

School Improvement Planning Returns to Local Authority (2019 - 2020)

School: NEWINGTON PRIMARY SCHOOL, ANNAN

Date: MAY, 2019

1. Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in ensuring excellence and equity for all learners.

Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners

Our Vision, Values and Aims

School Statement

At Newington Primary School we aspire to:

- Be a place where everyone feel safe and enjoys a welcoming atmosphere.
- Acknowledge and value everyone's achievements by encouraging high levels of expectations and ambitions.
- Provide opportunities for everyone to develop confidence contribute to the life of the school and be responsible citizens.
- Deliver a quality educational experience which enables pupils to develop skills, self-discipline and encourage lifelong learning.
- Work in partnership with families within our community, encourage and understand everyone's rights, responsibilities and cultural diversity.

To do this we will work in partnership with:

- Young people
- Their Parents
- Our Community
- Our Staff
- Other Agencies

We will look to:

- Develop learners potential, assisting them to overcome barriers and have high aspirations
- Engage our learners, parents, staff and other agencies in the learning process from Nursery through transition to Secondary
- Recruit, retain and develop a well-qualified and committed staff
- Have pupils attain levels at or above that of their peers in literacy and numeracy
- Provide a safe, well-resourced and caring, learning environment

Review Date: Full stakeholder survey completed in February 2017 with follow up reports and requests for view and ideas. The HT reviews the SIP with parents termly via the newsletter and through a request for feedback each May. Next stakeholders review will be February 2020.

Review Activities (as appropriate)

- Club overview completed and shared with parents
- Suggestions box available in foyer
- Pupil Voice Groups established Jan, 2019. P4-P7 pupils involved in leading focus groups
- "You asked, we did"display an information board established 2019

Schools should evidence how all of their stakeholders; parents, learners, staff and partners are closely involved in creating and reviewing the Vision, Values and Aims. (If these have not been recently reviewed, please indicate likely review date).

2. School Improvement Progress Report

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 4 key priorities and the 6 NIF drivers.

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>School Priority 1: Parental Engagement</p> <p>NIF Priority Improvement in children and young people's health and wellbeing Closing the attainment gap</p> <p>NIF Driver Parental Engagement Assessment of children's progress</p> <p>HGIOS? 4 / HGIOELC? QIs: 2.4, 2.5, 2.7, 3.1</p>	<ul style="list-style-type: none"> School App developed and launched. Excellent uptake from parents/extended families. Feedback all very positive and parents asked about future developments/additions. Feedback from staff and parents about the impact of EYA and GA across targeted groups and individuals is very positive. Reading presentation/workshop for parents. Details about word Aware/Changes to reading at P1/Literacy Intervention 	<ul style="list-style-type: none"> Keep developing the App as our main point of information sharing with parents. Involve parents in possible tweaks/additions If PEF allows, continue/develop these EYA/GA roles in 2019/2020 Build on "Closing the Literacy Gap" input, further staff training. Keep sharing results/evidence with parents. Target further PEF targeted individuals.
<p>School Priority 2: Learning and Teaching Language skills development</p> <p>NIF Priority Improving attainment Closing the attainment gap</p> <p>NIF Driver Assessment of children's progress Teacher professionalism</p> <p>HGIOS? 4 / HGIOELC? QIs:</p>	<ul style="list-style-type: none"> Whole school "Word Aware Training". Focus areas for Early Level – concept words/topic specific. Other levels topic specific/linked to reading in class Staff have developed resources, review and assessment of words/knowledge. Review with S and L staff. Additional – A slot became available to involve pupils/staff in "Closing the Literacy Gap" training. Organised by the DHT this has been a huge success with excellent improvement data available. Now being rolled out by trained staff to other classes/stages 	<ul style="list-style-type: none"> Continue to build on "Word Aware" across the school. Develop further resources and then look at other areas. Use data from InCAS/SNSA to assess impact over time. Continue to tackle groups of identified pupils using the "Closing the Literacy Gap" programme. Increase the staff available to engage in the project through PEF. Review of school based writing assessment developed and used across the school from August 2019.

<p>School Priority 3: Raising Attainment Learning Teaching and Assessment</p> <p>NIF Priority Improvement in attainment Closing the attainment gap</p> <p>NIF Driver Assessment of children's progress Teacher professionalism Performance Information</p> <p>HGIOS? 4 / HGIOELC? QIs:</p>	<ul style="list-style-type: none"> • Staff and cluster continue to work on QAM activities. DHT involved in leading cluster development. Staff development of Moderation tasks linked to Social Studies. • Further staff training on SNSA, using data, CEM activities still undertaken at P1, P3, P5, P6 and P7. Valuable evidence of progress/impact over time. • New writing assessment over time proforma developed and being trialed/tweaked. Staff using this to moderate writing together. 	<ul style="list-style-type: none"> • Follow up on the Cluster/QAMSO materials and look at developing numeracy tasks (DHT). • Share the SNSA data with all staff and discuss/use this to support next steps in learning. • Tweak the revised writing proforma/agree this and use across the school from 2019-2020 onward
<p>2.1.1 Report on the impact of PEF</p> <ul style="list-style-type: none"> • Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people? • How rigorous is the school's approach to providing robust evidence of closing the attainment gap? • How well are you removing barriers to learning and ensuring equity for all? 	<ol style="list-style-type: none"> 1. EYA → supporting literacy and numeracy interventions with targeted groups and individuals. Evidence of improvement via PIPs (baseline/end of year) SNSA etc. 2. GA → supporting literacy/numeracy interventions eg Closing the Literacy Gap/SAMSON Maths. Working with targeted groups and individuals to support children in achieving expected levels. 3. Word Aware training development. Focus on the “word poor” children across the school and building up their topic specific /knowledge of words to support reading and understanding. Evidence from class teacher activities, resources produced, discussion with S and L Staff. 4. Closing the Literacy Gap. School staff and selected pupils involved in the training/development phase. Resources purchase and project coordinated by DHT. Data shows evidence of a huge impact 5. Bilateral Movement/Breakfast Club. Targeted groups and individuals plus others highlighted by staff. Feedback from pupils and staff about increased focus, ability to settle tasks. Extended to include whole staff training sessions to upskill teachers and allow this intervention to be used across the school. 6. <u>Development of school programmes/resources.</u> Staff released in pairs to look at data for targeted groups and individuals. Development of linked resources/projects to literacy/numeracy/health and wellbeing eg (review of RSHP programme with new Scottish Government materials). Tasks s linked to ongoing SIP areas eg Word Aware resources etc for use with the children. 7. Outdoor Learning Base. Two year project to provide sufficient funding. This will allow groups to undertake focused tasks, movement sessions, space for partners to engage with targeted groups etc. Space has always been an issue. 	

2 Summary of Key Strengths and Areas for Improvement (What is our capacity for continuous improvement?)

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
1.3 Leadership of Change <ul style="list-style-type: none"> • <i>Developing a shared vision, values and aims relevant to the school and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change.</i> 	<ul style="list-style-type: none"> • The SMT work with the staff team and we support each other to achieve the very best for our school community. • Staff lead lots of school development, policy/programme development with SMT support. • Pupil voice groups continue to develop and influence change in school. 	<ul style="list-style-type: none"> • Encourage all staff to engage in leadership activity “small steps of change” etc. • Excellent start to the development of Continuing Provision in P1. The staff need further time/finance to really make the most of this and see the impact. • Work with the Nursery Team and new Nursery Manager to review Nursery activities with 1140 hr provision. 	4
2.3 Learning, Teaching and Assessment <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring.</i> 	<ul style="list-style-type: none"> • Strong programmes are in place, many developed by the staff team. • We have started to have attainment meetings with staff. (These need to be developed further). • We use CEM and SNSA data to support pupils tracking and assessment. 	<ul style="list-style-type: none"> • Further work will be undertaken with the “QAM” framework. • We will establish an agreed assessment calendar for the school. Staff will have materials to hand to undertake tasks/record progress. 	4
3.1 Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<ul style="list-style-type: none"> • Good partnership procedures in place for supporting learners. • The school provides pupils with all resources. All activities are subsidized or free to ensure inclusion. Equality. • We engage as a school and with parents about best use of PEF. 	<ul style="list-style-type: none"> • All staff to make greater use of revised SEEMIS resource. 	4

<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> <p>3.2 Securing children's progress (for Early Learning Childcare)</p> <ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children's progress over time</i> • <i>Overall quality of children's achievement</i> • <i>Ensuring equity for all children</i> 	<ul style="list-style-type: none"> • School/staff work in co-operation with parties to support pupils. • All staff aware of GIRFEC/SHANARRI procedures and how these support pupils. • The school provides pupils with all resources. • PEF Funding has been used to support targeted groups and individuals. • Excellent impact of "Closing the Literacy Gap" • 1140 hrs has provided numerous challenges and opportunities. • The newly established team are making changes to how the nursery now runs and activities are managed, • Feedback from parents continues to be very positive. • Refurbishment programme during summer 2019. 	<ul style="list-style-type: none"> • Continued review of potential PEG projects to get greatest impact. Increased use of data to focus inputs and requests for parents view. • A new Nursery Manager will start in August and we have 4 new members in the team. The DHT will be in Nursery and support the whole team as we look to develop the 1140 hrs provision in Nursery. 	<p style="text-align: center;">4</p>
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<ul style="list-style-type: none"> • Staff have benchmarks built into literacy/numeracy planners. • Pupils are setting targets and reviewing their own progress towards these. • Two parent's nights are offered each year and progress/next steps are discussed. • Programmes of work developed by staff provide skills and knowledge progression 	<ul style="list-style-type: none"> • Staff working groups will build benchmarks into remaining planners and review programmes. • Rich tasks will be developed at all stages to provide opportunities for holistic learning with built in assessment. • We will establish a monitoring calendar and build on the attainment meetings introduced this session. 	
<p>2.7 Partnerships – Theme 3: Impact on Learners</p> <p>The impact of parental involvement on improving children and young people's learning.</p>	<ul style="list-style-type: none"> • "You said.....we did" board created to share how we have responded to parents questions. • Development of School App/Website to keep parents fully informed about school activity/news. 	<ul style="list-style-type: none"> • Extend parent workshop events and focus on "RSHPE" for 2019-2020. Invite "Forum Members" to review curricular plans for the above area. • Work with staff/forum members to produce materials/support to share with the school community. 	

3. SCHOOL IMPROVEMENT PLAN 2019 - 2020

Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)
<p>School Priority 1</p> <p>Review of MfL French across the school and Cluster plus introduction of German P5-P7</p> <p>NIF Priority Improvement in employability skills</p> <p>NIF Driver Teacher Professionalism</p> <p>HGIOS?4 / HGIOELC Qis 2.2,2.3</p>	<ul style="list-style-type: none"> We will fulfil the L+2 MfL requirements. Staff will have the programmes and resources available to allow them to deliver French/German. We will support staff in school to deliver the programmes through in class support. Classes will review the French programmes and agree on language/skills progression. We will produce some support material to share with home. Direct parents/pupils to online support. 	<ul style="list-style-type: none"> P1-P7 review the current French programme, check resources etc (buy resources if needed). Share the new German programme with all staff. (devised by school staff). Begin delivery of German in P5-P7 – support available from Mrs Jones. Review the above and tweak as appropriate. Work with a parents group to look at support material paper/online. 	<ul style="list-style-type: none"> SMT/Mrs Jones led. Collegiate sessions term 1 and 3. Inset session to review French in levels (resources £2000). Mrs Jones available 1hr 30 mins per week to support resource development and to work alongside/upskill staff. Parent friendly support materials via the web, leaflet, MfL event in school to showcase class activity. Review ongoing and evaluation over the year.
<p>School Priority 2</p> <p>To promote and develop STEM activity with our established programmes</p> <p>NIF Priority Improvement in employability skills</p> <p>NIF Driver Teacher Professionalism Assessment of children's progress</p> <p>HGIOS?4 / HGIOELC Qis 2.2,2.3</p>	<ul style="list-style-type: none"> Staff groups will review current Social Studies/Science topics with a view to focus more on STEM activities. We will work alongside the STEM team and parents groups to increase opportunities for pupils to engage in STEM tasks. Through links with Glasgow Science Centre, Technologies input from Mr Schoolar we will provide all pupils with the chance to engage in STEM activities. 	<ul style="list-style-type: none"> Build on successful visits to and from Glasgow Science Centre to motivate pupils and highlight opportunities within STEM for learning life work and employability. To establish links with the local community, explore potential visits to Annan Academy to develop Food Technology etc. 	<ul style="list-style-type: none"> SMT led with Mr Schoolar. Collegial sessions in Term 2 and 3 plus time during Inset. Time within the STEM team to work with teachers to review plans and look at options, possible development areas. Finance to support Mr Schoolar to further develop technologies programme and support staff. Purchase of additional resources – Science Kits etc.

<p>School Priority 3</p> <p>Development of the New Nursery Manager position</p> <p>NIF Priority Closing the attainment gap between most/least disadvantaged children</p> <p>NIF Driver School Leadership</p> <p>HGIOS?4 / HGIOELC QIs 2.7, 1.4, 1.3</p>	<ul style="list-style-type: none"> • Our new Nursery Manager will be supported in her new role to ensure a smooth transition for the Nursery Team, pupils and parents. • The Nursery Manager and SMT will review nursery programmes and establish “leads” for various Nursery areas. • The Nursery will continue to develop 1140hrs of provision and explore the challenges and opportunities this provides. • View of pupils and parents will be sought as and changes are made and introduced. 	<ul style="list-style-type: none"> • Mrs Ferguson will work alongside the new Nursery Manager to ensure a smooth transition. • Development will be based around advice from the Early Years Team. • Following building works to be completed during summer 2019, the staff team will review the Nursery lay out, undertake resources checks etc. • Parents will be kept informed and their views sought during development activities. 	<ul style="list-style-type: none"> • Led Mrs Ferguson /Mrs Gallagher (New Nursery Manager) • Regular Nursery Team meeting with SMT (every two weeks) • Nursery Manager visits to other schools to review programmes/layout etc. • Review of Nursery resources/layout by the staff team. • Establishment of Nursery led staff for specific curricular/nursery areas.
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