



2024 - 2025

Newton Primary School & EYC School Improvement Plan

getting
it right
for every child



Dyslexia
friendly



We are a
**Reading
School**



#Keep
The
Promise



Canine Trust Reading Dog



As a Silver Accredited Rights Respecting School, we acknowledge the importance of Article 3 in all we do:

'The best interests of the child must be a top priority in all actions concerning children.'

VISION

At Newton Primary School and Early Years Centre we provide a safe, nurturing and respectful environment which enables each pupil to achieve their potential, striving for excellence and equity. This is a welcoming, caring school where children and adults feel they contribute and are valued as individuals.

“A learning community’s well-being has a lot to do with the quality of relationships, cohesion, inter-dependence and belonging.”

VALUES

Our core values are;

- Self-belief
- Ownership
- Ambition
- Respect



Ready Respectful Safe

Collated class affirmations have produced the mantra:

- We are kind
- We are brilliant individuals
- We are brave
- We are friendly
- We are a team
- We are strong
- We reach our goals and work together
- We are proud

AIMS

In a positive, safe, caring environment at Newton Primary and Early Years Centre we aim to:

- Close the poverty related attainment gap and achieve excellence for all.
- Make learning interesting, useful and challenging so pupils want to learn.
- Provide the appropriate support for our families so that our children are ready to learn.

**South Ayrshire
Council Plan**

Spaces and PLaces
Live, Work, learn
Civic and Community Pride

**Children's Service
Plan**

Outstanding universal provision
Tackling Inequalities
Love and support for our Care Experienced young people and young carers
Good physical and mental wellbeing
Promoting Children's Rights

**Education Services
Priorities**

Equity, Wellbeing and Inclusion
Learning, Teaching and Assessment
Curriculum
Self Evaluation for Self Improvement

**National
Improvement
Framework Priorities**

Placing the human rights 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
Improvement in employability skills and sustained positive school leaver destinations for all young people
Improvement in attainment, particularly in literacy and numeracy

HGIOS 4 Quality Indicators

1.1 Self-Evaluation for Self-Improvement; 1.2 Leadership of Learning; 1.3 Leadership of Change; 2.2 Curriculum; 2.3 Learning, Teaching and Assessment; 2.4 Personalised Support; 3.2 Raising attainment & achievement

NIF Priorities:

Improvement in attainment, particularly in Literacy and Numeracy

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

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

Target: To raise attainment for all in literacy and close the attainment gap by improving attainment

Outcomes	Measures	Intended Impact
<p>Increase % of all learners on track to achieve expected ACEL level in literacy</p> <p>% of all learners on track to achieve expected level maintained above 80%</p>	<p>ACEL level cohort tracking including December and June data uplifts</p> <p>Learning conversations progress updates</p> <p>Class observation feedback on teaching of writing</p> <p>Various data and Standardised assessments across P1-P7 (GL, WTTT, Schonell, STAR, Early Level Vocabulary)</p> <p>Data from literacy interventions (5 minute literacy box, Catch Up Literacy, Toe by Toe, ZIP, Reading Wise Decoding, Reading Wise Comprehension, 3 Read, Talkboost)</p>	<p>All learners on track in ACEL level in literacy increased from 84%-85%</p> <p>Increase number of all learners achieving CFE levels in literacy at P4 and P7.</p> <p>100% P1 learners attain expected level.</p> <p>Prior attainment levels maintained for all learners.</p> <p>All teaching staff are involved in cluster moderation of learning, teaching and assessment - areas agreed by teaching staff at each stage. Engage staff across cluster in pedagogical practitioner enquiry.</p> <p>All staff will embed the South Ayrshire Reads Programme and will have improved knowledge of best practice in reading, specifically comprehension skills and literacy across the curriculum. (See Appendix 1)</p> <p>All parents will have had the opportunity to engage with South Ayrshire Reads Programme and therefore will have improved knowledge and understanding of how their child learns to read.</p>






<p>Increase by 7% number of learners achieving 10 Communication and Language Early Years milestones.</p> <p>Increase by 7% of all learners achieving identification of words that start with the same sound milestone.</p> <p>To introduce and embed a new library management system for whole school(Accessit) including personalised library pages and catalogue of books.</p>	<p>Staff and Pupils Surveys</p> <p>Milestone tracking- Sept/Oct and May/June data uplifts. Interim completed December.</p> <ul style="list-style-type: none"> • 100% of children will have online access to library • Library at the centre of pupils learning - data from pupil and teacher surveys 	<p>All staff understand the impact of pedagogical practices on raising attainment including - MTV, differentiation, outdoor learning and play based learning.</p> <p>All teaching staff identify most effective pedagogical practice on raising attainment.</p> <p>Increase number of learners achieving all communication and language early level milestones from 73%-80%</p> <p>All P7 learners are supported in the preparation for transitioning into secondary school through Ayr Academy transition programme. All P7 learners have a voice in shaping the transition programme. All P7 learners will maintain prior levels of attainment in literacy at secondary.</p> <ul style="list-style-type: none"> • Improved engagement in reading for pleasure • Encourage pupil leadership • Transform children's library experience • Motivate pupils to become active participants in their own learning and discovery.
<p>Lead People: Daniella Miller(DHT), EEL tbc, Jen Brennan (SfLT), literacy working party members tbc.</p>		
<p>Timescales: By June 2025 (Including mid-year review)</p>		
<p>Budget: PEF - School Assistants, EYP</p>		



HGIOS 4 Quality Indicators: 1.1 Self Evaluation for Self-Improvement; 1.2 Leadership of Learning; 1.3 Leadership of Change; 2.2 Curriculum; 2.3 Learning, Teaching and Assessment; 2.4 Personalised Support; 3.2 Raising Attainment & Achievement		
NIF Priorities: Improvement in attainment, particularly in Literacy and Numeracy. Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in employability skills and sustained, positive school-leaver destinations for all young people.		
Target: To raise attainment for all in numeracy and close the attainment gap by improving attainment		
Outcomes	Measures	Intended Impact
Increase % of all learners on track to achieve expected ACEL level in numeracy. % of all learners on track to achieve expected level maintained above 80%.	ACEL level cohort tracking including December and June data uplifts Learning conversations progress updates Class observation feedback on teaching of numeracy Various data and Standardised assessments across P1-P7 (GL, Number Sense, Early Level Assessments, Hodder, Headstart, Arithmetic, Problem Solving and Reasoning) Data from numeracy-based interventions (5 Minute box, Catch-up Numeracy, Number Sense, Mathseeds, CPA)	All learners on track in ACEL level in numeracy increased from 83%-85% Increase number of all learners achieving ACEL levels in numeracy at P4 and P7. 100% P1 learners attain expected ACEL level. Prior attainment levels maintained for all learners. All teaching staff are involved in cluster moderation of learning, teaching and assessment - areas agreed by teaching staff at each stage. Engage staff across cluster in pedagogical practitioner enquiry. All teaching staff will embed Building Thinking Classroom approach and will have improved knowledge of best practice in numeracy and maths. All parents will have had the opportunity to engage with further workshops including BTC and decision making in a mathematical context and the majority will have improved knowledge and understanding of how their child learns in numeracy.

<p>Increase by 15% the number of learners achieving all 10 numeracy and maths early years milestones.</p> <p>Increase percentage of all learners achieving recognise numerals 0-10 by 3 % and recognise how many without having to count by 3% milestones.</p>	<p>Milestone tracking- Sept/Oct and May/June data uplifts. Interim completed December.</p>	<p>All staff understand the impact of pedagogical practices on raising attainment including - MTV, differentiation, outdoor learning and play based learning.</p> <p>All teaching staff identify most effective pedagogical practice on raising attainment.</p> <p>All EYC staff engage in numeracy and maths CLPL to identify supports and strategies to be used with children who need additional support to achieve milestones.</p> <p>Increase number of learners achieving all numeracy and maths early level milestones from 67-82%</p> <p>All P7 learners are supported in the preparation for transitioning into secondary school through Ayr Academy transition programme. All P7 learners have a voice in shaping the transition programme. All P7 learners will maintain prior levels of attainment in numeracy at secondary.</p>
<p>Lead Persons: Nicola Killick(PT), EEL tbc, Jen Brennan (SfLT), numeracy working party members tbc.</p>		
<p>Timescales: By June 2025 (Including mid-year review)</p>		
<p>Budget: PEF - School Assistants, EYP</p>		

HGIOS 4 Quality Indicators: 1.1 Self Evaluation for Self-Improvement; 1.2 Leadership of Learning; 1.3 Leadership of Change; 2.2 Curriculum; 2.3 Learning, Teaching and Assessment; 2.4 Personalised Support; 3.2 Raising Attainment & Achievement		
NIF Priorities: Closing the attainment gap between the most and least disadvantaged children and young people; Improvement in children and young people's health and wellbeing; Improvement in employability skills and sustained, positive school-leaver destinations for all young people.		
To develop Children's Rights Agenda across the cluster To reach next level of Rights Respecting School Accreditation Continue to improve children and young people's HWB		
Outcomes	Measures	Intended Impact
Children's Rights Agenda developed across the cluster Gold Rights Respecting Schools Accreditation achieved (October 2025) All children empowered and inspired to think about and share their views. Average school attendance is currently 92%; increase to 94% Support inclusion of all learners within school. Provide environments that are supportive and inclusive.	Staff learning conversations progress updates Class observation feedback on pupil voice Wellbeing indicators (through wellbeing webs) Attendance (lates and absences) of targeted learners Staff and Pupils Surveys	OUTRight - Speak out on Children's Rights - Children, pupils and staff will be inspired to speak out for change through cluster campaign Empower pupil voice through improved relationships within cluster RRS groups (pupil and staff) All learners, including our youngest are supported in their journey of rights and their importance recognised, by increasing recognition in memorable ways. Attendance increases by 2% Latecomings across the school reduced by 50%. Children on time for school every day increased 20%. Increase targeted children's attendance from below 85%-90%. Raised parental awareness which will feed directly into pupil profiles and care plans, benefitting children through shared understanding.

<p>Continue to improve all children and young people's HWB, ensuring improved wellbeing outcomes for learners with experience of care.</p> <p>All staff continue to build understanding of The Promise and all that is included within the national guidance and local authority initiatives.</p> <p>Strengthen schools approaches to 3.1 and 2.4 to impact positively on pupils HWB, attainment and achievement through self-evaluation.</p> <p>Parental knowledge of wellbeing outcomes (SHANARRI) increased.</p>	<p>Good practice feedback following 'Looking outward' cluster staff visits</p> <p>Wellbeing indicators (through wellbeing webs)</p> 	<p>Empowered and inspire children to think about and share their views.</p> <p>All staff are involved in cluster moderation through context of children's rights and social justice.</p> <p>Increase number of children reporting positively on the healthy wellbeing indicator at school and home with a greater understanding of what being healthy means.</p> <p>All parents will have had the opportunity to engage in workshops around the healthy wellbeing indicator and the majority will have improved knowledge and understanding of their child's wellbeing.</p> <p>All P7 learners are supported in the preparation for transitioning into secondary school through Ayr Academy transition programme.</p> <p>All P7 learners have a voice in shaping the transition programme.</p> <p>All P7 learners will maintain prior levels of attainment at secondary.</p>  
Lead Persons: Fiona McAvoy(HT), Nicola Killick(PT), Daniella Miller(DHT), Ryan McGregor(ASA)		
Timescales: June 2025 (and mid-year review)		
Budget: PEF - School Assistants, Active Schools Assistant, EYP		

UNCRC Articles

- ✓ **Article 3**
Adults must do what's best for me
- ✓ **Article 6**
I should be supported to live and grow
- ✓ **Article 12**
I have the right to be listened to and taken seriously.
- ✓ **Article 13**
I have the right to find out and share information.
- ✓ **Article 15**
I have the right to meet with friends and to join groups.



UNCRC Articles

- ✓ **Article 20**
I have the right to be protected from being hurt or badly treated.
- ✓ **Article 23**
If I have a disability, I have the right to special care and education.
- ✓ **Article 28**
I have the right to an education.



UNCRC Articles

- ✓ **Article 29**
I have the right to an education which develops my personality, respect for others' rights and the environment.
- ✓ **Article 31**
I have a right to relax and play.
- ✓ **Article 39**
I have the right to help if I have been hurt, neglected, or badly treated.
- ✓ **Article 41**
Where our country treats us better than the U.N. does, we should keep up the good work!
- ✓ **Article 42**
Everyone should know about the UNCRC.



Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment Education Improvement Plan 2023-2026					
SAR Strategic Plan Priority: To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire SAR Strategy 2023-2026					
PHASE 1 SOUTH AYRSHIRE SCHOOLS 2024-2025					
SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
<p>To <i>develop confident and skilled readers in South Ayrshire</i> with a lifelong love of reading and the confidence to access all aspects of education, culture and society</p> <p>To <i>support and develop all education staff in South Ayrshire</i> to implement best practice through a culture of shared knowledge, collaboration and enquiry</p> <p>To <i>promote the implementation of an excellent reading curriculum</i> which prioritises best practice, challenge and adapted teaching for children with additional support needs</p> <p>To <i>gather, use and analyse data effectively to drive change and improvement in children's reading skills, reading confidence and reading attainment</i></p>	By June 2024 ALL schools will have an identified Reading Leader with responsibility for facilitating and leading reading development within their setting.	<p>The aims of South Ayrshire Reads are beginning to embed across Phase 1 School Communities</p> <p>The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders</p>	All reading leaders can attend 3 half day sessions (September 2024, November 2024, January 2025) focusing on driving change to raise attainment in reading.	LW	June 2024
	By June 2024 ALL Phase 1 schools will have a collaborative partnership to ensure collective efficacy and an established approach to looking outwards.		<ul style="list-style-type: none"> Bespoke partnership CLPL responsively planned and reviewed in line with contextual needs. Meeting and session dates agreed. Bespoke roadmaps created. 	HM	June 2024
	By June 2024 ALL P4 and P7 practitioners in Phase 1 schools will have had the opportunity to evaluate pupil readiness for learning and reading for pleasure		Phase 1 schools will complete simple MS Form asking for number of children at key transition points who are able to access curriculum at next stage in learning and those who regularly read for pleasure.	SL	June 2024
	By September 2024 ALL Phase 1 practitioners will have had the opportunity to take part in a SAR collaborative launch.		<ul style="list-style-type: none"> August Inservice Day SAR Launch Access to SAR Professional Learning MS Team Link to SAR update video to be shared with school community 	SL	September 2024
	By April 2025 ALL Phase 1 education staff will have had the opportunity to re-engage with Universal CLPL sessions.		<ul style="list-style-type: none"> Catch-up CLPL in Phonological Awareness; Phonics and Fluency – multiple dates available. 	LW/HM	April 2025
	By June 2025 ALL Phase 1 education staff will have had the opportunity to engage in bespoke high-quality CLPL.		<ul style="list-style-type: none"> All CLPL based on Science of Reading with particular focus on <i>embedding</i> phonological awareness, phonics, fluence and vocabulary. 	HM	June 2025
	By June 2025 ALL Phase 1 education staff will have had the opportunity to develop their practice in collaboration with the SAR team.		<ul style="list-style-type: none"> Collaboration activities include workshops; modelled lessons; professional discussions; coaching sessions 	JW	
	By June 2025 ALL Phase 1 establishments will have had the opportunity to engage with assessment implementation and data analysis		<ul style="list-style-type: none"> Access to CLPL sessions focussed on interpretation, analysis and evaluation of their pupils' phonics and/or fluency attainment to measure impact and determine next steps. 	LW	
	By June 2025 ALL Phase 1 establishments will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities		<ul style="list-style-type: none"> Reading Schools Accreditation Communication Friendly Environments Developing Writing through SAR 	SL LC SL	
	By June 2025 ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.		<ul style="list-style-type: none"> Reading Leader will attend SAR led session prior to delivery of Parent Engagement Workshop Notification and access to authority SAR family engagement session / resources 	LW	