

**Newton Primary School and Nursery**

**Stirling Council**

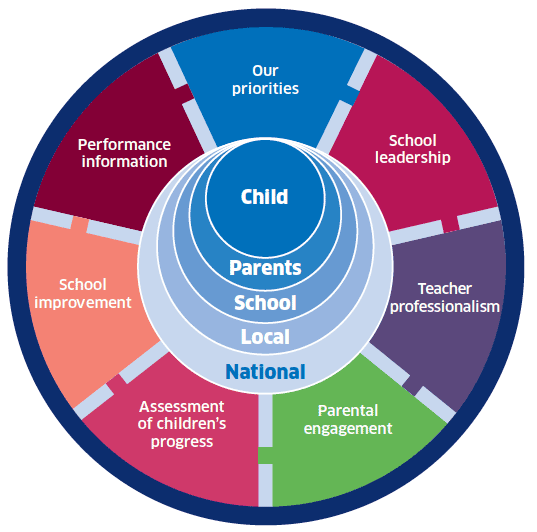
2020-2021

A person sitting at a table

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Newton Primary School Improvement Plan

**National Improvement Framework**



The learner is at the centre of all that we do. The **National Improvement Framework**

sets out the key areas for improvement in our schools. Click on this link to read more <http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework>

Looking Inwards, Outwards and Forwards

**What is our vision for the school?**

To provide a happy, caring, achieving and inclusive school community where children are motivated to play, learn and grow together and become responsible citizens, successful learners, confident individuals and effective contributors within our society

**Which values underpin our work?**

Our starting point for learning is a positive school ethos and a 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?**

**N**ewton PS aims to……

**E**quip our children with transferable skills which will support them in becoming responsible resilient, lifelong learners who respect diversity and fairness.

**W**ork closely with parents, families, professionals, and the wider community to support enriching experiences and outcomes for all **T**each and facilitate learning about our local, national, and global issues and communities to promote sustainability and respect for diversity  **0**ffer high quality and engaging teaching and learning experiences that are motivating, challenging, relevant and meet the needs of all learners

**N**urture positive relationships and a supportive learning environment to ensure everyone feels valued and achievements are celebrated.

**P**repare learners with skills to develop their potential, have high standards and ambitions to achieve success in all aspects of their lif

**S**upport each other to ensure a safe, happy and successful school

**What is the context of our school?**

Our modern purpose-built school is situated to the north east of Dunblane. The school is non-denominational and opened in August 1996. The school provides attractive, bright and pleasant accommodation for over 450 children, has fifteen classrooms and communal open areas, a large refurbished library space and music room, a fully equipped gym, production kitchen and dining hall. Outdoors, there is an extensive asphalt play area, with Trim Trail, an outdoor classroom and a large fenced playing field. Both the nursery and school enjoy their own gardens where we plant for wildlife, and also grow our own vegetables and fruit trees. We make use of the immediate environment and local woods for outdoor learning.

Within the school building we also have a very welcoming nursery class. 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 from August will be open from 8am-6pm 46 weeks per year.

We have close working relationships within the local community with Active Stirling, Dunblane Development Trust, the Dunblane Centre, Dunblane Library, Dunblane Museum, Dunblane Cathedral, Tesco Dunblane, Dementia Friendly Dunblane, Dunblane Memory Cafe and the local Co-op.

Our current school roll is 363 not including our nursery learners.

Most recently published SIMD information identifies that 74% of our families live in deciles 9 or 10 with a further 23% in Deciles 7 and 8, with only 2% of our pupils living in deciles 4 and 5 and no pupils living in deciles 1-3 or decile 6.

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, ensuring we provide the highest quality learning and teaching experiences for all our children. Opportunities for leadership are offered to children, staff, parents and carers. We continue to find new ways to involve and serve our wider and global community.

**Self-Evaluation for Self-Improvement** is at the heart of our practice in Newton. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

* **How are we doing?**
* **How do we know?**
* **What are we going to do now?**

**Looking inwards** to analyse our work

**Looking outwards** to find out more about what is working well for others locally and nationally

**Looking forwards** to gauge what continuous improvement might look like in the longer term.

**What are we planning to do 2020-2021?**

**Who did we consult?**

**We have agreed the areas for improvement within our establishment through consultation with parents through our Newton Families Together, Parent Council and parent questionnaires and opportunities to share their voice through voting for changes at parents evenings etc. We consult with pupils through our Leading and Learning pupil groups which every child is a member of. We also discuss priorities through our ‘We Count’ Pupil Council using ‘How good is OUR school’. We consult with staff through self evaluation, reflection and curriculum design discussions as well as agreed priorities within the Learning Community.**

**School and Nursery Improvement Priority 1**: ***Raising Attainment and Achievement – Literacy and Languages, Numeracy and Maths, Health and Wellbeing***

**School and Nursery Improvement Priority 2**: ***Creativity and Employability – Digital Literacy***

**School and Nursery Improvement Priority 3: *Ensuring Wellbing, Equality and Inclusion***

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**Improvement Priority One: Raising Attainment and Achievement**

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| **National Improvement Framework Priorities** | **HGIOS 4 & HGIOELC Quality Indicators** | **Children’s Services Plan Outcomes** | **Regional Improvement Collaborative Priorities** |
| * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children. * Improvement in children and young people’s health and wellbeing. * Improvement in employability skills and sustained, positive destinations.   Key drivers of improvement   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information | 1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion | Improving Outcomes through effective partnership working for:   * Children and young people with disabilities * Children and young people who are care experienced * Children and young people in need of protection   Improving children and young people’s mental health and emotional wellbeing  Reducing child poverty. | Improve attainment in literacy and numeracy for children and young people aged 3-18 years.  Close the attainment gap between the most and least disadvantaged children and young people for numeracy and literacy  Improve the health and wellbeing of children and young people  Improve curriculum developments and learning and teaching to support empolyability skills and sustained positive destinations. |

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| **Improvement Priority 1: Raising Attainment and Achievement**  **High Level Actions** | **Impact** | **Measurement (what and when)** |
| **Literacy and Languages**   * To continue to build on work initiated in session 2019-2020 to develop a reading culture through the RIC Literacy Pilot in collaboration with Scottish Book Trust and FM Reading Challenge across the whole school * To further embed Reflective Reading practice to children in Second Level and introduce Reflective Reading at First Level * Review current reading practices/resources at First and Second Level * Review and revise reading planners to encompass Read, Write Inc. practices and Reflective Reading practices * Explore materials to support children who have not achieved First Level in Reading by the end of Primary 4 using a systematic synthetic phonics programme * Review and refresh Newton’s reading policy and guidance for staff * Based on the refreshed policy, share with parents how our reading culture at Newton is designed, organised and structured. * communicate guidance on how parents can best support their child at home | * Children will develop a love of reading (with a resulting impact on wider literacy skills) * Improvement in literacy standards, reading attainment and motivation in reading for all * Children will participate in fun, engaging ideas and activities for the teaching of reading * Children will become life-long readers with good reading habits, who enjoy and appreciate text in all its forms * Children will use higher order thinking skills when reading and reflecting on literature * All children will have access to high quality literature and literacy resources * Children who have not achieved First Level in reading by the end of Primary 4, will be fully supported to ensure the attainment gap is lessend * Parents will feel confident about how to best support their child with reading at home | * Analysis of attainment and achievement data * Analysis of Scottish Book Trust Reading Schools Accreditation data * Continued identification of children requiring targeted support and interventions in place, measured and evaluated. Particularly those children who have not achieved First Level by the end of P4 * Children’s enjoyment of reading * Quality Assurance and Self Evaluation * Through Reflective Reading sessions, teachers will assess and monitor children’s progress * Children will self-assess their learning using the Reflective Reading tool * Quality assurance of teaching and learning, learning walls will identify Higher Order Thinking Skills * Parent, pupil and staff consultations throughout the process of creating the Reading Policy and Parent Guidance |
| **Numeracy**   * To continue the application of RIC Numeracy Academy strategies to support numeracy pedagogy and practice and to develop conceptual understanding in Numeracy at Early and First Level * Amend the numeracy element of the Early/First level Maths and Numeracy planners to reflect the three strands of Numeracy * Refresher on all the online maths resources available to us (CLPL) * Continue to liase with DHS to support and challenge able learners in Numeracy and Mathematics for those working beyond Second Level | * Children will be more confident in mental agility and numeracy skills * Improvement in numeracy skills in children in Early/First Level * Build staff confidence in applying the Numeracy Academy Strategies in Early/First Level through CLPL sessions * To develop a deep understanding of the kinds of pedagogical approaches that engage learners and lead to desirable outcomes * For new staff/probabtioners to be fully equipt with the range of numeracy resources available to them * Children working beyond Second Level for Numeracy and Mathematics will be appropriately challenged | * Analysis of attainment and achievement data * Tracking and Monitoring for children working beyond Second Level * Quality Assurance and Self Evaluation * Google Form to collate data on staff views on the teaching & learning of Numeracy and Mathematics |
| **Play Pedagogy in P1**   * Extending and supporting play – All staff (ECE’s, SLA’s etc.) * Further develop Stay Play and Learn sessions across the year at key points * Continue to develop environment and staff confidence | * Stay, Play and Learn sessions ensures that parents are fully involved in how their children are learninga * Staff have confidence to allow free flow play and know when to interveve to develop learning further * use of open questioning and statements to develop language through play and offer appropriate provications to spark interest | * Track and monitor wellbeing using Leuven scale throughout the year to enable timely interventions |
| **1+2 Languages**   * Embed L3 (Spanish) across P5 to P7 | * DHS Language Ambassadors will continue to support class teacher and delivery of L3 (Spanaish) to all children in P5-7. * Children in P5-7 will experience Spanish in everyday language within the class | * Complete L3 audit from Education Scotland to help provide a suitable L3 experience * Use current 2nd Level pathway to plan for L3 (incorporate Spanish resources) |
| **Health and Wellbeing**   * To prioritise the HWB of pupils, families and staff, on their return to school, as we initially engage with a blended learning approach, and thereafter * Collate all the key points from ABC, MAPA, Do-Be-Mindful and Respect Me Training covered in 2019-2020 into a guidance document and issue to all staff * To refresh and revisit whole school approach to Restorative Practices * To engage with a whole school approach to emotional literacy and wellbeing using the ‘Emotion Works’ Recovery Package * To fully engage with the new RSHP document, with a particular focus on gender stereotypes * Review and edit Stirling Council HWB plans to ensure a consistent approach across the school which is relevant to our context | * For new staff/probabtioners to be aware of and follow the protocols of our HWB approaches * Using regular daily mindfulness practices, will help children to develop life skills that will benefit their mental health, emotional wellbeing and academic performance * To improve children’s emotional literacy and wellbeing * To ensure our pupils feel safe and supported as they return to school * Children will have an understanding of the RSHP principles appropriate to age and stage * All teaching staff have a clear understanding of the HWB concepts to be covered through a progressive planner * All teaching staff are aware of the HWB resources available at Newton Primary | * Targetted support for our most vulnerable pupils and families (through GIRFEC wellbeing indicators) * Analysis of emotional literacy of pupils on return to school * Use of Leuven Scale for all pupils as they return to school to monitor HWB * Gender Stereotype Education Scotland CLPL Training * Ensure all staff fully engage the HWB traffic light indicators on the Stirling Council T&M spreadsheets |

**Improvement Priortiy Two: Increasing Creativity and Employability – Digital Literacy**

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| * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children. * Improvement in children and young people’s health and wellbeing. * Improvement in employability skills and sustained, positive destinations.   **Key drivers of improvement**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information | 1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  *Specific to HGIOS 4*  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  *Specific to HGIOELC*  3.2 Securing children’s progress  3.3 Developing creativity and skills for life and learning | Improving Outcomes through effective partnership working for:   * Children and young people with disabilities * Children and young people who are care experienced * Children and young people in need of protection   Improving children and young people’s mental health and emotional wellbeing  Reducing child poverty. | Improve attainment in literacy and numeracy for children and young people aged 3-18 years.  Close the attainment gap between the most and least disadvantaged children and young people for numeracy and literacy  Improve the health and wellbeing of children and young people  Improve curriculum developments and learning and teaching to support empolyability skills and sustained positive destinations. |

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| **Improvement Priority 2: Digital Literacy**  **High Level Actions** | **Impact** | **Measurement (Evidence - what and when)** |
| * To ensure all pupils, staff and parents feel confident when engaging with Digital Learning through a Blended Learning approach * To complete ‘Digital Learning & Teaching at Newton Policy – Guidance for Staff’ and share with staff team * To create an Acceptable Use Policy and share with families * To adapt and contextualise Stirling Council Digital Learning Pathways for Early, First and Second Level | * For all pupils to be confident at using online platforms to engage with Blended Learning * All teaching and support staff will engage with Newton Digital Learning and Teaching policy * All teaching and support staff will be confident with the digital learning approaches used at Newton Primary * All children will agree to follow the rules in the acceptable use policy, ensuring online safety and respect and care towards all digital equipment * There will be consistency and progression across the school through the use of the Digital Pathways * Digital Learning will be embedded across the curriculum | * Analysis of digital skills audit * Monitoring of engagement with digital learning opportunities throughout the Blended Learning approach * Collate acceptable use policies |

**Improvement Priority Three: Ensuring Wellbeing, Equality and Inclusion**

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| **Improvement Priority 3: Ensuring Wellbeing, Equality and Inclusion**  **High Level Actions** | **Impact** | **Measurement (what and when)** |
| * To prioritise the HWB of pupils, families and staff, on their return to school, as we initially engage with a blended learning approach, and thereafter * To ensure that all staff have accessed professional reading linking the benefits of play and outdoor learning with wellbeing * To consider how elements of the Newton Primary School Play Framework can be tailored to a Blended Learning Approach. * To provide high quality outdoor learning experiences for all pupils * Through further embedding ‘Nurturing Newton’, ensure the Six Principles of Nurture are at the heart of our return to school and thereafter * To track wellbeing through regular use of the Leuven Scale to enable timely interventions * To ensure the individual needs of all children are met as we return to school and thereafter * To ensure that the robust procedures already in place (Meeting Learner’s Needs, Staged Intervention Process, Team Around the Child Meetings, Pastoral Notes, SfLT support) support our children with ASN as we return to school and thereafter * To embed a whole school ‘Trauma Informed Approach’ to support our pupils who have experienced ACEs * To plan for safe transitions, both horizontal and vertical, ensuring all children feel safe and supported * To explore the use of online journals for all pupils, to help ensure a holistic approach to learning and wellbeing | * All pupils, families and staff will feel safe and secure as they return to Newton Primary School * All staff will have engaged with ‘Play’ framework and consider how children will have opportunities to play as we return to school * All pupils will have rich outdoor learning experiences * All staff will feel confident implementing the ‘Nurturing Newton’ guidance, underpinned by the Six Principles of Nurture * The individual needs of all pupils will be met and supported * Our most vulnerable children will continue to have a strong support network as we transition from remote learning to a blended learning approach * Children will feel prepared and safe during times of transition * Families will feel further included in their child’s learning journey | * Qualitative data from pupils, parents and staff * Teacher observations * Education Scotland Curriculum Outdoors Attainment Challenge (COACh) Improvement questions for staff * Use of Leuven Scale for all pupils as they return to school to monitor HWB * Ensure all staff fully engage the HWB traffic light indicators on the T&M spreadsheet * Parental engagement with online journals |