



# Newton Standards and Quality Report 2018-2019



Newton Primary School and  
Nursery Class  
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 2018-2019. 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 2019)

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 Newton Primary School Fundraising Group 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.

### 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 recently refurbished 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. 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. Newton Nursery is in stage 3 of the Early Years Expansion process and will extend opening dates and times from August 2020.

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 high quality and ambitious learning and teaching experiences for all our children.

We have close working relationships with our local partners: Active Stirling, The Dunblane Centre, Dunblane Library, Dunblane Museum, Dunblane Cathedral, Dunblane Hydro, Tesco Dunblane, Dunblane Memory Café including Dementia Friendly Dunblane and the local Co-op.

<b>School Priority One: Creativity and Employability</b>	
<p><b>National Improvement Framework Priority</b></p> <p><b>National Improvement Priority 3:</b> <i>Improvement in creativity and employability skills and sustained, positive destinations.</i></p> <p><b>Key drivers for improvement</b></p> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children’s progress</li> <li>• School improvement</li> <li>• Performance information</li> </ul>	<p><b>HGIOS4 Quality Indicators</b></p> <p>3.3 Creativity and Employability, 2.2 Curriculum, 3.2 Raising Attainment and Achievement, 2.3 Teaching, Learning and Assessment 1.3 Leadership of Change</p> <p><b>HGIOELC Quality Indicators</b></p> <p>3.3 Developing creativity and skills for life and learning 2.2 Curriculum, 3.2 Raising Attainment and Achievement, 2.3 Quality Interactions, Learning and Assessment 1.3 Leadership of Change</p> <p><b>Integrated Children’s Services Plan Outcomes</b></p> <ul style="list-style-type: none"> <li>• Raised attainment for all young people leading to positive destinations.</li> <li>• All young people will be ready for employment, training, or further or higher education</li> <li>• Children and young people are equipped with the skills, confidence and self-esteem to progress successfully</li> </ul>
<b>Progress:</b>	<ul style="list-style-type: none"> <li>✓ Based on Career Education Standard list of skills and attitudes has been created to make explicit display for all children in P1-3 and P4-7 using visual icons</li> <li>✓ All teachers’ are aware of Dunblane Learning Community Career Education Standard</li> <li>✓ A skills progression framework has been created, supported by icons for our learning community</li> <li>✓ Staff group have created a baseline measurement of what our children view as their skills</li> <li>✓ There have been trial approaches to embedding skills/attitudes reflection in our own classes</li> <li>✓ All staff have had opportunity to ‘have a go’ at using display resources to support Skills and Attitudes Reflection time</li> <li>✓ We purchased storage for loose materials and were awarded a grant to buy loose materials and have also gathered materials.</li> <li>✓ All staff have been trained in using loose materials and are using them within classes</li> <li>✓ Children took part in a ‘hack’ to ensure pupil voice is heard in order to further develop learning environments.</li> <li>✓ All children in P5-7 and almost all staff have become a Dementia Friend further supporting our school to become a Dementia Friendly School and for Dunblane to become a Dementia Friendly City.</li> <li>✓ A group of P5 children attended Dementia Friendly Dunblane launch evening and key individuals were identified to support the school in this process.</li> <li>✓ P5 and 7 pupils attend weekly Memory Café in Braeport Centre</li> <li>✓ Newton Primary hosted the ‘Memory Café in school in September 2018 and was supported by P5.</li> <li>✓ P6 pupils reviewed current Dementia Friendly provision in the community and fed back to the local Dementia Friendly Dunblane Group.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ P6 pupils analysed the school internally using the Dementia Friendly Checklist and made changes and adaptations where possible.</li> <li>✓ We have worked in partnership with ‘Dunblane in Bloom’ about advice and involvement in our grounds.</li> <li>✓ We have recruited volunteers for a shrub and flower tub maintenance team who support groups of children in planning, planting and maintenance of the tubs.</li> <li>✓ We have continued to develop community and pupil partnership through the Junior Eco Club</li> <li>✓ We have purchased outdoor gardening equipment for the children to develop their planting, growing, harvesting and cooking cycle.</li> <li>✓ Food for Thought ‘Love Food, Love Cooking’ application was shared with pupils and Action Plan created.</li> <li>✓ We have implemented the ‘Food for Thought’ initiative by developing our ‘Love Food, Love Cooking’ initiative to support cookery skills for life.</li> <li>✓ We have re-purposed an area in school which was previously used as a multipurpose storage area. The area is now a clean, hygienic cooking area which hosts our four new cooking trolleys</li> <li>✓ Education Scotland ‘Good Food Skills’ document issued to all teaching staff to be of help in FP folder as a point of reference.</li> <li>✓ A support for learning group has established partnerships with local chefs and cafes to create a soup recipe book.</li> <li>✓ A sub-group of P7 Our World Leading and Learning Group consisting of 4 Primary 7s are leading a Cookery Skills group with targeted children from Primary 3&amp;4 to develop cooperation and fine motor skills.</li> <li>✓ Staff group have completed Digital Schools Award Audit and are working with Dunblane Learning Community colleagues to create a DLC policy</li> <li>✓ Staff group have audited resources</li> <li>✓ We have Identified Digital Leaders and Digital Champions for Newton to represent school at Learning Community Digital Literacy collaboration group</li> <li>✓ We have created a document for coding which includes resources linked to individual outcomes/benchmarks.</li> <li>✓ SIP group have created a draft Digital Policy</li> <li>✓ P7 pupils have been introduced to ‘An hour of code’</li> <li>✓ Staff member has started team teaching (term 3) to upskill and support staff</li> <li>✓ Two staff members have been attending DLC Digital group to share practice.</li> <li>✓ Two staff members have been trained to become Google Educators in May 2019 and 1 Staff member has been trained as a Google Educator Level 2.</li> <li>✓ 3 staff members have begun trialling use of tools in class.</li> <li>✓ Learning Pathways are almost complete and will be available for all stages early next session</li> <li>✓ Group of staff visited Dunblane P.S to discuss and agree Digital Leaders moving forward</li> <li>✓ In term 4 a group of P6 Digital Leaders have started creating tutorials for staff, a digital leader’s website to share news and learning and researching apps to teach others about next session.</li> <li>✓ In term 4 P5 and P6 have trialled online home learning, have gathered views of parents and children and observed impact and discussions are very positive so far and from a staff perspective, this approach helps with tackling bureaucracy and find the children more engaged with homework.</li> </ul>
<p><b>Impact:</b></p>	<ul style="list-style-type: none"> <li>❖ As teachers will be more mindful/aware of the education standard – this will link to planning for learning and teaching opportunities</li> <li>❖ There will be a clearer understanding among staff of what progression in skills looks like through the levels, this in turn will ensure progression for learners</li> </ul>

- ❖ Effective approaches will be established for encouraging children to identify key skills and be able to link these to life, learning and work.

*'I can work in a team with my friends – we all know what we need to do' Abigail P2*

- ❖ Through visiting the Memory Café and through reviewing and thinking about provision within our school and the local community children are more aware and have a greater understanding of adults living with dementia.

*'We loved going to the café, it was nice seeing and playing games with the older people. When they forgot we could help them' Sophie P7*

*'One of the ladies liked playing scrabble but when she saw the game in the box she didn't know what it was. Once it was set up she became very excited and could play well. She remembered how to spell all the words.' Ava P7*

*'I was talking to someone who couldn't remember his name – it made be upset but then I could see he was still happy and able to get on. Everyone in the café is in the same boat and all the people were really friendly' Aiden P7*

*'It was good to meet with the people and do the activities. It was nice to talk and help a little' Holly P5*

*'We sang Scottish songs' Struan P5*

*'We organised plants and flowers into an oasis. All the people were really friendly and I really liked helping' Brodie P5*

*'We surveyed lots of places in Dunblane to see if they were Dementia Friendly, we had a checklist to use.' Alby P6*

*'We learned about the symptoms and watched videos to become a Dementia Friend. I understand how to help someone with Dementia and I know to show empathy and respect and to show that I care. We need to remember that they are still themselves and not treat them like a baby. They are still able to do lots' Libby P6*

*'It was really good to learn to know what to do to help and understand. One man repeated himself a lot by asking what school I was from – but it was ok'*

- ❖ Through greater involvement in the community and with community organisations such as 'Dunblane in Bloom' the children have developed a deeper understanding of the transferable skills required for employability, to be a responsible citizen and effectively participate in the community



- ❖ Children have a better understanding of the cycle of planting, growing and cooking.
- ❖ Children have further developed literacy skills (letters, note-taking and recipe writing) by writing to local chefs to ask for their contributions to the recipe book through a practical way.
- ❖ Children in P6 and small Learning Group have had 'real life' experiences and have worked with the Chef at Dunblane Hydro and Tom Lewis owner and chef at Monacyle Mhor
- ❖ Launch of 'Love Food, Love Cooking' has given children the opportunity to develop cookery skills in school.
- ❖ Children across the learning community will have developed digital literacy skills which have been developed from the same framework and pathways.
- ❖ Teacher and Pupil Digital Leaders within Newton PS will support and build staff capacity and enhance teaching and learning in digital technologies therefore benefitting the children

*'We have improved our digital skills by learning how to make tutorials and we have been learning how to make a website' Bailey P6*

*'Now we know what to do we are making tutorials for teachers about how to use Google Classroom and Glow and adding tiles' Esme P6*

*'In the future all our homework will hopefully be digital – we have been trialling it this term. It's really good as it is quicker and easier and you can design your own homework jotter.'*  
Evie P6

*I think in the future we should continue to have Digital Leaders as we can help to encourage and help the younger children to be more confident to use the chromebooks and iPad. We can teach a small group of pupils and they can teach their class to expand their knowledge on how to use technology safely and properly' Bailey P6*

- ❖ There will be more consistency across stages within school (and learning community) to ensure learning experiences are ambitious and there is a clear progression of skills from nursery to P7.
- ❖ Pupils will become more familiar with coding language and develop coding skills. This can be used to support younger classes.

**Next steps:**

- Reflection time to discuss skills and attitudes to be embedded in our practice
- Gather feedback from children and staff on resources and approaches
- To tie together the three strands of Dementia Friends, Grounds and Love Food, Love Cooking and in consultation with a parent as part of her PHD, we would like to create an intergenerational space with her architecture expertise where community and school links could be established to learn about growing, cooking and eating together..
- Extending P7 Leading and Learning groups to all stages within the school?
- Visiting digitally awarded schools to share good practice and apply for digital award as a learning community
- All pupil homework to become paperless
- Increased use of technology in class to become more familiar with Google Drive and develop word processing skills etc.

<b>School Priority Two: Raising Attainment and Achievement</b>	
<p><b>National Improvement Framework Priority</b></p> <p><b>National Improvement Priority 1:</b></p> <p><i>Improvement in attainment, particularly in literacy and numeracy.</i> <i>Improvement in Health and Wellbeing</i></p> <p><b>National Improvement Priority 2:</b></p> <p><i>Closing the attainment gap between the most and least disadvantaged children.</i></p> <p><b>Key drivers for improvement</b></p> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children’s progress</li> <li>• School improvement</li> <li>• Performance information</li> </ul>	<p><b>HGIOS4 Quality Indicators:</b></p> <p>3.2 Raising Attainment and Achievement, 2.4 Personalised Support, 2.3 Teaching, Learning and Assessment 2.2 Curriculum 1.3 Leadership of Change</p> <p><b>HGIOELC Quality Indicators</b></p> <p>3.2 Securing children’s progress 2.3 Quality Interactions, Learning and Assessment 2.2 Curriculum 1.3 Leadership of Change</p> <p><b>Integrated Children’s Services Plan Outcomes</b></p> <ul style="list-style-type: none"> <li>• Children and young people achieve expected levels of educational attainment in the early years, primary &amp; secondary schools</li> <li>• Parents and carers are supported and encouraged to develop skills and confidence to care for and help children and young people thrive</li> <li>• Children and young people thrive as a result of nurturing stable environments and nurturing relationships.</li> </ul>
<p><b>Progress:</b></p>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>✓ Using Pupil Equity Fund we have purchased RWI resources for all P2 children and now use this resource with all P1 and P2 children.</li> <li>✓ All staff in P1 and P2 classes have been trained in RWI as well as an SLA and Support for Learning Teacher</li> <li>✓ Using RWI resources there is now a much more rigorous assessment process for reading in P1 and P2</li> <li>✓ There is much more focused learning and teaching through regular assessment and differentiated learning groups.</li> <li>✓ Identified children in P1-4 who have benefitted from additional 1-1 tutoring or small group intervention from SLA or SfLT who have gaps particularly in phonological awareness and blending.</li> <li>✓ Children took part in mural competition and winning designs were painted on 2 walls of our school library</li> <li>✓ Refurbishment of the school library is almost complete and it has been cleared of unwanted/excess furniture and clutter,</li> <li>✓ IDL boxes have been labelled and neatly stored</li> <li>✓ In June 2019, we have been awarded a £4000 grant from Tesco to purchase furniture and to create a comfortable, engaging reading space which will encourage children to want to visit and read for pleasure.</li> <li>✓ P7 organised a book drive for new books to be added to library</li> <li>✓ Two teachers attended CLPL at Riverside PS on First Minister’s Reading Challenge</li> <li>✓ Two teachers visited Riverside PS and Bridge of Allan PS to see good practice in how they refurbished their library space</li> <li>✓ Children in P5-7 took part in First Ministers Reading Challenge</li> <li>✓ Parents in P1-3 come into school each morning to read stories to the children</li> <li>✓ Introduction of a Lunchtime Story Telling club for P1 and P2.</li> <li>✓ Use of Reflective Reading resources has been introduced to children in the upper school</li> </ul>

- ✓ Using PEF, Nussy Spelling has been introduced to all children from P3-7
- ✓ Nursery attended Book Bug Sessions at Dunblane Library
- ✓ Nursery – P3 classes Visited Dunblane Library
- ✓ P1-3 children had opportunity to attend Read Write Count Workshops with St Mary’s PS and DPS at Dunblane Library
- ✓ Dunblane Librarian visiting the Nursery and P1 classes
- ✓ Nursery has re-established a Lending Library
- ✓ Love Literacy – identified group of nursery children who potentially may not be achieving as expected are working with Key Worker and parent to support literacy learning through play at home and in the nursery setting.
- ✓ Early Level seasonal newsletter to encourage parents to support outdoor learning in both literacy and numeracy has been produced by nursery practitioner.

#### Literacy and English Attainment – Teacher Professional Judgement

	Early Level	First Level	Second Level
<b>2018-2019</b>			
<b>Reading</b>	<b>93%</b>	<b>96%</b>	<b>92%</b>
<b>Writing</b>	<b>91%</b>	<b>96%</b>	<b>86%</b>
<b>Listening and Talking</b>	<b>98%</b>	<b>96%</b>	<b>92%</b>

% 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. in Literacy

#### Numeracy

- ✓ Magical Maths – identified group of nursery children who potentially may not be achieving as expected are working with Key Worker and parent to support numeracy learning through play at home and in the nursery setting.
- ✓ Based on Raising Attainment Champion programme (2017 -2018) Identified children in P1 and P2 were supported through Number Explorer’s resources
- ✓ Principal Teacher participated in authority metacognition enquiry learning group with Educational Psychologist to research and implement pedagogy at First Level
- ✓ Staff training on ‘Loose Parts’ to ensure purpose and knowledge of using Loose Parts to encourage problem solving based tasks through outdoor learning.
- ✓ Miss Ingram, (class teacher) 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.
- ✓ Raising Attainment Champion Programme 2018-2019 ‘Numeracy Ninjas’ has supported raising attainment in numeracy for children in P5 who have not yet met first level benchmarks for number and number processes.
- ✓ Programme took place weekly for 45 minutes consisting of a variety of direct teaching input in each of the areas within the Number and Number Processes Benchmarks, to develop sound understanding of Place Value, the Four Operations and Mental Agility Strategies.
- ✓ Children were taught how to use a numeracy toolkit – which was created as part of the project
- ✓ P7 pupils were given the opportunity to be ‘Tutors’ to their P5 peers to complete a ‘Numeracy Ninja’ activity together, sharing and explaining their thinking and the strategies that were used.

### Numeracy and Mathematics Attainment – Teacher Professional Judgement:

	Early Level	First Level	Second Level
<b>2018-2019</b>			
<b>Numeracy</b>	<b>93%</b>	<b>89%</b>	<b>91%</b>

% 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.

### Health and Wellbeing

- ✓ Carried our Learning Community Survey to all parents based on recent government 'Respect Me' advice and Stirling Council's 'Respect for all' Policies
- ✓ Children's voice was heard through 'We Count' P7 Leading and Learning Group questionnaire using How Good is OUR School.
- ✓ Created a DLC staff group to refresh and create a new 'Anti-Bullying Policy' for Dunblane Learning Community moving forward based on National and Local advice.
- ✓ Created a parent's group with 2 parents from each school to support creating a better understanding for parents of what our schools can do to prevent and support all children
- ✓ We are now using the Bullying and Equalities Module on SEEMIS
- ✓ All staff are now using the 'Wellbeing App' for children on Stage 3 and are moving to ensure all children on Stage 2 of SI throughout 2019-2020.
- ✓ 14 Parents engaged in Families Connect Programme facilitated by DHT and SECE as a very successful transition programme for P1 parents
- ✓ Nursery group focusing on mindfulness for children to support self-regulation, thinking about problem solving and taking time to be calm

### Impact:

#### Literacy

- ❖ The 6 week nursery 'Love Language' programme has supported parents to develop a better understanding of literacy through play at home.

*I have been so impressed and pleased with the quality of the nursery and the learning that takes place.' Nursery Parent*

- ❖ Much more regular assessments in RWI (every term) 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.
- ❖ 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

#### Numeracy

- ❖ The 6 week nursery 'Magical Maths' programme has supported parents to develop a better understanding of numeracy through play at home.
- ❖ Dyscalculia assessment showed that on average the children were achieving 40.8% of First Level Number and Number Processes Benchmarks and after direct teaching

	<p>and support sessions with their P7 Tutor (up to 3 times a week) this has increased to achieving an average of 85% the Number and Number Processes Benchmarks.</p> <ul style="list-style-type: none"> <li>❖ When the Numeracy Ninjas project was first established, many of the identified children were presenting as nervous when working with number and they were unsure about answering questions and 'having a go'. As the sessions progressed the children's confidence in their ability increased and they were more willing to offer explanations and take part fully in sessions.</li> <li>❖ Likert scale questionnaires carried out also demonstrated that the confidence of both the P5 children and P7 Tutors has increased.</li> <li>❖ Confidence has been evident in class, as the class teacher has commented on a P5 child's change to a more positive attitude during class lessons.</li> <li>❖ P7 Tutors were specifically chosen, and benefitted from the extra support and confidence from being a tutor.</li> <li>❖ Throughout the sessions the P7s gained confidence in asking questions, explaining strategies to their tutee and providing help and guidance independently when previously, the P7s would have sought advice from class teacher.</li> <li>❖ Some tutors also created strategy help sheets for their tutees at home which showed they were much more enthusiastic about Numeracy, they were thinking carefully about the different strategies they can teach P5, and use in their own Numeracy work.</li> </ul> <p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>❖ Achievement wall has allowed children and parents to celebrate children's achievements together and to support and inform nursery of significant learning at home,</li> <li>❖ Families connect 8 week programme ran for 14 parents in September and supported transition for children and parents focusing on Health and Wellbeing as well Literacy and Numeracy</li> <li>❖ Through mindfulness group children are more able to begin to talk about mind-set/effort/next steps/learning.</li> <li>❖ Learning Community anti bullying policy ensures consistency across the schools</li> <li>❖ Children and families have a clear understanding of what bullying is and can easily access information</li> </ul>
<p><b>Next Steps</b></p>	<ul style="list-style-type: none"> <li>➤ Clear the library and use £4000 to furnish with new couches, shelves and break out areas.</li> <li>➤ Host a launch day for the new library space and try to drum up excitement about reading</li> <li>➤ Continue to plan and engage in opportunities for reading for pleasure – reading cafes, snack and story, book tasting etc</li> <li>➤ School competitions for reading.</li> <li>➤ Continue to use the Dyscalculia Assessment to identify specific gaps within children's Numeracy,</li> <li>➤ Create an assessment toolkit for all staff to to use it effectively with targeted children.</li> <li>➤ Aim to continue the 'Numeracy Ninja's' project again next session.</li> <li>➤ Establish Peer Tutors and continue next session as there was such a positive impact on attainment and confidence in both the tutees and tutors.</li> <li>➤ Create a Peer Tutor pack and guidance to be used by next year's P7 cohort,</li> <li>➤ Develop peer tutoring throughout the school.</li> </ul>

## Progress and impact of Pupil Equity Fund:

Newton Primary School was entitled to **£3,200 PEF Funding** from April 2018 to April 2019. We had a carry forward of £268.

This year we agreed to build on the experiences and success of the RWI programme introduced to all P1 pupils in 2017-2018 and to continue this programme into P2. We spent **£1079** resourcing this. Having previously researched good practice with 'Read, Write, Inc.' 3 further members of staff attended CLPL and we introduced RWI into P2 in September 2018 at a cost of **£220** + supply cover of **£245**.

This resource continues to be used for 1-1 and small group tutoring, Part of one of our PTs remit was to assess and identify P2 children who had not yet achieved Early Level. She worked in collaboration with the Support for Learning Teacher and Support for Learning Assistant to ensure children were engaged with RWI 3 times a week. This intervention also continues to support small groups of P3 children who we believed were not yet 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. **Total Spend £ 1544**

**£945** was then spent on the purchase of Nessy Spelling Licenses for all classes from p3-P7 continuing to build on Raising Attainment Champions work 2016-2017. This has allowed all children to be able to access the resource both in school and at home to practise and improve spelling and to ensure there is consistency across the school. Along with clear class teaching of spelling rules and patterns, children are able to work on their own individual targets meeting their individual needs.

### P3-7 Staff Evaluation of Nessy Spelling (June 2019)

Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

	1	2	3	4	5	Any further comments (direct quotes)	
I feel confident about teaching spelling using Nessy.			3	5	2	<ul style="list-style-type: none"> <li>Getting more confident.</li> </ul>	70% agree/strongly 30% neutral
I prefer using Nessy to the resources I used previously.		1	1	2	6	<ul style="list-style-type: none"> <li>I think it would be great down the school.</li> </ul>	80% agree/strongly 10% neutral 10% disagree
Using Nessy to teach spelling is manageable.		2		3	5	<ul style="list-style-type: none"> <li>Now I have set up a system</li> <li>Going in and out every child takes ages.</li> <li>Find it tricky to organise.</li> </ul>	80% agree/strongly 20% disagree
It is easy to plan spelling using Nessy.			2	3	4	<ul style="list-style-type: none"> <li>Can be time consuming</li> <li>Now I have set up a system</li> </ul>	70% agree/strongly 20% neutral
Nessy allows me to differentiate my teaching effectively.			1	3	6	<ul style="list-style-type: none"> <li>Means the children are supported at their own level.</li> </ul>	90% agree/strongly 10% neutral
The majority of children in my class have been accessing Nessy at home.		2	2	3	3	<ul style="list-style-type: none"> <li>Most don't unless they have been asked to for additional support in spelling.</li> </ul>	60% agree/strongly 20% neutral 20% disagree
Parents appear to be happy about the			4	5	1	<ul style="list-style-type: none"> <li>Not sure – have had a few parental queries and complaints since using Nessy.</li> <li>Parents reported positively at Parents' Night.</li> </ul>	60% agree/strongly 40% neutral

implementation of Nessy,						<ul style="list-style-type: none"> <li>A few still struggling with the change from having 10 words to learn.</li> <li>Taken some convincing at Parents' Night why their weekly spelling score is so low for those children who struggle.</li> </ul>	
There has been an improvement in spelling for the majority of my pupils (using Nessy data, teacher observations and any other appropriate assessment methods).				4	5		90% agree/strongly

### Teachers responded from all 10 classes currently using Nessy (P1-3).

#### Key points:

- The majority of teachers felt confident about teaching Spelling
- Most teachers prefer using Nessy to the resources they used previously;
- Most Teachers find using Nessy to teach spelling is manageable;
- The majority say it is easy to plan spelling using Nessy;
- Almost all teachers feel that Nessy allows them to differentiate their teaching effectively;
- The majority of children in their classes have been accessing Nessy at home;
- The majority of parents appear to be happy about the implementation of Nessy ;
- All who answered (9 out of 10) said there had been an improvement in spelling for the majority of the pupils in their class.

#### Key benefits highlighted:

- Strategy videos;
- Fun;
- Interactive;
- Individualised.

#### Key difficulties highlighted:

- Planning and making games is time consuming;
- Individually checking children's progress;
- What to move onto after Nessy is completed;
- Headphone problems;
- Quality of the worksheets.

### Pupil Evaluation of Nessy Spelling (June 2019)

Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

	1	2	3	4	5	Any further comments	
I feel confident about using Nessy.		1	4	8	11	<ul style="list-style-type: none"> <li>I feel more confident when my daddy is around. I worry about some of the creepy things e.g. the gorilla with red eyes if I get a word wrong.</li> <li>I completed it.</li> </ul>	79% agree/strongly 17% neutral 4% disagree/strongly
I like using Nessy.	1	1	7	8	7	<ul style="list-style-type: none"> <li>It's way too babyish.</li> </ul>	63% agree/strongly 29% neutral 8% disagree/strongly
I have been using Nessy at home.	6	3	6	5	4	<ul style="list-style-type: none"> <li>Been quite busy at home so trying to fit everything in.</li> <li>Since I completed it I have been doing other stuff.</li> </ul>	37.5% agree/strongly 25% neutral 37.5% disagree/strongly
My parents like me using Nessy.	1	3	5	3	12	<ul style="list-style-type: none"> <li>My Mum says it doesn't help.</li> </ul>	63% agree/strongly 21% neutral 17% disagree/strongly
I feel my spelling has got better since I started using Nessy.		5	6	7	6	<ul style="list-style-type: none"> <li>My spelling is quite good anyway.</li> <li>I do not remember being off Nessy,</li> <li>My spelling has come on just a little bit but it has helped me remember how to spell words.</li> </ul>	54% agree/strongly 25% neutral 21% disagree/strongly

Teachers were asked to select three pupils, with mixed spelling ability, from their class (P3-7) to complete.

**Key Points:**

- Almost all pupils questioned felt confident about using Nessy;
- The majority of pupils questioned liked using Nessy;
- There was a very mixed response when asked if they have been using Nessy at home;
- The majority of children think their parents like them using Nessy;
- The majority of children feel their spelling has got better since they starting to use Nessy.

**I like Nessy because...(key points):**

- It helps us with our spelling;
- We like the games;
- It is fun;

**Nessy would be better if...(key points):**

- There were more games;
- There was more challenge;
- It was more suitable for older children

**Recommended Next Steps:**

1. Continue using Nessy;
2. Research alternatives for pupils who have completed Nessy and older pupils
3. Purchase better quality headphones – each class have a tech monitor who helps collect/put away headphones and checks laptop trolleys;
4. Discuss across stages with regards to sharing games/additional resources;
5. Monitor how often children are accessing Nessy at home, (scope to incorporate into new online homework system).

**£600** was used to purchase two chromebooks for children who require support for literacy, particularly writing. This has allowed children to access the curriculum more easily.

A further **£360** was spent on the purchase of Reflective Reading Teacher Handbooks. At the beginning of 2018-2019 50% of teachers in the upper school had been trained using Reflective Reading approaches prior to purchasing the resource. The PT who was leading the implementation of this left to go on MLOA in Dec 2018 and it was agreed that throughout the remainder of time, teachers could have a go at using the resource with the knowledge they had. We have agreed as a staff Team to look at reading approaches in 2019-2020 as part of our SIP to support this.

Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

	1	2	3	4	5	Any further comments (direct quotes)	
I feel confident about teaching reading using Reflective Reading.	1	1	3	1			17% agree 50% neutral 33% disagree/strongly
I use Reflective Reading approaches every week.		4	1			• Not every week but regularly – every few weeks.	17% neutral 67% disagree 16% (1 person didn't answer)
I prefer using Reflective Reading to the resources I used previously.			2	2			33% agree/strongly 33% neutral 34% didn't answer
Using Reflective Reading to teach reading is manageable.			4	2		• I think it will once I am more familiar with it.	33% agree/strongly 67% neutral
It is easy to plan reading using Reflective Reading.		1	3	1			17% agree 50% neutral 17% disagree 16% didn't answer
Reflective Reading allows me to differentiate my teaching effectively.			3	2			33% agree/strongly 50% neutral 17% didn't answer
Parents appear to be happy about the implementation			4	1		• Parents unaware?	17% agree/strongly 67% neutral 16% didn't answer

of Reflective Reading Approaches.							
There has been an improvement in reading for the majority of my pupils (using SNSA data, teacher observations and any other appropriate assessment methods).			2	2		<ul style="list-style-type: none"> <li>Sorry, I probably haven't used it enough.</li> <li>Not done enough to say.</li> </ul>	33% agree 33% neutral 33% didn't answer

**benefits of Reflective Reading Approaches to teach reading:**

- Some of the map tasks are made and suit videos etc. Something different to Story World.
- Personalisation
- Love the activities and so do the kids – blankety blank etc.
- Comprehensive book – good approach and would love to try fully implementing next year – would align shared and guided reading and reduce planning workload perhaps.
- Develops understanding of a text, more interesting/motivating than basic comprehension tasks.
- The task maps are good (the previously made ones on the website).

**difficulties experienced when using Reflective Reading:**

- Need more reading books – with enough copies per group.
- Unsure how to fully implement into week – think we need to discuss this as a team – more training/shared approach.
- Can be time consuming to create task maps, limited resources online e.g. spot silly word etc.
- Very time consuming to make maps.
- I think P5-7 need to have time to discuss proper implementation of RR to have a common approach to teaching reading. Task mats can be time consuming to create but if we did this together as a team and saved centrally it would help. Think it would reduce planning eventually.
- It would be useful to have some Reflective Reading training – I have heard good things about the course/trainer.

**Measurement of Impact:**

- Single word spelling assessments are carried out in August and May to gather data and analyse improvements
- Each term RWI assessment is carried out to continually monitor progress and to agree and rearrange groupings to ensure children are being taught at their appropriate level. Groups are fluid and teacher judgment is vital to ensure children are placed correctly to meet their needs.
- Children's ability prior to intervention through teacher evidence and samples of work is used to determine and track progress in both Nessy and RWI.
- Tracking progress for every child and intervention through tutoring if necessary for RWI.

**Expected Outcomes:**

- Continued Improvement in the pace of learning and teaching in spelling, phonics and reading skills
- Progression in children's phonics development at an earlier stage and improved 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

### Family and Community Learning

- P1 Parental Transition 'Families Connect' group
- Newton Primary School held the 'Dunblane Memory Café' in the school hall
- Nursery Family Learning Events every term
- P1 and P.2 presented an enchanting nativity
- Children have visited Tesco Dunblane and community Links are strong
- Youth workers from St Blanes Church, Dunblane Fellowship and Dunblane Centre link with school each week and work with children in the playground and in classes
- Close links with Active Stirling
- Learning Community Link with local library through Bookbug and Read, Write, Count workshops November and library visits
- Parent and Grandparent story reading volunteers 9-9.30 every morning
- Visits from Stirling and Dunblane Fire Fighters, SSPCA, NSPCC
- Newton Choir sang and children helped at Strathcarron Coffee Morning
- Link with P.7 Buddies – paired reading and paired ICT
- P5 and P7 visit Dementia Café in Dunblane every week.
- Family Learning Event in every class across the year
- Parental skills utilised to support children's learning across the curriculum
- Parental knowledge used to share about world of work linking to contexts
- Parent volunteers timetabled in classes to support teaching and learning
- Close links with business's in Dunblane through Dementia Friendly Audit
- links with Dunblane Hydro – cookery demonstration, end of year party

### Wider achievements:

- Newton Primary School were awarded a Gold Sports Award for the second time
- Participated in the under 12 Central Schools Badminton Competition
- One of our pupils came first in the Stirling Schools Cross Country Competition
- Newton Choir won Stirling Schools Glee Competition
- P6 Euro Quiz team came 3<sup>rd</sup> in the Stirling Schools Euro Quiz
- One of our P6 pupils won the RHET Big Breakfast Competition
- Participated in the Dunblane Learning Community Table Tennis Competition
- Group of P4 children took part in Think Dance at Macrobert.
- P7 Pupil competed and came third for her age in British Judo Championships in
- P.6 participated in the Enterprising Maths Challenge and came 2<sup>nd</sup> in the poster competition at Stirling University
- P.7 Rotary Team won the Bridge of Allan and Dunblane round of the Rotary Quiz
- 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.
- Whole school participated in Outdoor Learning Day
- P5-7 Orienteering team were 1st at the Scottish Schools Orienteering competition
- P.7 Athletes participated in Track and Field Event at Stirling University 1 pupil set a new record.
- P.6 and P.7 individuals were awarded silver and bronze certificates for Problem Solving in Scottish Maths Challenge
- P3 performance – Viking Rock and P7 Performance – The X Factory

- Across the year individual and team successes in cross country running, table tennis, gymnastics, hockey, netball, cycling, squash, tennis, gymnastics, judo, swimming and skiing

### Capacity for Continuous Improvement

Quality Indicator	Key strengths	Areas for improvement
<b>1.3 Leadership of change</b>	<ul style="list-style-type: none"> <li>• We encourage staff to be creative and ambitious and offer leadership opportunities and that promote our core values and influence positively on our school community</li> <li>• We are committed to reflective practice and continuous improvement working in partnership with pupils, parents and the LC colleagues.</li> <li>• Practitioners have systematic opportunities to review and refresh their pedagogical practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to improve skills of data collection and analysis focused on improvement</li> <li>• Continue to consult with staff regarding tackling bureaucracy to ensure high quality learning and teaching remains at the core</li> <li>• Ensure all staff are clear on the school's strengths and areas for development.</li> <li>• Reflect &amp; evaluate 1.3: Leadership of Change.</li> <li>• Monitor the impact of the professional learning culture of staff</li> </ul>
<b>2.3 Learning, teaching and assessment</b>	<ul style="list-style-type: none"> <li>• Nurture and values are at the core</li> <li>• Learning Environment</li> <li>• Learners' Achievements are celebrated</li> <li>• Planning is manageable and proportionate</li> <li>• Learners play an active role in the school and wider community</li> </ul>	<ul style="list-style-type: none"> <li>• Children's accurate understanding of their progress in learning and next steps/quality of feedback to ensure improvement.</li> <li>• To develop a deep understanding of the kinds of pedagogical approaches that engage learners and lead to desirable outcomes</li> </ul>
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	<ul style="list-style-type: none"> <li>• All staff provide a nurturing environment and foster positive relationships in class/school/wider community</li> <li>• All staff are sensitive and responsive to children's wellbeing.</li> <li>• All staff and almost all children know, understand and use the wellbeing indicators as an integral feature of school life.</li> <li>• Outdoor spaces and resources are used effectively to promote positive relationships and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure children, parents and staff are knowledgeable about equalities and inclusion and are confident in how the school deals with bullying incidents through more widely sharing of information and policies.</li> <li>• All children to have their views heard and pupil voice to be stronger within the school community</li> </ul>
<b>3.2 Raising attainment and achievement</b>	<ul style="list-style-type: none"> <li>• With guidance children have options around how and when to use digital technology</li> <li>• Young people understand the importance of developing their own digital skills for learning, life and work.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to further develop practitioner enquiry, leading to positive change.</li> <li>• Embed the Skills Framework based on the entitlements and expectations in the Career Education Standard across all classes in the school</li> </ul>

	<ul style="list-style-type: none"> <li>Partnerships are used effectively to deliver highly engaging creative learning.</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in literacy standards, attainment and motivation for all through fun engaging ideas and activities</li> <li>Continue to Identify children who may not reach milestones and improve confidence in mental agility and numeracy skills by building staff confidence to ensure ambitious Learning and Teaching</li> </ul>
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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 2019-2020**

- HGIOS4 3.3 Creativity and Employability – Embed Skills Framework using Career Education Standard, Developing the Young Workforce through partnerships, Technologies by providing high quality CLPL for all teachers through digital champions and digital leaders in school in the LC and across the authority.
- HGIOS4 2.3 Learning, Teaching and Assessment and 3.2 Raising Attainment and Achievement Through quality CLPL in mindfulness and Health and Wellbeing approaches to positive relationships and positive behaviour with support of SISS, Respect Me and further training in Restorative Practices.
- HGIOS4: 2.5 engaging families in learning, early intervention and prevention, quality of family learning programmes through family learning sessions focusing on the 6 aspects of family engagement
- 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 through sensitively reviewing this with all staff, children and parents.
- Nursery: 3.2 Securing Children’s Progress - Observation, progress and planning using Stirling’s Play Framework
- Nursery: 2.3 Quality of interactions, planning tracking and monitoring, effective use of assessment, learning and engagement using learning intentions and success criteria to support all learners.

