



Newton Standards and Quality Report 2017-2018



Newton Primary and Nursery
Stirling Council

Looking Inwards, Outwards and Forwards

Introduction

Newton Primary School Standards and Quality Report provides a record of the main achievements of the school during 2017-2018. The report evaluates the progress the school and nursery class has made focusing on areas which have been priorities for improvement.



What evidence is Newton's report based on? (Data as at June 2018)



A range of evidence including analysis of pupil attainment, observations of children's learning and work, HGIOS4, VSE, feedback forms from parents/carers, Parent Council and parent group discussions, feedback from staff and partners, sharing good practice with school/Learning Community/local authority colleagues, visiting other schools and settings to compare practice and to learn from and share with others

The report is produced as part of a process of self-evaluation, improvement planning and quality assurance. It aims to provide helpful information to parents, pupils, our local community, Stirling Council and Education Scotland.



The report will be shared on our website, alongside previous reports with links also available through the Parent Council and NPSFG pages. Social media will be used at point of publication. Printed copies of the report are available on request from the school office. A display copy is available in the staffroom and on our School Improvement Wall.



Context of the School and Nursery

What is our vision for the school and nursery?

To provide a happy, caring, achieving and inclusive school community where children are motivated to be responsible citizens, successful learners, confident individuals and effective contributors to society and work.

Which values underpin our work?

Our starting point for learning is a positive school ethos and climate of respect and trust based upon our shared values of **Respect, Responsibility, Kindness, Fairness and Unity**.

What do we aim to achieve for our learners in Newton?

We aim to 'Get it Right for Every Child' by working in partnership with staff, children, parents and carers, other agencies and our local, national and global community to deliver learning in an active, relevant and engaging way. Our work is underpinned by Newton's Curriculum Rationale.

What is the context for our school and nursery?

Our modern purpose-built school, situated to the north east of Dunblane, was opened in August 1996 and provides attractive, bright and pleasant accommodation for up to 400 children. The school is non-denominational. The school has fifteen classrooms, open areas for P.1-2, P.3-4, P.4-5 and P6-7, a large reference library and music room, a fully equipped gym, production kitchen, dining hall, an extensive asphalt play area, an outdoor classroom and a large fenced playing field. Both the nursery and school enjoy their own gardens where we plant for wildlife, butterflies, and bumblebees and also grow our own vegetables and fruit trees. We make use of the immediate environment and local woods for outdoor learning.

We also have a very welcoming nursery class within the building. Our nursery offers a bright and attractive large playroom as well as an extensive garden for outdoor play. We provide morning and afternoon sessions as well as extended day provision for children within the local catchment area and within the town of Dunblane. The provision has capacity for 32 children at any one time aged 3-5 years, and is open from 9.00am until 3.00pm term time.

The school has a positive and inclusive ethos with a strong emphasis on building children's confidence and celebrating success. Children, parents and staff identify strongly and are proud to be associated with our school. We have high and attainable expectations for all children in our care. We aspire to become a learning community capable of continuous improvement, building on the work already achieved in developing Curriculum for Excellence, ensuring we provide the highest quality learning and teaching experiences for all our children.

We have close working relationships with: Active Stirling, Dunblane Development Trust, the Dunblane Centre, Dunblane Library, Dunblane Museum, Dunblane Cathedral, Hilton Hotel Dunblane Hydro, Tesco Dunblane, Randolph Hill and the local Co-op.



School Priority One: Creativity and Employability	
<p>National Improvement Framework Priority</p> <p>National Improvement Priority 3: <i>Improvement in creativity and employability skills and sustained, positive destinations.</i></p> <p>Key drivers for improvement</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children’s progress • School improvement Performance information 	<p>HGIOS4 Quality Indicators & HGIOELC</p> <p>HMIE Quality Indicators: <i>3.3 Creativity and Employability,</i> <i>2.2 Curriculum,</i> <i>3.2 Raising Attainment and Achievement,</i> <i>2.3 Teaching, Learning and Assessment</i></p> <p>HMIE Quality Indicators for Early Learning and Childcare: <i>3.3 Developing creativity and skills for life and learning</i></p> <p>Integrated Children’s Services Plan Outcomes</p> <ul style="list-style-type: none"> • Raised attainment for all young people leading to positive destinations. • All young people will be ready for employment, training, or further or higher education • Children and young people are equipped with the skills, confidence and self-esteem to progress successfully
Progress:	<ul style="list-style-type: none"> ✓ Staff CLPL looking at Skills Development Scotland promotional video and Career Education Standards focusing on how work is about to change forever and recognising that change has already begun. What these changes are, how do we respond and what will it mean for future generations? Then looking together as a staff at the Career Education Standard ✓ Based on Career Education Standard create a list of skills and attitudes to make explicit display for children in P1-3 and P4-7 using visual icons ✓ Create a list of entitlements ‘I can’ statements for all children in Dunblane Learning Community from Nursery to S6. These are to be used by all partners to support the development of a progressive and inclusive approach to career education. These statements can be used as a basis for dialogue with children and young people to agree what success could look like. ✓ Let’s Share P7 Leading and Learning Group organised a list of activities to support classes to recognise and be part of National Digital Learning Week ✓ Founders 4 schools - Local business leaders visited the school to speak about their unique experiences. They shared insights, career guidance, lessons and tips to motivate and inspire pupils to make informed decisions about their future. Speakers shared their story about their career with the children, what inspired them to choose their career path, subjects they studied and how these are relevant now, their failures, as well as successes, what their company does and why this is important, what they enjoy most about their career and skills currently relevant in the jobs they are doing now. ✓ Other visitors to school talk to classes about their work and area of expertise. For example, Primary 1 were visited from a grandparent to talk to the class about manufacturing with materials, P2 and P3 class visits to local Tesco store and P1 had a visit from the manager to support the children with different contexts for learning. visit from Archaeologist to talk with the children about exploration during Egyptian Explorers context for Learning

	<ul style="list-style-type: none"> ✓ Staff CLPL workshop with Architecture and Design Scotland in the form of a ‘visioning workshop’ to capture ideas, needs, challenges focusing on themes of Learning and Teaching and physical space to identify priorities to improve learning environment. ✓ Family learning events held in every class to give children an opportunity to articulate learning, share skills and apply skills to teach their parents an area of the curriculum. <p><i>I found this quite amazing, I am impressed with the website making and a lot of time and effort has gone into making the videos. I found it very informative’ (Parent P7 Family Learning)</i></p> <p><i>‘Really enjoyed the website making session. We created a website for a business from scratch, including cop and images. Fantastic experience for the children to learn and be able to apply’. (Parent P7 Family Learning)</i></p> <p><i>‘I have enjoyed seeing my child solve problems and work together with her peers’ (P3 Parent, Family Learning Event)</i></p> <p><i>‘I enjoyed the ‘hands on’ aspect of energy. It’s nice to see them enjoying learning about wind power. I was surprised about how in depth the children’s knowledge was’ (P3 Parent Family Learning)</i></p> <ul style="list-style-type: none"> ✓ ‘We Count’ Leading and Learning Group have been promoting creativity, curiosity and inquiry by introducing ‘Loose Parts’ to groups of children across the school, linking with the nursery and using their loose parts to construct, play and use open ended resources. ✓ STEM Coding Opportunity Staff CLPL and Google Classroom, I-Teach ✓ To ensure all classes have access to a wide range of ICT resources, we have bought a further 13 chrome books to now ensure we have one full class set (33) ✓ Staff expertise is shared and utilised across the school ✓ Children’s expertise is utilised across the school but in particular P1 children have been supported weekly in small groups with P7 buddies to use Chrome books, Ipad and laptops ✓ Successful application to the Windfarm Trust and improvements made to the school Eco Garden, which has provided children across the stages with creative and innovative approaches to Food Education. This has allowed us to develop our provision of providing classes with the opportunity to grow and harvest vegetables from seed to be utilised for food preparation and cooking. ✓ P6 created brochures about Dunblane to be available in the library for visitors ✓ We have developed the dining experience further for children by putting in place P.7 Lunchtime Leaders who will support younger peers in the dining hall, model good eating habits, encourage children to stop and enjoy their food and the dining experience, ✓ Created a list of parental expertise/profession for classes to draw upon (linked to E&O Bundles) ✓ Groups of P6 children weekly visits to Dunblane’s Dementia Friendly Café, to share games, songs, and chat to residents of Dunblane who are experiencing memory loss
<p>Impact:</p>	<ul style="list-style-type: none"> ❖ Teachers and support staff were able to identify the need for more defined learning spaces within the open areas in the school to include quiet play, collaborative learning zones with resources. ❖ Teachers are able to be more reactive to pupils need and innovative in the way they teach

	<ul style="list-style-type: none"> ❖ Pupils to have increasing responsibility as they progress through the school through self-directed learning and potential to share space across a year group facilitating greater collaborative learning on a project. ❖ Better protocols and system in place for teachers and pupils around the use of shared spaces and resources. ❖ Sense of ownership and responsibility ❖ Using the Loose Materials supports children with higher order thinking to solve problems, communication skills and build resilience,
Next steps:	<ul style="list-style-type: none"> ➤ Using a 'hack' as a means of testing an idea in situ through a half day workshop with pupils and teachers to explore ideas and how a new setting might work. (August 2018) ➤ Create resources for skills and attitudes display using same icons as Dunblane BID and DHS employability skills framework. ➤ Loose materials of all shapes and sizes will be planned, introduced and sustained through the engagement of children and staff and the provision of a suitable outdoor storage unit. ➤ Children will further develop their knowledge of all aspects of food including, hygiene, culture, nutrition and the importance of balanced healthy diets. ➤ Children will continue to understand and value the importance of helping the community, by being involved in the many projects i.e. Dementia Friendly Dunblane, Start-Up Stirling Soup Kitchen, Community Cafes, 'Ready, Steady, Cook' bags.

School Priority Two: Raising Attainment and Achievement	
<p>National Improvement Framework Priority</p> <p>National Improvement Priority 1:</p> <p><i>Improvement in attainment, particularly in literacy and numeracy.</i></p> <p><i>Improvement in Health and Wellbeing</i></p> <p>National Improvement Priority 2:</p> <p><i>Closing the attainment gap between the most and least disadvantaged children.</i></p> <p>Key drivers for improvement</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information 	<p>HGIOS4 Quality Indicators & HGIOELC</p> <p>HMIE Quality Indicators:</p> <p><i>3.2 Raising Attainment and Achievement,</i></p> <p><i>2.4 Personalised Support,</i></p> <p><i>2.3 Teaching, Learning and Assessment</i></p> <p>HMIE Quality Indicators for Early Learning and Childcare:</p> <p><i>3.2 Securing children's progress- observation, planning and progress,</i></p> <p><i>2.5 engaging families in learning, early intervention and prevention, quality of family learning programmes,</i></p> <p><i>2.3 Quality of interactions, planning tracking and monitoring, effective use of assessment, learning and engagement</i></p> <p>Integrated Children's Services Plan Outcomes</p> <ul style="list-style-type: none"> • Children and young people achieve expected levels of educational attainment in the early years, primary & secondary schools • Parents and carers are supported and encouraged to develop skills and confidence to care for and help children and young people thrive • Children and young people thrive as a result of nurturing stable environments and nurturing relationships

Progress:

- ✓ Introduced Read Write Inc. Phonics, 4 members of staff undertook 2 full days training and further training through a development day in school.
- ✓ Both Primary One classes were introduced to phonics and blending five times a week in terms 1 and 2.
- ✓ Children were assessed regularly and differentiated groups formed across both Primary One Classes
- ✓ Lessons delivered following the clear and prescriptive structure of a Read Write Inc. lesson.
- ✓ Building on from work of Raising Attainment Champion last session working group have been redeveloping school library.
- ✓ Context boxes have been cleared to ensure resources are up to date and engaging for children.
- ✓ Local Librarian worked closely with P7 Leading and Learning (Linking Up) group to clear out of date non-fiction books and condensed them into one section of the library.
- ✓ P7 Leading and Learning group organised a book donation which was a successful way of gaining interesting reading materials for the children
- ✓ Parents donated furniture (couches, chairs) and the nursery (book shelves) to make our library more homely. This has added to the new carpets and cushions/beanbags that were purchased previously.
- ✓ Staff have attended Reflective Reading training and are using it within the classroom.
- ✓ Mrs Aitken represented Newton as our Raising Attainment Champion (Scottish Attainment Challenge). She undertook training, accessed funding, and led and intervention targeting children who would benefit from focused support in numeracy, which included a Number Explorers after school club for P.2.
- ✓ Opportunity through Number Explorers club for parents to engage for the last 15 minutes in their child's learning, ask questions and choose a numeracy sack together.
- ✓ Attainment Champion (Mrs Fitzgerald) has supported CYPIC CLPL for all staff in Dunblane Learning Community with Muriel McKenzie and supported colleagues taking forward their own PDSA/small test of change professional enquiry.
- ✓ Purchased further 'Nessy' spelling licenses.
- ✓ Developed further teacher confidence and skills in creating and sharing Holistic Assessments for gathering evidence of achievement of a level across the Dunblane Learning Community (DLC).
- ✓ All staff have been fully engaged in the moderation process and develop teacher confidence and understanding in what a 'body of evidence' looks like.
- ✓ Invited parents to a workshop supported by Educational Psychologist (Karen Scott and delivered by Rachel Whitby) to advise and help parents to support and manage children's anxiety and build resilience.

'Thank you. Very informative, has given me a lot to reflect on. My own ways of dealing with stress, as well as my children's!'

'Very Good. Liked tips & hints and talking through how to solve problems'.

'I will try a learning corner rather than the naughty corner and sit with him'

'I will try and work at what the worry is and increase the communication between myself and my child'

- ✓ Principal Teacher launched 'Nurturing Newton,' our approach to Health and Wellbeing to parents at workshop

Impact:

- ❖ Level of assessments in RWI allows for a much greater degree of accuracy in identifying a child's progress and particular difficulty
- ❖ The structure of RWI facilitates repetition and routine ensuring the child can focus on the key teaching points of each lesson
- ❖ Greater confidence in writing is planned independently, there are only a few children who are reluctant or unable to at least attempt a sentence.

'Writing and learning letters and words help me to write sentences' (Johnny P2)

- ❖ The children have been more willing to tackle early readers and picture books of their choice.
- ❖ A strong enjoyment of reading, and skills are being transferred as they engage in new texts

Literacy and English Attainment – Teacher Professional Judgement

	Early Level	First Level	Second Level
2017-2018			
Reading	98	92	96
Writing	98	86	90
Listening and Talking	98	98	98

% indicates % of children who have attained Early Level by end of P.1, First Level by end of P.4, Second Level by end of P.7.

- ❖ Environment is calm and nurturing, children have more ownership over how and where they would like to read (at a desk/workspace, on a couch/bean bag/soft chair.

'I let Brodie use my cosy corner. I like my cosy corner, it's the best place to rest when I'm tired' (Laurence P1)

- ❖ By engaging parents in the learning process, it would in turn raise the attainment of identified pupils and increase the confidence parents had in supporting them.

'The brochures are all very professional and full of wonderful information – Fantastic job P6' (P6 Family Learning)

'Very professional, well done P6– a great advert for Dunblane' (P6 Family Learning)

'The presentation was extremely helpful in the process of learning. – Lots of fun for the children.' (P1 RWI Presentation)

'I felt the presentation was really great. Lots of information to understand how the children learn' (P1 RWI Presentation)

'Excellent to hear how reading is being taught. Seems lots of fun!' (P1 RWI Presentation)

- ❖ Increased pupils' confidence in how they feel about numeracy in class.

❖ Parental feedback indicates they feel the numeracy sacks have allowed them to feel more confident in supporting their child effectively and it has given them a focus.

‘We had a great time when it was outdoor Maths day. We were all round the school counting and looking for things. We had fun’ (Child P4)

Numeracy and Mathematics Attainment – Teacher Professional Judgement:

	Early Level	First Level	Second Level
2017-2018			
Numeracy	93%	90%	88%

% indicates % of children who have attained Early Level by end of P.1, First Level by end of P.4, Second Level by end of P.7.

Next Steps

- Further develop RWI into P2
- Further training for staff at P2 stage
- Planned staff development for second level early next year to share resources.
- Children to design mural for the library wall as a competition
- Reading competition – end of term reading competition to be launched by Linking Up across the school.
- Wall displays to be created
- Remove unnecessary furniture from library to create more space
- Purchasing of further soft furnishings to create small comfortable reading areas (tents, cushions etc)
- Identify current P1 pupils who are not expected to achieve Early Level in Numeracy and introduce numeracy sacks to them in school with SLA’s.
- Next session, offer an after school club for P2 pupils where more can attend but it will be an opportunity to target those who need it.
- Explain ‘Number Explorers’ at ‘Meet the Teacher’ event in September so parents hear about the benefits and how to support their child.
- Share support materials on school website for all parents to access.
- Use Holistic Assessments as part of gathering evidence to monitor progress, achievement of a level and within a level at each stage.

Progress and impact of Pupil Equity Fund:

Newton Primary School was entitled to **£3600 PEF Funding** from April 2017 to April 2018.

We Identified a gap in the development of literacy skills in particular phonics which in turn impacts on developments in reading and writing.

We agreed to build on the experiences and success of Newton’s Scottish Attainment Challenge project (2016-2017) to target children in P.1 with regard to the development of reading, writing and spelling skills.

We researched good practice with ‘Read, Write, Inc’ and agreed to purchase this resource. 4 members of staff attended CLPL and introduced RWI into P1 in September 2017. This was to ensure a solid foundation in literacy for all our P1 children. In November there was a development day whereby a representative from RWI worked with staff, children and SLT which was invaluable.

As this resource can be used for 1-1 and small group tutoring, Our PTs remit was to assess and target any P2 children who had not yet achieved Early Level. She worked closely with Support for Learning Teacher and Assistant to ensure children were engaged with RWI 3 times a week. As this intervention was improving literacy for our P2 children we agreed that after the Easter break we introduced the resource to small groups of P3 children who we believed were not attaining their potential.

Using this resource has ensured an even more consistent approach to the teaching of reading and early literacy skills as well as an improvement in the pace of learning and teaching. We have also seen progression in children's phonics development at an earlier stage and we will continue to monitor closely the impact and improvement in spelling skills as the children move through school.

We propose to extend this in 2018-2019 to all children in P1 and P2 We will continue to target small groups of children within P2 and P3.

Total Spend £ 3145.16

The remaining fund of **£454.84** contributed to the purchase of further Nessy Spelling Licenses to build on Raising Attainment Champions work 2016-2017. This allowed more individual children in P3, P4 and P5 to be able to access the resource both in school and at home to practice and improve spelling in order to reduce the gap.

Measurement of Impact:

- Same assessments are carried out each term to gather data and to continually monitor progress
- abilities of children prior to intervention through teacher evidence and samples of work
- Tracking progress for every child and intervention through tutoring if necessary

Family and Community Learning

- Family Learning Event took place in June 2018 for parents of P1 children to see classroom, to learn how RWI is taught and strategies used in order for parents to continue to support their child as they move into P4.
- Parents received information about RWI through Meet the Teacher event and Family Support Pack which was sent home on Nov 2017
- Learning Community Link with local library (Read, Write, Count) and local authors (e.g. author visit) (November 2017)
- Parent and Grandparent story reading volunteers 9-9.30 every morning
- Link with P.7 Buddies – paired reading and paired ICT
- Numeracy Explorers after school club was established (Mrs Aitken)
- Books available in playground (and cushions)
- Nursery meetings with health visitor each term to have opportunities for parents to discuss their child in the nursery setting
- After consultation with parents through questionnaires Educational psychologist presented to parents about supporting children's anxiety and shared practical tips and strategies to help manage.
- PT launch of 'Nurturing Newton' our Health and Wellbeing Policy which includes, positive behaviour, nurture, and bullying (incomplete due to Respect Me government advice just launched)
- 'Learn through Literacy' parents' group within nursery established to discuss children's learning using reading and talking and listening bags.
- Nursery created a Parents' Area to welcome parents who wish to stay to support their child settle in nursery.
- Nursery created numeracy bags for children and parents to support the development of early numeracy skills.
- P6 visit Dementia Café in Dunblane every week.

- Nursery link with P6 children for paired reading
- Buddy training to continue
- Family Learning Event in every class across the year

Expected Outcomes:

- Improvement in the pace of learning and teaching
- Stronger progression in children's phonics development at an earlier stage and spelling skills as they move through school
- One-to-one tutoring supports children who need it most and progression is evidenced
- Children show an increased engagement with a wider range of texts
- Reading and writing attainment will improve over time
- An even more consistent approach to the teaching of reading and early literacy skills

Final PEF Report – how will we know the intervention has been successful?

- Feedback from staff, children and families
- the interventions put in place have had a positive impact in terms of outcomes for children
- Data to show attainment and achievement has improved over time

Having researched good practice across the authority and wider, we found that many schools were looking into purchasing Read Write Inc.

We understood that RWI could be used for all learners and agreed that this would be our approach to teaching phonics, reading and spelling for all learners in P1. We also understood that this was particularly suitable to use as an intervention tool for children who required additional support – for example children who had not achieved Early Level by the end of P1 and for children in P3 where there were gaps in phonological awareness or ability to blend letters to make words. There is scope for whole class teaching, groups and 1-1 tutoring

Wider achievements:

- P.1 and P.2 presented an enchanting nativity 'A Miracle in Town' (December)
- P.7 Burn's Supper to a packed and very appreciative audience (January)
- 3rd Place at National Gibb Memorial Quaich badminton competition (Feb)
- Newton Choir won 'Espirit de Glee' award for teamwork, respect for others, general attitude and behaviour and manners throughout the event at Stirling Schools Glee Competition (March)
- P3 performance – Egyptian Explorers (March)
- P6 Euro Quiz team competed in the Stirling Schools Euro Quiz (March)
- Under 12's Central Badminton Competition (March and May)
- Group of P4 children took part in Think Dancing at Macrobert. (April)
- P.6 won Enterprising Maths Challenge, Stirling University (May)
- P.7 Rotary Team came second in local's rounds
- P.7 Athletes participated in Track and Field Event at Stirling University (June)
- After last year's successful Newton's 20th Year celebration Fun Run we organised again as an annual event involving over 400 children (June)
- P5 Fairtrade Group prepared and ran 'Fairtrade Friday' event raising money to buy a Fairtrade Bala Football for each class and gaining a Fair Active School Award
- Forth Valley Cross Country Championships – many congratulations to P.6 pupils
- Primary 5 classes represented Newton at the Hand bell Day of Ringing held in Newton Primary. Schools joined us from across Scotland to play together. (May)
- Team of gymnasts competed in the Scottish Gymnastics Primary Finals P.7 Track and Field Event

- Dunblane Learning Community orienteering event (May)
- Orienteering team were 3rd at the Scottish Schools Orienteering competition (May)
- P.7 individuals were awarded certificates for Problem Solving in Scottish Maths Challenge
- P.6 secured first place in the Primary Enterprising Maths Challenge 2018 (May)
- Across the year individual and team successes in cross country running, table tennis, dancing, art, poetry, chess, hockey, netball, cycling, squash, tennis, gymnastics, swimming and skiing

Capacity for Continuous Improvement

Standards and Quality Report

Quality Indicator	Key strengths	Areas for improvement
1.3 Leadership of change	<ul style="list-style-type: none"> • Almost all staff are ambitious and have high expectations for all learners and focused on successful outcomes for every learner • All staff across the Dunblane Learning Community work collaboratively in trios to moderate and participate in critical enquiry. • Senior leaders carefully guide direction and pace of change and careful consideration is given to how best to take forward priorities 	<ul style="list-style-type: none"> • Senior leaders create conditions to support creativity, innovation and enquiry. • Practitioners have systematic opportunities to review and refresh their pedagogical practice.
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> • Nurture and values are at the core • Learning Environment • Learners' Achievements are celebrated • Planning is manageable and proportionate • Learners play an active role in the school and wider community 	<ul style="list-style-type: none"> • Continue to develop skills of data analysis focused on improvement • Children's accurate understanding of their progress in learning and next steps/quality of feedback. • A quality body of evidence is used to support assessment judgements and decisions about next steps.
3.1 Ensuring wellbeing, equity and inclusion	<ul style="list-style-type: none"> • All staff provide a nurturing environment and foster positive relationships in class/school/wider community • All staff are sensitive and responsive to children's wellbeing. • All staff and almost all children know, understand and use the wellbeing indicators as an integral feature of school life. 	<ul style="list-style-type: none"> • Ensure children and staff are knowledgeable about equalities and inclusion and they feel able to challenge discrimination, xenophobia and intolerance when they come across it. • Ensure outdoor spaces are used effectively to promote positive relationships and wellbeing.

<p>3.2 Raising attainment and achievement</p>	<ul style="list-style-type: none"> • Learners are consulted and able to share ideas in class and across the wider school community • With guidance children have options around how and when to use digital technology • Partnerships are used effectively to deliver highly engaging creative learning. 	<ul style="list-style-type: none"> • Continue to build on cyclic model to further develop practitioner enquiry, leading to positive change. • School has audited practice using the entitlements and expectations in the Career Education Standard and now needs to build on this • Young people understand the importance of developing their own digital skills for learning, life and work.
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Evaluation of school's capacity for continuous improvement:
 Self-Evaluation to ensure continuous improvement is regularly undertaken by staff at Newton Primary School and Nursery. We wish that every child in our care achieves success and meets their potential. We increasingly use performance data, such as pupil attainment data, to see clearly 'what' we need to improve. How we improve, however depends on us looking outwards to educational research, professional reading, pedagogy in practice and professional dialogue with all services involved in the life of a child to ensure we are aware of the many influences that impacts on a child's attainment and achievement. Teachers are required to have a range of skills and knowledge in order to meet individual learner's needs as not all children achieve the same outcomes at the same time, but what is more significantly important, is the contribution of parents/carers, their practices and beliefs and the child's wider environmental experience. We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child in our care.

Key priorities for improvement planning 2018-2019

- HGIOS4 3.3 Creativity and Employability – Build on audit of Career Education Standard, Developing the Young Workforce, Technologies
- HGIOS4 2.3 Learning, Teaching and Assessment and 3.2 Raising Attainment and Achievement - Assessment Framework
- HGIOS4: 2.5 engaging families in learning, early intervention and prevention, quality of family learning programmes
- HGIOS4: 1.3 Leadership of change - Developing a shared vision, values and aims relevant to the school and its community, Strategic planning for continuous improvement, Implementing improvement and change
- HGIOS4: 1.2 Leadership of learning - Professional engagement and collegiate working - Impact of career-long professional learning and Children and young people leading learning
- Nursery: 3.2 Securing Children's Progress - Observation, progress and planning (focus for partnerships this session)
- Nursery: 2.3 Quality of interactions, planning tracking and monitoring, effective use of assessment, learning and engagement (focus for partnerships this session)

