



Newlands Primary



School Improvement Report 2022 - 2023



Review of Progress 2022-23

Context of the setting

Newlands Primary is a non-denominational primary school situated in the village of Romanno Bridge. In partnership with Newlands Community Development Trust the school utilises the community building to provide a high quality primary education to the current roll of 65 children. In 2022/23 there were three classes – Primary 1/2, Primary 3/4/5 and Primary 6/7.

There is a strong sense of ‘togetherness’ within Newlands Primary across pupils, parents and staff alike. Newlands Primary shares a head teacher with Broughton Primary School. It also maintains social connections with the nearby village of West Linton.

Newlands Primary is a thriving, vibrant learning community where potential is realised and nurtured through partnerships. Every individual is highly valued and treated with kindness and respect. The school enjoys strong partnerships with parents and the wider community who are willing to share their talents and skills to help provide a learning environment dedicated to the highest levels of achievement and attainment.

This year’s Coronation event, the Whipman float and in-class literacy support are just some examples of successful community involvement within the school.

At Newlands Primary we promote strong and effective communication between home and school utilising social media and technology. In addition, regular calls home are made to report the positive achievements of the children and also to report any issues if necessary. The strong parental bonds and the engagement of the children in their school environment is reflected in our 98% attendance rate.

In collaboration with parents and children, our vision in Newlands Primary School is to have high expectations and create an inclusive, nurturing environment that enables each child to achieve their full potential by providing high quality teaching and learning in a caring, safe and challenging school community. Newlands values are embedded in the school motto:

Newlands CARES,

(Challenge, Achieve, Respect, Encourage, Support).

These values, which link closely to the UNCRC and the wellbeing indicators, are routinely referred to within classroom practice and reflected in our updated curriculum rationale.

SBC priority 1: Develop high quality learning, teaching and assessment that leads to improved levels of attainment and achievement for all in our schools and settings.

Improvements made this year and the impact on learners

The drive to increase our reading attainment in response to our attainment data led to a review of the learning and teaching approaches, assessment methods and our tracking processes. To support improvement, Literacy Leads linked with other school settings across authorities and engaged with the SEIC Literacy Connector Programme and Alex Quigley's 'Closing the Reading Gap'. Literacy leads led all staff in their professional engagement with the pedagogies required in the promotion of high quality learning, teaching and the assessment of reading. The result was new learning pathways to plan, track and moderate reading and to enhance consistency in learning and teaching. The majority of children are on track or beyond for reading (69%) and all children made progress in their reading skills.

Our Support for Learning Teacher led the review of our current spelling programme in order to raise attainment in reading identifying target groups at each stage. All children within these groups made progress in spelling and reading with almost all children able to explain the interconnections between spelling and reading skills.

The school is working towards accreditation of the 'Reading School Award'. To support the accreditation process, Literacy Leads led a Pupil Parliament Group engaging parents, the wider community and local businesses to support with the identified actions from the audit carried out. Across all areas of the school, there is now a visible and tangible 'Reading Culture'. All children read daily for pleasure with almost all children (92%) engaging positively with reading.

Support from the Inspire Team has enhanced the learning experiences of all children. Classroom visits and discussions with the children reveal that almost all children use digital technology with confidence to support their learning. Showbie has been trialled in all classes. The feedback function was trialled in P3/4/5 & P6/7 where most of the children who shared it reported a positive impact on their learning. Our recent parental survey attracted an 85% response rate and highlighted their support for the use of digital technology as an effective tool in sharing key information. From October 2023, Showbie will take the place of our current paper Learning Journals when sharing children's learning with parents. Our use of technology led to the submission for the Digital School Award, the outcome of which we are awaiting.

The effective use interweaving and retrieval practices is evidenced across all areas of the curriculum in almost all classes. Classroom monitoring also evidenced the continued effective use of concrete/pictorial/abstract approaches in the teaching of numeracy. The majority of children, (74%) are on track or beyond. A focus on literacy across the school will continue. The majority of children are on track or beyond for writing (62% - 16% decrease on last year) and listening and talking (77%). Our next steps in raising attainment across all literacy connectors,

in particular writing, will focus on Oracy, engaging in Voice 21 training and working with cluster colleagues.

Next Steps:

- Continue to engage in professional reading to promote Learning, Teaching and Assessment – whole staff to engage with the text ‘Power Up Your Pedagogy’ by Bruce Robertson
- Submit application for Reading Schools Core Award
- Review and amend our curriculum guidance on learning and teaching in all areas of Literacy ensuring consistency across all classes
- Engage with professional learning linked to the SBC Way - learning pathways (due to be shared 2023/24) and update our pathways to support rigorous planning, tracking and moderation
- All staff to contribute to the development of the school’s Literacy Guidance ‘What Literacy Looks like Across Newlands Primary’
- Continue engagement with Inspire Learning to support the implementation of Showbie in all classes and the set-up of digital learning journals
- Deliver Parent Information event on Showbie – Transition from paper to digital learning journals
- Family learning events – digital/literacy/numeracy & well-being focus led by the children
- Engage with Voice 21 training cluster colleagues and continue to work in partnership with Speech and Language Team (SALT).

SBC priority 2: Develop inclusive practice with a focus on universal and targeted provision in all schools and settings.

Improvements made this year and the impact on learners

The SCB Inclusion Framework and Nurture Principles are now embedded in our school culture and are reflected in the schools' 'Positive Relationship Policy'. The Glasgow Motivation and Wellbeing Profile data highlights almost all children (95%) feel safe in school and (92%) acknowledge others look out for them. Our Parent Nurture survey supports the views held by their child, 96% of the survey returns report we are meeting the needs of their child in a safe, nurturing and secure learning environment.

The Glasgow Motivation and Wellbeing Profile identified Autonomy/ Negotiating as the area of the self-determination theory we need to support further. Data evidences the majority of children (60%) scored themselves positively within this area compared to the average percentages in the other areas (Affiliation, Agency and Health & Safety).

Almost all children are able to talk about their feelings in relation to the Zones of Regulation, identifying strategies to regulate their emotions in order to support learning. Data from the work based around the 'Chimp Paradox' supports this as almost all children have an increased understanding of positive thinking, emotions and behaviours in themselves and others, enhancing their understanding of inclusion. This is further evidenced through the observations made within the Nurture Room as well as the discussions with the children.

In addition to universal supports, targeted interventions Seasons for Growth and Changing Lives Through Horses programmes (Pupil Equity Funded) have had a positive impact on the social and emotional needs of the children involved, enhancing their confidence as learners. The children's increased confidence and focus in class as well as their progress in learning is a reflection of this. Almost all children (91%) are motivated and engaged in their learning.

Partnership working with specialist teams (Autism Outreach, Inclusion & Wellbeing, Educational Psychologist, Speech & Language and Occupational Therapy) have provided support to all children receiving targeted interventions to employ strategies to increase their readiness for learning.

In partnership with our local Co-Op, we have introduced daily free fruit to all classes to promote readiness for learning and to instil 'healthy eating promotes healthy thinking'. Discussions with the children across the school indicate almost all eat the free fruit daily either as a morning snack or for their break. They understand their ability to engage is enhanced when they are not hungry.

We have closed the gap in reading, writing and listening and talking for the majority of children in receipt of Pupil Equity Funding. We will continue to reach out to supporting specialists and the equity funded additional adults, to close the gap further for the identified children in all curriculum areas.

Next Steps:

- Review Positive Relationships Policy with children and parents.
- Continue to promote understanding of neurodiversity with children and parents. Professional reading for all staff - 'The Secrets of My Spectrum' by Callum Knight.
- To review learning opportunities to provide further strategies to enhance the children's Autonomy enabling them to be confident independent learners who consider the views of others.
- Revisit the Circle Time resource to evaluate and review indoor and outdoor learning environments and experiences to ensure they align with nurture needs.
- Register and gain recognition as a Rights Respecting School
- Review polytunnel planting/harvesting to enhance the healthy snack initiative supported by the local Co-op
- Continue to provide additional adult support for equity supported children to close the gap across all curriculum areas, with a particular focus on numeracy

On-going improvements

Discussions with children and parent representatives reveal there is still a need to promote our Curriculum Rationale. Working with children and Parent Council, the HOW, will be explored next session.

Continued efforts by all staff to use the outdoors as a context for learning. The schools' Growing & Harvest Project is embedded and Newlands achieved a further Green Flag award.

The impact of the Interdisciplinary Learning planners (IDL) has been positive, allowing collaborative planning as well as clearly identifying the assessed skills. In addition, the new planners support moderation activities and enhance the clarity of next steps in learning for all children.

1+2 lead has reviewed and updated all resource packs to support the delivery of the SEIC progressive pathway for 1+2 Languages. All teaching staff engaged in professional learning led by our 1+2 lead. Classroom visits and discussions with staff and children evidence almost all classes effectively incorporate the teaching of French within in their planned learning and teaching. Continued support will be provided by the 1+2 lead through collaborative teaching next session.

Evaluate the following QIs against the six-point scale:

Excellent	This aspect of the school's work is outstanding, high quality and sector-leading
Very Good	major strengths, very few areas for improvement
Good	Important strengths, yet there remain some aspects which require improvement
Satisfactory	The strengths within this just outweigh the weaknesses, basic provision for learners
Weak	Important weaknesses, there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners' experiences in substantial ways
Unsatisfactory	Major weaknesses within which require immediate remedial action

Quality indicator	School self-evaluation	Nursery self-evaluation
1.3 Leadership of change	Very Good	N/A
2.3 Learning, teaching and assessment (Including digital)	Good	N/A
3.1 Ensuring wellbeing, equity and inclusion	Very Good	N/A
3.2 Raising attainment and achievement/ Securing children's progress	Good	N/A

Our capacity for continuous improvement is: Good