

A group of people in a park

Description automatically generatedA picture containing boy, child, young, little

Description automatically generated

**Newton Primary School and Nursery Class**

**Stirling Council**

**2019-2020**

**Newton Standards and Quality Report**

**2019-2020**

**Looking Inwards, Outwards and Forwards**

**Introduction**

Newton Primary School Standards and Quality Report provides a record of the main achievements of the school during 2019-2020. 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 2020)**

A range of evidence including analysis of pupil attainment, observations of children’s learning and work, HGIOS4, feedback forms from parents/carers, Newton Families Together (Parent Council) feedback 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, Abbreviated printed copies of the report are available at the from the school office. A display copy is available in the staffroom and on our School Improvement Wall.

Newton Nursery’s Standards and Quality Report sits alongside this document.

**The context of our school**

**What is our vision?**

Our vision has been developed in consultation with our whole school community and puts our children at the centre:

To provide a happy, caring, achieving and inclusive school community where children are motivated to **play, learn, and grow together** to develop their potential and be ambitious to achieve success in all aspects of their life.

**Play, Learn and Grow Together at Newton**

**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?**

**N**ewton Primary School 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 life

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

**What is the context for 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. We make use of the immediate environment and local woods for outdoor learning.

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.

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.

|  |  |
| --- | --- |
| **Review of Progress for session 2019-2020** | **Newton Primary Standards and Quality Report** |

|  |  |  |
| --- | --- | --- |
| **School Priority One: Creativity and Employability-Digital Literacy** | | |
| **National Improvement Framework Priority**  **National Improvement Priority 3:** *Improvement in creativity and employability skills and sustained, positive destinations.*  **Key drivers for improvement**   * *School leadership* * *Teacher professionalism* | | **HGIOS4 Quality Indicators**   * *3.3 Creativity and Employability,*   **HGIOELC Quality Indicators**   * *3.3 Developing creativity and skills for life and learning* |
| **Regional Improvement Collaborative Priorities**   * *Provide professional learning that helps drive forward collaborative leadership at all levels.* * *Ensure performance information and improvement approaches support raising attainment for all.* | | **Integrated Children’s Services Plan Outcomes**   * *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:** | **Staff Digital Leaders across Dunblane LC**   * staff member attended Google Educator Level 1 and Level 2 (trainer) training * 2 further members of staff attended Google Educator Level 1 training * 2 members of staff are part of Dunblane LC Digital Group * Implemented Progression Pathways at all stages * 2 members of staff have attended Stirling Council Digital workshops with Education Scotland.   **Apply for Digital Schools Award as a Learning Community**   * Joint policy/strategy documents completed with Dunblane Learning Community * Self-evaluation for NPS is complete, key documents to be submitted (Acceptable Use Policy and Guidance Document)   **Provide High Quality CLPL for staff**   * CLPL provided remotely during Lockdown for P1-4 staff in the use of Google Classroom and Teams * CLPL weekly sessions provided remotely during Lockdown for Support Staff in the use of GC and Teams * Team Teaching opportunities for staff in Term 1   **Digital Leaders role agreed for pupil groups**   * Established Pupil Groups: * Made how-to tutorials for parents and others – uploaded to NPS Website * Started making Acceptable Use policy (Not Complete) * Planned safer internet day and launched Google Internet Legends resource via assembly.   **Digital home learning from P5-7**   * In place for P5-7 - through use of Google Classroom. * Feedback gathered in October * Implement any changes for next session   **Digital home Learning during Lockdown**   * All staff using Google Classroom across all stages to upload work, videos, comment, feedback and respond to children’s learning | |
| **Impact:** | * Upskilling staff has allowed innovative delivery of learning experiences across many areas of the curriculum (for most staff). * Almost all children engaged differently through digital tasks and exercises * Has enabled independent study and research for children within Second Level and for some at First Level * Collaborative skills have been fostered through shared digital learning * Staff attendance at DLC/ SC events has ensured practice is current * Digital resilience is being developed across the school * An audit of our practice at NPS has helped to prioritise improvements * Strategy/Guidance documents have helped to promote consistency across the school and good practice * Acceptable Use Policy has focussed attention for children on their positive relationship with technology * Digital Leaders pupil groups very positive. Good to involve the children in working towards digital priorities/improvements. Pupil voice is evident within our SIP improvements. AUP to be used throughout the school. ‘How to’ guides created by children are used by all involved and uploaded to website to support parents use of Google Classroom and Google Tools. * Digital home learning from P5-7 through Google Classroom has supported smooth transition to digital home learning due to COVID-19 school closures. * Expansion to P1-4 has been enabled by sharing of staff skills, and support of siblings. * Impact of home learning visible through feedback gathered – overall positive feedback from pupils and parents. * Staff and pupils were able to stay in touch, have regular feedback, share stories, pictures, video themselves explaining or teaching a concept, messages and keep daily contact. | |
| **Next steps:** | * Continue with digital leader pupil groups to plan digital learning improvements/events across the school year * Acceptable Use Policy issued in August 2020 - needs to be finalised. * Complete staff guidance document/strategy and submit for Digital Schools Award application and shared with staff. * Further Google support/training for all staff * Possibility of further Google/MS training for digital SIP group | |

|  |  |  |
| --- | --- | --- |
| **School Priority Two:** **Raising Attainment and Achievement** | | |
| **National Improvement Framework Priority**  **National Improvement Priority 1:** *Improvement in attainment, particularly in literacy and numeracy.*  *Improvement in Health and Wellbeing*  **National Improvement Priority 2:** *Closing the attainment gap between the most and least disadvantaged children.*  **Key drivers for improvement**   * *School leadership* * *Teacher professionalism* * *Parental engagement* * *Assessment of children’s progress* | | **HGIOS4 Quality Indicators:**  *3.2 Raising Attainment and Achievement,*  *2.4 Personalised Support,*  *2.3 Teaching, Learning and Assessment*  *2.2 Curriculum*  **HGIOELC Quality Indicators**  *3.2 Securing children’s progress*  *2.3 Quality Interactions, Learning and Assessment*  *2.2 Curriculum* |
| **Integrated Children’s Services Plan Outcomes**   * *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.* |
| **Regional Improvement Collaborative Priorities**  ***•*** *Develop collaborative approaches which build staff*  *capacity to deliver high quality literacy learning experiences for all.*  ***•*** *Work together to strengthen and improve teacher*  *confidence, understanding and teaching of numeracy.*  ***•*** *Ensure performance information and improvement approaches support raising attainment for all.* | |  |
| **Progress:** | **Literacy and Languages**  **Reading Culture**   * DHT and CT attended Scottish Book Trust Reading Schools Accreditation Launch CLPL as part of the FVWL RIC * Completed an audit and agreed on applying for a Silver Accreditation * Completed Reading Schools Action Plan based on HGIOS? 4 (October 2020) * Submitted progress report in December 2020 * Provided staff with information about the accreditation during November Staff Development days * Developing a Reading Culture at Newton feedback – all progress and impact is linked to Reading Accreditation action plan * Professional Reading around creating a positive reading culture and reading for pleasure   **Library Development**   * Library cleared of old topic boxes/furniture/books and clutter * Applied for and received £4000 from Tesco Bags of Help * Applied for and received £6000 from The Foyles Foundation Library Grant Scheme (to be used on books and audio books only) * New furniture (bookshelves/sofas/tables/chairs) purchased and built in the library using Tesco funds * Class surveys completed of which authors/genres/books children would like in the library. * Children from the Literacy Leaders Pupil Group visited Waterstones and Scotia Books to purchase new fiction and non-fiction books * Dual language books (French and Spanish) purchased with advice from Languages CT and Language Leaders. * A range of books promoting diversity also purchased. * 10 Personal CD Players and Headphones purchased with accompanying audio books on CDs * 10 Amazon Kindle Fires and Headphones purchased (awaiting arrival from IT) * Staff visit to library to preview the new set up * Library is now open for classes to use under supervision of an adult * Literacy Leaders have developed a Charter for the library to share with all classes * Literacy Leaders have created Library Monitors to look after our library     **Scottish Book Week and World Book Day**   * All children and staff took part in planned activities for Scottish book week – one activity everyday * Each class was gifted a new book to celebrate Scottish Book week * Extreme Reading Challenge for all children * Literacy Leaders Pupil Group planned and delivered World Book Day activities for all children * P1-3 children heard stories read by Literacy Leaders and then completed an art task about the story * P4-7 children took part in Book Tasting in the Library * Children signed up to hear which story they would like during ‘The Big Newton Read’   **Reflective Reading**   * All Second Level Teachers issued with a Reflective Reading Folder and Teacher Book * Second Level Curriculum Design Meeting introducing Reflective Reading * Self-Evaluation June 2019 showed that Reflective Reading implementation needed to remain a priority for 2019-2020 * November in-service session with Second Level teachers to revisit and explore how we are going to imbed Reflective Reading * All P5-7 teachers completed a coaching/confidence wheel; * All P5-7 teachers received a copy of the RR Child Friendly Assessment; * All P5-7 teachers agreed to use the language and structure of Reflective Reading from Jan 2020; * All P5-7 teachers completed a Google Form using the headings of the coaching/confidence wheel to gauge progress from November to May   **1+2 Languages**   * Class teachers delivering L2 (French) continue to blend the target language into everyday classroom work, integrating the L2 into interdisciplinary projects and providing discrete language lessons * European Languages Day held to celebrate languages, culture etc. parents/carers involved * All 3 (early, first and second) level modern pathways completed as of April 2020 * Dual language books available in the library to create a multi-lingual area for pupils and staff to utilise * Language Ambassadors from DHS (French and Spanish) continue to be timetabled (according to their availability) for classes across the school to support language learning * CT attended full week course in July 2019, 1 + 2 Languages Leadership Programme, run by SCILT + Education Scotland   **Undertaken by the Language Leaders – Pupil Group:**   * Dual French/Spanish signs created and displayed around the main areas of the school (office, staffroom, PE hall, lunch hall etc.) * ‘Lunch Lingo’ (dual language French/Spanish) display created in the lunch hall to promote languages in everyday life * BSL posters with basic phrases/alphabet introduced to L+L group and shared with all classes – promoting other types of languages and inclusive practice within the school   **Numeracy**  **RIC Numeracy Academy- developing conceptual understanding in P1/2**   * 2 members of staff attended 2x RIC conceptual numeracy training days * Completed pre-assessments with 6 selected children (varying abilities) * 6 Observed lessons and feedback sessions from Lynda Stewart (RIC PT Numeracy) * Attended RIC Reflection meeting to share experiences and good practice * Shared our experiences collegiately with our staff team at November 2019 Staff Development Days * Used the approach to aid planning in P1 and P2 * Implemented the approach and supported stage partner colleagues to implement the approach in their classrooms * Created Numeracy in Primary 1 and Primary 2 guidance and sketch note   **Health and Wellbeing**   * Do-Bemindful mindfulness programme purchased to support health and wellbeing for all * All teaching staff participated in an introductory CLPL on staff development day provided by Do-Bemindful programme developer and owner Louise Smith sharing the benefits of mindfulness for staff and children * All teaching staff participated in weekly 1 hour follow up mindfulness sessions with videos, interactive practices, reflective exercises and through an online community for 5 weeks to develop an understanding of the benefits of mindfulness and to support staff wellbeing, mental health, and to develop skills to support the teaching of mindfulness to benefit the children * Once completed the introductory sessions, this was then followed up by children engaging in daily /weekly mindfulness practices. * All staff participated in MAPA training delivered by SISS to support everyone to deal with children’s behaviours in a way that keeps everyone safe. * DHT refreshed and updated our ‘Nurturing Newton – Creating a Climate for Learning’ policy which encompasses, Nurture Principals, Anti-Bullying Policy, Relationships Policy to reflect the MAPA approach * All staff participated in ‘Respect Me’ training at February Staff Development Day * Dunblane LC Anti-bullying group – Anti-bullying policy updated and refreshed in consultation with children and parents across the Learning Community as part of our Nurturing Newton Policy   **Pupil Voice**  *‘If you are being bullied you know who to talk to in school and who can help you.’*  *‘When I had a fall out with my friend it was really helpful having the teacher to talk with us both and help us find a way to figure it out and talk about what went wrong.’*  *‘Bullying is wrong but it happens. We should all show the school values all of the time.’*  **Parent Voice – questions from parents involved in the anti-bullying group**  *‘I would like clarity on the levels of interventions a school can make to deal with a bullying situation’*  *‘I would like clear information on how bullying will be dealt with if it persists’*  *‘I would like to have some detail on how information is shared with the parents of the child who is bullying others’*  *‘’I would like to know how the victim of bullying will be supported by the school’*   * DHT participated in Restorative Practices training and is a trainer for the Learning Community * DHT led CLPL for support staff on restorative practices * DHT introduced P6 Peer Mediators to support using restorative practices in the playground | |
| **Impact:** | **Literacy and Languages**  **Reading Culture**   * Children now have a library that is fit for purpose with up to date books to read in an engaging and inviting environment * Reading for pleasure has increased as almost all children are now excited to visit the library and read the new books and comics (shown through teacher observation and discussions with children) * Using CDs and audio books allow those reluctant/dyslexic readers easy access to stories * All classes are utilising the library more and visiting at least weekly to read for pleasure * Staff are modelling reading through taking classes to the library, use of ‘What we are currently reading’ signs and ‘Snack and Story’ daily sessions * Through Leading and Learning pupil group, children have taken ownership of the library by updating Author of the Month, Library Monitors and asking for resources/particular authors to meet their needs and interests * Possible increase in reading attainment to due increased engagement in reading for pleasure, however this would need to measured in the new academic year  Opportunity for Literacy Leaders pupil group to develop skills in leading events (WBD)   **Reflective Reading**   * Almost all children in Primary 5-7 are familiar with the language and structure of Reflective Reading e.g. Short Read, Long Read, Comprehension Compass etc; * The ethos of Reflective Reading aims to support children to be “confident and critical” readers through the exploration of literal, evaluative and inference questions using Higher Order Thinking Skills.   **1+2 Languages**   * Within First Level – a clear and consistent approach to planning and teaching modern languages using the current pathway with clear progression visible year to year * Verbal feedback from staff on current and new modern languages pathways demonstrates they are a good tool to support language planning, with resource links available * Feedback from children on language events has been positive, they benefit from learning about other cultures etc. * Engagement of parents/carers in events such as European Languages Day has been high over with a variety of adults and DHS Language Ambassadors and older pupils volunteering to share their skills and knowledge * Feedback from staff on DHS Language ambassadors this year has been extremely positive, the older children have engaged with Spanish and enjoyed lessons they have been taught * Strong enthusiasm from children in P1 -P3 Language Leaders group to undertake tasks in group and share their knowledge with peers e.g. sharing the BSL greetings and teaching to their own class   **Numeracy**  **RIC Numeracy Academy- developing conceptual understanding in P1/2**   * Importance of concrete materials in numeracy to support knowledge and understanding * Connections are being made – use of visuals like ten frames and rekenrek etc. enables all learners to access differentiated learning activities * Questioning the children and listening to their responses – confirms they can explain their thinking – this has improved greatly as the year progressed and their confidence levels * Access tools they need to support their learning (rekenrek, counters, 10 frames etc.) * Maths mindset – encourages the children to embrace mistakes (Marvellous Mistakes) * Practical activities more appropriate and engaging for pupils than written activities at this stage at Early Level so learners are more engaged with numeracy * Easier for teachers to address misconceptions as pupils thinking is made clear with the concrete materials * Very easy to differentiate the practical activities to learners are experiencing more targeted learning   **Health and Wellbeing**   * Having taken part in the Do-Bemindful weekly introductory sessions staff were then in a much better position to then engage the children and support better health, mental wellbeing and resilience, through teaching of mindfulness practices daily/weekly to their class * Supported children to develop their emotional wellbeing and academic performance   *‘I am going to do my starfish breathing, it helps me to be calm’* Nina P1   * Supports pupils how to better pay attention * Some pupils become more focussed, compassionate and self-aware. * MAPA supported ensuring a consistent approach used by all staff to promote positive behaviour across the school * Children benefit from a calm consistent adult at all times * Staff have essential knowledge, skills and confidence to support positive behaviour * Staff have confidence to prevent, decelerate and de-escalate crisis situations and have the skills to manage risky behaviour when it does occur. * Staff have a better understanding of the new definition of bullying * Staff have a deeper understanding of the impact of bullying behaviour on children and how to react and respond to children who are experiencing bullying behaviours * There is a culture across the school that encourages respect, values opinions, celebrates difference and promotes positive behaviour * Peer mediators support children in the playground with disagreements to help restore harm | |
| **Next Steps** | **Reading Culture**   * provide staff with information on promoting reading for pleasure (CLPL session or professional reading) * Interdisciplinary whole school reading project led by Acting PT * Create opportunities to involve the wider community in our reading journey – Reading Cafes, Open afternoons, Memory café links etc. led by Acting PT * Submit evidence of completed action plan to SBT – December 2021 (extended due to COVID) * Creating links with DHS for paired reading * Reading Culture feedback – all next steps are based on Reading Accreditation * To seek advice from Angela Seaton when Kindles arrive on the best online library to use and train our Literacy Leaders on how to use it * Literacy Leaders to teach all children in school how to use Kindles for reading * Complete QR Code library which Literacy Leaders started this session * Label book shelves to ensure library is kept organised and update Library Monitor Rota * Organise the music and drama area of the library to promote creativity and the arts * Complete library development (walls painted/soft furnishings/lighting) * Host a library launch for all parents/carers * Re-issue SBT survey to children to see how they feel about reading and how they would like to develop our reading culture   **Reflective Reading**   * Reading planning overview sheets to be reviewed and adapted using Reflective Reading language * SLT/SfLT to look at materials to support less confident readers in upper years (P4-7) using a systematic synthetic phonics programme e.g. Read, Write, Inc. Fresh Start Programme (for pupils 9 years +); * Refresh and update Reading and Newton Policy * Inform parents about how reading is taught and facilitated in Newton across all stages and how reading can be supported at home   *‘Now that we and the children are familiar with the language and structure of Reflective Reading it is becoming a much more manageable and useful resource. We still need to develop a bank of resources to support the effective implementation of it. The pupils have responded really well to the short- read sessions’* P7 Teacher  *‘Short reads are fun, engaging lessons that get the children to discuss and analyse - Really helps provide a focus for long reads and what skills to teach and develop’* P5 Teacher  **1+2 Languages**   * Consultation with staff to ensure approach is consistent across the whole school * Continue to use first level modern languages pathway, early and second level staff begin to use pathways – revisit this halfway through the session to see if it is a clear and useful tool * Introduction of L3 (Spanish) across P5 to P7 * Continue to take part in Language days etc. throughout the year to celebrate culture and diversity * Ensure all classes have access to dual language books in library and are being utilised * Possibility of an upper Leading + Learning group to focus on languages, or an already established group to support lower L+L group   **RIC Numeracy Academy- developing conceptual understanding in P1/2**   * Purchase resources to ensure all classes had a set of Rekenreks and double sided counters etc. * Keep thinking about maths and numeracy working wall and co-creation of SC with the children * Embed approach into practice in P1 & 2 and develop approach into P3 and ensure any new staff are supported to use the approach * Refresh the numeracy element of the Early/First level Maths and Numeracy planners to reflect the 3 strands of numeracy   **Health and Wellbeing**   * Engage parents to develop mindfulness practices and fully understand the benefits in order to support their children at home. * Restorative Practices for all staff across the Learning Community planned for Aug Staff Development day. | |

|  |  |  |
| --- | --- | --- |
| **School Priority Three:** **Curriculum** | | |
| **National Improvement Framework Priority**  **National Improvement Priority 1:** *Improvement in attainment, particularly in literacy and numeracy.*  *Improvement in Health and Wellbeing*  **Key drivers for improvement**   * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information | | **HGIOS4 Quality Indicators:**  *3.2 Raising Attainment and Achievement,*  *2.4 Personalised Support,*  *2.3 Teaching, Learning and Assessment*  *2.2 Curriculum*  **HGIOELC Quality Indicators**  *3.2 Securing children’s progress*  *2.3 Quality Interactions, Learning and Assessment*  *2.2 Curriculum* |
| **Integrated Children’s Services Plan Outcomes**   * Develop progressive, coherent and innovative curriculum *(early level pedagogy, 1+2 languages).* * Promote collaborative and empowered leadership and teacher professionalism *(teacher leadership; middle leadership; school leadership; CLPL)* * Children, young people and their families are respected as equal partners in decision making and planning. |
| **Regional Improvement Collaborative Priorities**  ***•*** *Develop collaborative approaches which build staff*  *capacity to deliver high quality literacy learning experiences for all.*  ***•*** *Work together to strengthen and improve teacher*  *confidence, understanding and teaching of numeracy.*  ***•*** *Ensure performance information and improvement approaches support raising attainment for all.* | |  |
| **Progress:** | **Play Pedagogy in P1**  Throughout this year there has been a deepening of understanding by P1 and Early Years teachers as to the importance of play in child development.  We also recognise evidence which shows play based curriculums are effective in raising attainment and achievement in learners.  Research and reading have been carried out and it was decided that we would begin to adapt our pedagogy and implement a more free flow play based approach.  Previous years have had more of a traditional approach; soft start, whole class lessons, structured and planned contexts, ‘active learning stations’ and ability level groups, and short periods of play in the afternoon, usually scaffolded by an adult with limited choice in activity.  Using this approach we wanted to be more responsive to our learners’ needs and abilities, offer more choice and opportunity for independent skills development and deepening of existing knowledge and understanding.  We also felt it important that there was more of a flow between nursery and primary 1, ensuring transition is smooth and children are having a chance to build on the free flow experiences they have in nursery.   We also understand however, our specific context, the needs of our learners and the expectations of our parents and were confident in taking an approach where free play was supported by targeted teaching and deep learning opportunities and challenge.  After much research, professional dialogue and visits to other settings we decided to adapt our pedagogy accordingly.  P1 teachers, in consultation with DHT, HT and nursery staff, decided to structure the day in a more free flow manner; much shorter, targeted teaching times with groups of children, occurring frequently throughout the day, teacher directed follow up tasks mixed with the opportunity for free flow uninterrupted play across the day  **Our Aims;**   * Children develop curiosity, creativity and independence * Give the children opportunity to ‘play’ without interruption, supporting health and wellbeing. * Maintain the flexibility of nursery play with the opportunity for targeted extension of learning as required * Targeted teaching time would be more productive in smaller differentiated groups, without the interruptions that had previously been apparent in the classroom * Have the opportunity to practice and develop the skills in our DLC skills framework * Progress through the early level CfE benchmarks with opportunity deepen and broaden learning through learner agency * All learners achieve Early Level by June 2020.   Our cohort of learners this year were made up of 28 boys and 13 girls.  From discussions with our nursery and during transition visits to partner nurseries, we knew that many of the children entering P1 were particularly active, spent much time outdoors and were quite physical in their play.  They were engaged to learn in short chunks and were particularly interested in construction, fantasy and imaginative play.   We also had a number of children who find it hard to self-regulate.  4 of our learners have specific additional support needs and seek out specific sensory play.    **Environment**  Our environment included 4 classrooms (2 P1 and 2 P2) and a large breakout open area space.  Previously, the space was routinely utilised for group teaching and learning, had a small reading area and home corner, and a number of play resources available.  The space was accessed by children under supervision of teachers or SLA staff for short periods throughout the week.  **BEFORE**      **AFTER**     * Our first major change was to research effective play environments and decide how our environment would need to be changed to support our pedagogy and our learners. * In collaboration with our nursery staff, the whole open area was overhauled, and a number of important changes made. * Resources were sorted and labelled with pictures. * Most plastic resources were removed, and wooden resources used in their place.  More natural materials were encouraged. * Children were consulted on what resources they would like to see * Open ended resources including loose parts were introduced to promote creativity * Dressing up costumes were removed in favour of fabrics, scarves and sheets that could be used imaginatively and openly * ‘Real life’ objects, such as laptops, typewriters, coffee machines etc. were introduced into appropriate areas * Provocations were set up weekly dependent on children’s interests/class contexts * Flooring was replaced, lamps, fairy lights, rugs and drapes were used to ‘soften’ the area and make it more homely * A natural willow den was introduced as a quite space * A large construction area was formed, including Community Play blocks, tyres, rope and piping. * Sand trays and water trays were introduced * Creativity area was created * Writing/Number areas but literacy and numeracy also promoted throughout the whole area. * The area was able to be accessed more regularly throughout the day * DHT took part in Adventures with Alice Sharp Training and shared with CTs in Early and First Level (P2) * P2 Class Teachers took part in Play in P2 training at Strathclyde University   **Teaching Style**  The flow of the day looked quite different to how it had previously.  Previous years:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 9 – 9.30 | 9.30 – 10.30 | 10.45 – 11.45 | 11.45 – 12.15 | 1.15 – 2.15 | 2.15 – 3pm | | Soft Start/Story    Register | Read Write Inc – direct group teach followed up by teacher directed task | Numeracy –  Whole class teach then differentiated follow up tasks/active learning stations alongside teacher input with specific groups. | Opportunity to play within classroom.    Story | Whole class context teach.  Whole class follow up task or Teacher input with groups | Opportunity to play  within classroom/open area. |     Typical new look day:     |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 9 – 9.30 | 9.30 – 10.30 | 10.45 – 11.45 | 11.45 – 12.15 | 1.15 – 1.30 | 1.30 – 3pm | | Morning activity choice in classroom.    Parent volunteers for story time    Register. | Short whole class input/Read Write Inc groups pulled by teacher.    Free Flow Play in open area supported by SLA when not with teacher | Numeracy groups pulled by teacher    Free choice of numeracy & maths activities in the classroom or Free Flow Play in open area supported by SLA | Health & wellbeing/  French/other curricular areas    Tooth brushing | Whole class context teach. | Free flow play between two P1 classrooms and open area  including optional context  related activities and  targeted tasks/scaffolded  activities based on  play observations | | |
| **Impact:** | **Play Pedagogy in P1**   * Teaching small groups is more impactful for learners as teachers aren’t trying to ensure children are completing the specific activity/active learning task you planned for them that they may not be interested/engaged with. * Teaching smaller more focussed groups means teachers know better where the children are in their learning and means they have the flexibility to pull children out for extra support or extra input to provide challenge * Interacting with children through play means teachers know their learners better; their interests, friendships and abilities. * Children have greater autonomy to lead their own learning * More opportunities for children to practice and develop their skills using the Dunblane LC Framework and to apply their taught learning * Children more engaged as there is more element of choice * Better transition from nursery. ‘Readiness to learn in children is more identifiable and provides opportunities to support/extend learning. * Increased staff confidence leads to highly effective learning experiences for children. * Children are able to link play to skills they have developed. Value added to high achievers – real life skills extension. * Improvement in creativity, learning ‘out of context, and development of skills. | |
| **Next Steps** | **Play Pedagogy in P1**   * Gather further loose parts resources to facilitate greater curiosity as promoted through Adventures with Alice training * Further promotion of numeracy and literacy throughout open area environment * Continue to develop how we support/extend play through interactions etc. including support for SLA staff with this * Track wellbeing and involvement through regular use of Leuven scales? * Further develop approaches for evidencing learning through play including considering online journals/SeeSaw * To further develop use of the outdoors | |

|  |  |  |
| --- | --- | --- |
| **School Priority Four:** **Leadership of Change** | | |
| **National Improvement Framework Priority**  **National Improvement Priority 1:** *Improvement in attainment, particularly in literacy and numeracy.*  *Improvement in Health and Wellbeing*  **National Improvement Priority 2:** *Closing the attainment gap between the most and least disadvantaged children.*  **Key drivers for improvement**   * *School leadership* * *Teacher professionalism* * *Parental engagement* | | **HGIOS4 Quality Indicators:**  *1.3 Leadership of Change*  *3.2 Raising Attainment and Achievement,*  *2.4 Personalised Support,*  *2.3 Teaching, Learning and Assessment*  *2.2 Curriculum*  **HGIOELC Quality Indicators**  *3.2 Securing children’s progress*  *2.3 Quality Interactions, Learning and Assessment*  *2.2 Curriculum* |
| **Integrated Children’s Services Plan Outcomes**   * *Children and young people achieve expected levels of educational attainment in the early years, primary & secondary schools* |
| **Regional Improvement Collaborative Priorities**  ***•*** *Develop collaborative approaches which build staff*  *capacity to deliver high quality literacy learning experiences for all.*  ***•*** *Work together to strengthen and improve teacher*  *confidence, understanding and teaching of numeracy.*  ***•*** *Ensure performance information and improvement approaches support raising attainment for all.* | |  |
| **Progress:** | * In consultation with parents, staff and pupils we sensitively revisited the shared vision, values and aims of our school * During November Staff Development day staff were tasked to create a visual to represent Newton in the future, reflect on and share opinions of our school values and discuss their relevance * In February questionnaires were sent to all parents and staff to establish their views * Initial pupil consultation took place through our ‘We Count’ Pupil Group as far as was possible * During February Staff Development Day, staff met remotely and shared their views on what the Aims for our school should be * As far as was possible we began to refresh our Curriculum Rationale to ensure it is current * Acting PT and Aspiring PT engaged in Stirling Council ‘Lead Next’ programme and engaged in whole school development and led staff team in two school projects - ‘Developing a Reading Culture’ and ‘Let the Children Play’ * CT engaged in Raising Attainment Champion programme to develop an identified group of children’s literacy skills in writing using IT and Google speak to text and other online resources * She undertook training on ‘Talk for Writing’ resource to engage support this plan * PT undertook role of Data Champion | |
| **Impact:** | * A current and refreshed aspirational curriculum rationale created and shaped together by our whole school community reflects the context of our school and ensures a sense of belonging and supports positive outcomes for our learners * A clear vision, shared values and recognised aims created by our whole school community ensures relevance to the changing needs of our context and demonstrates the strategic direction of our school is moving forward and continually strives to improve | |
| **Next Steps** | * Finalise and agree our refreshed curriculum rationale by ensuring pupil voice is clear within * Through our ‘We Count’ pupil group agree children’s aims for our school and share these widely within our school community * Involve an artist to create a visual representation of our refreshed vision, values and aims of our school * Ensure our shared vision, values and aims are widely recognised by our whole school community | |

|  |
| --- |
| **Progress and impact of Pupil Equity Fund:**  Newton Primary School was entitled to **£2,200 PEF Funding** from April 2019 to April 2020.  **Our contextual analysis identified a gap and demonstrated a need for focused support in:**   * Resilience, emotional wellbeing to support reducing anxiety for identified groups and individuals * Use of Mindfulness and Growth Mindset approach, with a focus on engaging children demonstrating anxiety * Requesting ‘Resilient Kids’ programme supported by SISS to support P7 pupils. Use of ‘Relax Kids’ CDs as recommended by Educational Psychologist and adapting the ‘Friends for Life’ and ‘Fun Friends’ resilience programmes (as Stirling no longer have the license to use) * Developing a play approach across the school to encourage problem solving and team building, develop open areas and environments to support relaxation and social skills and support outdoor play to include loose parts play   We researched good practice in the development mindfulness to support relaxation, reducing stress and anxiety and using our PEF budget agreed to purchase the ‘Do-Bemindful’ resource. All teaching staff attended an initial CLPL session during the August staff development day with founder and owner of ‘Do-Bemindful.’ Staff then participated in 5 weekly 1 hour CLPL sessions including videos, Ted Talks, and engaging with an online community to ensure a solid foundation in the practices of mindfulness and to develop a full understanding of the benefits. Once this was complete staff were able to engage in an online resource to teach the practices of mindfulness with the children.  This resource can be used for 1-1, small groups and with the whole class. Our class teachers were tasked with using a baseline assessment and were then able to target particular children to support anxiety levels and help build resilience which in turn supports ability to learn. Class teachers worked closely with Support for Learning Teacher and Support for Learning Assistants to ensure children were engaged with mindfulness practices when working 1-1 or in small groups. As children became familiar with these practices and began to understand strategies to use to support them, it was clear this intervention was benefitting small groups of children and resilience was improving and anxiety levels reducing. We then agreed that this resource could be introduced to whole classes where appropriate to support the general resilience and benefit to all.  Using this resource has ensured a consistent approach across the school to developing emotional wellbeing, developing resilience, and reducing anxiety in children by teaching when children can and should use their skills in the practices of mindfulness. Almost all staff have also reported the benefit of using these practices and some have shared that they have felt an improvement in their own wellbeing.  We propose to continue using this approach in session 2020-2021 and extending these approaches to all children across the school as part of their daily routines. This ensures sustainability of the resource and continued development and support of the emotional wellbeing of the children. We would like to support parental involvement with this programme to benefit children at home. We will continue to target small groups of children who will benefit from other approaches as well as mindfulness using resources such as an adapted version of the ‘Fun Friends’ and ‘Friends for Life’ resilience programmes used previously to support reducing anxiety and building resilience.  **Total Spend £2,200** |
| **Family and Community Learning**   * P1 Parental Transition ‘Families Connect’ group supported children and parents with numeracy, literacy and health and wellbeing approaches through transition from nursery to P1. * Almost all children took part in ‘Rookie Rockstars’ event in September 2019 to support health and wellbeing through working with professional musicians and singers to learn songs and record a CD culminating in a concernt performance for parents * Newton Primary School in partnership with Dementia Friendly Dunblane, a local run charity to support residents of the town who have Alzheimer’s, held the ‘Dunblane Memory Café in the school hall in September supported by P5 within their ‘Fairtrade’ context * P1 Family Learning Events every term (not term 4) * P1 and P.2 presented an enchanting nativity * Active Stirling Modern Apprentice supporting small group of children to benefit social skills and turn taking through sport * Learning Community Link with local library through Bookbug and Read, Write, Count workshops in November with the Dunblane Learning Community and most classes as far as was possible had library visits * Parent and Grandparent story reading volunteers 9-9.30 every morning * Visits from Stirling and Dunblane Fire Fighters, SSPCA, NSPCC- Railway safety talk for P7 learners was planned for Term 4 * Newton Choir sang and children helped at Strathcarron Coffee Morning in the local Cathedral Halls * P1 linked with P.7 Buddies – paired reading and paired ICT * P5 visit Dementia Café in Dunblane every week. * P3 child was recognised nationally in the press as the 90,000th dementia friend * Family Learning Event in every class across the year as far as was possible * 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 * Generation Joiners Leading and Learning group worked with a local artist and a group of older adults to create mosaics. * Tub Team of grandparents and parents worked with ‘Our World’ Leading and learning group to plant our Eco Garden, planters and our memorial garden * Used winter meetings to discuss and plan fruit and vegetables to be planted with assistance of RHET. We then worked up our ideas, researching planting times and requirements for growth. This work resulted in our first ever school annual planting cycle plan – very much driven by the research and ideas of the children * Explored biodiversity further. One P6 partnership began research on bird baths. We agreed to start gathering materials for a bug hotel and sought materials from our parent body. |

|  |
| --- |
| **Wider achievements:**   * 5-7 Glee Choir took part in the competition at the Albert Halls in March 2020 * Participated in the under 12 Central Schools Badminton Competition * A group of P6 children took part in Stirling Schools Euro Quiz * P.7 Rotary Team won the Bridge of Allan and Dunblane round of the Rotary Quiz * Whole school participated in Outdoor Learning Day – during Lockdown (optional) * Whole school virtual sports week organised during Lockdown (optional) * Whole school events for Digital Learning Week during Lockdown (optional) * P6 took part in two days skiing at Firpark * P7 participated in 3 days outdoor education at Dalguise with all of P7 from Dunblane LC * Achieved our 5th Eco Flag in April 2020 |

|  |
| --- |
| **Capacity for Continuous Improvement** |

|  |  |  |
| --- | --- | --- |
| **Quality Indicator** | **Key strengths** | **Areas for improvement** |
| **1.3 Leadership of change** | * We have ambitious aspirations and expectations of all our learners, and this is shaped by our understanding of our school and community context and our learners’ needs. These expectations are fostered by our staff, parents and wider community. * ‘Leading and Learning’ pupil leadership groups have evolved to include learners at all stages. * We are committed to opportunities for staff leadership, such as RAC, Lead Next, Lead On, Columba 1400, RIC Numeracy Academy and staff feel valued and take ownership of opportunities to lead identified areas of school improvement. | * Embed Leading and Learning groups with a continuing focus on School Improvement through the ’We Count’ group. * Embed the newly established ‘Newton Families Together’ parents as partners to ensure a continued focus on school improvement priorities. * Continue to ensure all staff are involved in the process of change and in evaluating the impact of improvements. This will include continued engagement in CLPL and the sharing of professional learning leading to improved outcomes for learners. |
| **2.3 Learning, teaching and assessment** | * We have developed positive, nurturing relationships which underpin the life and work of the school. * Our learning environments are continuously evolving to ensure children have opportunities for creativity, curiosity and both independent and collaborative learning. * Real life learning contexts and our local community provide children with motivating and engaging opportunities for learning. * Our Dunblane Learning Community Skills Framework ensures that children are able to link their learning to skills for life, learning and work. * Experiences and Outcomes are bundled to allow children and staff to choose contexts for learning which are relevant to the interests of the children and their local and global community. * Development of numeracy pedagogy has included two practitioners engaging in RIC Numeracy CLPL and, using a system leadership model, have supported the practice in early/first level. | * Further develop parental partnerships by sharing Learning Journals at home with children and their parents/carers. * Further develop co-creation of success criteria with children. * Review yearly overview planner to encourage more learner voice and children’s involvement in planning their learning. * Develop opportunities for children to lead learning in other curricular areas beyond their contexts for learning. |
| **3.1 Ensuring wellbeing, equity and inclusion** | * Newton’s ethos is built on very positive and supportive relationships across the school community. This is founded on mutual respect, shared values and high expectations for all. * The six principles of nurture underpin all interactions and are the foundations of our school values. * ‘Nurturing Newton’ encompasses all our work on Positive Relationships within our school. This incorporates our policies on anti-bullying, nurture and restorative approaches. This is reviewed and updated regularly. * Learning environments are developed to ensure that all children feel safe, included and ready to learn. Audits of learning environments and consultations with individual children allow adaptations to be made in response to children’s needs. * The Snug Club provides a place for identified children at lunchtimes to support positive play and interactions and is led by Primary 7 children. * All children’s health and wellbeing is tracked through Meeting Learners’ Needs meetings and actioned appropriately. * Our learning community are invested in wellbeing for children and staff. All staff have engaged in Do-Bemindful Training (mindfulness CLPL to support wellbeing, resilience and reduce anxiety). This is has been introduced in all classes across the school. * Staff are confident in identifying barriers to learning and work with SLT, Support for Learning teacher, parents and partner agencies to plan, implement and review targeted interventions which improve outcomes for learners and families. | * Work in partnership with parents and carers to ensure a shared understanding of the value of mindfulness strategies at home and school. * One page profiles for children with ASN * Data champion to focus on equality and equity for all * All staff to engaging with wellbeing app |
| **3.2 Raising attainment and achievement** | * Almost all children are attaining expected national levels and some are exceeding this. Pupils who are working towards these levels are making good progress to appropriate individual targets. * Universal approaches are impacting on progress in literacy through Read Write Inc, Early Pedagogical approaches, Reflective Reading * We have targeted support for children identified through professional dialogue at Meeting Learners Needs meetings, TAC/Staged Intervention meetings and professional dialogue meetings. * Development of the reading culture within our school including, library refurbishment, snack and a story, RIC Schools Reading Accreditation Pilot in association with Scottish Book Trust, daily story time in P 1-3, Families Connect for P1 * Universal approaches in numeracy support learners to make very good progress including, RIC Numeracy Academy Conceptual Understanding of Number in P1 and P2, Early years pedagogy, audit of maths resources to support independent learning, Introduced Active Maths approaches across the school. * Staff make effective use of assessments, attainment data and professional judgements to track progress, inform planning and implement interventions to ensure positive outcomes. * Personal achievement is recognised and celebrated as an integral element of the positive and inclusive ethos of the school. * SLT are aware of families and individuals who need support with Cost of the School Day allowing us to help families with sensitivity and discretion. | * Data Champion to further support teachers’ understanding of robust analysis of data to improve outcomes for learners. * As planned work in collaboration with the learning community and Education Scotland to build on our approaches to tracking and monitoring to include all curricular areas. |

|  |
| --- |
| **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. Staff undertake work in school improvement planning groups to take forward priorities and ensure these are met and are sustainable. Through our termly reflection meetings we are able to ensure that priorities are regularly discussed and changes are agreed and improvement is continuous and reflects the current needs and requirements of our school. 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 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 ensure all our children at Newton play, grow and learn together to develop their potential and be ambitious to achieve success in all aspects of their life. |

|  |
| --- |
| **Key priorities for improvement planning 2019-2020**  **Creativity and Employability-Digital Literacy**   * Looking at the use of twitter/school website/Google Classroom and look into See-Saw – agree how we move forward with the best means of sharing learning and ensure we use a digital platform that is consistent across classes and stages? * Use of MS Teams for forward planning * Fundraising for increased devices – especially iPads/Chrome tablets to support capture of learning for evidence/self-evaluation (I.e. SeeSaw) * Digital home learning feedback should be considered when planning homework policy next session. * Audit staff skills and use feedback to inform CLPL next session. Digital SIP group happy to lead training in response   **Raising Attainment and Achievement- Literacy and Languages**   * Create Reading for Pleasure/ Developing a Reading Culture guidance/overview for staff * Opening our Reading Culture to parents/carers/wider community * To continue to promote opportunities for reading for pleasure throughout the school week – book clubs, imaginative writing clubs, comic clubs, outdoor areas for reading, reading cafes, embed snack and story, whole school reading competitions etc. (See Reading accreditation) * Continue in the process of working towards becoming a Silver/Gold Accredited Reading School * To involve parents and our wider community in our reading journey to help build enthusiasm for reading * Continue to promote the First Ministers Reading Challenge throughout the school * Materials to support less confident readers in upper years (P4-7) using a systematic synthetic phonics programme should be a key priority. * Resources to support further development and teaching of reading at First Level through purchasing a relevant and current programme/resource   **1+2 Languages**   * Embed L3 (Spanish) across P5 to P7 * 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)   **RIC Numeracy Academy- developing conceptual understanding in P1/2**   * Keep using the resources to help with planning * Refresh our Numeracy forward plan to link to the strands of numeracy in the training * Introduce this pedagogy in P3   **Play Pedagogy in P1**   * Extending and supporting play – All staff (ECE’s, SLA’s etc.) * Track and monitor wellbeing using Leuven scale throughout the year to enable timely interventions * Further develop Stay Play and Learn sessions across the year at key points * Continue to develop environment and staff confidence * Promote ‘early level learning’ across nursery and P1 |

.