

# Newtongrange Primary School

## Standards and Quality Report 2022-23 Improvement Plan 2023-24



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# Section 1: Our context

## a) School/setting information

School/setting name: [Newtongrange PS](#)

School/setting location: [Newtongrange](#)

Associated School Group: [Newbattle](#)

School/setting roll: 420 (including ELC)

[Link to school data report \(see improvement plan section below\)](#)

Newtongrange Primary School is a non-denominational school for children living within the Newtongrange community. The school, built in 1925, is next to the park in the centre of the ex-mining village. The school roll is currently 420 learners. This session, there are 15 primary classes from P1-P7 including composite classes and our Early Learning and Childcare (ELC) setting currently offers 62 full time places. Within the school building, there is a gym hall, dining hall, school library, nurture room, Expressive Arts room and other learning spaces. There are playground facilities at the rear of the school and classes have access to the local park to enrich learning and play.

The school is part of the Newbattle Learning Community and almost all of our P7s transfer to Newbattle Community High School. There are strong links with the High School and with the other Primary Schools in the learning community.

At Newtongrange Primary School we provide a safe, caring environment where every child is valued as an individual and where diversity is celebrated. We believe it is important that individual talents and interests are promoted and we aim to provide wider curricular activities both within and out with school to support and extend skills for life, learning and work. Newtongrange Primary School is a values based learning community where we take pride in developing all aspects of children's learning. We have high expectations of our learners, both in terms of working hard in class and life outside the classroom. We encourage our learners to consider the needs of others, to be helpful and polite and to look after their surroundings.

We are committed to building effective partnerships with parents and the wider community so that together we can share the important task of preparing our children for the opportunities and challenges of the future, and ultimately to enable them to achieve their full potential and follow their dreams. We offer parents opportunities to share their child's learning through regular planned activities. We have an active and supportive Parent Council, an enterprising P.T.A. who organise many social and fundraising events over the school year and most parents support their children at school in a variety of ways.

We believe that learning should be enjoyable and believe that fun is an essential part of life at Newtongrange Primary School. We want our children to leave with very happy memories of their time here, having achieved success and feeling motivated and enthusiastic about their future.

We have a highly committed staff of teachers, Early Years Practitioners (EYP) and school support staff who provide high quality learning and teaching experiences, and who contribute to the daily running of the school. We have visiting specialists for music and PE. Children can participate in strings and brass instrumental tuition. Playground and support staff help the children to develop play, stay safe and enjoy the wider experiences in school. There is a Breakfast and After School Club on site. The senior leadership team full complement consists of a Head Teacher, two Depute Head Teachers, two Principal Teachers and an Acting Principal Teacher supporting Pupil Equity Funding interventions. There have been significant changes to the school's extended senior leadership team this year due to secondments and other factors.

## **b) School vision, values and aims**

After consulting with learners, parents and staff about what is important in our school, we have chosen three keywords that we believe will support us to make a positive difference to our learners.

Aspire, Believe, Achieve

### **Aspire**

It is important that all our learners aspire to be the best they can be, to set high goals for themselves and to work hard to reach these. Our role, as staff and parents, is to encourage and support all learners to aspire to great things in their lives – both what they can do now and what they will do in the future.

### **Believe**

Our learners need to have faith in themselves and believe that they can achieve what they set out to do. They need to be supported to develop a positive mind set for this; to overcome the challenges on route. We endeavour to encourage all learners to be confident in their abilities and work together to achieve their best.

### **Achieve**

Every learner can achieve. We are determined to empower our learners to achieve the very best they can. We do this by providing excellent teaching, high quality resources and carefully planned learning opportunities. By working together we do whatever it takes to help ensure every learner succeeds each and every day.

Our vision at Newtongrange Primary School is underpinned by our set of core values:

Kind Fair Hardworking Confident Respectful Responsible

Our school aims are to:

- Value every child as an individual.
- Provide excellent learning and teaching experiences, which allow all learners to develop the knowledge and skills relevant to their individual needs.
- Provide an exciting, creative and challenging curriculum that is broad and balanced.
- Create a learning community, where everyone works together in a supportive environment of mutual care, respect and consideration for each other.
- Promote our learners' health and wellbeing, encouraging self-esteem and a respect for diversity and fairness in life.
- Involve parents and carers in the work of the school and keep them fully informed of their children's progress, valuing their contributions and support.
- Develop links with the wider community to enable the school to play a full and active role in the community which it serves.
- Manage the school resources efficiently and effectively to maintain high standards and meet the needs of the school's continuous improvement.
- Establish learning as a life-long experience accessible to everyone involved with the school.

## c) Consultation & communication

The school's vision and values were developed, in session 2017-2018, with learners, parents and staff through a consultation process and then through a focus group discussion. This included representatives from across our school community from Nursery to P7 including parents, carers and staff. This dialogue focused around what everyone wanted to achieve for all our learners in our school and what was needed to provide high quality education experiences.

A graphic facilitator captured these discussions and brought our thoughts to life through our Vision and Values poster which is now proudly on display throughout our Nursery and School.



We annually seek feedback regarding our Vision, Values and Aims and in June 2023, all stakeholders were consulted through a Google Form Survey. Most learners were able to identify the school's Vision and Values and stated that these are evident throughout the school. 86.4% of learners felt that the Vision and Values were important to their school and their learning. Staff highlighted the importance of continuing to focus on the Vision and Values, especially at the beginning of a new session to ensure that these are embedded. Almost all staff felt positively about the Vision and Values being celebrated with children through certificates and assemblies. In a recent survey, almost all (99%) parents and carers who responded stated that their child was safe at school and 97% felt that their child was happy, as well as treated fairly and with respect. Our School Vision, Values and Aims will continue to underpin everything we do at Newtongrange Primary School.

Throughout this year, we have gathered the views and opinions of our learners, parents and carers and staff on what matters most with regards to wellbeing, learning, school procedures and what we need to do next as a school to improve all learners' attainment and achievement. This has been achieved using a Rights Respecting Approach and has included whole school feedback through Google Surveys on all School Priority matters. This is then collated and shared with stakeholders.

## Section 2: Standards & quality report 2022-23

This year we worked on the following improvements:

- Raising Attainment: Literacy
- Raising Attainment: Numeracy
- Enhancing Learning, Teaching and Assessment using Digital Technology
- Improve Equity and Inclusion, through Nurture

Raising Attainment: Literacy

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
<p>To improve early literacy skills, focusing on reading and listening and talking, in the ELC.</p>	<p>Introduction of weekly visits to the local library for learners to experience a range of stories and songs, led by the librarian. This included parents and carers and all children experienced a range of visits throughout the year.</p> <p>Reintroduced Big Bedtime Read to engage more children in reading and increase parent/carer involvement.</p> <p>One member of the staff introduced Helicopter Stories to groups of children which has developed children's retelling of stories.</p>	<p>A few families have now joined the library and are regularly taking their child for a visit.</p> <p>Almost all children have engaged well in the visits and have asked to return more often. Few children have made connections with the library, setting and home.</p> <p>Feedback from families and children has been very positive. The majority of families are engaging well in the programme.</p> <p>There has been an increase in children accessing and utilising the book area of the ELC; more children are asking for stories to be read as well as looking at these independently.</p>	<p>To continue to develop partnerships with the library and use the school library more often.</p> <p>More staff trained in helicopter stories to support a consistent approach to engage more learners.</p>

<p>To improve attainment in writing through high quality staff training, with a particular focus on non-fiction.</p>	<p>With the introduction of the new Midlothian Literacy Progression for writing as well as new Matrix to support assessment and moderation, some of our actions were changed to allow for time for this to be introduced and rolled out.</p> <p>2 members of our Staff Literacy Priority Group attended the Stephen Graham courses online. This was able to provide support in structuring text types and linking these with the new Midlothian planners text types. The Stephen Graham 9 text types can be linked to the new Midlothian writing planners therefore we will focus on using the Midlothian titles. With the introduction of the new Midlothian writing planners.</p>	<p>All staff (100%) felt these were useful and easy to use providing a clear focus and link to the benchmarks. All staff (100%) felt that the introduction of the new assessment matrix has supported moderation of writing well. Following the staff questionnaires the majority (70%) feel confident teaching non-fiction writing. There has been an increase in writing attainment and our stretch aims have been exceeded in P4 and P7.</p> <p>Aspects of the Explicitly teaching writing course has been used within Early level throughout term 3 and into term 4 and this has shown to be beneficial in both aspects of structure and vocabulary. Currently most (just over 82%) of P1 learners are on track to achieve Early level writing and of this percentage 27% are exceeding Early Level.</p> <p>The Staff Literacy Priority Group have created a text type overview from Early level to Second level showing the definition of text types. The recovery team have created posters that have been added to the website and have a more in depth overview for each text type and can be used alongside this to support the planning and teaching of writing.</p>	<p>Staff to continue to engage and familiarise themselves with different text types and continue to develop confidence and engage in moderation when using the writing matrix. A particular focus will be on the non fiction text types ensuring learners experience all text types.</p> <p>A whole school and (ASG) moderation focus on the same text type of writing to develop understanding of progression using the new assessment matrix.</p> <p>Develop understanding of achievement of a level looking at the journey of a child with multiple pieces of evidence from across the stages within a level. This is inline with the way the Midlothian Literacy Planners will show achievement of a level and working within a level.</p>
<p>Focus on reducing the attainment gap in reading across the school.</p>	<p>CAT refresher of using PM Benchmarking.</p> <p>Included PM Benchmark data into data dialogue discussions to inform next steps.</p> <p>New reading books purchased for first level.</p>	<p>We have reduced the attainment gap for Reading from 17.23% to 8.33%. Our average was 34.96%.</p> <p>Most staff feel that PM Benchmarking is a useful diagnostic assessment tool.</p>	<p>Roll out of Literacy Progression for Reading across the school. As done this year with the writing planners, there will be time for staff to introduce and use the reading planners next year before a reading moderation is</p>

	<p>Staff questionnaire to gauge confidence and understanding of teaching reading comprehension. No reading comprehension resources bought due to roll out of new Midlothian Literacy Progression for Reading in August 2023.</p> <p>3 Data Dialogue sessions across the year supporting the formation of targeted intervention groups as well as discussions around support and challenge for all pupils.</p>	<p>(80%)</p> <p>The majority of staff feel that their confidence within data analysis and assessing through the introduction of PM Benchmarking has improved. (50%)</p> <p>The majority of learners feel the school has a good choice of reading books (58.8%) and engaged in both nonfiction and fiction throughout the year. (56.9%)</p> <p>Through staff feedback it is highlighted that there are inconsistencies on how often and what reading comprehension strategies are being taught. Introduction of the new Midlothian reading planners, in August 2023 will ensure consistency and a shared expectation.</p>	<p>scheduled.</p> <p>New reading books for first level have been purchased but continue to explore potential books that would support the teaching of first level reading, particularly with the transition from ORT/RWInc books to chapter books.</p> <p>Continue to develop the use of PM Benchmarking as an assessment tool across the school and continue to increase confidence in the use of this.</p> <p>Dedicated time to work on developing an understanding on the 7 core reading comprehension strategies across all levels. Build in time to share the 5 pillars of reading as a staff to ensure clear understanding, consistency and progression.</p> <p>Moderation sessions planned to assess reading effectively and ensure a consistent range of evidence is used for shared understanding of an achievement of a level.</p>
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### Raising Attainment: Numeracy

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
<p>To raise the profile of Numeracy through Maths Week Scotland, providing learners with rich and engaging activities.</p>	<p>During Maths Week Scotland, all learners from ELC to P7 experienced five different Maths opportunities, aimed to increase motivation and engagement. Every class promoted the theme of 'The Beauty of Maths' through lessons on Time, Shape, Pattern, Symmetry and Money. One teacher led lessons in all classes to allow depth of learning in Maths and Art with classes across the school and learning was shared through Daily Tweets and a 'Sharing the Learning' Assembly.</p>	<p>The majority of families said that their child/children enjoyed the activities that they had participated in during 'Maths Week Scotland'. The survey also recorded that the majority of learners were able to share what they had been learning in class during Maths Week Scotland with their families at home. All teachers shared that this provided an opportunity for learners to apply maths related concepts in a range of contexts.</p>	<p>To further promote Maths Week Scotland 2023 and the sharing of experiences out of school with families and the community, providing appropriate communication to families.</p> <p>To provide a 'Sharing the Learning' opportunity for next year's Maths Week Scotland; feedback from families indicates that they would like to learn alongside their child so they are able to support Numeracy at home..</p>



<p>To reintroduce Education City to support learning of Numeracy at school and home.</p>	<p>In November 2022, all staff received training on Education City on how to use specific games, activities and record learning. All classes and staff were set up with accounts and were supported to implement this within the teaching of Numeracy from December 2022. DHT was also able to attend an Education City review in March to discuss ongoing support.</p>	<p>All teachers shared that they used Education City on a regular basis (more than once a month) and of this 90% of staff felt that Education City supported differentiation. The majority of learners felt that they were able to access Education City independently. Almost all learners (95%) felt that they used Education City on a regular basis (more than once a month). In March 2023, there were over 14000 logins across the school. Overall, there has been an increase in Numeracy attainment this year from 77.44% to 81.25%.</p>	<p>To continue to embed Education City through the ELC and school, including for homework use, specifically considering use within the Early Years to allow all learners to engage in differentiated activities. To offer further bespoke training to specific year groups and new staff within Education City.</p>
<p>To introduce new Numeracy progression planners created by Midlothian Recovery Team.</p>	<p>All teachers received Authority level training on using new Numeracy planners and a drop in session, attended by most staff, was provided for staff to develop a further understanding of the planners and support with planning. In January 2023, a trial period was run to ensure a smooth transition from old planners to new planners and to ensure all staff felt supported. From April 2023, all staff are using new planners to plan the learning, teaching and assessment of Numeracy. Two members of staff were involved in the moderation of new Numeracy assessments (Diagnostic Numeracy Assessments) which were then shared and implemented across all stages.</p>	<p>All staff felt that the new planners enhanced the quality of their Numeracy lessons ensuring all learners were engaged and making progression. Almost all staff (94%) felt that the new planners had a positive impact on their workload. One staff member reported that they 'feel they are far easier to navigate, the learning experiences are more specific and aligned and overall felt a lot more confident using them'. Most learners (83%) felt that they received the right level of challenge within their Numeracy.</p>	<p>To ensure all new staff are familiar with the numeracy frameworks, and how to use it to plan and assess consistently and effectively. To ensure that all staff are familiar with the pedagogy behind the Numeracy frameworks, and provide support where required. Continue to embed the new frameworks and assessment materials to ensure consistency for all learners.</p>
<p>To refresh resources to support Numeracy play across First and Second Level.</p>	<p>An audit of Numeracy resources was carried out to identify which resources would benefit learners. Resources were identified in order to support and encourage Numeracy learning through play across First and Second Level. Ideas and games were collated and shared with staff to support the implementation of the resources to support learning, teaching and assessment of numeracy.</p>	<p>Almost all learners were able to share a resource that could support them in their learning such as counters, whiteboards, bar models, 100 squares and empty number lines. When asked 'what helps you with your learning in numeracy?', the majority of learners were able to identify a resource. Counters, bar models, number squares and empty number lines were among some of the resources that learners described as supportive.</p>	<p>To provide further training for staff including support with using Numicon. To continue to refresh and update the ideas and games documents. To provide a collegiate opportunity for staff to share good practice within using these resources.</p>

### Enhancing Learning, Teaching and Assessment using Digital Technology

Improvement outcome	What happened?	Impact on the	What next?
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we were trying to reach		improvement outcome.	
<p>To continue to upskill all staff through digital training to ensure they have the skills necessary to support learners with digital technology.</p>	<p>Most staff were trained on Read&amp;Write, led by our Digital Technologist. Majority of classes engaged in a Team Teach approach to implementing Read&amp;Write within learning, teaching and assessment.</p> <p>In April 2023, a questionnaire for using Read&amp;Write within the classroom was sent out to P3-P7 teachers to identify the impact of Read&amp;Write on children's learning and attainment.</p> <p>We had termly 'Action Tracker Meetings' alongside our Digital Learning Technologist and Authority Digital lead to explore progress and the impact it has had on children's digital skills and attainment. A timetable was created and populated based on the agreed targets within our Action tracker.</p> <p>In ELC, one member of the team has completed the Apple Teacher Training which has increased the confidence of staff planning for children's use of the iPads independently.</p>	<p>All staff who completed the Read&amp;Write Questionnaire reported that their children use Read&amp;Write at different points within their classroom.</p> <p>Almost all staff who completed the questionnaire reported their confidence being at 3 or 4 out of 5.</p> <p>Almost all (88%) of learners said they felt confident in accessing and using their digital device independently within the classroom to support their learning.</p> <p>The visits from our Learning Technologist included support within the classroom using digital apps and devices, 1:1 with children and supporting ELC with identified areas of focus. Our Support for Learning teacher was able to use this support from our Learning Technologist to enhance her teaching and assessment within literacy groups. This has ensured all learners have had access to tools to support their learning.</p> <p>Increase in children accessing and using a variety of digital tools to support their learning for example taking photos, matching and sorting activities, measuring tools.</p>	<p>To embed the digital skills learned over the previous year, sharing good examples of practice throughout the school.</p> <p>Completion of a digital questionnaire at the beginning of next sessions asking for any specific digital training staff would like or benefit from.</p> <p>Monitor the range of digital tools and their impact on learners' experiences and attainment.</p> <p>For ELC staff to continue to develop their digital literacy skills using Ipads to ensure children can access a wide range of digital learning to enhance their experiences.</p>
<p>To continue to enhance learning, teaching and assessment using Digital Technologies.</p>	<p>Seesaw permissions were collated in order to allow children to post photos and videos of their learning, therefore ensuring that progress and achievement is shared with families and teaching staff.</p> <p>The Digital Decision Making Learner Group created an action plan which included promoting Seesaw.</p> <p>Classes were also encouraged to support other classes with Digital Device Skills. In the beginning of Term 1, learners supported classes with their new chromebooks, working together to show them how to use Google Classrooms, access websites and take pictures. Learners also</p>	<p>Almost all families within the ELC and school are signed up for permission with Seesaw.</p> <p>After the introduction of "Seesaw Class of the Week" there was an increase from around 200 posts a week from the whole school to around 500. This was monitored through our Seesaw admin account and celebrated at our Friday assemblies.</p> <p>Almost all learners reported using their digital devices everyday within the classroom.</p> <p>The majority of learners have chosen a 5 (top of the scale) for confidence when using their chromebooks.</p> <p>Most of the learners are</p>	<p>To develop a shared understanding of programmes used within Newtongrange Primary and develop our ability to embed these in our everyday learning and teaching.</p> <p>Digital team to engage with new planning format for Digital Technologies for next session during Digital SQIP group. This information could then be fed back to the school, recommending use of these planners.</p>

	<p>supported younger classes to access EducationCity and Read&amp;Write.</p> <p>A digital questionnaire was presented to the whole school in Term 4.</p> <p>During ELC and Class Observations, the use and embedment of devices during the lessons were discussed as a priority.</p>	<p>posting learning to Seesaw every week, with 93% of our learners saying they use Seesaw within the classroom and/or at home.</p> <p>In October 2022, in the majority of classes, it was observed that learning was enriched and supported by effective use of technology. This increased to most classes in March 2023.</p>	
<p>To continue on our journey with midlothian.education and Google Workspace with further training.</p>	<p>Drop in sessions and staff meetings for Learning assistants were allocated time to explore Google Workspace.</p>	<p>A Google Workspace tracker was created to monitor the progress of our staff in regards to whether or not they had engaged with the Google Workspace skills. This also then tracked Bronze, Silver and Gold.</p> <p>All of our Learning Assistants have completed at least Bronze Level in Google workspace skills.</p> <p>Almost all staff have engaged with Google Workspace skills and completed the Bronze medal, with some staff achieving Silver and Gold.</p>	<p>To ensure that all staff within the school have engaged with Google Workspace skills and have an awareness of the different medals.</p>
<p>To move to a paperless format for planning, using the Google Drive as a location for storing, sharing and editing plans across classes and stages.</p>	<p>A whole school staff google drive was set up, with folders for each class.</p> <p>Every member of staff was added into Google Drive, with permissions to upload, share and edit files.</p> <p>Assessment, Monitoring and tracking grids are all digital and beginning to be stored/moved over to Google Drive.</p>	<p>All staff used Google Drive to plan this year. Forward planning feedback and meetings were minuted digitally. Staff members were able to locate their plans within Google Drive and share these with the whole school, including NCCT, SfL and specialist teachers. This has ensured a consistent whole school approach to planning learning and teaching.</p> <p>All staff agreed that moving to a paperless format through Google Drive was more efficient and easy to share with the whole school ensuring effective moderation of planning.</p> <p>Assessments and data was able to be more efficiently monitored and moderated across stage partners and SLT.</p>	<p>To continue using Google Drive as a location to store, share and edit plans.</p> <p>To develop an ethos where all staff share resources within Google Drive.</p>

Improve Equity and Inclusion, through Nurture

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
<p>To develop learners' knowledge of the Wellbeing Indicators and to understand why these are important to their wellbeing.</p>	<p>Whole school project for each class exploring an indicator and displaying their learning. Yearly Wellbeing overview to plan HWB experiences and ensure consistency for learners.</p> <p>Every class provided feedback on what nurtured means allowing for a whole school shared understanding. Responses were collated and a document was created for learners to readily use and refer to.</p>	<p>All teaching staff used the yearly overview and forward planning documents to effectively plan for learning and teaching opportunities.</p> <p>Most of our learners can name some of the wellbeing indicators.</p> <p>The shared understanding of what nurtured means in child friendly language provided the learners with ownership over this indicator.</p>	<p>To develop a shared understanding of the other indicators to ensure learners have an understanding of why these are important to their wellbeing.</p> <p>To continue Wellbeing Questionnaires 3 times a year for comparative data and to ensure outcomes and actions.</p>
<p>To implement The Building Resilience programme by promoting a range of self-regulating strategies</p>	<p>Assemblies returned in person for opportunities to launch and reflect on different Building Resilience units. P7 learners were involved in delivering the 4 units which were covered across the year and every class took part in learning opportunities across these units. This learning was then shared at assemblies.</p>	<p>Most of our learners (82.4%) shared that they have used the Building Resilience strategies regularly to support self-regulation.</p> <p>When discussing the Building Resilience Programme, learners were able to share that 'I use my back-up team when I feel sad' and 'If I get something wrong I just keep trying until I get it right'.</p> <p>45% of playground staff shared that they were dealing with more than 5 incidents a day. This has now reduced to 10%.</p>	<p>To start Year 2 of the Building Resilience Programme to continue to support learners with their self-regulation.</p> <p>To provide more opportunities for learners to reflect on key strategies to encourage application across a range of contexts.</p>
<p>To continue on our journey towards gaining a Silver Right Respecting School through embedding the UNCRC Rights and supporting our learners to elaborate on the rights and how they affect us.</p>	<p>UNCRC questionnaires were administered to learners, staff and parents/carers to gather baseline information for our journey. A Silver action plan with key tasks and deadlines was created. Collegiate sessions supported staff with creating a class charter of Rights.</p> <p>Rights Ambassadors created a whole school charter and the ABCDE of rights.</p> <p>Newsletter was provided to parents/carers with key information.</p>	<p>All classes have a Class Charter linked to the Rights and most of these display the relevant articles to support learners' understanding of how these link to their everyday lives.</p> <p>Most of our learners are able to discuss the Rights and can share how this links with their Education and Wellbeing.</p>	<p>To further embed the Rights throughout the ELC and school and make progress towards the Silver Rights Respecting Schools Award.</p> <p>To create a scripted language of the Rights to a consistent whole school approach.</p> <p>To consider the use of visuals to support learning about the rights, for example characters for the ABCDE of rights.</p>

<p>To create a 'Zones of Regulation' Toolkit with individualised resources and spaces so learners can feel supported in their classrooms.</p>	<p>A class audit was completed to collate resources needed for a nurture/calm kit.</p> <p>Teachers allocated a space within their classrooms for learners to feel supported in managing their emotions.</p> <p>A refresher training session was offered for staff.</p> <p>Zones of Regulation was introduced in our ELC to support emotional wellbeing checkins.</p>	<p>Class specific resources are now in every classroom to learners with their emotional regulation.</p> <p>Almost all of our learners regularly use Zones of Regulation in the ELC or classroom to identify how they are feeling and this is shared with the practitioner/teacher, allowing appropriate support where required.</p> <p>Almost all classes have created a toolkit for each zone to support pupils' readiness to learn.</p> <p>Learners shared that Zones of Regulation 'helps you to express yourself' and 'if I get mad, I can say to my teacher I am in the red zone then I use a way to help me which is sitting in the quiet zone in my classroom'.</p>	<p>To embed regulation strategies within the classroom with a toolkit that is individualised for learners in the classroom to support self-regulation</p> <p>To use the 5-point scale with specific learners to support their emotional regulation.</p>
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## PEF IMPACTS

Gap / Improvement Outcome	Intervention / What happened	Evaluation/ Impact	Next Steps
<p>It was identified as a need to provide a programme of work which supports learners with change and loss.</p>	<p>3 staff members were trained as Seasons for Growth companions in Term 3, alongside working with our local minister to provide 2 Seasons for Growth groups.</p>	<p>11 learners were involved in Seasons for Growth and most completed the programme. Our celebration sessions were attended by 8 families.</p> <p>Seasons for Growth had a positive impact on the learners involved with feedback such as 'it really helps to understand change'. Feedback was also gathered from the parents/carers, for example 'We were really pleased that our child would have the opportunity for this support and a safe space to explore feelings around change and loss'.</p>	<p>Continue to identify learners who would benefit from this support.</p>

<p>Specific learners identified as needing support with social, emotional and mental development through use of wellbeing questionnaires, class teacher observation and conversations with SLT.</p>	<p>Nurture support was provided through group interventions and the use of Boxall profiles helped to identify specific areas of development for each individual.</p>	<p>29 learners were provided with group intervention. Most learners showed improvement in their social, emotional and mental development through the use of a pre and post Boxall profile. Target setting with the learner provided a sense of ownership and increased pupil engagement and voice. Each learner completed an evaluation form at the end of a block of support to identify progress and any next steps.</p>	<p>To continue offering nurture support through group interventions.</p> <p>To continue the use of Boxall profiles.</p> <p>To consider further therapeutic inputs such as lego therapy and social communications groups.</p>
<p>To use targeted numeracy interventions for those children who have not made expected progress in Numeracy.</p>	<p>In relation to targeted Numeracy interventions, learners from P1 - P7 were identified for group support to tackle the attainment gap. This support was provided through our DHT and our SFL PT. New Diagnostic Numeracy Assessments were introduced and have supported identifying gaps within Numeracy. Alongside this, learners from across different year groups were identified for 1:1 Ready Set Go interventions to support those who have not made expected progress in numeracy. This support was provided through our support staff and monitored by our Depute Head Teacher.</p>	<p>The majority of interventions have occurred in the afternoon to allow learners to have time during core numeracy and an additional support time targeting their specific gaps. 93 learners across the school have received numeracy intervention support this year (for at least a term) and of this 30 of these learners are now on track within Numeracy. Finally, in relation to our predicted levels of Numeracy attainment, our Stretch aims in P1 and P4 were met with 92% of learners in P1 are on track (up from 86% last year) and 79% of learners in P4 (up from 78% last year). With a smaller P7 year group, 72.5% of learners in P7 are on track for numeracy which is slightly lower than last year's attainment data. We have closed the attainment gap from last year from 22% to 7.5% (combined Numeracy for P1, P4 and P7).</p>	<p>To further embed interventions and continue to identify learners' gaps.</p> <p>To continue to review data to identify key learners who are in need of numeracy intervention support.</p> <p>To embed learner voice within numeracy interventions.</p>
<p>To continue to use research informed interventions to improve literacy attainment.</p>	<p>Targeted Intervention groups took place across the year based on feedback and data from Forward Planning and Data Dialogue meetings.</p> <p>Targeted interventions included reading groups, RWI 1:1's, Fresh Start groups (P6&amp;P7) and writing focused groups.</p> <p>SfL teachers and LA supported intervention groups as well as support from our ASG PT for</p>	<p>Our recent data dialogue has shown that 78.85% of P4 learners have achieved first level reading and 77.5% of P7 learners have achieved second level reading. This suggests that the majority of learners have achieved their expected level by the end of P4 and P7.</p> <p>Data from May 2022 showed that 54% of our learners were on track for achieving second level writing in P7. Literacy writing intervention groups were set up for P7. Data from May 2023 shows that the</p>	<p>Continue to use data to form targeted intervention groups that are reviewed on a term to term basis to track and monitor impact.</p> <p>To continue to work with our ASG PT to support pupils in P4 and P7 with achievement of a level.</p>

	<p>Literacy.</p> <p>Engagement and use of the new Midlothian Writing Progressions as well as PM benchmarking tool have supported data discussions and informed intervention groups.</p>	<p>majority (69%) of learners are now on track for writing. P7 teachers and SfL provided targeted literacy support matched to learners' needs, suggesting that intervention groups have had an impact and informed improvements.</p> <p>In May 2023 P4 learners (73%) achieved first level writing, suggesting that the majority of our learners have achieved their expected level.</p> <p>Data shows that we have closed the gap for writing across P1, P4 and P7 this year (-5%).</p> <p>Staff literacy survey shows that all staff (100%) have found the new writing assessment matrix has supported moderation and given a consistent approach for assessing writing across all stages.</p>	<p>Ensure all learners are being appropriately challenged.</p>
<p>To continue to improve our Nurturing approaches across the school.</p>	<p>Wellbeing questionnaires carried out termly to identify support needs, wellbeing concerns or potential targeted interventions. Audits were used to identify key themes of support within classrooms and these were explored through health and wellbeing lessons.</p> <p>Nurture groups were identified and supported through specific health and wellbeing themes.</p> <p>Baseline questionnaire of current understanding and application of nurture approaches was delivered to all staff in order to evaluate and identify next steps for our Nurture journey.</p>	<p>Almost all of the 8 wellbeing indicators from the questionnaires showed a slight percentage drop from Term 1 to Term 3 and from conversations with the learners, it was clear that a deeper understanding of what each of these indicators meant was needed which tied into another one of our improvement outcomes.</p> <p>Wellbeing questionnaires supported us to identify 29 learners who have received Nurture support over this year. Of these learners, 16 are currently on track for Numeracy and 15 are currently on track for Literacy.</p> <p>Almost all staff shared that they felt confident in their understanding of the ethos and values around Nurture and in the understanding of the key principles of Nurture.</p>	<p>To implement Wellbeing questionnaires as a method of identifying and planning for necessary interventions.</p> <p>To use staff baseline questionnaires to inform planning for any training/refreshers required.</p>
<p>HWB support for learners with ASN to reduce barriers to learning.</p>	<p>Therapeutic Support for learners through individual Play Therapy Sessions and Drop In.</p>	<p>3 of the 4 children who were funded through PEF to attend Play Therapy are Free School Meal Entitled. All 3 learners</p>	<p>Continue therapeutic Support for learners through individual Play Therapy Sessions and Drop In.</p>

		have made progress in their learning and their attendance have increased.	
Engaging in life beyond the school	A reduction in overall costs has allowed all children to have the opportunity to attend school camp in Primary 7 Camp.	41 children were offered the experience of school camp. 35 learners are confirmed to attend. 3 of these learners are Free School Meal Entitled.	Offer opportunity of School Camp for 2024 at a reduced rate to ensure equal opportunities for engagement for all learners.
Focus on attendance of learners.	<p>Nurture Support Teacher supported by LA interventions to provide targeted support to families with particular focus on attendance and lates.</p> <p>Reinstate and fund Toast Club to support timekeeping.</p> <p>Weekly attendance monitoring with follow up conversations/ home visits with learners and their families to ascertain reasons for lateness or absence. This was supported by our HSP.</p>	<p>At least 6 learners attend the Breakfast club daily. A further 5 learners are provided with breakfast later in the morning.</p> <p>The Nurture area (Nest) is accessible for learners throughout the day and is regularly used over lunchtime.</p>	Continue to monitor and support lates and attendance.

Our current strengths include:

Strength	How do we know?
1.1 - Self-Evaluation for Self-Improvement	<p>The ELC and school uses a range of effective approaches to ensure that all stakeholders are actively involved in our ongoing self evaluation activities.</p> <p>Within our ELC and school priority improvement groups, staff engage regularly in effective quality improvement and moderation activities to ensure a shared consistency and expectations.</p> <p>We look for opportunities to share good practice within and beyond the school and can demonstrate positive impact from this. For example Play Pedagogy connector sessions, sharing good practice of our Quality Assurance Visit, SEIC ELC lunch experiences, visits from other schools to view our Nurturing approaches and Nurture spaces.</p>
1.3 - Leadership of Change	<p>Our Vision, Values and Aims continue to underpin all that we do at Newtongrange ELC and Primary.</p> <p>All teaching staff engaged in Practitioner Enquiry based on Learning and Teaching to ensure continuous improvement.</p> <p>All staff are supported in the process of change and are involved in evaluating the impact of improvements.</p> <p>Learners are supported to understand the Vision, Values and Aims of our</p>



	<p>school whilst taking part in decision making groups to make relevant, positive changes for the school and wider community.</p> <p>Most families (89.6%) are aware of our School's Vision and Values.</p>
<p>2.1 - Safeguarding and Child Protection</p>	<p>All staff have a clear understanding of policies and procedures including Child Protection including safeguarding of children.</p> <p>During our 2.1 Visit from the authority Child Protection Officer, it was noted that there were no follow up actions for the School as we have good practices in place with a very supportive SLT. All learners have an ongoing chronology with access restricted to the SLT.</p> <p>Weekly Wellbeing meetings ensure that there is a shared communication and all record keeping for safeguarding matters are maintained to the highest standard.</p> <p>Our recent parent and carer survey, shared that all families feel that staff treat their child fairly and with respect and that their child receives the help they need to do well.</p> <p>Responses to our Wellbeing questionnaires with learners, almost all learners said they feel safe in school. All learners were able to identify a trusted adult they felt they could speak to.</p>
<p>2.3 - Learning, Teaching and Assessment</p>	<p>During our Local Authority visit, it was noted that learners were engaged, the activities planned were inclusive, purposeful and teachers offered clarity through sharing of learning intentions and success criteria. There is a culture of "every minute counts" and learners know routines and systems well. The classrooms were calm and well organised. We were commended that digital tools are used well to support learning and teaching in a purposeful and meaningful way. A good variety of tools are being used to enhance the learning, teaching and assessment.</p> <p>We are a connector school for the SEIC Play Pedagogy programme. We have hosted a number of visits this year to share our play journey. We received lots of feedback - 'Great to hear about the journey of reflection, trying new ideas and refining practice. This morning has come over very strongly that there is a collegiate approach within your staff team. The vision is clear and next steps have been broken down to manageable, next steps. I love the mantra of being brave, bold and justified</p> <p>Through a self-evaluation activity almost all staff rated themselves as 'Very Good' based on the HGIOS 4 challenge questions within 2.3.</p>
<p>3.1 - Ensuring wellbeing, equality and inclusion</p>	<p>It was noted from our local authority visit in February that relationships between all staff and children are respectful, kind, compassionate showing a mutual trust and sense of care.</p> <p>It was also mentioned that there was authentic collaboration and empowerment of the whole school team. All staff are invested in the ethos</p>

	<p>and values of the school. There is an atmosphere of trust, respect and professionalism which is modelled effectively by the Headteachers and Deputes.</p>
<p>3.2 - Raising Attainment and Achievement</p>	<p>In our Local Authority visit, it was identified that data is used very effectively to track learner's progress; to plan interventions and to evaluate the impact. Data is used in a variety of ways within the classroom to effectively support the learner's experience.</p> <p>Through a self-evaluation activity almost all staff rated the school as 'Very Good' based on the HGIOS challenge questions within 3.2.</p>

# Successes and achievements in 2022-23

Our wider achievements and successes this year include:

## ***Leadership and Management***

The Newtongrange Community has continued together to embed our School Values and 'Aspire, Believe, Achieve' approach. All staff are motivated and committed to shared ambitious vision through their daily actions. We have a robust self-evaluation calendar that reflects moderation, tracking and assessment and shared classroom experiences involving all practitioners and learners. This has been evaluated at regular times throughout the year and impact has been recorded and shared with all staff.

Regular ASG meetings and ASG Quality Assurance presentations have ensured a shared and consistent approach to Raising Attainment across our local schools.

All staff have been instrumental in driving forward school improvement through their professional understanding of the school priorities. All teaching staff have been part of a 'School Improvement Priority Group' to support the implementation of key school improvement priorities; Literacy, Numeracy, Digital and Health and Wellbeing.

All school staff have moved to a digital format for planning which has included the introduction of new Numeracy and Writing planners created by the Recovery Team. This includes professional development in the use of digital devices and software, particularly in relation to the roll out of new devices and launch of Google Workspace for all staff and learners.

A key highlight of the 2022-2033 session was our part in the Play Pedagogy which focused on approaches to development of play through the Early Years led by our DHT and two class teachers. We have had the opportunity to share our play journey with other schools and local authorities across the SEIC.

Many staff have developed their own leadership skills through Decision Making Groups. Key staff were able to lead themed events such as World Book Day, Children's Mental health Week and Child In Need Staff. Staff also lead key events in the school such as Extra Curricular Clubs and Sports Day. Our DHT has developed their role as a QAMSO's, utilising their skills in leading moderation sessions throughout the year. This has given way for our children to become their own leaders of learning taking on key roles through the school such as Rights Ambassadors, JRSO's and Senior Sevens. In their role as 'Sports Reps', our learners and staff achieved the 'Silver Sports Award'. Learners have been involved in their learning and decisions within the school, making connections which has helped them to flourish. The Head Teacher is a SEIC Associate and has been involved in Quality Assurance Visits across our neighbouring Councils. This work will continue to be developed further as the Head Teacher is now engaging in training for being an HMIE Associate Assessor.

Through our local authority visit in February 2023, it was noted that authentic collaboration and empowerment of the whole ELC and school team. All staff are invested in the ethos and values of the school. There is an atmosphere of trust, respect and professionalism which is modelled effectively by the Headteachers and Deputes. In a recent survey, 100% of families felt that the school was well led and managed.

## ***Learning Provision***

Senior Leadership and staff have met regularly to ensure there is appropriate support and challenge for learners in all classes. There are robust systems in place to regularly track and monitor progress. Staff work together to analyse data through data dialogue sessions and moderate across Literacy and Numeracy, ensuring shared expectations of progress. All children who are not on track across the school were identified and support has continued to be in place. Teachers also identified through ongoing assessments and tracking that there are children across the school exceeding expectations of attainment of levels in Literacy and Numeracy.

Through our local authority visit in February 2023, it was noted that all learners were engaged and activities planned were inclusive, purposeful and teachers offered clarity through sharing of learning intentions and success criteria. There is a culture of "every minute counts" and learners know routines and systems well. The classrooms were calm and well organised. It was also felt that relationships between all staff and children are respectful, kind, compassionate showing a mutual trust and sense of care.

We were commended that our data is used very effectively to track learners' progress; to plan interventions and to evaluate the impact. Data is used in a variety of ways within the classroom to effectively support the learner's experience. It was also clear that digital tools are used well to support learning and teaching in a purposeful and meaningful way and a good

variety of tools were being used to enhance the learning, teaching and assessment.

## ***Successes and Achievements***

At Newtongrange Primary, we have continued to be proud of many successes and achievements, including working in partnership with other schools and our connections with the National Mining Museum, Play Midlothian, Newtongrange Star Club and the local church.

Throughout the year, children continue to take part in a wide range of experiences. Our primary 6 - 7 learners were able to be part of Bikeability, P4 learners in swimming, P5 learners taking part in skiing lessons and drumming workshops were offered to P3-4 learners. P7's were able to visit Dalguise School Camp in June 2022. We were delighted to welcome back our extra-curricular clubs which allowed almost 200 hundred learners to participate in clubs such as Netball, Art, Athletics and STEM after school. We have also been able to participate in many Midlothian competitions such as Athletics, Football, Euroquiz and STEM, of which our primary 7's won third place.

At Newtongrange we are committed to ensuring the best possible outcomes for learners. Our Decision Making Groups have been excellent ambassadors for the school and are proactive in promoting and leading key events. Our Health and Wellbeing Heroes led 'Children's Mental Health Week' through assemblies and Kindness challenges. World Book Day was led by our Reading Reps who arranged a book themed treasure hunt for our learners in the playground.

Keeping connections with parents/carers has been key through our regular Twitter updates, Seesaw shared learning posts and our school app. Our ELC has invited parents/carers into the setting as part of our 'Stay and Play' activities. We were able to invite families and learners into school for an 'in-person' P1 transition visit, sharing the learning assemblies and supporting school trips such as Dynamic Earth, Edinburgh Zoo and Craigmillar Castle. A Midlothian wide Careers Event at the Mining Museum was led by a member of staff supporting P5 children to develop skills for learning, life and work. It was a huge privilege to welcome learners and families for the whole school Sports Day taking place in the local park.

At Newtongrange, we recognise the importance of listening to the voice of our learners. In a recent survey, 97% of parents/carers shared that their child likes being at Newtongrange and 99% of families are satisfied with the quality of teaching in the school.



## Capacity for continuous improvement 2-18

### Primary, secondary & special schools

QI (HGIOS4 and HGIOELC)	QI 1.1 Self-evaluation	QI 1.3 Leadership of change	QI 2.3 Learning, teaching and assessment	QI 3.1 Ensuring wellbeing, equality and inclusion	QI 3.2 Raising attainment and achievement
Themes	<ul style="list-style-type: none"> <li>• Collaborative approaches to self-evaluation</li> <li>• Analysis and evaluation of intelligence and data</li> <li>• Impact on learners' successes and achievements</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a shared vision, values and aims relevant to the school and its community</li> <li>• Strategic planning for continuous improvement</li> <li>• Implementing improvement and change</li> </ul>	<ul style="list-style-type: none"> <li>• Learning and engagement</li> <li>• Quality of teaching</li> <li>• Effective use of assessment</li> <li>• Planning, tracking and monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Fulfilment of statutory duties</li> <li>• Inclusion and equality</li> </ul>	<ul style="list-style-type: none"> <li>• Attainment in literacy and numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievement</li> <li>• Equity for all learners</li> </ul>
School self-evaluation	4 good	5 very good	5 very good	5 very good	5 very good
Local Authority or Collaborative Review evaluation	Not evaluated	5 very good	5 very good	5 very good	5 very good
HMIE Evaluation	Not evaluated	Not evaluated	Not evaluated	Not evaluated	Not evaluated

## Early Learning and Childcare

The National Standard for Early Learning and Childcare	Care Inspectorate - Key Question Measurement	Care Inspectorate Quality Indicators - Key Quality Indicators for inspection	HGIOELC - Key Quality Indicators for Inspection	Self-evaluation
<p>Criteria 1 The appointed Early Learning and Childcare Setting will have a high Quality Workforce.</p>	<p>Care Inspectorate evaluations are “good” or better on the key questions “how good is our staff team?” and “how good is our leadership?”</p>	<p>4.1 - Staff skills, knowledge and values 4.3 - Staff deployment* 3.1 - Quality assurance and improvement are led well</p>	<p>1.3 – Leadership of change 2.3 – Learning, teaching and assessment</p>	<p>4 good</p>
<p>Criteria 2 The appointed Early Learning and Childcare Setting will demonstrate an ability to support outcomes for children in relation to all aspects of their development.</p>	<p>Care Inspectorate evaluations are “good” or better on the key questions “how good is our care, play and learning?”</p>	<p>1.1 - Nurturing care and support 1.3- Play and learning</p>	<p>2.3 - Learning, teaching and assessment 3.1 – Ensuring wellbeing, equality and inclusion 3.2 – Securing children’s progress</p>	<p>4 good</p>
<p>Criteria 3 The appointed Early Learning and Childcare Setting will have the right physical infrastructure, both indoors and outdoors to improve outcomes for children</p>	<p>Care Inspectorate evaluations are “good” or better on the key questions “how good is our setting?”</p>	<p>2.1 - Quality of the setting for care, play and learning</p>	<p>2.3 - Learning, teaching and assessment 3.2 - Securing children’s progress</p>	<p>4 good</p>

### Section 3: Improvement Plan 2023-24

Establishment	Newtongrange PS
Associated School Group	Newbattle
Session	2023-24
Prepared by	Laura Cameron (Headteacher)
Date	June 2023
Reviewed by	Name
Reviewer recommendations	SQIP agreed Notes for SQIP requires amendment:
Date signed off	Date

## Midlothian Education Service Priorities

<p><b>Why?</b> Our vision</p>	<p><i>All children, young people, adults and communities in Midlothian are supported to be the best they can be. This will be achieved through a nurturing, respectful and collaborative approach that promotes wellbeing, equity, inclusion and lifelong learning.</i></p>	
<p><b>What?</b> Our improvement priorities</p>	<p><b>Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations</b></p> <ul style="list-style-type: none"> <li>● Learning, teaching &amp; assessment</li> <li>● Curriculum</li> <li>● Equity</li> </ul>	<p><b>All children &amp; young people feel valued &amp; included, and have the same opportunities to succeed</b></p> <ul style="list-style-type: none"> <li>● Relationships</li> <li>● Wellbeing &amp; care</li> <li>● Inclusion &amp; targeted support</li> </ul>
<p><b>How?</b> Our improvement drivers</p>	<ul style="list-style-type: none"> <li>● Continuous professional learning for all colleagues</li> <li>● Data which drives improvement</li> <li>● Quality improvement framework</li> <li>● Strong leadership at all levels</li> <li>● A children’s rights-based approach</li> <li>● Digital empowerment</li> </ul>	



## Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations

- Learning, teaching & assessment
- Curriculum
- Equity

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
<p>To raise attainment within Numeracy through providing opportunities for family engagement and learning at home.</p> <ul style="list-style-type: none"> <li>- Sharing the learning' opportunity for next year's Maths Week Scotland.</li> <li>- Continued promotion of Education City to support Home Learning.</li> <li>- Embed resources to support Numeracy play across First and Second Level.</li> <li>- Embed use of New planners for learning, teaching, assessment and moderation.</li> <li>- Review data to identify key learners and support this through Numeracy interventions</li> </ul>	DHT	May 2024	<p>All learners have the opportunity to share their learning of Maths Week Scotland with parents/carers.</p> <p>Feedback from families will share that there has been increased engagement within Numeracy</p> <p>Stretch aim of a combined 80% across P1, P4 and P7 within Numeracy</p>
<p>To develop a shared understanding of Digital programmes used within Newtongrange ELC and Primary and embed these in our everyday learning and teaching in order to raise attainment.</p> <ul style="list-style-type: none"> <li>- Embed use of Google Shared Drive with learners and staff.</li> <li>- Introduce new Digital Frameworks to support learning, teaching and assessment</li> <li>- Continue to upskill ELC and school staff through use of Google Workspace and Apple.</li> </ul>	Digital Lead	May 2024	<p>All ELC and school staff feel confident accessing and implementing specific digital programmes in order to raise attainment across the curriculum.</p> <p>New frameworks are embedded and used for learning, teaching and assessment of Digital skills.</p>



## All children & young people feel valued & included, and have the same opportunities to succeed

- Relationships
- Wellbeing & care
- Inclusion & targeted support

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
<p>Continue progress towards achieving the Silver Rights Respecting School Award.</p> <ul style="list-style-type: none"> <li>- To further embed the Rights throughout the ELC and school</li> <li>- To create a scripted language of the Rights to a consistent whole school approach.</li> <li>- To use visuals to support learning about the rights, for example characters for the ABCDE of right.</li> <li>- To develop our wider schools communities understanding of the Rights and why they are important</li> </ul>	DHT	May 2024	<p>All learners are beginning to see themselves as rights respecting global citizens and advocates for fairness and children's rights.</p> <p>Evidence of the positive impact of these actions on learners and on the school's ethos, practice and environment.</p> <p>Learners are able to talk about their Rights and are able to make links in their day to day learning and begin thinking about this beyond school.</p> <p>A shared understanding on how they can support others in school and beyond.</p> <p>Increased understanding across the wider school community on Children's Rights.</p>

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
Develop an understanding of the role of the adult in the ELC to support children's wellbeing and learning. <ul style="list-style-type: none"> <li>- Engage with Midlothian's ELC Bitesize Modules to deepen understanding of the pedagogy around Adults Interactions.</li> <li>- Focus on identification of learning priorities to ensure progress across Early Level.</li> <li>- Adapt Observations and Learner Profiles to ensure that significant learning is identified and tracked.</li> </ul>	HT/SEY P	December 2023	Consistent approach to learning across the ELC. All staff will be able to identify significant learning and support learners to make progress.
Parental engagement in ELC <ul style="list-style-type: none"> <li>- Reintroduce PEEP groups.</li> <li>- Increased Stay and Play sessions with families across Early Level with a focus on learning through play.</li> <li>- Increased opportunities for supports in Early Level eg trips, outdoor learning</li> <li>-</li> </ul>	HT/DHT	May 2024	Families are supported to actively and meaningfully engage in their child's learning.
To embed Nurturing approaches to support the development of emotional regulation and resilience. <ul style="list-style-type: none"> <li>- Develop a shared understanding of the other indicators to ensure learners have an understanding of why these are important to their wellbeing.</li> <li>- Embed regulation strategies through Zones of Regulation toolkit and 5-point scale with specific learners.</li> <li>- Continue with Year 2 of the Building Resilience Programme to continue to support learners with their self-regulation and provide opportunities for learners to reflect on key strategies to encourage application across a range of contexts.</li> </ul>	HWB PT	May 2024	All learners can share an understanding of the different wellbeing indicators and how this impacts on their life.  Learners can openly share strategies to self-regulate making reference to Zones of Regulation and Building Resilience.
Learner Participation <ul style="list-style-type: none"> <li>- Review pupils current understanding with examples of this at present</li> <li>- Create a shared language around learner participation</li> <li>- Review staff confidence and understanding</li> <li>- Build up evidence of opportunities for learner participation at NPS</li> <li>- Develop understanding of the 4 arenas and making links with the 7 Golden Rules of Learner Participation</li> <li>- Link in with HGIOURS when planning for decision making groups</li> <li>- Decision making groups to create action plan highlighting pupil voice</li> <li>- Evidence of pupil voice to be shared in planning documents and visible in classrooms</li> </ul>	DHT / PT	May 2024	All learners can share an understanding learner participation and can give examples  A shared definition of learner participation  NPS Overview of examples of learner participation

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
<ul style="list-style-type: none"> <li>- Increased tracking of wider achievement in ELC - P7 ensuring support is provided where needed (link to PEF).</li> </ul>			All learners are supported to participate in wider achievements where this is tracked and celebrated.

## Improvement drivers

### Continuous professional learning for all colleagues

Across the school there is a strong ethos of professional engagement and collegiate working. All teaching staff reflect on their practice and plan next steps using the GTCS standards. Support and ELC staff engage in Making Performance Matters target setting and appropriate learning experiences are built in weekly. All teaching staff engaged in Collaborative Practitioner Enquiry and shared the impact on learning and teaching with all staff. All staff have identified next steps and will continue to engage in the Practitioner Enquiry process next session. As well as being supported by the Professional Learning Academy in Midlothian, a few staff engage in continuous professional learning outwith our Local Authority; SEIC Play Pioneer, SEIC Associate, HMIE Associate Assessor.

### Data which drives improvement

All staff will continue to effectively analyse and use data to inform their understanding of the school context as well as plan for learning and teaching. All staff will fully participate in tracking attainment, data dialogues and moderation processes to ensure consistency and ongoing achievements. Assessments, including National Standardised Assessments are planned effectively to ensure interventions are responsive and timely. Ongoing self-evaluation processes are used effectively to ensure all stakeholders are fully involved and support continued improvements.

### Quality improvement framework

Quality Assurance is planned for annually and ensures continuous evaluation of impact. This includes planned Learning Visits to classes focussing on key elements of Learning, Teaching and Assessment. This is reviewed, discussed with all staff and next steps and supports identified. Planning Consultations with SLT focus on high quality learning, teaching and assessment and ensures progression, breadth and balance across the curriculum.

### Strong leadership at all levels

Staff are empowered to take steps to develop leadership at all levels to improve the overall capacity of the school. All teaching staff lead on areas of the School Improvement Priorities and have autonomy to make decisions based on data and feedback. All learners are part of decision making groups and lead on key global citizenship actions.

### A children's rights-based approach

ELC and School will continue to work towards the Silver Award supported by our Action Plan. This will be re-evaluated in August 23 to reflect the work carried out in 22/23 to highlight evidence and focus on next steps. Questionnaires will be sent to staff, children and families to gather comparative data for impact and next steps. Classes will lead on a RRS Decision Making Group. All classes will start the year with introducing Class Charters whilst the School Charter will be reviewed and referred to. This session, there will be the roll out the ABCDE of Rights Visual

created by the RRS Decision Making Group. Evidence of UNCRC in Forward Planning sessions will be expected across the school. DHT to attend UNCRC authority leads network.

#### Digital empowerment

Staff and Learner focus groups lead on digital improvements across the ELC and School. Action tracker is reviewed and evaluated regularly with key digital staff from Midlothian Council. Digital Learning continues to be a key focus within planning, consultations, teaching and learning and class visits. Good practice across classes is shared. Training opportunities for all staff are planned for and delivered at key points throughout the year. All learners have access to universal digital support for their learning.

## Associated School Group Improvement Plan

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
<p><b>Target One:</b> Interventions P7 writing - identified learners with this intervention should achieve 2nd level by the end of the academic year. P4 reading - identified learners with this intervention should achieve 1st level by the end of the academic year. SRA (Newbattle) - identified learners will gain confidence in reading and improve their comprehension skills and knowledge of language to support in main classes.</p>		Ongoing through the year	<p>Individual pupil, small group and class support provided which includes interventions across the curriculum. These will be embedded strategies which will continue into the next year.</p> <p>Pupil attainment data will have improved from the beginning of Year 2022.</p> <p>Ongoing assessment data will measure if target has been achieved</p>
<p><b>Target Two:</b> Data collection &amp; analysis Staff will have a greater knowledge of pupil attainment and be able to evidence success. Evidence of 'gaps' in learning will identify areas for development, and supports required, within ASG.</p>		April 2023	<p>Collection and analysis of data completed for P7 - S1 transition as well as relevant points throughout primary stages.</p> <p>Findings will inform next steps in planning both at pupil level as well as informing strategy and targets in</p>

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
			identifying Literacy priority areas.
<p><b>Target Three:</b> Moderation activities. Moderation at Literacy Champion level will be</p>		May 2023	<p>Collection and analysis of data completed for P7 - S1 transition as well as relevant points throughout primary stages.</p> <p>Findings will inform next steps in planning both at pupil level as well as informing strategy and targets in identifying Literacy priority areas.</p>
<p><b>Target Four:</b> Collaborative working which includes training and support where appropriate. ASG Literacy Champions will meet periodically throughout the year to encourage more collaborative working. P7 will be given a forum to collaborate.</p> <p>Staff across the ASG will have access to relevant training to develop Learning and Teaching of Literacy. Staff across ASG will have support in class/planning/teaching/assessment.</p> <p>Develop pupil participation groups across Primary using a toolkit to feedback on LTA. Ambassadors from each school to meet and share feedback</p>		Ongoing through the year	



