



STANDARDS AND QUALITY REPORT
SESSION 2022-23

NEWTON PARK PRIMARY SCHOOL
HIGHLAND COUNCIL | SEAFORTH AVENUE, WICK, CAITHNESS, KW1 5LT

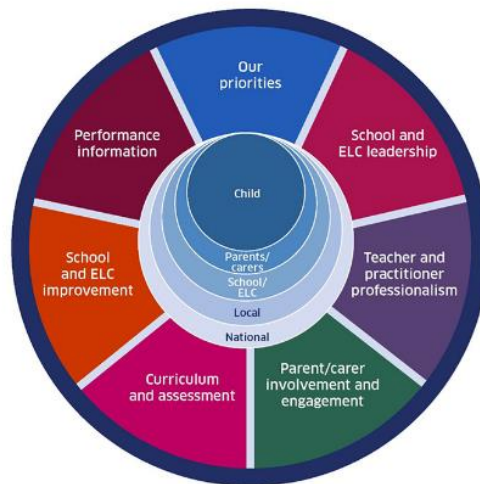
Introduction: Local and National Context

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

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. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

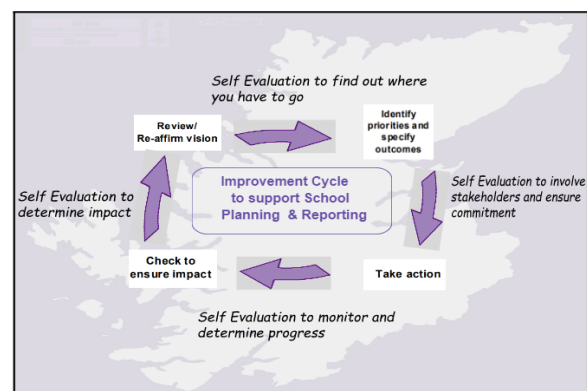
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for 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 to shape our improvement journey.

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



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

MRS L HARPER

Head Teacher

NEWTON PARK PRIMARY SCHOOL

School Profile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance 95%	Average Class Size 25.2	Meeting PE Target Target Met
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Pupil Numbers 302	Teacher Numbers 16	Pupil Teacher Ratio 19.3
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		P1 11.9%	P2 10.6%	P3 15.2%	P4 14.6%	P5 15.9%	P6 15.9%	P7 15.9%
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SIMD Q1¹ 40-50%	SIMD Q2 10-20%	SIMD Q3 10-20%	SIMD Q4 20-30%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 20-30%	No ASN 70-80%	FSM³ 20-30%	No FSM 70-80%	EAL⁴ 0-10%	No EAL 90+%
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2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Majority

We have had no exclusions this year.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

At Newton Park, we don't just dream it, we achieve it!

At Newton Park we aim to:

- create a warm and welcoming atmosphere where children feel included and respected.
- encourage all children to aim for excellence in everything they do.
- make learning fun, active and challenging so every child has the confidence to achieve their best.
- encourage independence, responsibility and active participation in both school life and that of the wider community.
- value everyone's qualities while promoting and maintaining the highest expectations of attitude and attendance.
- equip all learners with the skills for learning, life and work.

Review of progress for session

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

School Priority:

Improving Wellbeing through Relationships, Equalities & Rights Respecting Schools

Purpose:

We are working to become a Rights Respecting School – aiming to achieve our Silver Award over the course of the year. The children will become more aware of their rights and how this impacts on them and their community. Project will encompass Digital Learning, Equalities and Inclusion, School Ethos and Relationships.

Progress:

Progress in this area has been clear – we have placed the human rights and needs of every child and young person at the centre.

Health and Wellbeing is core to the values in our school, supporting children to have the best possible start in life.

Impact:

- ✓ Pupils have an increased knowledge and understanding of the UNCRC and how it impacts on their life.
- ✓ Staff know and understand the protected characteristics and have an understanding of direct and indirect discrimination.
- ✓ Progress towards Silver Award has been made – we will be assessed in September 2023, when we hope to have achieved our Silver Awarded.
- ✓ Regular meetings have supported the ongoing work in RRS and engagement across the school community.
- ✓ Class and playground charters have been created across the school.
- ✓ Assemblies have shared key learning with all children and young people.
- ✓ Very good progress was made in this area.

Next steps:

Review vision, values and aims to ensure the language is reflective of our RRS principles. Use Session 23-24 to embed and consolidate all the RRS developments from this session, before embarking on our Gold Award in Session 24-25.

School Priority:

Improved Literacy for all, with a specific focus on Writing / ELC moving on with Words Up

Purpose:

The aim of this project was to create a coherent and progressive literacy programme across our school, from ELC to P7 and beyond. The result should be to improve Teaching and Learning within literacy, improving outcomes for our learners. The focus was on writing with the aim of increasing attainment in Writing across the school.

Progress:

We strived to improve attainment, particularly in literacy; specific focus on writing.

Our aim was to ensure the highest quality of learning and teaching for each every learner.

Impact:

- ✓ Writing training for staff provided clear learning framework to support all pupils across the school; high rate of staff attendance at training.
- ✓ Clear progression for 9 genres of writing – clearly states the learning at each level.
- ✓ Plan for sharing of writing training across staff.
- ✓ Creation of new planning sheets – clear planning for learning.
- ✓ Improved attainment – Data shows more children in P1, P4 and P7 are achieving the appropriate level.
- ✓ Very positive SNSA results across P1, 4 &
- ✓ Very good progress was made in this area.

Next steps:

Sharing of writing with wider school community / new staff – what writing looks like in Newton Park.

Peer support to ensure all staff are confident with writing plans / teaching and learning.

Clear expectations on staff – planning / teaching / assessment.

We need to be aware of / plan for differentiation within all stages of the writing process (feedback from CLO / Ed Scot Visit).

Moderation of writing – we need to moderate both within our school and wider schools to ensure achievement of a level / develop confidence of what writing looks like within a level.

Purpose:

The aim of this priority is to moderate across the school to develop confidence of teacher judgement for achievement of a level. Through co-planning lessons, teaching should improve through sharing of best practice and discussion around effective use of resources. Gaps in numeracy learning should be identified for all pupils and interventions created to reduce gaps and provide a solid numeracy learning base for all pupils.

Progress:

We strived to improve attainment, particularly in numeracy. Our attainment in numeracy in P1, 4 & 7 increased by 9%.

We ensured the highest quality of learning and teaching for each every learner and raised attainment and achievement for all, especially for those children from disadvantaged circumstances.

Closer statistics between our SNSA results and our teacher judgement scores – having positive impact on the attainment in our school.

ELC numeracy group identified key resources and learning for children in their setting; linked directly to Early Level Numeracy Benchmarks.

Impact:

- ✓ The school has developed a positive culture of learning – using each other’s learning to build on own learning.
- ✓ Use of sentence stems supports pupils to identify learning and link to Learning Intentions / Success Criteria.
- ✓ Pupils able to ‘talk’ about their learning and identify where their strengths are and identify next steps.
- ✓ Co-planning lesson study lessons – clear outcomes and processes identified for effective learning and teaching.
- ✓ P7 SNSA results showed 47% of children in Bands 8-9; 53% in top Bands 10-11 and no children in the lowest Bands 6-7.
- ✓ Very good progress was made in this area.

Next steps:

The wider school community has identified an area of the Improvement Plan – where they would like to support learning through more targeted homework. Next steps is to link this to our Numeracy developments and provide numeracy support packs for home learning.

Identify the next curricular area for our Lesson Study approach – link to Improvement Plan for Session 23-24.

Progress and impact of Pupil Equity Fund

The PEF funding that we receive continues to have a hugely positive impact on Literacy, Numeracy and Health & Wellbeing. Our Family Link Worker, Moira Sinclair, is funded through PEF, providing continuous support for our pupils and their families, through her nurturing approach. She carries out check-ins for pupils and provides breakfast for a targeted group of pupils. She works closely with our Partners, including Social Work and KLICS for young carers, to ensure a co-ordinated approach for our families. This extends to partnerships in the community, including being provided with fruit to ensure no child goes hungry at break time.

We are also fortunate to be able to use our PEF funding to employ additional Pupil Support Assistants (PSA's) to be part of our school team. They provide 1:1 and group support for targeted numeracy and literacy work across the school.

We have secured PEF funding for the next 3 years and will continue to use this to fund our Family Link Worker and our PSA's. They are key to the success of Newton Park as we strive to support the pupils and families in our school community.

Wider achievements

Links established with Local Food Bank and ongoing work to support this established.

A clear plan for Wider Learning, including Charity Days, allowed the school to support:

- Children in Need – Raising and donating £450
- Comic Relief – Raising and donating £382
- Mellow Yellow Day – opened up discussion across the school about Mental Health
- EP shared a 'sign of the week' which was shared with families and across the school.

Good opportunities for wider learning opportunities taken across all stages of the school:

- P7 pupils who worked on Lego League Challenge – won the Core Values Trophy.
- Invited speakers in to talk to the children about Klics on Young Carers Action Day.
- Burns Ceilidh held, with all classes pairing up to do a traditional Scottish dance.
- Christmas activities, where P1 held a Coffee Morning for families and Carol singing; P2-4 invited families in to share their Christmas shows; P5-7 ran the Generation Game as a Christmas Family Event.
- Go Lead programme established in school, supported by Sports Co-ordinator (Good link with HLH).

Newton Park were acknowledged in the Scottish Mathematical Council – Journal 52, for work carried out through our Lesson Study on Subtraction and Negative numbers. Mr Cormack was invited to speak at the Scottish Mathematical Council event in Stirling, along with Sarah Leakey.

Primary 4 were invited to be 'speakers' on recorded videos for Wick Voices at Wick Heritage Centre. Their voices will be heard by all the visitors to the Centre.

Comments from learners, families, stakeholders and staff

We have an extremely active **Parent Council** who support run events throughout the year:

- ✓ Halloween Party
- ✓ Christmas Discos
- ✓ Bunny Drive
- ✓ Christmas Fundraiser – personalised Christmas cards and gifts from a local company

During Open Sessions, the Pupil Council set up stations to gather the views and opinions of our school families. A Jamboard was created to record all the comments; key comments were:

- ✓ The school seems like a really happy place and the teachers are kind and care about the children.
- ✓ Nursery staff work hard as a team.
- ✓ Excellent communication with parents – especially through Dojo.

Areas for development from the family perspective:

- Homework – personalised targets shared more with home for children to work on.
- Better outdoor toys / resources.
- Opportunity for individual parent appointments, not just open sessions.

The strong **Pupil Voice** gave very clear positives and next steps for the school – through their suggestion box, Pupil Council meetings and Rights Respecting School Group:

- ✓ There had been an issue with the food in the dinner hall but following the Pupil Council meeting with the kitchen staff, children feel this has improved.
- ✓ Good teamwork in the classes and the children get on well – in the playground and in school.
- ✓ Infant lunch is quieter and more enjoyable.
- ✓ Pupils are responsible.
- ✓ Senior Fun 31 rich tasks are going well, and everyone has a choice; good mixing across the classes.
- ✓ RRS have done a lot of assemblies and have shared a lot. Showcases at assembly are also good.
- ✓ Like Right of the week – learn more about the articles and our rights.
- ✓ Pupil Council sharing boards are going well – lots of things to look at and new things always on it.
- ✓ Staff are fair and helpful.
- ✓ Buddies work well – good to be including the Nursery, ready for them starting P1.
- ✓ Staff help us learn and are good at keeping us safe. We see the same PSA's and have good relationships with them.

There are things we would like to see:

- Sharing football nets outside – the big ones.
- Better playground equipment – footballs.
- More gym time.
- More variety of books – particularly to get books about sport.
- More activities with Noss and other schools.
- Playground rota for playground areas for P1-4.
- More flowers for wildlife area. Get bug hotel and look after the wildlife area better.

The **Staff** felt that this year:

- ✓ There has been more opportunity for Pupil Voice – planned in calendar.
- ✓ Positive attitude of pupils across the school to want to learn.
- ✓ Health and Wellbeing targets are being met – Blue Room / Snug / The Den / wellbeing webs.
- ✓ The fruit bowls situated across the school allow all children to have snack at break time – readily available and for anyone.
- ✓ Fun 31 is working well and links well to the rights being established.
- ✓ Assembly showcases are a fantastic way to share the learning across the school.

They felt that the following were areas for developments:

- Re-visit token system used a break and lunch times.
- Look at how to improve and utilise the outdoor spaces more.
- Re-visit the aims and vision for the school to better reflect the vision we now have.
- Ensure high quality feedback / peer assessment is used effectively.
- Recognise and celebrate pupil achievements out with school on a wider school level.

Capacity for continuous improvement

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY	SECONDARY
QI 1.3 Leadership of change	Very good	Good	Choose an item.
QI 2.3 Learning, teaching and assessment	Good	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Very good	Very good	Choose an item.

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

- *Revisiting the school's vision and aims – new cohort of stakeholders since these were written / school has moved on since the first year the schools merged. Need to be more reflective of RSS.*
- *Improving attainment with a particular focus on writing – Year 2 of our improvement plan.*
- *Reviewing homework – this was a target that has arisen from the parent / carers feedback.*
- *Pupil Profiling – updating this to be electronic rather than paper profiles.*
- *IDL / HWB – review of the curriculum to ensure this reflects current priorities.*

Planning ahead

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://newtonparkprimary.wordpress.com/> or by contacting the school office:

NewtonPark.Primary@highland.gov.uk or 01955 609702.