Newton Primary
And
Nursery Class
Standards and Quality Report
Session 2013 – 2014
1. Purpose
The report on the Standards and Quality at Newton Primary and Nursery Class is to provide factual information about the quality of the learning and teaching, the planned learning experiences and the impact of these on pupils' progress and attainment during the period August 2013 to June 2014. The report will outline the strengths of the school as well as areas for improvement and how these are linked to school improvement planning.

2. Background Information
Newton Primary is a non-denominational school situated in the north side of Ayr. The majority of children live in close proximity to the school and the school is therefore very much a focal point of the local community. Pupils are drawn from a fairly narrow catchment area which includes a mix of local authority housing, homeless accommodation, private rentals and private housing. Only around 60% of catchment children attend Newton with a large number of parents opting to enrol at nearby schools in Prestwick.

The current school role is around 140. This session there were 7 placing requests in and 42 placing requests out. There is a Nursery class which is consistently full with 17 pupils in the morning and 17 in the afternoon. Our school role has reduced in recent years as families move to new and refurbished houses in other areas and can fluctuate considerably during the session due to the temporary nature of the local housing. It is an area of high deprivation and the FME is currently 62.5 which is well above the authority average of 25.34% and the national average of 19.6%

The school is 30 years old and was built to replace a 1940s traditional red sandstone two-storey building. The new school is open plan with a capacity for around 300. The building itself is in reasonable condition though the Perspex windows are unappealing and there continue to be difficulties opening and closing the windows. Inside the school is bright and welcoming though some areas are still in need of refurbishment e.g. Infant toilets and staffroom.
The security of the playground continues to be an issue and this has been raised repeatedly in recent years. The current 3ft high fence does not deter local people from using the playground as a short cut to a nearby bus-stop and underpass. A number of people walk their dogs on the grassy area of the playground and there is an on-going problem with dog fouling. A recent assessment was made of the perimeter fence and costing was completed for a new 6ft wire fence. The proposal was rejected and instead some gaps in the existing fence around the car park exit and entry are to be filled at a much reduced cost.

On a brighter note, funding has been given for a 6ft wire fence around the Nursery play area and this will make a huge difference to potential outdoor learning experiences for our younger children.

We recognise that the open plan learning environment has great potential for developing learning areas and collaborative activities, particularly in P1-3 but for a small minority of children in the P4-7 area, this makes learning much more of a challenge and has necessitated some flexible use of space and staff to ensure maximum learning opportunities for all pupils.

At present there are 7 mainstream classes and 2 Nurture classes. Composite classes are in place at P2, P3, P5, P6 and P7.

Our staffing complement includes the Head Teacher, a Depute Head Teacher, a Principal Teacher, 5.9 permanent staff members, 2 temporary Nurture staff, 1 temporary staff and 2 probationers. The school is supported by 1.4 clerical assistants, 5 school assistants and a janitor. One of the temporary posts is an Additional class size teacher which allows the school to keep class sizes in P1-2 to a maximum of 18. The Nursery is staffed with 1 teacher and 1 full time Nursery Nurse.

We have had 1fte Support for Learning Teacher from our Cluster ASN allocation and we have benefited from input from a music specialist once a week, Home Link, Care and Learning and Intensive Support.
3. Vision, Values and Aims

Our Vision

Newton Primary School’s vision is to provide a safe, nurturing and respectful environment which enables each pupil to achieve their full potential.

Our Values

<table>
<thead>
<tr>
<th>Trust</th>
<th>Achievement</th>
<th>Respect</th>
<th>Honesty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility</td>
<td>Co-operation</td>
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</tbody>
</table>

Our Aims

- To make learning interesting, useful and challenging so pupils want to learn
- To ensure that children are motivated to make every effort to reach their learning goals with the support and commitment of the whole school community - pupils, parents, staff and friends
  - For children to have self-respect, respect for others and respect for property
  - For staff to work together as a team to create an environment where everyone feels safe, cared for and respected
- To encourage open and honest communication between parents, pupils and staff.
4. How evidence has been gathered for the School Improvement Plan

The Head teacher, Depute Head teacher and Principal teacher as part of a rigorous planned monitoring calendar, have reviewed teacher’s long, medium and short term plans, scrutinised samples of children’s work and undertaken a range of visits to classes to support class teachers in taking forward new initiatives, evaluate learning and teaching and monitor pace and progress of pupils. Visits have included pupil focus groups.

Questionnaires for parents and pupils have also been used to ascertain stakeholders’ views on the success of school improvements, school ethos and quality of learning and teaching. For example, pupils were recently consulted on breakfast club, the roll out of RRSA and PE sessions. At different points during the session, staff reviewed new initiatives such as the Working Memory programme and resources such as new online resources Bug Club and Wordsmith. There have been opportunities for staff to work with colleagues to evaluate their practice in reading approaches, Mental Maths, Learning Logs, assessment and peer visiting.

The Head teacher also monitors the results of standardised tests in P1, P3, P5 and P7 in reading and maths. These results give us a year on year picture of pupil progress, identify the 20% of children with the lowest scores and allow us to match focused support for learning to pupil needs. We have developed an attainment overview which will be included in professional dialogue with staff and as such will inform groupings, help ascertain levels of challenge and support and compare CfE levels with CEM/PIPs results and SIMD/FME data.

We continue to develop a shared understanding of self-evaluation and how it can contribute to evidence of improvement. We have clarified our procedures through a school self-evaluation strategy and Quality Assurance policy. We used these procedures in our School Improvement Plan audit and in planned self-evaluation sessions which constitute part of our collegiate activities.
5. What outcomes has the school achieved? (QIs 1.1 - 1.2)

**CEM Assessments**

<table>
<thead>
<tr>
<th>School Name</th>
<th>Newton PS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary 1</strong></td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td>Reading</td>
</tr>
<tr>
<td>67% scored ≥40 **</td>
<td>62.5% scored ≥40 **</td>
</tr>
<tr>
<td>0% scored ≥60 (highest 16% nationally)</td>
<td>0% scored ≥60 (highest 16% nationally)</td>
</tr>
<tr>
<td>0% scored ≥70 (highest 2% nationally)</td>
<td>0% scored ≥70 (highest 2% nationally)</td>
</tr>
<tr>
<td><strong>Primary 3</strong></td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td>Reading</td>
</tr>
<tr>
<td>92% scored ≥85 **</td>
<td>83% scored ≥85 **</td>
</tr>
<tr>
<td>8% scored ≥115 (highest 16% nationally)</td>
<td>13% scored ≥115 (highest 16% nationally)</td>
</tr>
<tr>
<td>0% scored ≥130 (highest 2% nationally)</td>
<td>4% scored ≥130 (highest 2% nationally)</td>
</tr>
<tr>
<td><strong>Primary 5</strong></td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td>Reading</td>
</tr>
<tr>
<td>91% scored ≥85 **</td>
<td>91% scored ≥85 **</td>
</tr>
<tr>
<td>9% scored ≥115 (highest 16% nationally)</td>
<td>27% scored ≥115 (highest 16% nationally)</td>
</tr>
<tr>
<td>0% scored ≥130 (highest 2% nationally)</td>
<td>9% scored ≥130 (highest 2% nationally)</td>
</tr>
<tr>
<td><strong>Primary 7</strong></td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td>Reading</td>
</tr>
<tr>
<td>33% scored ≥85 **</td>
<td>55% scored ≥85 **</td>
</tr>
<tr>
<td>0% scored ≥115 (highest 16% nationally)</td>
<td>1% scored ≥115 (highest 16% nationally)</td>
</tr>
<tr>
<td>0% scored ≥130 (highest 2% nationally)</td>
<td>0% scored ≥130 (highest 2% nationally)</td>
</tr>
</tbody>
</table>
**CEM Standards and Quality Statement**

**Reading**
In P1, the majority of pupils assessed in reading achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P3, most pupils assessed in reading achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P5, almost all pupils assessed in reading achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P7, the majority assessed in reading achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

**Mathematics**
In P1, the majority of pupils assessed in mathematics achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P3, almost all pupils assessed in mathematics achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P5, almost all pupils assessed in mathematics achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P7, less than half pupils assessed in mathematics achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

<table>
<thead>
<tr>
<th></th>
<th>2011/2012</th>
<th>2012/2013</th>
<th>2013/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Mathematics</td>
<td>Reading</td>
</tr>
<tr>
<td>P1</td>
<td>93%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>P3</td>
<td>73%</td>
<td>86%</td>
<td>71%</td>
</tr>
<tr>
<td>P5</td>
<td>71%</td>
<td>48%</td>
<td>69%</td>
</tr>
<tr>
<td>P7</td>
<td>47%</td>
<td>24%</td>
<td>43%</td>
</tr>
</tbody>
</table>

**CEM assessments - % achieving levels expected or higher than expected for their age**
### CfE Reporting

<table>
<thead>
<tr>
<th></th>
<th>Language</th>
<th>Mathematics</th>
<th>HWB</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Level</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>65%</td>
<td>90%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>First Level</strong></td>
<td>20%</td>
<td>5%</td>
<td>51%</td>
</tr>
<tr>
<td><strong>Second Level</strong></td>
<td>26%</td>
<td>21%</td>
<td>45%</td>
</tr>
</tbody>
</table>

% achieving levels expected or higher than expected for their age

**Language** - Overall the majority of (65%) pupils achieved Curriculum for Excellence levels in Language which were in line with or higher than levels expected for their age. This represents an increase in the levels achieved from last year where less than half achieved expected levels (54%).

**Mathematics** - Overall the majority of (65%) pupils achieved Curriculum for Excellence levels in Mathematics which were in line with or higher than levels expected for their age. This is an increase compared with levels achieved from last year where less than half achieved expected levels (57%).

**Health and Well-being (HWB)** - Overall most (79%) pupils achieved Curriculum for Excellence levels in Health and Well-being which were in line with or higher than levels expected for their age. This represents an increase achieved from levels achieved last year (62%).

#### Definitions

<table>
<thead>
<tr>
<th></th>
<th>Almost all</th>
<th>Most</th>
<th>The majority</th>
<th>Less than half</th>
<th>Few</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 90%</td>
<td>75% – 90%</td>
<td>50% - 74%</td>
<td>15% - 49%</td>
<td>Up to 15%</td>
<td></td>
</tr>
</tbody>
</table>
**Impact of the Improvement Plan**

Very good progress was made in meeting the targets of our Improvement Plan

<table>
<thead>
<tr>
<th>Priority</th>
<th>Progress in meeting targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>To embed methodologies for effective teaching and learning in writing</td>
<td>Target met</td>
</tr>
<tr>
<td>To develop a consistent approach for the teaching of imaginative writing</td>
<td>Target met</td>
</tr>
<tr>
<td>To develop a consistent approach to the assessment of reading</td>
<td>Target met</td>
</tr>
<tr>
<td>To develop a structured approach to the teaching of reading</td>
<td>Target met</td>
</tr>
<tr>
<td>To develop strategies which deliver high levels of numeracy skills</td>
<td>Target met</td>
</tr>
<tr>
<td>To develop assessment pathways which ensure quality</td>
<td>Some progress made</td>
</tr>
<tr>
<td>To develop knowledge and understanding of using the design principles in maths planning</td>
<td>Not taken forward</td>
</tr>
<tr>
<td>To continue to implement the RRSA from Nursery to P7</td>
<td>Target met</td>
</tr>
<tr>
<td>To develop the Clan System in consultation with children and led by children</td>
<td>Not taken forward</td>
</tr>
<tr>
<td>Behaviour policy to be reviewed</td>
<td>Not taken forward</td>
</tr>
<tr>
<td>Circle Time reviewed across the school and programme and policy developed</td>
<td>Target met</td>
</tr>
<tr>
<td>Develop consultation of STINT and support strategies with all stakeholders</td>
<td>Target met</td>
</tr>
<tr>
<td>Develop CPD opportunities for support staff</td>
<td>Target met</td>
</tr>
<tr>
<td>Develop DFS practice relating to working memory strategies</td>
<td>Target met</td>
</tr>
<tr>
<td>Raise Awareness of Complaints Procedure</td>
<td>Target met</td>
</tr>
<tr>
<td>Develop the use of technologies as an active learning tool</td>
<td>Target met</td>
</tr>
<tr>
<td>Develop progressive programme of technologies</td>
<td>Target met</td>
</tr>
<tr>
<td>Provide a range of experiences in Science and Technology to increase pupil awareness</td>
<td>Almost completed - will be developed next session with new planners</td>
</tr>
<tr>
<td>Enhance staff knowledge and confidence in ICT and technology through peer support</td>
<td>Some progress made - will be revisited next session</td>
</tr>
<tr>
<td>Develop an ethos of collegiality and peer support</td>
<td>Target met</td>
</tr>
<tr>
<td>Develop and implement a self-evaluation strategy</td>
<td>Target met</td>
</tr>
</tbody>
</table>
Maths
This session the focus has been on pace and progression. Monitoring of long, medium and short term planning, classroom observation and tracking dialogue have ensured that in most classes, pupils have progressed at an appropriately aspirational pace. Some improvements in individual performance were noted in CEM data and we are hopeful that these improvements will again be evident in the next round of CEMs. Continued challenges remain for August 2014 with a high staff turnover as new staff take time to get to know the children and new programmes of study.

A new skills based consistent approach to Mental Maths has resulted in improved learning and teaching. There is evidence of this in classroom monitoring feedback, teacher evaluations of learning and CEMs data. Staff have been encouraged to use a variety of resources to meet the CfE outcomes. As part of the authority Service Plan, this will continue to be closely monitored in the new session.

Children are being encouraged to logically solve problems through an integrated approach, experiential learning and across the curriculum.

Childrens motivation in Maths has improved across the school and staff are beginning to show higher expectations through improved standards of planning, teaching, assessment and recording.

CfE overview helped in focussing on outcomes and experiences and staff are more confident in this through short term planning. The working party have devised new planners which incorporate a variety of resources.

In-depth tracking has helped deliver higher levels of numeracy skills based on a shared understanding of children progress and a focus on high quality teaching and expectations. AifL principles are effectively being delivered in most classes and some teachers have excellent assessment processes in place.

Literacy
This session we have been working to embed the good practice in writing which was developed last year as part of the school improvement plan. With so many staff changes time was spent supporting new staff with planning and implementing lessons in line with school policy. Staff members are confidently using the success criteria developed for functional writing and this has ensured we have a consistent approach taking into account progression. This session we engaged in moderation activities to create a progression guide for imaginative writing from P1-P7. This has facilitated discussion of our expectations of imaginative writing and focus for teaching at the
range of stages within school. The VCOP progression guide and up-levelling progression planners are being used consistently to ensure pupils are appropriately challenged and teachers have a clear understanding of development of skills in this area.

This session we have developed teacher guidelines for the “Foundations of Writing” and “Drawing Programme” which is used for the development of writing from Primary 1. Current Primary 1 teachers have had CPD in the approach and have developed the programme to suit the needs of their pupils. They have shared their knowledge and experience with colleagues who have implemented the programme to meet the needs of pupils with specific literacy difficulties.

Following the purchase of new digital licences we have updated grammar planners for P5-7 which match the content of the resource to the skills progression. We have also developed a record to track the resources used and support transition throughout stages of school. A new handwriting planner has been developed for second level which shows skills progression across second level. The new planners and programmes provide a coherent framework which ensures appropriate development and progression of skills in all aspects of writing.

In reading, assessments linked to reading scheme have been developed at Early and 1st level. These have contributed to a much faster pace in reading and have been used by staff to ensure appropriate grouping for each pupil. Commercial reading resources have been purchased as assessment tools for specific literacy skills for example comprehension and CPD was provided on the development of literacy assessment activities including the use of NARS.

All staff attended a CPD session on the teaching of reading and the implementation of an agreed set of reading strategies to teach decoding strategies across the school. Assessment statements for measuring pupil progress in decoding text were added to the reading policy. There has been a noticeable impact on motivation and progress of less able readers. Teachers at 1st and 2nd levels are more confident in providing appropriately differentiated programmes for pupils. A bank of resources and activities to support teaching of comprehension from infant to upper is in place.

We have continued to develop the use of higher order questioning. A commercial resource ‘Blooms Buttons’ is being used consistently by all staff both to question and to encourage children to create questions. Children are showing greater understanding of the different levels of questioning and are becoming more confident in identifying specific types of question.
As a result of the developments in reading, the school reading policy has again been reviewed and will be implemented with new staff next session.

Health and Well-Being

The pace of implementation of RRSA has been slower than anticipated because of other priorities within the school however it continues to be a focus of our Health and Well Being programme. At the start of the session it was agreed not to take forward the accreditation process because of the prohibitive costs and as a result there was a slowing down of the process. When authority funding for this project was released, the initial plans were revisited and a steering group was formed, made up of P4-P7 pupils. Meetings have taken place and these will be continued next session. The steering group have had many ideas for taking RRSA forward and have led this through discussion with pupils, highlighting at assembly, presenting information. We have achieved our level of Commitment which is the first phase of the RRSA.

There are high expectations from all teaching staff who have implemented the classroom charters which have been reviewed termly. Support staff have worked closely with DHT and steering group to produce the playground charter. Both are linked to articles from the CRC.

Whilst there have been some opportunities for global citizenship through IDL and assembly towards pupils becoming more responsible citizens, this is the biggest area for improvement next session.

Positive ethos and higher expectations from all staff show improvements and this will revisited next session. Children rights will be embedded in the school’s planning, policies, practice and ethos and again this will be delivered to all new staff in August.

Whilst there is improved behaviour and relationships there is still further work to be done. Children and young people have become more engaged in discussing, planning and reviewing their own learning and we would hope most children will feel valued as a result of being more involved in decision making and having ownership of their learning.

Development of the clan system has been challenging. Children have been placed in clans through family and this means there is an imbalance of infant and upper. This makes it difficult when planning clan events and needs further development. Children continue to have the opportunity to lead and be totally involved in the management of this but there has been a lack of interest in maintaining this.
All pupils across the school have a record of wider achievement and as a result there should be more focus on the personal achievement of all children in school and out.

In line with the CRC, behaviour policy will be reviewed in consultation with all stakeholders but this will need to be carried forward to next session.

Circle time has been reviewed across the school and a programme and policy has been developed across levels by a working group. CfE outcomes that are not presently covered will be. As a result experiences for learners in Health and Wellbeing are delivered more effectively from Nursery to P7 and there is greater consistency of approach.

ICT

Last session staff identified a need to re-visit the ICT programme looking at progression across levels and developing moderated secure statements to support assessment and tracking through A Curriculum for Excellence levels. A set of plans for early to second level were developed. Staff also felt that further CPD for staff was needed, to develop teacher skills in ICT and the use of ICT resources in teaching and learning. As a result of this we carried out an ICT skills audit, matched to the ICT programme with all teachers. The results of the audit were compiled and CPD sessions to tackle the common areas of development were planned as part of the CAT programme. The school invested in a range of digital resources and licenses to support learning. This included the use of Sumdog and BugClub as core resources for maths and literacy. Teachers are consistently using these resources as part of the maths and literacy work programmes to develop independent learning skills and provide purposeful, engaging learning activities for pupils. The response from both pupils and staff has been very positive. In term 3 we purchased additional BugClub licences to support upper school pupils. As a result of the BugClub resource, pupils are engaging in reading for enjoyment and those pupils with literacy difficulties are well supported to become readers.

This session we invested in a set of Promethean Learner Response Units which link with the Interactive Whiteboard System for a fully interactive and digital teaching tool. The Learner Response Units can be used as an engaging and supportive tool for learning and teaching as well as an excellent assessment resource. Staff CPD was planned as part of the CAT programme and all staff received three training sessions on what the units are, how they can be used to enhance teaching and learning and how to create flipcharts for their use. The Principal Teacher worked alongside staff, in a team teaching role, to develop their skills and confidence and support them as they introduced the technology to classes. Pupils are embracing the technology and have been very motivated by the units and fully engaged
in learning. As part of the STEM focus in term 3, parents were invited to a demonstration workshop. The units were very well received by parents.

**Quality Assurance**

Tracking of pupil progress has continued to take place in Terms 2, and 4 and there is evidence from planning, CEMS results, staff feedback and learners' views of an increase in pace and more awareness of progression. The format of the tracking remains as a focused professional dialogue between SMT and class teacher with emphasis on progress in Experiences and Outcomes and pupil success in achieving targets. The session includes discussion on how the design principles are evidenced in classroom practice. A revised format of medium term planning includes identification of experiences and outcomes to be assessed in maths, literacy and health and well being and provides a closer link with daily/weekly assessment of skills. Information from assessments is evaluated and used to identify gaps and plan next steps. An electronic recording format is in place for assessment data for all curricular areas.

The Quality Assurance Policy has been implemented and reviewed with staff in May 2014. Changes were made to the classroom monitoring format which now includes HGIOS level 5 illustrations as a benchmark of good practice.

**How well has the school met the needs of its stakeholders? QIs 2.1 - 4.2**

We are an inclusive school and work hard to improve attendance and exclusion. Attendance monitoring systems are in place and ensure that parents are informed monthly of poor attendance and lateness levels. Where attendance is a problem, we work with individual parents to put strategies in place to address any difficulties they or their children are experiencing. Occasionally this can mean involving other agencies such as Home link. Attendance this session is 91%, lower than last year's 93%. However, a chicken pox outbreak has had an impact on attendance in the last month. This session we have had 16 exclusions remaining the same as the previous year.

Reducing exclusions will be a priority next session and we will continue to implement flexible learning programmes and wider achievement to maintain motivation and engagement of older boys. An 'Awards for All' bid has been submitted to fund a series of outdoor learning sessions aimed at improving resilience and relationships.
Wider Achievement

During the session, children have been involved in a variety of activities to promote wider achievement. In November, all classes are involved in a Scottish culture week which culminates in a lively Scots language assembly. In January we celebrated Burns with Open afternoons for parents in P1-3 and P4-7 and a celebration assembly of Scottish song and poetry and P6/7 visited the Burns Centre. This session our educational trips have had a focus on STEM with visits to the Science Centre and Culzean Castle outdoor education service. P2 and P2/3 visited the chocolate factory in Dumfries. P3 undertook a series of educational visits relating to their 'Farm to Fork' topic including Ayr Mart, Dobbies Garden Centre, Tesco and Sandyford Farm.

This session the focus of Active Schools has been on raising awareness of the Commonwealth Games with opening and closing ceremonies in September and June. The school organised a Commonwealth week where each class chose a country to study. The week culminated in a whole school assembly and a Commonwealth sports afternoon.

There continues to be a focus on children's fitness levels and fitness testing was carried out in August and June. A P4 fitness challenge took place in November. The Active Schools team has provided a range of opportunities for children across the school including athletics, football, rugby, bowling, archery and golf. Lyndsey, our Active Schools Co-ordinator set up after school clubs for multi sports and girls' football. Children have had opportunities to take part in gymnastics, netball and golf festivals competing with pupils from cluster schools. P6/7 had 4 sessions of Junior Coaching Academy training to enable them to organise sports activities for younger pupils.

The school has a mixed football team, run by Ross Clark a youth worker at newton and Wallacetown Church. They have taken part in local tournaments and played friendlies with other local schools. Unfortunately their success rate is low but they remain positive and highly motivated.

Pupils in P5 and P6 have enjoyed a weekly singing session with Tracey Nelson. She supported us in sending a choir to the South Ayrshire music festival in March and the Cluster 'Big Sing' in Ayr Town Hall in June. As well as weekly violin lessons with Mrs Galbraith, the P6 class have continued with brass tuition led by

P5/6 took part in Scottish Opera's production of 'MacAbbra's' Opera. The class worked with Scottish Opera singers and pupils from other schools to rehearse for the final performance in Ayr Town Hall. This was an amazing opportunity for our children and increased their confidence in performing to a large audience. P5/6 were also invited to participate in 'Roots of Empathy' a project run by CLD which
allowed children to follow the development of a baby and study the relationship and interaction between mother and child. Kara, our CLD worker, introduced Monica and baby Kai and the class were able to watch Kai grow and develop over a period of 9 months. The children learned how to look after a baby, what babies need and how Monica showed Kai love and affection. The programme is currently being evaluated and it is hoped that there will be an increase in pupils’ empathy.

**Consultation and Communication**

Communication and consultation with children takes place in a number of ways. Older children are involved in the Pupil Council and a range of responsibility groups. Pupils meet regularly with their staff ‘mentor’ to identify positives, air concerns and put forward suggestions for improvements. The tooth-brushing monitors meet regularly with Childsmile representatives to talk about dental health figures and the uptake of children in tooth-brushing and are able to understand the importance of good routines. This session, their suggestion of having toothbrushing during class time at a point of the day suitable to each teacher has meant that we now have 100% uptake. The library group have been busy this session with a successful Library Week in October which had a theme of ‘Where the Wild Things Are’ and a ‘Pirate’ theme for displays and activities in Term 4. Pupils from P3-7 are involved in both RRS and DFS steering groups and have had significant input into the direction of these initiatives as well. The members of the Bully Busting Group felt that they needed a change of image and to reflect a more positive approach to playground behaviour have renamed themselves ‘Playground Pals’.

All pupils are given opportunities to be actively involved in consultation and decision making within their classes. P7 has a weekly class forum which allows all children to have a say in pertinent issues. This session pupils’ opinions had an impact on how Support for Learning was timetabled and organised in their class as they indicated a preference for in class support rather than withdrawal. Younger children use Talking and Thinking Floorbooks and class Learning Logs to record their learning and identify next steps. These encourage children to talk about their learning and are a valuable way of developing the skills needed for effective self and peer assessment. They give children ownership of their learning and provide a record of children’s interests, knowledge and understanding. Older children use mind-mapping, place mats and brain-storming to give class teachers a basis for developing dialogue about learning. The use of Learning Logs has been developed this session with CPD input for staff and a sharing practice session in May. Target setting formats have been added to encourage pupils to describe their targets and evaluate their progress towards them. Learning Logs are monitored each term by SMT to ensure consistency and effectiveness. Staff have evaluated their use and have identified possible developments for next session.
Learners also have opportunities to give their views and opinions in pupil focus groups during classroom monitoring visits. The annual pupil survey indicated Reward time activities continue to be organised by P7s and allow children a number of choices. All classes have weekly homework programmes from which children have core tasks and choice tasks. This continues to have a positive impact on the completion rate.

We communicate with parents in a variety of ways. Regular newsletters are sent home – sometimes merely giving information about upcoming dates and school events and sometimes showcasing news from each class. We use texts to communicate absences and any changes to normal routines. This session we have used texting to inform parents of events in school and have noted a considerable increase in attendance. Parents' views and suggestions are always sought following an event which involves them. Post-it notes after class Open Afternoons suggested that parents liked the 'drop-in' arrangement rather than set times.

**Working with Parents/Participation/Attendance/Parent Questionnaire**

Parental attendance at Parents Nights is good. In October attendance was 92% and in May it was 80%. During parents' evenings, parents whose children have additional support needs are given separate appointments with the Pupil Support Co-ordinator. Each term classes invite parents in to take part in organised activities based on current themes or topics. In January parents joined us to celebrate Burns. They took part in Scottish singing, Scottish country dancing, a re-enactment of the piping in of the haggis, a buffet of Scottish foods and a dramatization of Tam O'Shanter. In April there was a STEM focus and parents watched some experiments with electrical circuits, saw pupils designing and hoping to fly an aeroplane, tried out new technology including Learner Response Units and helped children plant vegetables to take home and grow. Parents are invited to attend whole school assemblies and can see presentations by each class on a theme such as Inclusion. In December we had a wonderful parent turnout at a school showcase. Each class presented, using song, music and drama, an era of history. Nursery and Primary 1 also performed nativity plays for parents.

Parental involvement in helping to improve the school continued to be a challenge. Weekly drop-in sessions were offered at the beginning of the session. These were very informal and designed to allow parents to look at resources, videos etc and ask questions. However, they were on the whole, poorly attended. Recently, a small number of parents have approached the school with a view to setting up a parent council. The first meeting has taken place and office bearers have been chosen. Their first venture was to have a tea/coffee stall at the school sports day. Further meetings this term will focus on fund raising opportunities for the new session.
Community Working and Partner Agencies

We continue to engage and access the many different agencies that operate within our area for the benefit of all. We have continued to work closely with the Social Work Department attending a range of multi-agency meetings so that all information on children and families is shared and all agencies are working from the same plan. We have links with voluntary organisations such as Barnardos, Children's Advocacy and Women's Aid as well as local churches with youth programmes. This session Steve, the youth worker from Riverside has worked each week with a group of boys in challenge activities to develop skills and interests out with our mainstream curriculum. Ross from Newton and Wallacetown Church run our football team as well as an exciting lunchtime club called Reload for P6 and P7 pupils.

Next session, we will continue to look at alternative proposals for the high tariff and challenging pupils within upper school. We hope to be able to offer an alternative package, combining school resources with other local authority resources as well as appropriate external resources to put together a creative approach to teaching and learning for a key group of pupils.

Staff PRD and opportunities for CPD and team working

In August we carried out PRD for all staff. Since the new PRD paperwork was not available, we used a format close to what we thought would be required. The process involved a staff self-evaluation section followed by professional dialogue with SMT and the identification of two targets for the year. Staff were able to work towards their targets using the peer visiting programme and available CPD.

Staff have taken advantage of authority CPD opportunities throughout the year. This has included........

Staff are encouraged to take on leadership roles across the school. Examples of this are:

- Leading and taking part in the steering group for the Silver Dyslexia Friendly Schools Award and RRSA
- Leading a 'sharing practice' discussion for example the Nursery teacher shared the active approach to maths in the Nursery, the P7 teacher shared her practice in the use of Learning Logs
- Leading pupil responsibility groups such as the garden group, the choir, library group, homework club
- Taking responsibility for the production of nativity plays, Burns celebrations
• Taking responsibility for new initiatives e.g. STEM, DFS, improvement of school grounds
  • Organising 'Bikeability' training
  • Organising charity fund raising events such as Macmillan Coffee Morning

Next session we will continue to look for opportunities for our stakeholders to be involved in the life of the school.

**Working with other schools, voluntary, charitable and commercial organisations**

We continue to work with other schools in Ayr Academy cluster. This session our focus has been on the cluster initiative to develop learning statements for significant aspects of each curricular area. Staff from each of the cluster schools formed a group to work on all aspects of literacy developing learning statements for each stage of nursery, primary and secondary. In the coming session, we will each pilot the material in our schools.

During our STEM week, a number of our children benefitted from science lessons in Ayr Academy science labs. We also work closely with the Academy ASN department to facilitate enhanced transitions for vulnerable pupils.

Recently Newton has joined other schools in the area, including Dalmilling, Braehead, St John's and Grammar to form a 'cluster' with similar challenges. The focus of the group is to address the barriers to learning associated with high levels of deprivation. We have carried out an audit of our current practice, identifying areas where there is greatest need. We have been involved in the authority VSE and held a discussion session with HMIe to ensure effectiveness. Next session we will be looking at sharing good practice and moderation in early literacy.

We have close links with the local community group. They have funded after school clubs and buses for trips. The school has been involved in preparations for the community gala in June. They have worked on our behalf to secure funding for the repair of the MUGA surface which has deteriorated badly during the extremely wet winter. There are plans for the group to provide markings for multi games rather than just football.

Links with local churches remain strong and we continue to benefit from involvement of youth workers in many aspects of school life. Recently we have made contact with another local church which has hosted an after school activity club for us. Though numbers have
remained low, it has been successful for those who have attended. During discussions with church leaders we have identified other areas of need within the school and look forward to increased involvement within the school next session.

In order to provide a range of opportunities for wider achievement, we use local commercial organisations such as FIB theatre, Dansarena, Dobbie’s Garden Centre and Tesco Supermarket.

**How good is the education we provide? QIs 5.1 - 5.9**

The school has a very welcoming environment. The ethos is positive and supportive. Pupils are proud of their school and most pupils behave in friendly and polite manner. We strive to make best use of our space and have spent time organising resources to ensure that staff time is not wasted in retrieval of materials and that focus remains on effective learning and teaching. We make good use of specific learning areas such as the gym hall, the GP room, ICT suite, art base and Nurture rooms. Staff are encouraged to provide experiences which are challenging, involve personalisation and choice, progression, depth, coherence and relevance. Throughout the Nursery and School, our pupils are actively involved in their own learning and development. Active and Cooperative learning and teaching approaches are evident. Assessment is for learning strategies have been discussed again this session and are evident in all classes. Formative and summative assessment approaches continue to be part of everyday practice. Staff ensure that tasks, activities and experiences match the needs of groups and individuals. Classroom displays are stimulating and reflect children’s learning and the value placed on children’s work.

The observed class visits and professional dialogue with staff alongside monitoring of pupil work and teacher planning has allowed SMT to carefully track the learning experiences planned and implemented for the pupils and ensure high standards are in place across the school. Staff confidence in knowing, understanding and using the experiences and outcomes has increased this session as they become embedded in all aspects of school planning and quality assurance. Within all classes, including the nursery, pupils have opportunities to experience the curriculum in its widest sense with a range and breadth of learning experiences. Pupil tracking is in place from nursery to P7 and will be further developed in 2014-2015. Staff have begun to engage in moderation activities throughout the year. This is an area for further development within session 2014-2015.
There is an extended transition programme for children moving into Primary 1 allowing children to experience the classroom setting over 6 weeks as well as an opportunity for parent and child to have lunch in the school dining hall. Transition paperwork has been revised to ensure maximum information is passed on from P7 - S1. An enhanced transition programme is in place with Ayr Academy for identified vulnerable pupils. It includes visits to Ayr Academy as part of a transition group and with a parent. The PT Pupil Support at Ayr Academy attended transition JST meetings for all enhanced pupils.

**Meeting the needs of all learners**

Newton has a high number of children with additional support needs. We focus on promoting an inclusive ethos within the school by taking positive and proactive steps to ensure that barriers to learning are identified and addressed effectively. We have rigorous systems for identifying, recording and monitoring additional needs.

We have continued to hold staged intervention parent meetings on parent’s evening. This is relatively well supported with many parents attending appointments with both class teacher and pupil support staff. This has facilitated the involvement of parents in the setting and evaluating of targets. Staged Intervention targets are written and evaluated jointly by class teacher and supporting teachers, ensuring that all teachers involved have a clear idea of targets and strategies. Nurture targets are included on staged intervention paperwork allowing closer liaison and tracking between different learning settings. In upper classes pupils are involved in evaluating targets through the use of their learning log. This will continue to be developed throughout the school next session as part of school target setting systems. Each term the support staff calendar includes sessions for each class to discuss staged intervention targets. This ensures that all support staff have the opportunity to contribute to evaluation of targets and understand the strategies in place for specific pupils.

We have:

- Developed early identification tools such as a Starting School Questionnaire which ensures a smoother transition as school have more information on a new pupils’ medical history and their developmental milestones. This allows for closer matching of support to pupil needs.

- Class profiles, reviewed as part of STINT meetings, are available to SMT as a quick reference tool to give individual information on development needs, supports in place, pastoral information, involvement from other professionals and any legal frameworks in place.
• Created a Parent Contact Log to record discussion and liaison with parents regarding any additional support concerns. This is a quick reference tool for SMT and Pupil Support Teacher to track consultation with parents about stage intervention and additional support concerns.

• Developed JST paperwork structured around SHANNARI and My World Triangle to link directly with GIRFEC CAP forms. This feeds directly into Child’s Assessment and Plan reports and is part of the My World Triangle assessment.

• Been working towards our DFS Gold Award. This has included the roll out of a pilot project on working memory. The pupil support team developed an intervention plan for each year group. This has been rolled out across the school and includes pre and post intervention assessments. Early evaluations are positive. The pupil support team have collated a triangulation of evidence to produce a comprehensive evaluation report including baseline assessments, impact assessments and staff evaluations.

• More able children are identified through attainment data and tracking meeting discussions include classroom strategies for challenge. Staged intervention paperwork has been opened for several children identified as more able to support planning and monitoring of their progress. There are termly meetings with SMT and the pupil support coordinator to track progress and discuss appropriate resources and strategies to meet learner’s needs.

• This session we restructured the PST timetable to include a combination of focussed group working as well as a more collaborative/team teaching model to allow for flexibility in meeting learners’ needs and sharing of practice. The PST timetable has been reviewed regularly to ensure we are responding to needs identified through tracking meetings and attainment analysis.

This session has seen the development of nurture groups led by the Psychological Services team. This has included self-evaluation of nurture groups, setting up of a nurture network and training for nurture staff. As part of our school evaluation the referral and planning processes were reviewed. Individual Action Plans were implemented to plan strategies and activities to meet the needs of individual pupils and evaluate progress. The nurture policy was reviewed to reflect changes in procedure and practice. Staff used “How Nurturing is Our School” to evaluate current practice and identify development needs. Further development of nurture principles is needed next session due to significant changes in staffing and the focus will be on developing nurture practice in every class and the stages of social and emotional development.

The following existing practice of assessment and evaluation ensures that Nurture has continued impact for pupils:
Boxall profiles and the Strengths and Difficulties Questionnaire are used three times a session to identify areas of emotional and social need and to measure improvement at the end of a focussed intervention.

Emotional literacy checklists are available as an assessment tool for specific pupils to identify specific emotional needs.

FME and SMID data is used as part of the tracking and assessment process.

There is a high level of consultation between PT pupil support, Nurture staff and class teachers including timetabled ASN liaison sessions.

Impact for pupils during this session:

A number of children across the school have benefitted from focussed periods of emotional and social development through inclusion in our 3 nurture groups.

There is a significant decrease in behaviour difficulties across the school and there have been no exclusions in P1 - 5.

Older, disengaged pupils have benefitted hugely from an alternative curriculum within the Nurture provision supported by pupil support teacher.

Nurture groups as part of the support package for a number of pupils has had a positive impact on the whole school community. Classrooms have a calm working ethos which is more suitable for learning.

Pupils attending nurture are benefitting from a team approach where there are positive models of social interaction provided by the adults.

There has been a greater focus on learning and teaching within classrooms. Classes are more focussed and engaged in learning experiences. Teachers are able to take greater account of pace and progression rather than having to focus on classroom organisation and management.
Arrangements for Care and Welfare

All staff are involved in the pastoral care arrangements for children. Each teacher has had responsibility for recording pertinent information on children. Support staff also have input into a ‘Concerns’ folder. All information is collated by admin staff and added to individual chronologies. There is an attendance alert system in place for a high number of vulnerable children. Chronologies are more focussed on key events after staff attended training this session.

We have close links with Social Work and Health and work hard to ensure that all relevant information is shared. The school is represented at almost all multi agency meetings, Core Group planning meetings, CP meetings and Children’s Hearings. Minutes are taken at meetings and disseminated to class teachers and other members of management. Support staff are given information at weekly Support staff meetings. We have regular contact with our school nurse and Health Visitors linked to local surgeries.

Care and Welfare information is discussed at class profile meetings and forms part of the end of year transition information.

The school Clan System encourages a feeling of belonging. Families are allocated to the same Clan. Clan events and end of term rewards are very popular with children and during a consultation exercise with pupils, many of the suggestions related to increasing Clan competitions.

Self Evaluation

There is a commitment to self evaluation within the school. There is a detailed calendar for monitoring and evaluating the work of the school which is shared with staff. Forward plans are monitored by SMT and feedback is given. Observation visits are made to classrooms and have a clear focus on learning and teaching and now include pupil focus groups and monitoring of pupil work as part of the evaluation process. Next session we will look to streamline the process in anticipation of changes to the configuration of SMT and to take account of the “Tackling Bureaucracy” report.

This session we developed the peer visiting programme to in response to the introduction of the professional update and as part of the focus on self-evaluation. Teaching staff set focussed targets/areas of development linked to their PRD and partner with a colleague who is invited in for a short time to observe and note agreed evidence of impact of change in practice. Staff have been keeping a development file and evaluated individually and collectively to help shape development of peer visit programme for next session. Staff
evaluations continue to be positive. Staff members have noted that the development of the programme has increased professional dialogue and sharing of practice.

Evaluation of learning has developed in collaboration with class teachers. Each term the teachers evaluate the medium term plans reflecting on the learning over the term. This informs next steps for learning the following term and is discussed at tracking meetings.

**How good was the management of the school? QIs 6.1 – 8.4**

Good leadership is essential at all levels with a vision for the outcomes of change. Leadership at Newton Primary is based on a vision of mutual respect, collegiality and a focus on improving learners' experiences. The new Senior Management Team, consisting of the Head teacher, the Depute Headteacher and the Principal teacher is well established and we aim to foster an ethos of teamwork and collegiality in the school. School assistants work very well together and play an important role in the care, learning and wellbeing of all children. Clerical staff are very experienced and highly efficient in the administrative procedures of the school.

The Management Team has a vision of improvement in place through the school improvement plan. This was developed in consultation with stakeholders. Self-evaluation processes to audit the work of the school and nursery are in place linked to HGIOS and CAC2. Tighter processes linked to monitoring and tracking pupil progress are in place and will be further develop next session.

Policies within Newton are reviewed and developed as part of improvement planning with staff and come about only as a result of changes in thinking or practice. This session policies in writing, reading, DFS and quality assurance have been implemented. We have also reviewed policies for Nurture and Assessment.

We continue to have a high turnover of staff and this session the number of temporary staff was at its highest ever. We have temporary staff to cover a class size post, a deprivation post and 2 maternity leaves, as well as having 2 probationers. The early years was staffed almost entirely with unknown staff. This made the first few months very difficult in terms of familiarising staff with policies, resources and pupil information. All of the staff who have returned from maternity leave have opted for flexible working which means that a number of our classes will have job share teachers.

PRD was carried out early in the session as planned. In discussion with SMT, staff identified 2 targets which they would work towards through a combination of authority and in-house CPD and peer visiting. A CPD Action Plan was drawn up by SMT and a range of in-house
CPD was implemented including ICT strategies and resources, teaching reading and assessment. A number of staff accessed courses as part of their personal CPD time including, music, early language difficulties, Quality PE and outdoor learning.

The Senior Management Team has managed budgets effectively in order to resource the priorities within the school improvement plan. Staff have been involved in purchasing new online literacy resources such as Bug Club and Wordsmith as well as resources to develop specific skills such as Comprehension Boxes. The school library has been developed this session and is now an attractive and purposeful learning resource. We allocated funding to science resources to link with the STEM programme and provided experiential science activities through Generation Science. We continue to subsidise trips with the focus this session being on visits to the Science Centre and the outdoor environments of Rozelle, Culzean castle and Dolphin House.

How good was the leadership of the school? QIs 9.1 – 9.4

The experienced SMT provides a clear direction for the school and has high expectations of all staff and pupils. As a team we have a clear, strategic overview of the school and know the strengths and areas for development within the school and continue to support and challenge staff in their practice leading to better outcomes for children. Staff are consultative and willingly seek advice or discuss learning with members of the management team.

Remits and responsibilities are reviewed each year and take into account teaching commitments. The Principal Teacher models good practice in learning and teaching in her classroom practice and has worked closely with staff in implementing new ICT resources and strategies.

Throughout the session, staff regularly self-evaluate their practice to improve learning and teaching for pupils. There is a developing ethos of collegiality within Newton. Staff are supportive of the management team and of one another. They work well together within levels and regularly share good practice and ideas both informally and at staff and departmental meetings. Staff have been open to change and taken on board new initiatives willingly. The Senior Management Team ensure that a culture of leadership at all levels continues to be developed, with various members of staff leading on key areas such as outdoor learning, DFS, Sumdog challenges, Circle Time and maths.
This session we continued to focus on learning and teaching as the key to school improvement and raised attainment. We ensured that learning was the central focus of our improvement plan, and that improvement priorities were linked to classroom practice for example in the teaching of reading and imaginative writing. Resources were well targeted to our improvement planning. Staff and pupils have had opportunities to comment on progress and impact of initiatives throughout the year.

**What is the school’s capacity for improvement?**

Overall, the capacity to improve has been demonstrated through our actions and outcomes within our School Improvement Plan where very good progress has been made. Improvements have been made through an improved ethos of collegiate working to improve the learning experiences for our pupils. Some initiatives started this session will continue to be developed in the new School Improvement Plan for example a focus on science in the new session will develop the work started with STEM this session. Our School Improvement Priorities set a clear path for future development. The areas for development in session 2013-14 are as follows:

- Continue to embed effective teaching and learning approaches to raise attainment in Numeracy and Literacy throughout the school
- Develop engagement with parents as partners in their child’s learning through a new Parent Council
- Implement Cluster literacy, maths and science
- Develop whole school nurturing approaches
- Develop Outdoor Learning from Nursery to P7
- Continue to develop partnership working and sharing of practice among staff
- Continue to implement Rights Respecting Schools programme
- Implement 1+2 language learning in line with local and national guidelines