

Newfield Primary School and Nursery Class

Standards and Quality Report 2022/23

Context of the school:

Our School:

Newfield Primary School and Nursery Class is a non-denominational co-educational school located within the semi-rural village of Stonehouse. The current roll in the Nursery is 64 and operates an 1140 model, nursery sessions are 8.45am-2.45pm 5 days a week. The school roll is currently 215 over 8 classes.

Newfield Primary School

Vision



Values:

Leadership
Equity
Achievement
Resilience
Nurture

Aims

We aim to develop a safe, caring and supportive learning environment where all achievement is celebrated.

We aim to equip all our learners with skills that will help them to reach their full potential.

We aim to work together and encourage each other as one school community.

Newfield Nursery Class

Vision

Our Passion, Their Future



Values

Respect
Achieving
Included
Nurture
Belonging
Opportunity
Welcoming

- To provide a safe, caring and stimulating environment for our children where everyone feels valued, included and respected.

- Develop resilient, ambitious, creative and curious learners so that children are empowered to be fully involved in their play and learning through skilled interactions.

- Work as a team and build a community, where everyone can shine, working in partnership with other agencies and our communities to promote the welfare of our children.

The catchment area is a mixture of social and privately-owned houses. Access to transport and facilities is reasonable. Our Free School Meal entitlement is 15%, which is slightly lower than previous years.

Our pupils live in the following deciles of the Scottish Index of multiple deprivation (SIMD)

Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
	2%	20%	41%		17%		17%	1%	2%

The School Management Team consists of the Head Teacher, Depute Head and Principal Teacher. The roll has increased over the last few years which allowed us to appoint a permanent DHT in April 2020 and a Principal Teacher in January 2021. There are 8.6FTE permanent teachers. We have a 0.5FTE teacher paid for by PEF money. We also have a Specialist Support Teacher who comes in once a week. There is a School Support Team Leader, 4FTE School Support Assistants. We also have 1.0FTE School Support Assistants paid for by PEF. Our staff also includes a janitor, a Cook-in-charge, catering assistants and cleaners.

The Nursery team consists of the Team Leader, 7 full time Early Years Worker and 2-part time Early Years Workers and a Nursery Support worker. The Nursery team are very experienced having all worked in Nursery Centres before joining Newfield. This is their second year working together as a team since the nursery expansion.

Newfield Primary has had a green Eco Flag since 2003 recognising our commitment to looking after our planet and being sustainable. We have our Gold SportsScotland Award in recognition of our wide variety of sporting achievement and opportunities. We are currently applying for our Reading Schools Award and our Right Respecting Bronze Award.

We have a very active Parent Council who play an integral role in the life of the school. Our Parent forum are very supportive. We also have good links with local businesses, the library, Active Schools and the School Travel Plan Coordinator.

Newfield Primary School is part of the Larkhall Learning Community. We have well established links with cluster and local schools. We are involved in transition events and activities for our feeder secondary school, Larkhall Academy, and aim to support all pupils in their transition to secondary education.

Review of progress for session Aug 2022- June 2023

School priority 1: *To promote the positive health and wellbeing of children and young people, parents/carers and staff with a specific focus on leadership opportunities, reconnection and building community links post covid.*

NIF Priority (select from drop down menus)
Improvement in children and young people's health and wellbeing
NIF Driver
Parent/carer involvement and engagement
School Improvement

HGIOS?4 QIs (select from drop down menus)
2.7 Partnerships
3.1 Ensuring wellbeing, equality and inclusion
3.3 Increasing creativity and employability

Strategy

What did we set out to do?

Developing the young workforce

- Identification of lead teacher for each leadership group and allocation of pupils in each group.
- Groups contribute to the wider school by involvement in assemblies and school events and overview of tasks undertaken displayed on leadership group wall.
- Hold a World Of Work event, inviting local people/businesses to talk to pupils about their occupations.
- P6 class to work with Social Entrepreneur to create a social enterprise and develop skills for learning, life and work.
- P3 pupils to lead playground activities and work alongside P1/2 to show them games to play in the playground.
- P7 pupils to lead lunchtime clubs, further developing their coaching skills which were developed in P6.
- P6 pupils to undertake Sports Leader training in May 2023 for implementation as Primary 7 pupils.
- Identification of lead teacher for each masterclass group, pupils choose group to attend for the term and evaluation of Masterclass groups and skills developed conducted each term.
- Provide opportunities for participation in extra-curricular clubs/activities including family learning experiences, registers of participation gathered and recorded termly.

Involvement of all stakeholders in Self Evaluation

- Establishment of Pupil Voice group who will use HGIOURS as a tool to evaluate current school practice.
- Young Leaders of Learning group established and trained in approach and group to link with another school to promote Learning and improvement across the school.
- The Big Questions at assembly, using HGIOURS as a tool for self evaluation.
- Consultation exercise with all stakeholders (parents/carers, pupils, staff and the wider community) to update and amend current vision, values and aims and shared with all stakeholders.
- Consultation and creation of curriculum rationale.
- Creation of parental engagement year planner of events, ensuring a wide variety of events and mindful of CoSD.
- Distribution of planner to all families and wider community.
- Creation and implementation of Parental and pupils feedback calendar to ensure opinions are sought regularly throughout year

- Continued positive relationships with Parent Council.

Promotion of pupil/parent/staff HWB

- Class teachers used Boxall Profile findings to plan interventions within their own class to target the wellbeing of specific children with Boxall evaluation completed post nurture intervention.
- Reintroduction of nurture groups. Nurture groups will run on a weekly or twice weekly basis for identified pupils.
- Review and update existing HWB programme of study.
- Make links with Trust Jack – a local charity focussed on mental health in children and young people and work together on a shared project.
- Reintroduction of parental coffee morning in association with the Hope Café supporting Mental Health and signposting where supports are available.
- Organise an Open Day for local groups to share what they do. Invite parents and members of the local community.
- Share relevant information on Social Media channels.
- Continue to support staff HWB and HWB included on staff agendas for meetings.
- HWB discussion at individual PRD for teaching staff and support staff.

Revisit of relationship approach

- Revisit SLC's Attachment Strategy and PPBUDB policy and SHANARRI with all staff across the establishment.
- Share the Principles of Nurture with parents.
- Revise all Principles of Nurture with all staff and children.
- Share key pledges of SLC's Attachment Strategy with children and parents.
- Raise staff awareness of Adverse Childhood Experiences.
- Discussion to take place around; - school charter, class charter; - behaviour boards down from walls; - how to deal with behaviour consistently
- Revisit PPRUDB policy and ensure our policies and approaches align with this.

Progress and Impact

What difference did we see? What did we achieve?

Developing the young workforce

Leadership groups organised and implemented. P3-7 pupils all part of leadership with P1-2 pupils experiencing taster sessions of each group. Pupils contributed throughout the school year at assemblies and organised school events. This allowed pupils to further develop their leadership skills and contributing to school improvement. P7 sports leaders ran lunchtime clubs for younger pupils providing the P7 will ownership and responsibility in preparation for moving to secondary school. They were able to further develop their coaching skills gained during their P6 leaders training.

Masterclasses provided opportunities for pupils to develop skills for life, learning and work. The worked alongside different pupils and different staff which helped build strong relationships across the school. Pupils were given ownership over what masterclasses they attended and they were given opportunity to evaluate their experience at the end of every term.

83% of all pupils attended at least one extra-curricular club this year, our target was 75%. The majority of those 83% attended multiple clubs through the year. We worked alongside our Active Schools Coordinator to identify and target the year groups that had lower participation ensuring that all pupils had the chance to attend an after school club.

Involvement of all stakeholders in Self Evaluation

The Pupil Voice group was established and identified areas for improvement in the school. They did walk rounds to identify aspects of the fabric of the building that needed improved from a pupils perspective, which was taken on board and actioned by the SMT. After reflection it was decided to introduce The Big Questions at Assembly to allow all pupils to contribute to our Self-Evaluation. We used HGIOURS as a discussion tool and recorded their pupils' opinions in their own words.

Our Young Leaders OF Learning Group worked in partnership with Tinto Primary looking at Teaching and Learning with a particular focus on Outdoor Learning Experiences. The group visited Tinto to see first-hand what outdoor learning was taking place and hosted a visit from Tinto to share our good practice. This was a valuable experienced and allowed pupils a real voice with regards Self -Evaluation and improvement. At the ends of both visits pupils recorded their findings using Jamboard and shared those with both schools. QUOTE

All stakeholders were consulted on our VVA and after this consultation the VVA were not changed. Alongside the consultation for VVA we also asked all stakeholders about their priorities for our curriculum and this information was gathered and written up in our New Curriculum Rationale document.

As a staff we looked at the events across the school year to ensure that we were mindful of costs for families. All the events were uploaded onto our school calendar to ensure parents had plenty of notice. We consulted the Parent Council with regards costs of events and took advice from them as to how to spread the cost across the year. The cost for all trips was capped and parents had the option to pay in instalments from August to June regardless of when her trip was.

A self-evaluation has been created to ensure feedback is being sought at regular intervals from all stakeholders - parents, pupils and staff.

SMT continue to work alongside Parent Council for the benefit of the school.

Promotion of pupil/parent/staff HWB

Class Teacher all receive training of the nurture principal and Attachment informed practice at the first inset day which they embed in their teaching. PASS assessment results are shared with staff at the start of term so they can use this information to inform their approach and to target children who may need additional support with their Health and Wellbeing.

Staff updated HWB planners reflecting the changes in the RSHP programme and this will be monitored and evaluated in the coming years.

Links with trust Jack are in the initial stages but this will be further developed next session.

Parental Coffee Morning reintroduced this year but it wasn't as well supported as we would have liked. Visitors were invited along to the coffee mornings to advertise HWB supports within the community and how parents could access them. Will continue into the new session. Discussions with staff have taken place about how we can make this more successful - plans to include the pupils are being considered. Community Open Day was held but was not well attended, plans to incorporate this with a pupil event may encourage attendance alongside significantly more advertisement.

Survey went out for Staff regarding their HWB, results from this were discussed at staff meeting and subsequently. HWB is always on the agenda at staff meetings and staff regularly reminded of supports available from SLC.

Revisit of relationship approach

All staff revisited Nurture, Attachment, SHANARRI and PPRUDB policy at start of the school year. Staff all have nurture principals displayed in their classroom, alongside the A-Z of attachment informed practice.

Discussion took place at INSET regarding the use of Relationship and Behaviour policy. The use of behaviour is now longer standard practice and warnings should be discussed on a one-to-one basis with the pupil. Behaviour approach is constantly monitored by SMT and discussed at staff meetings were required.

After some discussion with parents regarding our behaviour approach, a steering group was formed to seek parental feedback. This feedback was then discussed with staff and a slightly amended approach has been created and will be adopted in August 2023.

Next Step(s) to inform SIP for 2023/2024:

- Further development of leadership skills in pupils through leadership opportunities - P7 pupils to lead masterclasses and lunchtime clubs.
- Continue with YLL - linking with Stonehouse Primary to help further develop links between the two schools.
- Pupils will get the opportunity to choose a new leadership group and develop and transfer their skills to a new area of school improvement.
- The new Primary 3 pupils will get the opportunity to take part for the first time.
- Combine World Of Work week along with the community open day to encourage wider community involvement and raising awareness of the different opportunities of employment in the community.
- Open the invitation to parent HWB Coffee Mornings to Nursery parents
- Involving parents more in after school clubs, asking for volunteers and encouraging parental participation.
- Further develop links with Trust Jack next school session.

School priority 2: *To promote consistently high standards of teaching and learning across the school which results in raised attainment and achievement, with a specific focus on targeted support, equity and closing the poverty related attainment gap.*

NIF Priority (select from drop down menus)
Closing the attainment gap between the most and least disadvantaged children and young people
NIF Driver
Curriculum and assessment
Performance information

HGIOS?4 QIs (select from drop down menus)
1.5 Management of resources to promote equity
2.4 Personalised support
3.1 Ensuring wellbeing, equality and inclusion

Strategy

What did we set out to do?

Quality Assurance

- Create and share Quality Assurance timetable with all staff.
- Create Quality Assurance Evaluation Checklist and evaluate progress of QAT at regular intervals.
- Evaluate effectiveness of checklist and amend for 23/24 as necessary

Writing Development

- Identify Writing Lead to further drive improvements in writing approach across the school.
- Evaluate the effectiveness of the exemplar writing lessons created last school session and amend as required.
- Identify CLPL needs and opportunities.
- Evaluate the correction code, core writing targets and genre targets and amend as necessary.
- Analysis of current Writing attainment and identification of any specific areas to be improved
- Moderation activities continued to ensure a shared understanding at each level.
- Create own story books in classes as part of Writing lessons and read aloud to another class.
- Complete assessment lessons for Imaginative and Functional genres.
- Introduce daily writing journals in all classes and have genre specific focus events monthly
- Visit other establishment to observe good practice, share this information at staff meetings
- Opportunities for team teaching to further develop the modelling section of working lessons

Numeracy Development

- Review and evaluate the effectiveness of high-quality assessments for each stage of the pathways.
- Identify and CLPL needs and opportunities for staff to improve numeracy teaching and approaches.
- Continue to review and adapt planners, assessments and pathways as required
- Review and edit maths flashcards
- Look at new Problem-Solving approaches and introduce to classes
- Opportunities for training in Maths Recovery for teaching staff and CLPL sessions to enhance Maths Recovery understanding and implementation.

Reading Schools

- Establish Reading Schools Leadership group.
- Continue to work through Reading Schools Reading for Pleasure Action Plan. Share Reading Schools Action Plan with all stakeholders.
- Continue to embed Reading for Pleasure into school curriculum, including school library development (children and adults).
- Train children as 'Paired Readers'
- Identify the role of Junior Librarians and encourage children to apply for this role.
- Arrange class visits to Stonehouse Library.
- Create a timetable for the school library.
- Consult with pupils regarding the requisition of texts.
- Pupils will share their reading experiences and promote texts
- Establish a range of Reading for Pleasure events throughout the 2022/23 session, including monthly reading focussed assemblies.
- Integrate Reading Schools Action Plan into forward planning.
- Organise activities to increase parental engagement with pupils reading for pleasure.
- Establish clubs to promote reading for pleasure.
- Collect evidence to submit towards accreditation.
- NGRT, PM Benchmark reading assessments used to ascertain attainment levels and attainment data to be measured termly.

Targeted support/Use of staged intervention process

- Revisit Staged Intervention process with teaching staff.

- Using attainment data, stage intervention paperwork and professional dialogue with teaching staff, identify pupils who require additional support for learning.
- Create SFL timetable with identified pupils working with SSA on specific aspects of their ASP/Staged Intervention paperwork.
- Revisit Learning Support timetable termly and make changes as required.

Attendance/Punctuality

Baseline figures noted for each pupil.

Attendance and punctuality figures will be monitored monthly - any patterns of non-attendance/lateness will be identified.

Parents/carers and pupils will be notified when improvements in attendance punctuality take place to encourage more of this – good news story home.

Questionnaire/dialogue undertaken by identified pupils to understand what specific barriers are

Equity Lead will liaise with class teachers to ensure curriculum is relevant, challenging and appropriate for identified pupils.

Progress and Impact

What difference did we see? What did we achieve?

Quality Assurance

Effective Quality Assurance ensures high quality service delivery and provides opportunities to regularly self-evaluate and ensure continuous improvement.

Writing Development

Writing Lead teacher identified and remit of responsibilities developed and shared among all staff. Lead teacher undertook Talk 4 Writing training and begin to implement it in collaboration with class teachers across all stages. Team teaching approach across all stages with Lead Teacher supporting where required. Attainment levels at the start of term shared amongst staff and stages requiring particular focus identified. CLPL needs were identified within the staff and opportunities provided. Correction code, core writing targets, genre targets all updated and implemented, lead writing teacher modelled good use of these resources. Staff report that these enhance writing lessons and help identify expectations for children's writing. Whole school approach to correction ensures all pupils and staff understand the process and this also supports during the moderation process. Moderation activities provided for staff and opportunities to discuss across levels to deepen understanding of achievement of a level. All pupils involved in daily writing activities 'The Write Time' and provided with journals to encourage free writing sessions. P1 and P2 pupils created own story books and shared with peers. Exemplar lessons created and saved in shared area for Functional and Imaginative writing and used during team teaching sessions. VCOP lessons for start of term created and will be implemented in August 2023. Monthly competitions, star writer certificates at assembly and writing boxes in classrooms all encouraged writing in classes and raise the profile of writing across the school. Pupils were more involved and enthusiastic about writing and this was evident in classes and through discussions with pupils. Of the identified pupils at the start of the year, attainment in writing has increased by 7% across the school by June 2023. Literacy Development Officer Colin French visited to support Lead Writing Teacher in writing development and give suggestions regarding whole school approach.

Numeracy Development

Assessments adapted to suit pathways, but further work is required to ensure high quality. Staff have started Maths Recovery training (4 staff so far) and this will continue into the new school session ensuring that all staff will be trained in Maths Recovery in the coming years. Planners and pathways all updated to reflect any needed changes. Flashcards checked and new sets made for second level. A coherent approach to flashcards and evidence of pupils making progress across stages. Problem Solving carried over to next school session. There is no further requirement for CLPL session on Maths Recovery as all staff will be trained by SLC. Of the staff trained in Maths Recovery, staff are more confident in teaching numeracy and early intervention.

Reading Schools

Reading school group established in August and minuted meetings took place twice a term throughout the session. The Reading Schools action plan was updated by the leadership group and evidence was gathered throughout the year. The action plan was distributed to staff and shared with pupils at assembly. The library materials has continued to be updated and added to, including graphic novels, football stories requested by pupils and content by popular authors such JK Rowling, David Walliams and Jeff Kinney. Our Primary 7 pupils regularly read with their Primary 1 buddies, our Primary 6s read with P2 pupils and our P4 pupils read with our Nursery children. Our Junior Librarians applied for the position and run library sessions for pupils from P3-p7. All classes in the school visited Stonehouse Library for a session with our Children's assistant Nicole Philips. Nicole has also contributed to events such as World Book Day by sending in clips of her reading stories and follow up activities

that classes can complete. Further development is required to ensure the timetable for the school library can be run and managed by the Junior Librarians independent of school staff. Pupils are regularly consulted regarding new texts from the school library and promote texts at assembly and through recommending bookmarks inside books. Further development required to establish further reading events throughout the session. Adult books available at parents' night, book bags sent home and gift BookBug bags and Read Write Count bags during book week Scotland. Parents also came in to read to pupils during reading sessions on World Book Day. A Book and A Biscuit after school club established for Pupils P4-7 and lunchtime clubs for P1-3 pupils. Evidence towards accreditation has been gathered all year and submitted. PM Benchmark assessments ongoing throughout the year and NGRT in June. Attainment data is measured termly and discussed at Attainment Review meetings. Of the identified pupils at the start of the year, attainment in reading has increased by 18% across the school by June 2023. We still need to do more work to ensure the number of pupils who have a reading age of a year or more less than their chronological age is reduced.

Targeted support/Use of staged intervention process

Staged intervention procedure amended slightly to ensure evaluations of interventions completed termly and recorded consistently. All staff trained in new process and Staged Intervention protocol updated to reflect this. Staff have a clear understanding of the Staged Intervention process and their role within in. Updated paperwork created for Specialist Support Teacher to ensure clear sharing of information between SST and SMT and SMT and Class Teachers. Attainment data in Literacy and Numeracy shared at the start of the school year with cohorts identified who have particular need. Data from formative assessments, alongside summative assessments and staged intervention paperwork inform support requirements and formation of timetable. Timetable re-evaluated termly to ensure support is given where it is most needed.

Attendance/Punctuality

Attendance and punctuality tracked throughout the year. SLC Attendance policy used to identify where attendance or punctuality falls below expected level and letters/meetings held as required. Supports offered to help families ensure attendance is above 85% and the importance of good attendance to ensure opportunities for learning and raised attainment.

This year we didn't quite meet our target of 85% (83.5%) pupils who have an attendance greater than 90% so further work is still required in this area. We have a number of families who take multiple holidays during the school session. Often early September then again late May/early June. This can have an impact on our attendance figures. Of our 17 targeted pupils, 12 of them had an attendance greater than 80%, work still needs to be done for the other 5 pupils.

Punctuality has improved - 25% reduction in those who are late more than 10 times in a school year.

Next Step(s) to inform SIP for 2023/2024:

- Training of staff and implementation of FLIPP for P1 teachers. FLIPP starts at beginning of P1 school session.
- Training of staff and implementation of NELI for P1/P2 pupils.
- Lead Writing Teacher to undertake the Talk 4 Writing leadership course to further enhance whole school approach
- Succession planning for Lead Writing teacher to ensure smooth handover back to class teachers.
- Introduction of assessment of another curricular area - PE? Science?
- Introduction of a Maths overview planner to ensure coverage of all maths concepts.
- Further development of Reading schools - creating a larger Library space
- Collated exemplars of moderated pieces of writing established for each level

School priority 3: *To develop play-based approaches in the lower school and outdoor learning opportunities across the whole school, with a focus on metacognitive and self-regulation strategies.*

NIF Priority (select from drop down menus)

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

NIF Driver

Curriculum and assessment

School Improvement

HGIOS?4 QIs (select from drop down menus)

2.2 Curriculum

2.3 Learning, teaching and assessment

3.3 Increasing creativity and employability

Strategy

What did we set out to do?

Development of Play-Based Learning

- Establish Play Working Group. (PWG)
- Audit current practice in relation to play-based learning.
- Explore current guidance and good practice related to play-based learning.
- Identify CLPL needs and opportunities including staff understanding of different types of play.
- Visit a variety of establishments to increase staff knowledge of play-based learning.
- Create learning zones in open area to pilot play-based learning.
- Introduce a learning zone termly, identifying resources which can be used to support the development of play-based learning in the early years.
 1. Discovery and investigation
 2. Creative
 3. Social
 4. Outdoors
- Primary 3 pupils trained in Playground Games Leaders in order to model and initiate play opportunities at break times and lunchtimes.
- Revisit audit, review and evaluate updated practice in regard to play-based learning.

Development of Outdoor Learning

- Establish Outdoor Working Group. (OWG)
- Audit current practice in relation to Outdoor Learning opportunities.
- Explore current guidance and good practice related to Outdoor Learning.
- Identify CLPL needs and opportunities including staff understanding of outdoor learning.
- Visit a variety of establishments to increase staff knowledge of outdoor learning.
- Create year overview of outdoor opportunities, outlining programme of outdoor areas to be covered.
- Revisit audit, Review and evaluate updated practice in regard to outdoor learning.

Metacognition Training

- SMT to undertake professional reading in order to cascade knowledge and understanding to all staff.
- Introduce the term Metacognition to staff and explore what it means for us as learners and as teachers.
- Explore and undertake the cycle of development for metacognition as suggested by the Education Endowment Foundation
 - Teacher to acquire the professional understanding and skills to develop their pupils' metacognitive knowledge.
 - Explicitly teach pupils metacognitive strategies, including how to plan, monitor and evaluate their learning.
 - Staff to model their own thinking to help pupils develop their metacognitive and cognitive skills.
 - Staff to set an appropriate level of challenge to develop pupils' self-regulation and metacognition.
 - Staff to promote and develop metacognitive talk in the classroom
 - Staff to explicitly teach pupils how to organise and effectively manage their learning independently.
 - Support teachers to develop knowledge of these approaches and expect them to be applied appropriately.
- Review and evaluate the development and implementation of metacognitive approaches across the school.

Progress and Impact

What difference did we see? What did we achieve?

Development of Play-Based Learning

Audit of play has been undertaken and areas of development identified. Two staff have taken part in Play Pedagogy training with a further staff member started training and will continue into 23/24 school session. Staff

confidence in Play based learning has increased and staff feel more confident in the approach and how to provide play opportunities for their class. Pupils across Primary 1 and 2 have all had an increase of play opportunities and have experienced a wide variety of activities this year.

Development of Outdoor Learning

Audit of current position with regards Outdoor Learning has been undertaken and areas of development identified. Current guidance explored and examples of good practise noted. Creation of outdoor learning plan with ideas which can be used by class teachers. Staff report that their confidence has increased in relation to outdoor learning. Pupils have had an increase in Outdoor opportunities this year.

Metacognition Training

All staff received Metacognition training this school year via a series of webinars and have a clear understanding of Metacognition and its benefits. Support material provided to encourage metacognitive approaches to be used in classes. Staff report using metacognitive approaches in classrooms. Conversations evident from discussion with pupils. Pupils able to better articulate their learning and how they learn - this is evident during learning conversations with SMT.

Next Step(s) to inform SIP for 2023/2024:

- development of play position statement
- further development of play zones
- development of outdoor learning position statement
- partnership working with outside agency to help develop outdoor opportunities
- development of resources to support metacognitive approaches in classrooms and a whole school strategy

Nursery priority 1: *Continue to ensure high quality learning experiences for all areas of the curriculum with a particular focus on developing Outdoor Learning.*

<u>NIF Priority (select from drop down menus)</u>	<u>HGIOS?4 QIs (select from drop down menus)</u>
Improvement in skills and sustained, positive school-leaver destinations for all young people <u>NIF Driver</u> School and ELC leadership School and ELC improvement	1.1 Self-evaluation for self-improvement 2.2 Curriculum 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.3 Developing creativity and skills for life and learning

Strategy

What did we set out to do?

- Each EYW allocated a specific aspect of the nursery to lead.
 - Literacy and Achievements – Jade
 - Numeracy – Nicola/Vicki
 - Parental Communication and Engagement – Charlotte
 - Health and Wellbeing and STEM – Mel
 - Outdoor Learning and HWB – Fiona/Natalie
 - Vision and Values and SHANARRI – Jodi
 - Playroom Management and Risk Assessment – All staff
- Key actions for each aspect undertaken by nominated staff. Audit sent to children/parents, feedback gathered, action plan developed and executed.

Outdoor Development

- Audit for outdoor learning identify areas for further development.
- Invite Parent Helpers to work in Outdoor Area.
- Hold parent workshops to inform parents of learning experiences being undertaken in the Nursery.
- Creation of Sway focussed on Outdoor to share the development of area with parents/carers.
- Staff moderation exercise to discuss Outdoor Environment and learning and how we as a team can further improve these for children.
- Audit and review our current Outdoor resources and equipment.
- Develop Risk Assessment folder for Outdoor Learning in partnership with children.
- Staff children and families to identify further resources to be purchased that will enhance further learning and the environment.
- Visits to other establishments for sharing good practice of outdoor learning environments and increasing staff knowledge and confidence.
- Identify and apply for funding streams for fixed outdoor play equipment for all areas.
- Ongoing evaluation/review meetings on Outdoor Learning environment and experiences provided.
- Celebrate successful learning in the outdoors through display of work in new Perspex display, posting on Twitter, inclusion in floor books and sharing observations via Learning Journals.
- Evaluation of the impact of the new outdoor learning environment to improve children's learning and engagement.
 - meet with parents/carers to discuss their views
 - consultation with children to reflect on their learning
 - evaluative questionnaire for staff to complete

Progress and Impact

What difference did we see? What did we achieve?

Risky Play area has now been fully Implemented in the front garden area of the nursery, Children are able to access this area on a daily basis. Children are encouraged to self-risk assess the outdoor area before play. Parent workshops have had a high attendance, Outdoor risky play was shared on a PowerPoint to give parents/career a clear insight on the benefits of outdoor play. Information was also shared on twitter and individual children's learning journals to ensure that all parents had access. Risk assessment folder for outdoors has been created, Children are involved in daily checks of the outdoor area. Outdoor review sheet to be created.

As part of staff development almost all staff have visited other establishments to share good practice. Children have also been involved in the nursery visits. From visits staff will begin to implement * Lunchtime surprise guest WB 24/4/23.

Outdoor learning is shared on the nursery Twitter page, which has been well received by parents and carers.

Outdoor display is in progress.

Children are able to identify a risk and to rectify it to ensure that an area is safe, children will develop their own self confidence.

Outcome

- fully functional outdoor area that is utilised daily
- children more engaged in risky play
- increase parent/carer knowledge of benefits of risky play through outdoor learning
- Increased staff confidence

Next Step(s) to inform SIP for 2023/2024:

Continue with the outdoor development and ensure it meets the needs of the nursery children.

Nursery priority 2: *Further develop partnership working by reconnecting and engaging with parents and the wider community post-covid.*

NIF Priority (select from drop down menus)
Placing the human rights and needs of every child and young person at the centre of education
NIF Driver
Parent/carer involvement and engagement

HGIOS?4 QIs (select from drop down menus)
1.1 Self-evaluation for self-improvement
2.7 Partnerships
3.1 Ensuring wellbeing, equality and inclusion

Strategy

What did we set out to do?

Each EYW to provide a Parental Workshop related to their specific area of responsibility.

- Literacy and Achievements – Jade
- Numeracy – Nicola/Vicki
- Parental Communication and Engagement – Charlotte
- Health and Wellbeing and STEM – Mel
- Outdoor Learning and HWB – Fiona/Natalie
- Vision and Values and SHANARRI – Jodi
- Playroom Management and Risk Assessment – All staff
- Invitation to visit nursery for all new starts and parents before term begins.
- Home visits for all new starts undertaken by Key Worker.
- Twice yearly invitation to visit nursery to see progress and work being undertaken. Opportunity given to contribute to Floor Books and displays.
- Twice yearly Stay and Play opportunities.
- Parents invited to regular New and Views meetings, allowing opportunity for sharing of ideas and suggestions and gaining insight into the daily operation of the nursery.
- Parent Helpers sought for various roles.
- Home Link bags created to encourage parents to engage in the children's learning.
- Fundraising opportunities in partnership with the parents to raise funds for ongoing needs of the nursery.
- Regular questionnaires and surveys to encourage stakeholder involvement.
- Reinstate the You Said We Did board to demonstrate that parental opinions are valued.
- Hold Parents Evening and Open Evening, allowing parents/carers to meet and discuss child's progress with Key Workers.

Progress and Impact

What difference did we see? What did we achieve?

Power point was shared with parents at workshop, which was also shared on individual children's Learning Journals.

Home visits have been carried out for all new starts, a sheet will be created to document this, new starts have settled more quickly building a positive relationship with the KW who attended the home visit.

Photographic evidence and feedback from parents are displayed in floor books.

HomeLink bags have been created focusing on CFE outcomes, bags will start going out to children on weekly basis Wb 24/04/23.

Fundraiser carried out during Christmas was successful raising money for resources which will enhance the learning experiences of all children.

Outcome

- Increased parental engagement with the nursery
- Improved transition processes and strengthened relationships
- Increased confidence and knowledge of parents after workshops
- Include wider community links
- Reinstate opportunities for parents to visit the nursery

Next Step(s) to inform SIP for 2023/2024:

Continue developing partnerships with the parents for the benefit of the nursery pupils.

National priority: How we are ensuring Excellence and Equity?

Strategy

Brief commentary on context and identified barriers to learning which affect progress and attainment, key interventions undertaken

Use of PEF money

The Pupil Equity Fund at Newfield Primary School is used to fund 1.0FTE School Support Assistant and 0.5FTE class teacher. These additional staff are responsible for undertaking interventions in both Numeracy and Literacy for identified pupils from Primary 1 to Primary 7. We also use some of our budget to pay for resources to help with these interventions, the PASS assessments and the home learning packs which are provided for every identified pupil at Newfield Primary.

5% of our budget is set aside as our Participatory Budget (£3307.50) and the pupils, parents and staff are all involved in the decisions as to how this money is spent.

Participatory budget

Consultation was held with pupils, parents and staff and opinions gathered. The pupils wanted to spend the participatory budget on sports coaches, the parents wanted to purchase home skills resources for after school clubs and the staff wanted to spend the money on play resources for our play journey. As all three options would benefit our pupils it was decided to do all three options.

Promotion of Pupil HWB

All pupils took part in the Pupil Attitude to School assessment in September 2022. Those children who had more than 50% of their responses regarded as negative were identified. Class teachers received the results, and this informed their practice in classrooms with regards using nurture and attachment informed language, encouraging positive promotion of self and using praise and reward to increase self-confidence. Some pupils who undertook the survey were also considered for other interventions: Give Us A Break, Talking and Drawing and Nurture groups. Class teachers also used Boxall Profile findings to plan interventions within their own class to target the wellbeing of specific children. Reintroduction of nurture groups for identified pupils. Nurture groups ran three times a week for identified pupils.

Numeracy/Literacy Interventions

Intervention teachers will either release the class teacher to work with identified pupils in small groups and/or one-to-one twice per week or undertake the targeted support themselves. Class teachers will reinforce learning undertaken in the small group/individual sessions within class as much as possible.

Intervention sheets will be completed by staff to clearly outline the learning being covered and the result of the intervention after an agreed period of time.

Maths Recovery, 5-Minute Box and IDL Literacy and Numeracy will be introduced to targeted children who are not on track to achieve.

Cost Of the School Day

Revision of Position Statement and creation of COSD Policy which reflects the school's current approach. Physical resources sent home with each targeted child to support home learning. Individual learner conversations took place with each identified pupil to find out what equipment they require, e.g. texts, IT, stationery. Sensitively liaised with parents/carers to discuss issues to enable them to engage in home learning activities. All P1 starts provided with a transition pack containing magnetic board and letters, suggested activities specifically for home use. Workshop of how to use the pack shared with families. Introduction a Homework support club weekly at lunchtime for identified children to enhance engagement with home learning activities. Continue to support families where required. Tweet financial support information at regular intervals.

Progress and Impact

What difference did we see? What did we achieve?

Participatory budget

All stakeholders feel included in financial decisions being made related to participatory budget. All stakeholders were able to have their say and influence the spend.

Promotion of Pupil HWB

After the completion of the Pupil Attitude to school survey at the start of the year, class-based interventions and re-assessment in June, 67% of identified pupils had a reduction in HWB barriers. Our target was 25%. Those pupils identified that they were happier in school, had a more positive attitude to learning and their perceived learning capacity. Confidence in learning and general work ethic was also up in these pupils. This success can be attributed

to the early detection of poor attitude to school and learning and the subsequent additional support given by staff in classes.

Nurturing Principles and attachment informed practice are evident across the whole school beyond Nurture Groups, staff are using the nurturing language in their interactions with pupils and being mindful of nurturing principles during class exchanges. Due to absence and subsequent cover requirements, the nurture group were not able to be operated consistently throughout the year and evidence of positive change is limited. It is hoped that this will improve next school session.

Numeracy/Literacy Interventions

We have made limited progress with our Numeracy interventions as we have had absence needs and cover requirements. This will hopefully not be repeated in the coming years. Of our identified pupils in Reading, 80% had their reading age reduced by 6 months, work still needs done on the other 20%. All identified P1-3 children engaging in the Literacy 5-Minute Box know all of their initial sounds and in P2-3 there was an increase of more than 5% in number of common words. Both spelling and reading. (spelling/reading)

Cost Of the School Day

COSD policy created and shared with all stakeholders. The issue of financial hardship raised with staff and discussions around how schools can help. All staff have a better insight of how poverty can affect learning and school attendance. Equipment to aid home learning distributed as required. By end of September 2022, all identified pupils had the necessary equipment at home to enable them to undertake learning at home. Over 90% of identified pupils engaging in home learning by March 2023. Homework club arranged and provided a place for homework to be completed with support from a member of staff. Parents signposted to Homework club when required.

Next Step(s) to inform SIP/PEF Plan for 2023/2024:

- Introduce more growth mindset opportunities for those pupils who are identified as having poor attitude to school alongside the interventions in classes.
- Continue with nurture groups where need is identified via the Staged Intervention Process.
- Numeracy/Literacy Interventions continued into next year
- Literacy interventions to include NELI programme