

# Education – Improvement Planning Document

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Establishment Name: Newark Primary School

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Signatures:

Head of Establishment	<i>D. R. Creighton</i>	Date	15-6-17
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Quality Improvement Officer		Date	
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# Our Vision, Values and Aims

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At Newark Primary School we work together with mutual respect to achieve everyone's full potential. We will achieve this through positive, nurturing relationships and by providing the best learning and teaching experiences in a safe, motivational environment.

ENJOYMENT

AMBITION

RESPECT

NURTURE

Our aims are built around these values:



Flashman  
Fun

## Enjoyment

**Pupils** will be actively engaged and enthusiastic about their learning through experiencing the curriculum delivered in a fun and meaningful way within a happy, secure stimulating environment.

**Staff** will work collaboratively with enthusiasm and commitment to deliver well planned, high quality, stimulating and imaginative learning experiences.

**Parents/carers** will be active partners, enthusiastic and committed to working with their child to enjoy their learning experiences and assisting us to recognise and celebrate their child's achievements out with school.



Astro  
Ambition

### **Ambition**

**Pupils** will know what they need to do to improve and challenge themselves to achieve their fullest potential through commitment, teamwork and demonstrating leadership.

**Staff**, by demonstrating a commitment to self evaluation, continuing professional development, leadership and teamwork, will provide a motivating and stimulating learning environment delivering the curriculum with enthusiasm and creativity to engage and meet the needs of all pupils.

**Parents/carers** will encourage and motivate their children to be the best they can be through support and involvement in their learning both in school and in wider activities reflecting their interests and talents.



Respect  
Raymond

### **Respect**

**Pupils** will be supported to develop positive relationships and show respect toward each other, staff, the wider school community and the environment.

**Staff** will model positive relationships and mutual respect within the whole school community and provide learning opportunities to develop positive relationships and promote respect for the environment.

**Parents/carers** will support the school ethos of mutual respect by encouraging children to be respectful to other children, adults, themselves and their community and develop positive relationships at home, school and in the community.



Nurturing  
Norman

### **Nurture**

**Pupils** will feel safe, happy and valued within a secure and supportive, respectful environment.

**Staff** will feel supported, valued and respected as professionals and plan to ensure all children will be safe, healthy, achieving, nurtured, active, respected, responsible and included.

**Parents/carers** will feel comfortable and confident in all aspects of their communication with the school with positive relationships central to our ethos.

## 3 Year Overview of Establishment Priorities

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The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2017-2018

Session 2018-2019

Session 2019-2020

# Overview of rolling three year plan

National Priorities	Session 2017/18	Session 2018/19	Session 2019/20
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> <li>Moderation of Numeracy (School)</li> <li>Moderation of Writing &amp; Numeracy (cluster)</li> <li>Increase use of data to inform practice</li> <li>Improve consistency in L&amp;T approaches – Visible Learning</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of holistic assessments for all levels</li> <li>Moderation of Reading</li> </ul>	<ul style="list-style-type: none"> <li>Continue to engage in professional dialogue and moderation activities to raise attainment in Literacy and Numeracy</li> <li>Consider moderation of standards in HWB</li> </ul>
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> <li>Improve consistency in L&amp;T approaches – Visible Learning</li> <li>Enhance partnership working with CLD and Barnardos</li> <li>Develop Family Learning opportunities</li> <li>Continue implementation of Attendance Policy and GIRFEC Pathways</li> </ul>	<ul style="list-style-type: none"> <li>Visible Learning</li> <li>Review impact of PEF and implement further measures to reduce attainment gap</li> </ul>	<ul style="list-style-type: none"> <li>Continue to interrogate data and assist teachers to use data to evaluate effectiveness of interventions and strategies used in class</li> <li>Embed VL and ensure</li> </ul>
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> <li>Develop the Nurturing Playground Initiative</li> <li>Improve transitions from pre-school, between years and beyond primary</li> <li>GIRFEC Pathways</li> </ul>	<ul style="list-style-type: none"> <li>Consider child counselling provision</li> </ul>	<ul style="list-style-type: none"> <li>Moderation of Wellbeing Experiences across school, cluster and authority</li> </ul>
Improvement in employability skills and sustained positive school leaver destinations for all young people	<ul style="list-style-type: none"> <li>Developing Inverclyde's Young Workforce (School &amp; Cluster)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop links and cross-sector working with Cluster Improvement Plan</li> </ul>	<ul style="list-style-type: none"> <li>Continue the development of DYW and links with cluster schools to raise aspirations</li> </ul>

# Pupil Equity Fund –Session 2017-2018

## NIF Priority:

Closing the attainment gap between the most and least disadvantaged children

## Data and Analysis

Within early level, 78% of children are achieving the expected results for Listening and Talking, 67% for reading, 60% for writing and 75% for Maths.

Within First level, 93% are achieving the expected results for Listening and Talking, 81% for Reading, 69% for Writing and 52% in Maths.

Within Second level, 80% of children are achieving the expected results for Listening and Talking, 71% for Reading, 62% for Writing and 63% for Maths.

In our school we have 31% FSM entitlement and around half are attaining their expected level. Attendance and late-coming figures show a gap between children who are FSM entitled and in SIMD 1 & 2.

Project / priority (details of what we are doing and who we are targeting with additional intervention)	Timescale	Details of Spend
Additional Support for Learning teaching staff and additional hours to release PTs to provide learning support for children and coaching support for teachers. This will be targeted support for children with free meal entitlement (and other identified children) who are working below the expected levels in Literacy and Numeracy.	August 2017 – June 2018	£41,034.00 SFL Teacher £19,749.00 (0.5FTE = 17.5 hours) PT release
Three Additional Support Staff members to provide reinforcement of learning for those children who are at risk of not attaining the expected levels in Literacy or Numeracy.	August 2017 – June 2018	£33,372.00 (2.0FTE @ 25 hours) (1.0FTE @20hrs)

Additional EYECO to target children with free meal entitlement (and other identified children) to achieve Early Level Secure.	August 2017 – June 2018	£27,474.00 (1.0FTE @37 hours)
Learning Assistant to enhance positive relationships and positive outcomes for young people transitioning from primary into secondary school. This is in partnership with Port Glasgow High School.	August 2017 – June 2018	£12,028.00 (1.0 FTE @ 25 hrs)
Whole school training for teachers Visible Learning. Focus will be on a whole school approach to enhancing the quality of learning experiences for all children, including the targeted children.	August 2017 – June 2018	£10,000
Improving outdoor and playground experiences for all children (particularly targeting children with free meal entitlement). Development of school grounds, training for staff and leadership opportunities for pupils, as well as equipment purchased to enhance the playground experience.	August 2017 – June 2018	£18,000
HQ Support with HR and Procurement	April 2017 – June 2018	£5,284.00
		<b>Total = £166,944.00</b>

## Impact - How will we evidence improvement?

We will continue to monitor the progress of all children on a termly basis, with a particular focus on the attainment of targeted children.

The priority over the year will be to increase the number of targeted pupils attaining the expected levels in Literacy and Maths.

Improvement will be evident in attainment data (CfE Judgements, PIPS Scores, NGRT and attendance), professional dialogue with staff and in learning conversations with pupils, in learning observations of identified pupils' progress during class visits, and when reviewing children's work.

# Plan –Session 2017-2018

<b>Priority 1</b> Improvements in attainment, particularly in literacy and numeracy		
<b>NIF Driver</b> Assessment of children's progress Teacher professionalism School Improvement School leadership	<b>HGIOS?4</b> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 2.7 Partnerships 3.2 Raising attainment and achievement	<b>Other Drivers</b> <b>RRS</b> Article 28: (Right to education): Article 2 (Non-discrimination):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>Improved attainment in literacy and numeracy for all pupils through enhanced learning and teaching in literacy and numeracy.</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
1.1.1 Develop staff knowledge of most effective learning and teaching strategies through Visible Learning professional learning opportunities.	From August 2017	Osiris SMT Class Teachers Associated Schools	Training timetable to be agreed in collaboration with Osiris and SMT Working Time Agreement (WTA) to accommodate training, professional dialogue and curriculum development
1.1.2 Review Curriculum Rationale amending as required & agree draft Learning and Teaching Policy	August 2017 – October 2017  August 2017 Inservice Day		

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.2 Implement test of change in the use of holistic Assessment for numeracy skill at First Level	December 2017 – February 2017	All Staff at 1 <sup>st</sup> Level DHT & PT	Time allocated in WTA Professional Learning input from QAMSO
1.3 Introduce PLPs for all children following successful test of change in P1 & P6	August 2017	All Staff	Inservice Day programme Examples of PLP Documentation and guidance for Handbook and Guidance.
1.4 Moderation activities planned with Cluster and Locality schools (PGHS & St Stephen's) to achieve consistent standard	Termly sessions From October 2017 – May 2018	All Teaching Staff	Sessions across the year accounted for in WTA

<b>Evidence of Impact</b>
<ul style="list-style-type: none"> <li>• Data shows increase in attainment in literacy and numeracy across the school</li> <li>• Staff feedback about the effectiveness of professional learning and training and impact on learners through Pupil Progress Meetings</li> <li>• Learner discussions</li> <li>• Evidence of improved learning and teaching during class observations</li> </ul>

<b>Priority 2</b> Closing the attainment gap between the most and least disadvantaged children		
<b>NIF Driver</b> School leadership Teacher professionalism Assessment of children's progress School Improvement Performance information	<b>HGIOS?4</b> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.5 Management of resources to promote equity 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.2 Raising attainment and achievement	<b>Other Drivers</b> <b>RRS</b> Article 28: (Right to education): Article 2 (Non-discrimination): Article 5 (Parental guidance):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Reduction in attainment gap in literacy and numeracy.</li> <li>• Improved attainment for pupils with FME and in SIMD 1&amp;2.</li> <li>• Increased attendance at school for children with FME and in SIMD 1 and 2</li> <li>• Smooth transitions between classes, early learning establishments and secondary education</li> <li>• PIPS and Professional Judgements continue to reflect robust moderation of learning experiences</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
2.1 Clarify GIRFEC Pathways and roles within GIRFEC Pathway with all staff	August 2017 – December 2017	DHT PTs All CTs HSPC / NHS Colleagues	WTA Time Allocation WBA Training for PTs PEF Timetabled time for PTs and DHT to meet with CTs
2.2 Enhanced partnership working with - nurseries	August 2017 –	Yvonne, Barnardo's James, CLD	Increased allocation of space and time for Drop-ins

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>- Barnardo’s Family Support Worker</li> <li>- Community Learning and Development</li> </ul>	May 2018	DHT PTs	Family Learning Groups Monthly review meetings with partners Opportunities for staff to engage with partners professionally
2.3 Develop Family Learning beyond Primary 3	October 2017 – December 2017	Class teachers P4-P7 PTs CLD & Barnardo’s colleagues	WTA time allocation Age-appropriate resources to support family learning in middle and upper school
2.4 Continued provision of Nurture for identified children using Boxall Assessment	Ongoing	CTs Nurture Teacher DHT	Nurture Base Time for professional dialogue Boxall Assessments

<b>Evidence of Impact</b>
<ul style="list-style-type: none"> <li>• Increased attainment P4-P7 and no noticeable dip in attainment between P3 &amp; P5</li> <li>• Boxall Assessments show improvement in outcomes for children attending Nurture.</li> <li>• Increased attainment in literacy and numeracy across the school, in particular SIMD 1&amp;2 and FME targetted pupils</li> <li>• Staff feedback from Professional Dialogue sessions</li> <li>• Improved learning and teaching during formal class observations and learning walks (see revised self-evaluation and learning and teaching documentation) with previous next steps being actioned and taken forward</li> <li>• Increased attendance for pupils with FME and in SIMD 1&amp;2</li> </ul>

<b>Priority 3</b> Improvement in children and young people's health and wellbeing		
<b>NIF Driver</b> Teacher professionalism Parental engagement Performance information	<b>HGIOS?4</b> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions 2.5 Family learning 3.1 Ensuring wellbeing, equality and inclusion	<b>Other Drivers</b> <b>RRS</b> Article 28: (Right to education): Article 31 (Leisure, play and culture):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Increased positive engagement and continued enhancement of experiences in playground</li> <li>• Children on appropriate GIRFEC Pathway and learning is planned and experienced appropriately</li> <li>• Improved Boxall Profile results</li> <li>• Improved opportunities for outdoor learning and experiences beyond the classroom</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
3.1 Develop staff confidence in using outdoor areas for learning and teaching	August 2017 – June 2018	PT Eco-Co-ordinator	Resources identified as part of the Development  Trim-Trail (PEF) and associated training time allocated in WTA
3.2 Provide afternoon nurture groups for identified children in P4-P7	August 2017 – June 2018	Class teachers Nurture Teacher PT DHT	Nurture Teacher to undertake training and professional discussions with other NTs

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
3.3 Develop the use of Child's Plans and staff role in their development	August 2017 – December 2017	HT DHT PTs SEEMiS DO Ed Psychologist	Training from SEEMiS DO
3.4 Develop staff understanding of GIRFEC Pathways to identify support needs, monitor progress, evaluate and record impact of interventions.	Ongoing	DHT PT Class Teachers	Page for Staff Handbook, Policies and Guidance
3.5.1 Playground Action Group and Nurturing Playground Buddies (P7) to continue to develop and deliver improved playground experiences.  3.5.2 Train new P6 pupils to become Playground Buddies  3.5.3 All pupils and playground supervising staff to model expected behaviours and attitudes in the playground	Ongoing  January 2018 – June 2018  Ongoing	PT P6 Class Teachers Support Staff Janitors P6 class teachers CMO Nurture	Playground resources: Games and Equipment Time for training and working with all staff
Review the impact of our interventions on the improved transition arrangements ensuring continued progress within and between sectors	March 2018 – June 2018	PT Parental Engagement Nurseries PGHS Parents Pupils	Questionnaires Management time

**Evidence of Impact**

- Increased use of the playground for learning and teaching – timetable to be created and links drawn to Eco-Schools (further evidence)
- Targetted observations for outdoor learning focus
- Positive feedback from pupils and staff using and working in the playground
- Children actively engaged with new playground games, activities and equipment
- GIRFEC Pathways paperwork appropriately recorded
- Data shows continued progress of pupils' learning

<b>Priority 4</b> Improvement in employability skills and sustained positive school leaver destinations for all young people		
<b>NIF Driver</b> Teacher professionalism Parental engagement School Improvement	<b>HGIOS?4</b> 1.1 Self-evaluation for self-improvement 2.2 Curriculum 2.3 Learning, teaching and assessment 3.3 Increasing creativity and employability	<b>Other Drivers</b> <b>RRS</b> Article 3 (Best interests of the child): Article 31 (Leisure, play and culture):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>All pupils have an increased understanding of the part they can play in society, have developed aspirations and understand the skills required for employability</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
4.1 Develop enterprising opportunities using Micro-Tyco success as stimulus for whole school project / opportunity	August 2017 – June 2018	All staff	Copies of Developing Inverclyde’s Young Workforce  WTA time allocated for discussion
4.2 Introduce Inverclyde’s ‘DIYW Skills Pathway’ to staff for use during planning, with particular focus on World of Work Week and Enterprise Activities	August 2017	SMT All Staff Robert Lamb Parents Community Employment Partners PGHS Kilmacolm PS	Curriculum Development time allocation in WTA  Time for collegiate activities facilitated during RCCT and in WTA

**Evidence of Impact**

- Teachers planning using Inverclyde's DIYW Progression Pathways for enterprise and skills development
- Increased partnership working and feedback from partners involved in World of Work and other DIYW skills focus events
- Observations and Learning Conversations with children evidence skills demonstration.