



Newtongrange Primary School

Midlothian



Standards and Quality Report 2017-2018 Improvement Plan - Year 2018-2019



Contents – Standards and Quality Report

1. Our School Vision, Values and Aims
2. How our Vision, Values and Aims were developed and how our Stakeholders were consulted.
3. Context of the School
4. Review of Progress for Session 2017-18
5. What is Our Capacity for Continuous Improvement?
6. Highlights from Session 2017-18

1. Our School Vision, Values and Aims

After consulting with learners, parents and staff about what is important in our school, we have chosen three key words 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 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 allows 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 learner's 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 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.

2. How our vision, values and aims were developed and how our stakeholders were consulted.

The school's vision and values were originally created in 2016. Throughout session 2016 – 2017 the school values were a focus in school assemblies which allowed our learners and staff to reflect on the importance of each value however it was felt the values and ultimately the vision for the school was not embedded within daily practice of the school.

This session, our school vision was developed with learners, parents and staff through a consultation process and then through a focus group discussion with 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.



3. Context of the School

Newtongrange Primary School is a non-denominational school for children living within the Newtongrange community. The school is built next to the park in the centre of village. There are currently 15 primary classes from P1-P7 and a Nursery with places for 50 children to attend in the morning and 50 in the afternoon. There is a gym hall, dining hall, newly refurbished 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.

The school is part of the Newbattle Learning Community and most 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.

We have a highly committed staff of teachers, Child Care Development Workers (CCDW) 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, art and PE. Children can participate in woodwind, strings and brass instrumental tuition. Playground and dinner hall supervisors 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.

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 curriculum 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, but realistic, 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 in their child's learning through regular planned activities.

Newtongrange Primary School is a busy school that encourages partnership with parents and the wider community. We have an active Parent Council, an enterprising P.T.A. who organise many social and fundraising events over the school year and many 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.

4. Review of progress for Session 2017-18

| | |
|--|---|
| <p><u>NIF Priority</u></p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy. <p><u>NIF Driver (Optional)</u></p> <ul style="list-style-type: none"> • Assessment of children's progress • School Improvement • Performance Information • Parental engagement | <p><u>HGIOS 4 Quality Indicator(s) / HGIOS-ELC</u></p> <p>2.3 Learning, teaching and assessment 2.4 Personalised Support 3.2 Raising attainment and achievement</p> <p><u>Local Authority priorities</u></p> <p>1.Successes and Achievements</p> <ul style="list-style-type: none"> • To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, P7. • Interrupt the cycle of poverty (PEF): 5% increase in number of children from SIMD 1 and 2 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3. <p>2. Learning Provision</p> <ul style="list-style-type: none"> • BGE: Taking a closer look at learning pathways, including transitions, in order to deliver a curriculum that acts as a hook to improve engagement and participation resulting in improved outcomes for all learners. |
| <p>Progress:</p> <ul style="list-style-type: none"> • All classes have participated in the First Ministers' Reading Challenge and this has improved reading for enjoyment. Reading is of a much higher profile in the school. Classes have participated in FMRC whole school challenges, Book Week Scotland and World Book Day activities, open afternoons, author visits and assemblies. Display walls have also been created for various areas of reading and literacy and show progress towards our school's reading culture. • We were invited to showcase our achievement at the FMRC award ceremony and have been awarded Highly Commended in the Community-School Partnership Challenge for our Book Fairies project. • We have created a school library, which provides a stimulating environment to promote reading. Following consultation with children and staff we have invested in a wide range of new reading material for the library. All classes are using the library on a weekly basis. • A new lunchtime reading club called "Read for the Stars" is being held every day in our school library. • Brian (Therapet Reading Dog) has been in reading with some of our primary 6 learners to help them build confidence in their reading. • The Big Bedtime Read has been successfully launched in the nursery and P1 to promote and support reading for enjoyment at home. • All learners have completed a reading engagement questionnaire at the start and end of the school year to gather their opinions on reading. • All teaching staff have received training on Reflective Reading pedagogy and using a phased approach have been implementing Reflective Reading approaches in their classrooms. • Staff have developed their understanding of assessing achievement of a level by taking part in moderation sessions for Listening and Talking, Reading and Writing. Some staff have also attended ASG and local authority level moderation sessions for literacy • Read Write Inc 1:1 phonics tutoring has been implemented from P1 to P6, provided reading support for targeted learners. • RWInc Phonics support groups have been set up in P4 and P5 as a targeted intervention to build learners phonetic knowledge, reading fluency and confidence. • Fresh Start has been implemented in P7 as a targeted intervention to build learners phonetic knowledge, reading fluency and confidence. <p>Impact:</p> <ul style="list-style-type: none"> • Our attainment in reading continues to improve. This session, 85% of learners in P1 have achieved early level reading, an increase of 5% since last year. 72% of learners in P7 have achieved second level reading, an increase of 4% since last year. Reading within P4 has remained in line with local and national levels. • All learners in P3-7 are using Reflective Reading regularly in class. Most learners in P1-2 have had experiences using Reflective Reading 'Short Reads' and some | |

related strategies. Teacher and learner feedback highlights that Reflective Reading approaches to teach reading has increased reading engagement, promoted higher-order thinking skills in reading and there is an increase in the variety of texts that learners are studying.

- Almost all learners receiving 1:1 phonics tutoring support have made progress and moved 2 or more levels beyond their initial RWInc assessment level.
- All learners receiving Fresh Start support have moved up a level from the initial assessments.
- Reading questionnaire data highlights that over the year there has been an 18% increase learners reading books more often.
- Almost all families in nursery and P1 are taking part in the Big Bedtime Reading initiative, encouraging adults to read with their child daily.

Next Steps:

- To further improve attainment in literacy through analysis of existing data, sharing good practice and embedding consistent learning and teaching approaches.
- Embed Reflective Reading practice across the school.
- Implementation of a new phonics framework to ensure that our aspiration of all learners as readers is achieved by P3.
- To improve writing attainment through a focus on effective writing pedagogy.
- To raise attainment for target learners through interventions which address their individual barriers to learning, including Fresh Start, 1:1 tutoring and writing support.

NIF Priority

- **Improvement in attainment, particularly in literacy and numeracy.**
- **Improvement in children and young people's health and wellbeing.**
- **Building our Learning Community - Promoting a positive, inclusive ethos for all.**

NIF Driver (Optional)

- School Improvement
- Parental engagement

HGIOS 4 Quality Indicator(s) / HGIOS-ELC

- 1.2 Leadership for Learning
- 1.3 Leadership for Change
- 2.3 Learning, teaching and assessment
- 3.1 Ensuring wellbeing, equality and inclusion

Local Authority priorities

2. Learning Provision

- To share best practice in learning and teaching.

3.1 Ensuring wellbeing, equality and inclusion

- Child Health and Wellbeing

Progress:

- This session, our school vision was developed with learners, parents and staff through a consultation process and then through a focus group discussion with 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 have begun our Visible Learning journey. All teaching staff and nursery staff have completed Visible Learning day 1 training. 2 teachers and 1 CDW have completed the 2 Impact Coaching days. The HT and 1 DHT have completed 2 Visible Learning in Action training.
- A robust and rigorous audit of our current practice in relation to the key aspects of Visible Learning has been undertaken. This has involved staff, learners and interpreting data.
- We have introduced 'Sharing the Learning' events across P1-P7 and 'Stay and Play' events within the nursery, providing opportunities for learners to share their achievement and successes with their parents.
- 6 learners are using the STEP physical literacy programme to contribute to improving their academic performance, behaviour, resilience, physical development, wellbeing and self-esteem.
- PT of Nurture completed Education Scotland Whole School Approaches to Nurture Training in February 2018.
- Teaching and support staff have undergone Nurture training. Teachers have developed a greater understanding of Nurturing approaches within their classrooms and are beginning to develop visible consistency throughout the school.
- We have improved our nurture facilities including the refurbishment of a new room, which has been fitted with a kitchen. The PT of nurture and 2 LAs run a nurture group four afternoons a week for identified learners throughout the week. Open afternoons have been held for parents and staff to share the aims and the work of the nurture group.
- We have purchased Boxall Profile online to support us with the assessment of children and young people's social, emotional and behavioural development.
- Nurture kits have been successfully implemented and we are developing an effective way to monitor their use and progress in the school.
- We have run PEEP groups for our nursery families this session, providing an opportunity for parents to engage with their children's early learning in an enjoyable way.
- The nursery classes had a block of Yoga promoting mindfulness and relaxation. Parents and carers were invited to join the final session.
- Sensory messy play sessions have run within the nursery.
- A CDW has been trained and delivered Talk Time in the nursery, supporting children in developing good listening and talking skills and positive social interactions.
- We have piloted Education Scotland's new resource on Learner Participation. The resource has supported us in reviewing our practices. We have implemented a new approach for involving learners in making decisions linked to school improvement.
- Golden Time has been re launched as Together Time. Together Time is a celebration of learner's successes and achievements, classes will plan how they will use their Together Time.
- Golden Time Xtra has been re launched. We have introduced Wider Curriculum experiences, providing all learners with a breadth of opportunities to enrich and extend their learning beyond the formal curriculum. Through cross stage wider curriculum experiences, learners have opportunities to develop skills for life, learning and work.
- The PT of Learner Participation has worked in partnership with learners and LAs to bring about improvements to our playground. We have implemented play zones,

playground toys and utilising the park more.

Impact:

- Our school vision now, as a parent recently commented, provides ambition for the school and its learners, and it instils pride in all involved in the school.
- The Visible Learning audit has provided us with rich data to support us in identifying where we are and what our next steps are to achieve our aspiration of excellent learning, teaching and assessment.
- Parental engagement opportunities are supporting parents and carers to develop a better understanding of what their children are learning and how.
- Majority of learners using STEP are working at a commitment percentage over 85%. A commitment figure between 85% and 100% will enable learners to achieve maximum benefit from the Programme. Practitioner Enquiry and Skills Questionnaires for STEP indicates that STEP learners are developing their emotional literacy.
- 10 learners from P1-P3 are accessing Nurture group. Boxall profiles have shown a significant increase in learners being able to engage and give purposeful attention. Class teachers have reported learners becoming more ready to learn.
- 19 families have accessed the PEEP groups. 4 parents completed Peep Parents Progression Pathway at SCQF Level 5.
- 36 nursery children participated in Talk Time sessions, improving their listening and talking skills as well as their social skills including turn taking.
- 8 nursery children participated in sensory messy play sessions supporting children developing their sensory needs, curiosity, imagination and experimentation.
- Learners involved in Decision Making Groups have developed confidence and cooperative learning skills. They are directly involved in making decisions that impact upon their school life and wider community and have enjoyed the
- Most learners are confidently talking about the skills that they are developing during Wider Curriculum learning opportunities, and how these skills for life, learning and work will help them when they leave school. Through Wider Curriculum, learners have led and organised whole school events such as Sport Relief 2018 and group performances for parents and carers.
- All learners in Primary 1 to 7 are engaged in Wider Curriculum opportunities and no behaviour issues have been recorded since moving to our new system in January 2018.
- Learners feel there has been a positive improvement in our Playground with regard to environment, resources and equipment. Learners have reported that they are much happier at play time and lunch time and there have been fewer incidents reported to Playground Assistants on a daily basis.

Next Steps:

- Implement our new learning, teaching and assessment policy and continue to develop the Newtongrange Learning Toolkit.
- Continue to embed nurturing approaches throughout the school and develop consistent approaches to managing behaviour and celebrating achievements.
- Implement consistent approaches to improve Learner Participation within learning, teaching and assessment.

NIF Priority

- **Improving Learning and Teaching in 1+2 French**
- **Improvement in employability skills**

NIF Driver (Optional)

- School Improvement
- Teacher Professionalism

HGIOS 4 Quality Indicator(s) / HGIOS-ELC

- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

Local Authority priorities

2. Learning Provision

- BGE: Taking a closer look at learning pathways, including transitions, in order to deliver a curriculum that acts as a hook to improve engagement and participation resulting in improved outcomes for all learners.

Progress:

- All teachers are using the Midlothian 1+2 resource folder with greater confidence to support learning, teaching and assessment of French.
- Most teachers plan for French on a weekly basis with the majority of classes having at least one French lesson per week.
- Most teachers use French in daily routines across the school day.
- In-house drop-in CLPL sessions were offered to staff to support in planning for learning, teaching and assessment of French. Four teachers attended these sessions.

Impact:

- Learners knowledge and experience of French language and culture continues to develop across the stages.
- Confidence in speaking French has improved for most learners.
- Staff confidence in planning for learning, teaching and assessment of French continues to increase.
- More consistent approaches to learning and teaching in French.

Next Steps:

- Create reading and writing resources to support vocabulary development from Early to Second Level.

NIF Priority

- **Improvement in attainment, particularly in literacy and numeracy.**

NIF Driver (Optional)

- Assessment of children's progress
- School Improvement
- Performance Information
- Parental engagement

HGIOS 4 Quality Indicator(s) / HGIOS-ELC

- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

Local Authority priorities

1.Successes and Achievements

- To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, P7.
- Interrupt the cycle of poverty (PEF): 5% increase in number of children from SIMD 1 and 2 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3.

2. Learning Provision

- BGE: Taking a closer look at learning pathways, including transitions, in order to deliver a curriculum that acts as a hook to improve engagement and participation resulting in improved outcomes for all learners.

Progress:

- Teachers participated in a CAT session to audit and assess the different planning formats currently in use in school as well as formats from other schools.
- Maths Working Group analysed staff opinions and numeracy co-ordinator developed a new planning format which will be ready to implement in next session.
- The Numeracy co-ordinator attended training on Maths Basic Facts (MBF) and delivered a refresher CAT session with teaching staff. We have reviewed and developed guidelines to ensure a consistent approach to using Basic Maths Facts to improve numeracy agility.
- The Maths Working Group have developed new MBF assessments, aligned MBF resources and produced more games for use in classrooms.
- We held a successful MBF sharing the learning event with parents, providing them with information about how MBF supports their child's learning.
- 3 more staff have completed Midlothian's SEAL training course.
- Teachers have increased their understanding of and created Holistic Assessments in Numeracy. Through moderation of the Numeracy Holistic assessments, teachers have developed their understanding of assessing for achievement of a level.
- New monitoring and tracking procedures have increased focus and rigour to improving attainment across numeracy.
- New resources including TJay textbooks and SEAL games have been purchased/ created, providing high quality resources to support learning and teaching in numeracy and mathematics P1-P7.
- Numeracy support resources have been shared on the school website to support learning at home.

Impact:

- Our attainment in numeracy continues to improve. This session, 83% of learners in P1 have achieved early level numeracy, an increase of 5% since last year. 74% of learners in P7 have achieved second level numeracy, an increase of 26% since last year. Numeracy within P4 has been maintained in line with local and national levels.
- We now have a consistent and progressive planning and assessment pathway for mathematics and numeracy.
- Feedback from our whole school learning event on MBF was very positive and 33% of parents and carers attended.
- 63% of learners have moved up 1 or more MBF levels this session.
- We now have a consistent approach for implementing MBF as an approach to support improving numeracy attainment.

Next Steps:

- To further improve attainment in numeracy through analysis of existing data, sharing good practice and embedding consistent learning and teaching approaches.
- Improve mathematical mindset to contribute to improving attainment.
- To monitor effectiveness of MBF and new planning format over the coming session.
- To implement Numeracy interventions for targeted learners to reduce the attainment gap.

NIF Priority

To implement the Newbattle Learning Community project to provide our learners and their families with a co-ordinated early intervention approach with particular focus on:

- **Parental engagement/ family learning**
- **Health and Wellbeing; Emotional and Mental Health**
- **Attendance and Lates**

NIF Driver (Optional)

- School Improvement
- Performance Information
- Parental engagement

HGIOS 4 Quality Indicator(s) / HGIOS-ELC

- 2.5 Family learning
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion

Local Authority priorities

1.Successes and Achievements

- To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, P7.
- Interrupt the cycle of poverty (PEF): 5% increase in number of children from SIMD 1 and 2 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3.

2. Learning Provision

- Further Improve attendance and reduce exclusions

Progress:

- As part of the Newbattle Learning Community Partnership we provide our learners and their families with a co-ordinated approach involving Third Sector Organisations, ensuring our families have access to a range of services to meet their needs.
- We hold regular wellbeing meetings involving the Community Partnership manager, HSP and Empowering Families to discuss, plan and initiate early intervention supports for our families.
- Empowering Families offer a range of therapeutic services for our learners including counselling, play therapy and art therapy.
- A Home School Practitioner was appointed to provide children and their family's early intervention supports within school, home and community using both a universal and targeted approach.
- HSP supports have included:
 - Attendance and lates - tracking and monitoring system
 - Home visits
 - Access to additional resources including clothing, food banks and Christmas present
 - Setting up and running a Toast club to support reducing lates and increase readiness to learn.
 - Seasons for Growth
 - Sleep Clinic
 - Nurture support
 - Parent's mental health needs
 - Signposting to family support services including DLA, Universal Credit, Thistle Foundation.
- The Newbattle Learning Community is delivering a summer programme for targeted families providing free activities, food and access to range of local services.

Impact:

- Attendance rates (96.58%) are now slightly above Midlothian average of 95.42%.
- There has been 3 exclusions this session, showing a very positive downward trend from previous years.
- The HSP has provided personal support for over 18 families across the school year.
 - 6 families received support with Christmas Presents
 - 6 families have received support from the Button Box.
 - 12 families have received food bank parcels.
 - 9 families are accessing the learning community summer programme.
 - 12 families have accessed the sleep clinic.

- 6 learners participated in Seasons for Growth.
- 15 learners access the toast club on a regular basis. This intervention contributes to reducing late coming. Staff have also reported that the access to toast club has impacted positively on the learners readiness to learn.

Next Steps:

- Continue to provide targeted interventions to meet learners and families needs.
- Continue to develop rigorous and robust systems for ongoing monitoring and tracking of attendance and lates.
- Further develop parental engagement and family learning opportunities.

5. What is Our Capacity for Continuous Improvement?

| Quality Indicator | School Self Evaluation | Authority Inspections / Theme visits | HMle Inspection Grades |
|--|------------------------|--------------------------------------|------------------------|
| 1.1 Self Evaluation for self improvement | 3 | | |
| 1.3 Leadership of Change | 3 | | |
| 2.3 Learning, teaching and assessment | 3 | 3 | |
| 3. Ensuring well being equity and inclusion | 3 | 3 | |
| 3.2 Raising attainment and achievement | 3 | | |
| 2.2 Curriculum – Theme: Learner pathways | 3 | | |
| 2.7 Partnerships – Theme- Impact on learners | 3 | | |

6. Highlights from Session 2017-18

- Our school year began with a whole school project. Classes spent time building their own class community and setting standards for the year ahead.
- Our P6/7 football team participated in a number of football tournaments to great success across the school year.
- A number of classes had inspirational trips to Jupiter Artland developing an appreciation for art.
- Successful PEEP groups have run for our nursery children and their parents. 19 families have attended the sessions.
- P7 took part in a number of STEM Learning UK events developing skills across the curriculum in particular maths, science and technology.
- Authors were invited to school to work with our P1 and P5 learners as part of the Author's Visit. This further developed our learners skills in reading and writing
- Our Senior learners had a successful week at our Learning Community P7 Transition camp. They demonstrated determination, confidence, and a positive attitude. They were a credit to the school.
- All classes have experienced exciting and engaging science activities kindly lead by one of our parents, Dr Curtis- Higgs,
- P6 and P7 learners took part in the Mock Court experience and some our P7s won their case.
- We were all very excited to take part in the Forth 1 Christmas song, our school choir lead our performance which was broadcasted live on Forth 1.
- We had a wonderful whole school trip to the Lyceum to see Arabian Nights.
- Some of our learners were excited to take part in drumming sessions lead by 'Infectious Grooves', developing rhythm and technique.
- We had an exciting launch to the FMRC during Scottish Book Week. Over the year classes were presented with a range of reading challenges.
- Our school choir enjoyed performing Christmas carols around our community.
- We had lots of fun during our Christmas Extravaganza. Learners participated in a range of Christmas themed activities working across the stages.

@NewbattleCHSHT Fab day
 @jupiterartland with
 @NewtongrangePS #inspired by
 #nathancoley #arteducation
 #CreativeConfidence #proudparent



27/09/2017, 15:47 from Edinburgh, Scotland

Fantastic afternoon being part of the p6/7 football tournament
 @keithwright47 @NewtongrangePS
 #actionshots #starsinthemaking



Some of our nursery parents and children enjoying PEEPS group with Amanda and Audrey #partnerships #lovelearning #workingtogether



P7 enjoyed their first @STEMLearningUK session about wind power at @NatMiningMuseum today! They also loved the tour thank you, Young Tom!



Thank you @NewtongrangePS
 Fantastic to speak to your pupils, LA's and staff about their @STEP_today journey so far. A pleasure to spend time with you all. Looking forward to visiting in the New Year!
 @sarahpaul75 @vickytorria80



- P1-P3 put on a wonderful Christmas concert. P1 learners were confident whilst performing 'It's a baby' nativity.
- Our learners took part in our annual Scottish Poetry Competition and P7s had a wonderful Burns supper.
- This session we created a school library and filled it with lots of books. It is a great place to spend time and enjoy reading.
- We launched our exciting Newtongrange Books Fairies Community project. Success of this project was shared on our school Twitter page. We received the FMRC Highly Commended award for our efforts in encouraging our community to read.
- Our school athletics team did very well in Midlothian Active Schools Athletics events and went forwards to represent the authority at the Lothian's event.
- P1 and P2 had fun Dance-a book sessions.
- we have established a positive behaviour working group involving learners, parent and staff. The group are leading improvements to recognise and celebrate good behaviours.
- The school choir took part in the national GLEE choir competition and enjoyed performing at the Brunton Theatre.
- A wider curricular group organised a very successful week filled with lot of fun sporting activities to raise money for Sports Relief
- Learners continue to receive a variety of sporting activities provided by Active Schools including: gymnastics, athletics, basketball and rugby.
- P7s home learning projects about WW11 were proudly on display at Newtongrange Library.
- The nursery children enjoyed the Starcatchers performance 'The Attic'.
- P6 learners have successfully completed their buddy training and supported with P1 transition.
- Teaching staff took part in successful learning conversations with colleagues within the Newbattle Learning Community. This was an excellent opportunity to share good practice and develop leadership.
- Midlothian Council carried out a review of our school. They were absolutely 'blown away' by our children. Our children spoke with confidence, passion and pride of our school progress this year and their personal achievements within their own learning.
- A number of learners have taken part in Children's University this session. 4 learners have achieved the gold level and were invited to the Children's University graduation celebration.
- P7s put on fantastic end of year performance 'School Daze' for families and friends.
- We recognised the successes and achievement of our nursery children and P7s at their respective celebration and graduation.

Pupils from @NewtongrangePS meet @ScotGovFM to talk about their #FMReadChallenge journey, including a partnership with @MidLibraries and special 'book fairies' spreading reading around their community! 📖🐣



Our learners walking around our local community as part of our area's Inter School Walk for Walk to School Week #aspirebelieveachieve #WalkToSchoolWeek



Last week - our first group of P1s are having a great time in snowy Vogrie! #aspirebelieveachieve #learningisfun #lovelearning



Thank you to all the grown ups who attended P2bs sharing the Learning event. Scots food, poetry and song! What a lot of learning! #aspirebelieveachieve #parentalengagement #partnerships #sharingthelearning



Our learners are enjoying reading with our new buddy... this time we read with Bella... who also loves tummy rubs! #aspirebelieveachieve #lovereadings #growingconfidence



Part 2: Midlothian Education Improvement Planning – 2018-19

| | |
|-----------------------|------------------------------|
| Establishment | Newtongrange Primary School |
| Area | Newbattle Learning Community |
| Session | 2018-2019 |
| Planning Cycle | Baseline – cycle |

| SIGNATURES | | | |
|------------------------------|---------------------|-------------|---------|
| Head of Establishment | <i>Vicky Morgan</i> | Date | 26.6.18 |
| ASG Manager | | Date | |
| | | | |

The Single Midlothian Plan

Midlothian Education Strategic Overview

Creating a World Class Education System through Excellence and Equity

HGIOS 4

NIF

Creating a Competent System

*Common values,
aims and core beliefs
Systems leadership
System enablers*

Leadership Learning Community

Creating strategic leaders who collaborate across the system

Visible Learning

Creating a pedagogy of excellence that is about evidence based practice and the best current research

Single page Strategy

1. Priorities for Improvement in Current Year *(Please see PPP 69 February 2018 for key priorities for 2018-19)*

| Overview | | | | | Planning cycle | | Session: 2018-2019 | | |
|----------|--|--|------------------------------------|---|---------------------------|---------------------------------|---|-------------------------------------|--|
| Number | NIF Priority | Aligned School Priority | Stage of Development | Main driver of priority | | | | | |
| | | Main priorities must align with NIF/LA Priorities | Exploring, Developing or embedding | Self-evaluation/ school review/VSE | Education Scotland Report | HGIOS 4 QI | Well Being Wheel | Midlothian strategic priorities (✓) | Partnership working |
| 1 | NIF 1 Raising attainment, particularly literacy and numeracy. | NIF – Raising attainment, particularly literacy and numeracy. | Developing | Self-evaluation Attainment meetings School Review | | 1.3 2.2 2.3 2.5 3.2 | Achieving | 1 2 4 | Parents |
| 2 | NIF 2 Closing the attainment gap between the most and least disadvantaged children. NIF 4 Improvement in employability skills and sustained, positive leaver destinations for all young people. | Closing the attainment gap – Targeted Interventions. | Developing | Self-evaluation Attainment meetings School Review | | 2.3 2.4 3.2 3.3 | Safe Achieving Nurtured Active Respected Responsible Included | 1 3 | Educational Psychologist HSP John Muir Awards Gorebridge PS/ Stobhill PS |
| 3 | NIF 3 Improvement in children and young people's health and wellbeing. | To cultivate a nurturing approach to meet the needs of all learners. | Developing | Self-evaluation Attainment meetings School Review | | 1.3 2.1 2.2 3.1 | Achieving Safe Healthy Achieving Nurtured Respected Responsible Included | 2 3 4 | Educational Psychologist Pivotal Education Education Scotland UNICEF (RRS) |
| 4 | NIF 3 Improvement in children and young people's health and wellbeing. | Improving Wellbeing Systems | Developing | Self-evaluation Attainment meetings School Review | | 2.1 2.5 2.7 3.1 | Achieving Safe Healthy Achieving Nurtured Active Respected Responsible Included | 2 3 | Newbattle LC Children's and Families Empowering Families |

2. Priority Summary and High Level Strategic Targets

| Priority No. | Priority Area / Theme | Key Actions to meet targets | Expected outcomes for learners which are measurable and/ or observable |
|--------------|---|--|---|
| 1 | Raising attainment, particularly literacy and numeracy. | <ul style="list-style-type: none"> • Implement agreed L&T policy ensuring consistent high quality learning and teaching across the stages. • Implement consistent approaches to improve attainment in literacy and numeracy. • Continue to develop consistent approaches to teaching additional languages. • Improve play within the early level. • Implement QA calendar which focuses rigorously on monitoring and tracking to improve learning and teaching. • Increase parental engagement in literacy and numeracy. | <ul style="list-style-type: none"> • Increased learner engagement and participation in learning across the stages. • All learners achieve expected levels by the end of P1, P4 and P7. • Learners are able to use literacy and numeracy in a range of contexts across the curriculum. • Learners will develop listening, reading talking and writing skills in French to levels in line with progression framework. • Parents/ carers feel better able to support their children in literacy and numeracy. |
| 2 | Closing the attainment gap – Targeted Interventions. | <ul style="list-style-type: none"> • Home School Practitioner will continue to provide personalised support to learners and their families with particular focus on attendance and lates. • Through nurturing approaches support individuals to be ready to learn. • Targeted literacy and numeracy interventions to close the attainment gaps. • Increase wider curriculum experiences for learners through provision of after school and lunch time extracurricular activities. | <ul style="list-style-type: none"> • All learners attendance at school above 95%. • All learners are in school and ready to learn on time. • All learners needs are met to allow them fully engage with their learning and achieve. • All learners involved in targeted interventions achieve expected levels by the end of P1, P4 and P7 or make progress against their individual milestones. • All learners engage and participate in extracurricular activities either in or out with school. |
| 3 | To cultivate a nurturing approach to meet the needs of all learners. | <ul style="list-style-type: none"> • Continue to embed nurturing approaches throughout the school and develop consistent approaches to managing behaviour and celebrating achievements. • With stakeholders, review our anti-bullying procedures in reference to national guidance. • Create safe and inspiring places to learn, where children are respected and they are able to thrive through working towards achieving the Rights Respecting Schools Award. | <ul style="list-style-type: none"> • All learners feel included through our nurturing principles. • All learners emotional wellbeing needs are met enabling them to access learning. • All learners achievements are recognised and celebrated. • All learners feel safe and cared for at school. • All learners feel they have a trusted adult within school, who they can talk to. |
| 4 | Improving Wellbeing Systems. | <ul style="list-style-type: none"> • Continued development of the Newbattle Learning Community project to ensure timely and appropriate supports for learners and their families. • Continue to develop wellbeing systems within the school including record keeping and wellbeing meetings. • Make use of the well-being indicators, language and wheels to ensure all learners needs are met in and out of school. | <ul style="list-style-type: none"> • All learners needs are met to allow them fully engage with their learning and achieve. • All learners use SHANARRI indicators for wellbeing to support them in discussing how well are they progressing and what they need help with. |

3. Action Plan: Summary for Stakeholders e.g. Parent Council, Pupils, Partners

| Number | Priority | Expected outcomes for learners which are measurable or observable | Lead responsibility | Timescales |
|--------|---|---|---|------------|
| 1 | Raising attainment, particularly literacy and numeracy. | <ul style="list-style-type: none"> Increased learner engagement and participation in learning across the stages. All learners achieve expected levels by the end of P1, P4 and P7. Learners are able to use literacy and numeracy in a range of contexts across the curriculum. Learners will develop listening, reading talking and writing skills in French to levels in line with progression framework. Parents/ carers feel better able to support their children in literacy and numeracy. | DC LM/ NI/ ST/ SLT KT KMc | 2018-2019 |
| 2 | Closing the attainment gap – Targeted Interventions. | <ul style="list-style-type: none"> All learners attendance at school above 95%. All learners are in school and ready to learn on time. All learners needs are met to allow them fully engage with their learning and achieve. All learners involved in targeted interventions achieve expected levels by the end of P1, P4 and P7 or make progress against their individual milestones. All learners engage and participate in extracurricular activities either in or out with school. | VM/ LG VM/ LG SP NI/ST Teaching Staff | 2018-2019 |
| 3 | To cultivate a nurturing approach to meet the needs of all learners. | <ul style="list-style-type: none"> All learners feel included through our nurturing principles. All learners emotional wellbeing needs are met enabling them to access learning. All learners achievements are recognised and celebrated. All learners feel safe and cared for at school. All learners feel they have a trusted adult within school, who they can talk to. | SP SP VM VM SMc | 2018-2019 |
| 4 | Improving Wellbeing Systems. | <ul style="list-style-type: none"> All learners needs are met to allow them fully engage with their learning and achieve. All learners use SHANARRI indicators for wellbeing to support them in discussing how well are they progressing and what they need help with. | SLT SLT | 2018-2019 |