

Standards and Quality

2022/23



**Newtonmore Primary School, Main Street, NEWTONMORE
PH20 1DN**

HIGHLAND COUNCIL |

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we are progressing towards achieving these positive outcomes and changes.

Our School

Newtonmore Primary Schools was clustered with Gergask Primary School in August 2021. The schools form part of the Kingussie High School ASG. During school session 2021/22, Gergask Primary School had a school role of 6 pupils and Newtonmore Primary School had a school role of 137 pupils. Gaelic Medium Education is offered at Newtonmore Primary. Attendance at both schools was heavily impacted by Covid during the second and thirds terms in particular, with high levels of staff and pupil absence. At the start of school session 22/23, Gergask Primary School was moth-balled. The two remaining pupils enrolled at Newtonmore Primary School.

Our School Vision, Values and Aims

Our vision for Newtonmore Primary School is to be a place where all pupils and staff, through relevant learning and teaching, can develop their individual talents and strengths in a fun, challenging and supportive environment, empowering them to engage with the wider world, making effective contributions to society.

The things we value for our school are:

Pupils who engage, achieve and enjoy. **Staff** who nurture, motivate and challenge.
Parents who stimulate, encourage and participate. **A community** which involves, facilitates and supports.

At Newtonmore Primary School, we aim to:

Listen to and value others equally;

Provide a safe and welcoming environment where children experience a wide range of learning opportunities;

Support and challenge all individuals to be the best they can be.

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

the number of children in the classes; learning different topics; playground toys/loose parts; we have good PE equipment; staggered lunches; the new extension is nice;

Golden rules and free time on Fridays; Assemblies; going to the Wildwood for outdoor learning; opportunity to learn Gaelic; good selection of reading books; people being

helpful and kind; learning is fun; problems get sorted out with the help of the teachers

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

Better bathrooms - upgrade the P4-7 toilets; more clubs like soccer sevens/cross country/art; starting up pupil committees again; re-introduce Buddies; better recycling; opening the snack bar again; more science; more playground toys for older children; more mixing of classes; additions to the playground equipment, monkey bars, goal nets, go-carts, balance beams and a football pitch.

Our Improvement Journey Headlines Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

Improvement Project 1:

Primary focus: School and ELC improvement

Year of Project: 1

Purpose: *recovery from Covid 19 impact – health and wellbeing*

Progress and impact:

Post Covid, we continued to support the children through the use of various programmes to support their emotional wellbeing – Relax Kids in P1-4 pupils, Bounceback in P5-7 pupils. The Covid Recovery teacher was utilised in class allowing the class teacher to support individuals/small groups of pupils in their learning and thus inform PSAs of further interventions which could be carried out to support pupils.

As part of improvements to the school building, we created a sensory space which children could access to help regulate behaviour or if they required a 'time-out' from class. This space has been well utilised, and we continue to increase the resources in this room as and when we see a need for them. We have found that having created this space, we have had less instances of disruptive behaviour and children are better able to self-regulate their behaviour.

Staff (ELC and school) used a school based SHANARRI tracking system to track pupil wellbeing on a termly basis. This highlighted any areas for concern and any necessary interventions which we felt needed to be implemented to support pupils. Working in conjunction with the School Practise Lead, programmes were put in place to support children.

We had an increased focus on Vision Values and Aims and personal qualities in virtual assemblies. This reinforced the school VVA and children were more aware of their part in ensuring we had a happy school community.

We increased opportunities for outdoor learning for all classes through the use of our outdoor classroom, improvements to playing field and playground spaces. Children also had access to wild/natural satellite sites. Although this was hampered by the bad weather and storm damage at one of the sites, risk assessment will be undertaken for 22/23 to allow this site to be accessed again. Children responded very positively in the outdoor setting and for some pupils, for whom the classroom setting is stifling, they achieved greater success and were more engaged in their learning.

Transition opportunities were enhanced to support pupils who required additional days/exposure to their new classes/school. This reassured children and made the transition process smoother.

Next steps:

Children to use SHANARRI indicators for personal wellbeing

Create sensory space in ELC

Revisit school VVA to make the language more pupil friendly.

Improvement Project 2:

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: *recovery from Covid 19 impact – recovery of learning, teaching and assessment*

Progress and impact:

We developed a play-based approach in the infant classes. Literacy and numeracy were still taught discreetly but afternoons were dedicated to planned play opportunities for pupils. This has been a great success. We will continue to evaluate our practise and make adjustments as necessary. *Floor-book planning in ELC and P1/2 is responsive to pupil interactions.*

A new format for pupil profiles was trialled in the P1/2 class. These show a clear progression of learning. They were very well received by parents who commented very positively on the clear learning progression. They were very time onerous for CTs and through parent and staff feedback, we will evaluate the pupil profiles and make any necessary adjustments. Unfortunately, we were unable to have face-to-face parent meetings regarding pupil learning but on-line sessions were very well attended.

Children completed weekly learning logs to reflect on learning. Reflections were linked to the four capacities and children are becoming more familiar with these terms.

PSAs were timetabled to offer support to targeted small groups of children. Due to Covid absences (both pupil and staff) these did not fully start until Term 4 but their impact was immediate.

Numeracy and literacy resources were purchased for the outdoor classroom and these enabled CTs to plan for learning experiences in the outdoors.

Next steps:

Continue with PSA support timetable to support interventions

Adjustments made to P1/2 profiles and rolled out in GM P1/2

Audit P3-P7 pupil profiles and share termly with parents

Hybrid model of parents' evening meeting with face-to-face and on-line options being offered to parents

Continue with Talk for Writing across the school

Improvement Project 3:

Primary focus: Performance Information

Year of Project: 1

Purpose: *recovery from Covid 19 impact – attainment in session 2021/22*

Progress and impact:

Teachers used a variety of formative and summative assessments in class to establish baselines to inform planning and teaching. Medium term (block planners) were used across the school. *Emerging literacy trackers used in the infant classes*

Weekly learning reflections were completed by pupils in learning logs related to the four capacities. This has prompted the pupils to reflect meaningfully on their learning and highlight possible next steps.

Pupil achievements (both within school and wider) were celebrated in weekly assemblies and displayed within the school.

CTs completed termly tracking of pupil progress and this was shared with SMT. This highlighted pupils who were not achieving at the expected standard and additional support through PSA small group interventions were put in place. *Form 1s were used to support pupils.*

SOFA (Scottish Online Formative Assessments) were purchased to assess pupils in P5 and P6 in literacy and numeracy and inform next steps.

SNSA data has improved across all assessed curricular areas and stages

Next steps:

Moderation at ASG level to ensure consistency in ACEL data
 Creation of ASG moderation shared drive with exemplars of pupil work showing progression through the levels in writing
 Use of writing rubric to assist teacher judgement
 Education Scotland moderation training for CTs

GME Project:

Primary focus: School and ELC improvement

Year of Project: 1

Purpose: Pupils to feel equally confident in the use of both languages and to be given opportunities in a full range of contexts to use Gaelic within and out-with the school

Progress and impact:

This was hampered due to Covid restrictions where we were unable to engage with the community or have visitors into school. The children were able to participate in a hybrid Music Festival with aspects recorded on-line and some in person. The pupils also participated in an online Gaelic ceilidh with other GME schools.

An out-reach drama worker used drama as an opportunity to reinforce and extend Gaelic vocabulary which we feel has been impacted negatively by the periods of lockdown.

Gaelic signage throughout the school is bilingual and Gaelic speaking staff converse to children in Gaelic at every opportunity.

Concerns that no visiting staff (CCR, Covid Recovery) speak any Gaelic and this particularly impacts on infant class in immersion phase.

Good links between ELC and infant teachers to support transition.

Parents have been encouraged to use Gaelic4parents website as a support (particularly for reading).

Next steps:

Continue to provide opportunities for the children to be actively involved in Gaelic activities both within and out-with school.

Re-establish contact with local care home.

Reintroduce Gaelic speaking volunteers to the school.

Use of e-sgoil to support learning in GM classes.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
<p style="text-align: center;">1.3</p> <p>Leadership of Change</p>	<p>Good</p>
<p style="text-align: center;">2.3</p> <p>Learning, teaching and assessment</p>	<p>Good</p>
<p style="text-align: center;">3.1</p> <p>Ensuring wellbeing, equality and inclusion</p>	<p>Very good</p>
<p style="text-align: center;">3.2</p> <p>Raising attainment and achievement</p>	<p>Good</p>

Our children and young people believe we have made the following progress this session:

Theme 1 Very good
Our relationships

Theme 2 Good
Our learning and teaching

Theme 3 Very good
Our school and community

Theme 4 Very good
Our health and wellbeing

Theme 5 Very good
Our successes and achievements

Our overall evaluation of our **school'** capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

(Add further comment if required)

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website **ADD LINK** or by contacting the school office.