified areas for improvement • 3-year plan created collaboratively at in-service day August 2024, added to each year through self-evaluation and review processes until August 2027 • 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 learning visits • 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 • Year 2 YLL activities and feedback • Pupil leadership group 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 – To create a positive and inclusive learning environment where every member of the school community is valued, supported and encouraged to succeed.

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

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
To build a nurturing and inclusive team that values diversity, promotes wellbeing and pupil's rights.			
Newmains Primary School is extremely proud of its Gold UNCRC status reaccredited in May 2026, where rights are embedded across the school and have a positive impact on all pupils in Newmains. School improvement planning has focused on maintaining the standards required for the UNCRC Gold Award by embedding children's rights across school life. This ongoing commitment has strengthened our rights-based culture, informed strategic priorities, and supported continuous improvement in participation, inclusion, and wellbeing for all learners. The assessor identified three key next steps: ★ Supporting other schools by sharing good practice ★ Embedding the UNCRC within the work of the Parent Council ★ Developing a more visible rights-based campaign approach across the school community.	<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> <i>RRSA has had a positive impact on children and young people's learning and wellbeing.</i> <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) Increased collaboration and sharing of good practice with other schools. Parent Council actively promotes and embeds the UNCRC through their work and social media. Rights-based campaigns are visible, pupil-led, and raise awareness across the school community to maintain the GOLD status and commitment.	Supporting other schools Records of school visits or networking events. Presentations or resources shared with other schools. Feedback from partner schools. Embedding the UNCRC in the Parent Council Parent Council meeting minutes showing rights-based discussions. Parent feedback or surveys demonstrating increased understanding of children's rights. Visible campaign approach Photographs of campaigns, displays, and pupil-led events. Newsletters, social media posts, or website updates promoting rights. Pupil voice surveys. Examples of fundraising.	The following interventions will continue: ★ Teaching and Learning about rights: for the whole school community through training, curriculum, assemblies, topics, focus days/weeks, displays. ★ Teaching and Learning through rights: by modelling rights respecting language and attitudes and making strategic decisions that involve students. ★ Being ambassadors for the rights of others: developing as rights respecting citizens. (from UNCRC website) Use of materials produced by the Children and Young People's Commissioner across the school as required, during assembly and books in the school library. The Pupil Council will work with the Parent Council regularly to ensure this standard is being upheld. Principal Teacher to support other schools on their gold journey as requested. SLT to ensure rights remain highly visible and the implementation of the campaign approach.

Renfrew Cluster Anti-bullying strategy in Partnership with Brian Donnelly (ORBIS) (PEF funded by Arkleston PS)			
We are trialling a cluster anti-bullying approach to strengthen our inclusive, nurturing ethos and ensure all children feel safe, respected, and valued. This will promote positive relationships, support wellbeing, and embed a shared understanding of rights, respect, and responsibility across the school community, in line with national guidance and our commitment to children's rights. This will then feed into the community of Renfrew and influence behaviours when out of school. Newmains annual pupil survey (March 2026) indicates that almost all pupils like coming to school (92%) and feel part of Team Newmains (99%). Data from the biannual GMWP survey indicates most pupils feel safe in school. This is not replicated across the cluster, and a more consistent approach is required. ★ Build on the extensive supports in place for vulnerable pupils in Newmains through a target group approach led by Brian and the pupil ambassadors to further enhance our procedures. ★ Communicate clear and consistent messages with parents and carers and for all to uphold the Newmains values. ★ Share progress with all stakeholders and ensure consistency.	Continued focus on: Wellbeing and sense of belonging for all pupils (Team Newmains). Positive, respectful relationships across the school community. Increased confidence in recognising and reporting bullying. A consistent cluster approach to preventing and responding to bullying. Reduced incidents of bullying and increased pupil voice. Increase the percentage of pupils who report feeling safe in school from the most to almost all categories. Continue to share school safety and anti-bullying procedures with all stakeholders and maintain level of confidence. Long term positive impact in the community especially at the point of transition to Renfrew HS.	What information/data will we gather to measure progress and impact? Pre- and post-questionnaires for pupils, parents/carers and staff to measure changes in perceptions of safety, bullying and confidence in school responses. Pupil voice activities, focus groups and feedback from pupil representatives. Parent/carer feedback from surveys, consultations and information sessions. Staff feedback on confidence in identifying and responding to bullying. Bullying incident records and monitoring of concerns raised and resolved. Wellbeing, behaviour and attendance data, particularly for identified pupils. Evaluation of pupil-led resources, assemblies and awareness activities. Evidence of increased shared understanding, trust and consistent use of anti-bullying language and procedures across the school/cluster.	Stage 1: Listen and Gather Baseline Data ★ Analyse pupil, parent/carer and staff questionnaire data to identify current perceptions of safety, bullying and confidence in school responses. ★ Gather additional pupil voice through focus groups and class discussions to better understand the experiences of pupils who do not feel safe. ★ Review bullying incident records, wellbeing data and behaviour information to identify trends and target support. ★ Use findings to establish a clear baseline against which progress can be measured. Stage 2: Shared Understanding and Capacity Building ★ Deliver staff professional learning to develop a shared understanding of bullying, consistent language and effective responses. ★ Revisit and relaunch the school's anti-bullying policy with pupils, staff and parents/carers using accessible language and clear expectations. ★ Ensure all stakeholders understand reporting procedures, response pathways and escalation processes. ★ Promote consistent anti-bullying messages through assemblies, class learning and school communications. Stage 3: Feedback and Strategic Direction ★ Share questionnaire findings with pupils, staff and parents using a "You said, we did" approach. ★ Communicate clearly how concerns raised through surveys have informed school improvement priorities. ★ Strengthen engagement with parents through information sessions and communication regarding definitions, processes and expectations. Stage 4: Co-Development with Pupils ★ Establish pupil representative groups to help shape anti-bullying approaches and resources. ★ Ensure pupil voice is central to decision-making and policy development in line with Article 12 of the UNCRC. ★ Work collaboratively with pupils to identify practical solutions to improve feelings of safety and belonging. ★ Develop pupil leadership opportunities through anti-bullying ambassadors, wellbeing champions or peer support initiatives. Resource Development and Implementation ★ Develop and use pupil-led anti-bullying awareness resources, including drama-based learning activities and performances.

			★ Deliver assemblies and learning activities that reinforce shared language, positive relationships and expected behaviours. ★ Create practical reporting tools, visual guides and information resources for pupils, staff and families. ★ Embed anti-bullying education and relationship-based learning across the curriculum. Targeted Support ★ Identify and support pupils who report feeling unsafe through mentoring, wellbeing check-ins and nurture-based interventions. ★ Monitor the progress and wellbeing of identified pupils through regular reviews and pupil voice activities. ★ Work closely with families to provide targeted support where concerns about safety or bullying have been identified. Pupil Equity Fund (PEF) Interventions ★ Provide targeted nurture and wellbeing interventions for pupils identified through wellbeing data and questionnaires as feeling unsafe or vulnerable. One-to-one support from Brian Donnelly. ★ Deliver mentoring and small-group wellbeing programmes to develop resilience, confidence and positive relationships. ★ Provide staff training in nurturing, restorative and trauma-informed approaches to improve support for disadvantaged and vulnerable learners. ★ Support family engagement activities and resources aimed at strengthening home-school partnerships and improving pupil wellbeing outcomes.
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Nurture in Newmains			
Newmains was awarded the Amethyst RNRA Award in June 2026, recognising our sustained dedication to embedding high-quality nurturing practices across the school. From self-evaluation and the accreditation process we have identified the next steps in our nurture journey and the agreed nurture principle of Understanding Children Developmentally, which links to year 4 of our PATHS journey and already fully embedded CIRCLE, NVR practice. This includes: ★ Need for a consistent, whole school understanding that children's learning is developmental, not age based. ★ Importance of strengthening pupil voice and participation. ★ Need to enhance partnerships with parents and Educational Psychologist. ★ Requirement for a structured approach to social and emotional learning.	All staff will demonstrate increased confidence in new nurture principle and associated activities and approaches cohesively with CIRCLE, NVR and PATHS by June 2027. A whole-school culture where learning and behaviour are understood developmentally. Social, emotional, and learning skills developed through Meta Skills programme. Continued work with pupils around inclusion and equity through class and whole school HWB activities. RNRA ambassadors influencing school policies and expectations. Improved parent and carer knowledge of inclusive practice and understanding of equity to ensure further acceptance and improved tolerance by May 2027. Gold RNRA Award by June 2027.	Staff demonstrate improved understanding of developmental approaches (observations, PRD, surveys). Evidence of developmentally appropriate differentiation in classes through activities. Improved pupil wellbeing and engagement data gather biannually. Increased engagement in class and planned activities for target pupils monitored by class teacher and DHT. All classes delivering weekly Meta Skills sessions. High-quality outputs from RNRA Ambassadors and Pupil Parliament. Positive feedback from pupils, parents, and Educational Psychologist.	Establish RNRA Ambassadors Group (staff, pupils, Parent Council, Educational Psychologist) to lead and monitor change. Create Pupil Parliament to rewrite policies in pupil-friendly language and produce position papers. Develop and implement Meta Skills resource pack with weekly classroom sessions focusing on social skills, communication, emotional regulation, and resilience. Provide professional learning on child development, nurture, and Meta Skills. Strengthen parental engagement through Parent Council collaboration. Work with Educational Psychologist for guidance and training. Ongoing monitoring and evaluation of practice, data, and stakeholder feedback.

Expanded Curriculum			
At Newmains, we are committed to providing a wide range of alternative and expanded curricular experiences that meet the diverse needs of our learners. Pupil voice, staff self-evaluation and feedback from our review last session highlighted these opportunities as a particular strength, with the Skills Academy approach being recognised as especially successful. This targeted approach continues to play an important role in supporting identified pupils and reflects our ongoing commitment to inclusive practice. Partnership working in Newmains is strong as can be seen from the review feedback in February 2025. This session our parent council have continued to lead 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. 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 reaccreditation of the Gold Sports Scotland Award in December 2025. This highly effective practice will continue and includes making very good use of the expansive outdoor area and gardens in Newmains.	All pupils continue to access PATHS lessons and resources to improve emotional literacy. Achievement of the PATHS Award by September 2026 in recognition of the ongoing commitment to supporting all pupils. All class environment/spaces based on CIRCLE guidance and checklist to continue to improve: • The physical environment • The social environment • Structures and routines Target pupils (approximately 80, 21%) will access the visual artist and massage therapist on a weekly basis until June 2027 with bespoke approaches to support relaxation, reduce anxiety and improve engagement in learning. All target pupils will continue to have access to an expanded curriculum with identified targets linked to meta skills and individual need/s throughout. Reduced dysregulation for pupils identified as requiring 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. All pupils have access to high quality sports activities through the PE curriculum and wider opportunities including community groups.	Measures include: 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.	Target pupils will be identified from GMWP, tracking, learning conversations and identified needs by September 2026. Skills academy approach where individual needs are identified and carefully planned for including: ★ 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 12 gross motor skill mats ★ Use of bespoke meta skill frameworks ★ Additional ASNA 8.5hrs (PEF funded) ★ Therapeutic inputs: ★ Visual artist (<i>Funded by Clutha trust</i>) ★ Massage therapist (PEF funded) ★ Use of the sensory garden (<i>Parent Council funding and ongoing support</i>) ★ Community partners: ★ YMCA (PEF funded) ★ Kustom Kruzers (PEF funded) ★ Broadloan gardens Implementation of further meta skills built into bespoke frameworks for individuals. 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. Continued effective use of sport and physical activity throughout the curriculum and wider achievement.

OFFICIAL SENSITIVE

			Sports Champion, Health and Wellbeing Champion and sports ambassadors continue to take a lead role and promote sport and the benefit of a healthy lifestyle/choices across the school. P7 pupil reps on the Renfrew High School Sports committee as part of the cluster working.
Improving attendance in Newmains			
Attendance in Newmains is strong at 93% and has been further supported this session through the effective implementation of an emotionally based school avoidance (EBSA) approach, led by the Educational Psychologist and a trained ASNA. We recognise that attendance remains an ongoing area of focus and are committed to further improving this figure. Clear plans and targeted interventions are in place to support identified pupils and increase overall attendance.	All pupils are encouraged to attend school regularly and maintain high levels of attendance through the effective use of social media, strong positive relationships with families, and consistent communication. These approaches contribute to attendance rates that compare favourably with council and comparator school averages and we will continue to build on these. Continued increase in Newmains attendance percentage by June 2026 to 94% or above.	Monthly universal attendance and late coming monitoring. Focused weekly and fortnightly monitoring for target pupils. All target attendance pupils recoded on Newmains attendance tracker by office senior and monitored by DHT. Discussion and feedback from pupil ESBA group.	Continued use of ESBA resource and strategies for target pupils and families: Renfrewshire Attendance and EBSA Toolkit ESBA soft start group led by trained ASNAs. Continued use of Renfrewshire Council attendance posters for parents and carers consideration. We continue to work collaboratively with a range of partners to provide alternative and enriched learning experiences that engage pupils, broaden opportunities, and support improved attendance.

Improvement Priority 2 – To raise literacy and numeracy attainment 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 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			
The OECD report <i>Into the Future: Scotland's Curriculum for Excellence</i> (2021) highlighted the need for change to ensure that Scotland's curriculum remains relevant, future-focused, and capable of supporting high-quality teaching, learning, and learner progression. Curriculum Improvement Cycle – Education Scotland Newmains staff have actively engaged with a wide range of Education Scotland materials, including professional learning resources, podcasts and published guidance relating to curriculum reform. While staff confidence is still developing as we await further national direction and information, there remains a strong commitment and high level of motivation across the staff team to engage with and contribute to the curriculum improvement agenda.	All teaching staff will be kept abreast of the national curriculum reform progress to build knowledge, understanding and confidence. Engagement of all teaching staff with the associated information, professional learning and consultation throughout the year. Staff confidence to increase through professional learning and experience of the new curricular model. Improved curriculum offering with skilled practitioners delivering high quality learning, teaching and assessment experiences by August 2028.	Professional discussion and dialogue during collegiate sessions based on information from Education Scotland. Level of engagement with the information as it is shared at timely intervals. Implementation of changes and guidance as they evolve. Staff confidence with new frameworks and associated resources.	Head Teacher led professional learning sessions based on CIC resources including: ★ National and LA guidance ★ Professional Learning ★ Education Scotland social media information ★ Podcasts and webinars ★ Consultative activities ★ Guidance documents ★ Draft frameworks/Big ideas and contexts for learning

Target Intervention Groups			
Newmains' Targeted Intervention Group (TIG) approach has been highly effective across all stages of the school in years 1 and 2. Improved attainment, engagement, and progress for target pupils is noted in the TIG reports produced by staff in December and end of year data. The approach is evidence-informed, aligned with Pupil Equity Funding (PEF) guidance, and ensures flexible targeted support for those facing barriers to learning. Professional dialogue with staff has identified the need to further strengthen this approach by increasing the fluidity of target groups, ensuring interventions remain responsive to learners' changing needs and progress.	A continued high-quality approach to targeted intervention, with all staff confident in planning and delivering bespoke interventions that meet learners' individual needs. Implement a more fluid Targeted Intervention Group (TIG) model from August 2026, enabling responsive planning, increased flexibility, and timely interventions that adapt to learners' changing needs and maximise progress. Improved attainment for targeted pupils, evidenced through tracking and monitoring meetings. Increased attainment in reading for targeted learners by June 2027.	Regular professional dialogue to inform bespoke planning and review progress. Pupil voice demonstrating increased engagement and confidence. Tracking and attainment data. Monitoring of pupil engagement and motivation. TIG impact statements (December 2026). End-of-year attainment data (June 2027).	Year 3 of TIG time to include: ★ Weekly TIG allocation protected time through additional staffing of 0.4 (PEF funded) ★ Additional ASNA 8.5hrs (PEF funded) ★ Effective use of volunteer reading coaches (parents and carers) ★ Effective use of reading buddies with older pupils supporting younger ★ Effective use and recording of data ★ Effective use of assessment and moderation ★ Responsive bespoke planning ★ Innovative literacy and numeracy approaches tailored to individuals and small groups using at times wide range of materials/resources, flipped learning, real life contexts and games. ★ Use of digital technologies including those to support ASN

Leadership across Newmains			
Leadership across Newmains is a key strength, with all staff contributing to the continuous improvement of the school. Staff are skilled in identifying and responding to the needs of learners, ensuring timely and effective support. Our collegiate approach promotes accountability, sustainability, and shared leadership, empowering staff to take ownership and responsibility for driving improvement. We remain relentless in our focus on raising attainment and providing the highest quality learning environment in which every child can thrive. Working parties at Newmains are highly effective, with their impact evident across the school. Feedback from working parties, alongside self-evaluation activities undertaken this session, highlights significant strengths and successes while identifying the need to further develop and embed these approaches in Year 3. This will ensure they become sustainable and continue to improve outcomes for all learners.	Staff led school improvement approaches based on identified areas of need and progress to date which include: ★ RNRA A whole-school culture where learning and behaviour are understood developmentally. Social, emotional, and learning skills developed through Meta Skills programme. ★ Diversity and Equality antiracist.scot Reduction in racist language at school to below 10% (2025 16%, 2026 11%). Increase staff confidence when responding to racist incidents. Consistent use of language and expectation by all staff, pupils and families. School planning format to support the delivery of anti-racist education with a reduction in racist incidents reported and use of inappropriate language. ★ Child led learning Increase in staff confidence with: Play and child led learning – engagement with the new Education Scotland resources for play in collaboration with Kirklandneuk PS for P1 and P2 staff. P3-7 further implementation of child led learning approaches in numeracy to expand across the curriculum.	Staff enquiry evaluations and professional dialogue. Classroom observations and learning visits, including peer visits and YLL team. Learner voice and wellbeing surveys. Attainment and achievement data. Evidence of changes to pedagogy and planning.	Working parties based on self-evaluation and SIP priorities. Each led by a member of the SLT with at least 4 staff members (including support staff if they wish to opt in) Working parties: ★ RNRA (GM -DHT) ★ Diversity and Equality (LD - HT) ★ Play and child led learning (SG/KN - DHT) Practitioner enquiry projects: ★ Increased use of evidence-informed practice from one of the 3 areas. ★ Improved learning and teaching through child led learning. ★ Enhanced staff professional learning and collaboration. ★ Improved outcomes for learners.

Assessment and Moderation			
As part of the ongoing work of the Renfrewshire Assessment and Moderation Group (RAMG), the Head Teacher has been involved in trialling assessment and moderation materials developed by the West Partnership. This work has helped identify priorities for Team Newmains, including extending moderation practices across a wider range of curriculum areas and increasing engagement in moderation activities within the school cluster to strengthen consistency and shared professional understanding. The Renfrewshire Way Whilst Numeracy data is very good for Newmains we have identified the moderation of numeracy strategies as a priority across the cluster, reflecting identified inconsistencies in teaching approaches, professional judgement, and expectations between the primary schools and at S1. This collaborative focus aims to strengthen consistency in practice and support smoother progression for learners as they transition to secondary education.	Improved assessment and moderation in numeracy through the work of the practitioner enquiry projects. Increased staff confidence in delivering high-quality numeracy strategies. Greater consistency in the teaching and application of numeracy approaches across the cluster, leading to improved learner outcomes. Consistency of teacher judgements confirmed through moderation discussions at February in-service day and shared standards agreed. Staff confidence in moderating across a broader range of curriculum areas improved with an initial focus on collaborative planning built into the WTA and collegiate calendar. Increased consistency and confidence in teacher judgements over time leading to improved attainment.	Regular professional dialogue during collegiate sessions based on assessment and moderation. Ongoing tracking of attainment data across literacy, numeracy, and health & wellbeing Regular teacher professional judgement supported by moderation activities. Use of standardised assessments where appropriate to benchmark progress. Evidence from formative assessment (e.g., feedback, learning conversations, success criteria). Pupil voice through daily interactions, seesaw profiling and learner conversations demonstrating understanding of next steps.	During the October in-service day, the Head Teacher will lead a professional learning session revisiting <i>The Renfrewshire Way</i> resources, with a particular focus on the Renfrewshire Assessment and Moderation Group (RAMG) materials to strengthen staff understanding and support consistent assessment and moderation practices. All teachers will participate in a practitioner enquiry project based on play pedagogy or child led numeracy activities. Regular stage planning sessions have been incorporated into the collegiate calendar to support consistency, professional dialogue, and shared understanding of standards. Analysis of data using baseline assessment and progress reports to track improvements.

Improvement Priority 3 – Strengthen pupil leadership by increasing meaningful opportunities for learners to influence school improvement and decision-making.**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 <i>(written by Miss Cameron and the YLL team)</i>			
The Young Leaders of Learning 2025/26 undertook Self-Evaluation under the Learning and Teaching theme of the HGIOURS document. The Young Leaders of Learning visited Arkleston in 2025/26 and identified a range of musical resources. The Young Leaders of Learning noted that they felt the Newmains would benefit from increased music input. When Arkleston visited Newmains, they identified Pupil-Led Learning and Digital Skills progression as an area of development. The P7 YLL pupils will target these areas in the 2026/27 session. The UNCRC Article 29 notes that all children have the right to education which develops their personality, talents and abilities. The YLLs hope to meet this by increasing music opportunities at Newmains.	From September-December 2026, the P7 YLL pupils will lead a Primary 2/3 Music club during lunch time to improve their music experience. In the first term of 2026/27, P7 YLL pupils will lead a staff training session on using Adobe to create pupil led videos. This will support teachers to develop pupil-led learning and digital skills. The Young Leaders of Learning will have improved their leadership skills by driving leading change in music and digital skills. The Young Leaders of Learning will have an increased awareness of the school improvement process.	Young leaders will be able to describe the process of self-evaluation by identifying improvement areas and actions taken to improve these. Select pupils in P2/3 will have increased experience with music and musical instruments. Staff pre and post-intervention survey will demonstrate increased confidence in using Adobe software to create pupil-led videos. P7 YLL pupils will show increase in confidence and skillset through pre and post-intervention survey.	P7 YLL pupils will plan 6 music sessions for P2/3 pupils. P7 YLL pupils will be responsible for generating interest and maintaining a register of P2/3 music pupils. P7 YLL pupils will liaise with Mrs Dunn to organise a collegiate session on Adobe videos. P7 YLL pupils will plan how to show staff how to use Adobe videos. P7 YLL pupils will create an example Adobe video to share with staff. P7 YLL pupils will develop a pre and post intervention survey for teachers.

The UNCRC Article 12 notes that all children have the right to express their views. The YLLs hope to meet this by increasing pupil-led learning at Newmains.			
<i>Play pedagogy (Information from Education Scotland)</i>			
Play pedagogy supports Curriculum for Excellence by providing engaging, developmentally appropriate learning experiences that promote wellbeing, independence, and attainment. It helps meet the diverse needs of learners while fostering curiosity, creativity, and active engagement. At Newmains, we already have a range of effective approaches in place to support play pedagogy. To refresh and strengthen our practice, the Head Teacher and one class teacher have engaged in professional learning and enrolled in the new Education Scotland modules on leading play pedagogy. Leading play pedagogy in primary one materials	By May 2027, professional judgements from primary one teachers will identify an increase in the number of primary one learners on track to achieve early level literacy and numeracy. Data will be identified at the end of term 1 following baseline assessments. By June 2027, the professional learning will have increased the average level of understanding and confidence of early primary teaching staff on the following: ★ play pedagogy and its benefits to learners in primary one ★ features of a high-quality, play pedagogy learning environment in primary one observation as an effective assessment tool ★ high-quality, child-centred planning for play pedagogy in primary one By June 2027: ★ observations of teaching practice, environment audits and planning will evidence an increase in high-quality play pedagogy approaches being used in primary one settings compared with previous evidence.	Staff survey (pre and post) Learner focus groups (pre and post) Classroom observations notes/feedback (peers, SLT, LA officers) Staff professional development and review process (self-evaluation wheel) Staff planning and evaluation documents Analytics from shared teams space (comments, resources, access to the toolkit and materials...) Tracking data on learner progress Assessment data – summative and formative incl. teacher professional judgement	HT and DHT led session based on the following modules: ★ Self-evaluation ★ Environment ★ Observation ★ Planning Module 1 delivered at the August In service day Modules 2-4 delivered between October 2026 and April 2027. (Materials to be released from ES throughout the session) Planning and implementation of strategies and approaches following each module input.