

2022/2023



NEWTONMORE PRIMARY SCHOOL
HIGHLAND COUNCIL | MAIN STREET, NEWTONMORE PH20 1DN

Introduction: Local and National Context

Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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.

Sarah Fraser
Head Teacher
Newtonmore Primary School

School Profile

Pròifil na Sgoile

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 91.1%	Average Class Size 19.2	Meeting PE Target Target Met
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Pupil Numbers 115	Teacher Numbers 7	Pupil Teacher Ratio 15.8
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N3 XX%	N4 XX%	P1 15.7%	P2 17.4%	P3 13.9%	P4 11.3%	P5 12.2%	P6 10.4%	P7 19.1%
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SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q2 80-90%	SIMD Q3 10-20%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 40-50%	No ASN 50-60%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 0-10%	No EAL 90+%
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2021/22 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading Most	Writing Majority	Listening and talking Most	Numeracy Most
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Gaelic Medium 2021/22 Proportions of pupils achieving Curriculum for Excellence Levels (C1, P4, P7 combined):

Gaelic reading All	Gaelic writing All	Gaelic listening and talking All
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The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

Newtonmore Primary School is located in a **rural setting** serving the local communities of Dalwhinnie, Laggan and Newtonmore in Badenoch and Strathspey.

There are 116 children attending the school and 23 children in nursery, ranging from **N3 - P7**. There are four English Medium classes and two Gaelic Medium classes taught in multi-stage classes. There is an English and a Gaelic nursery for 3 and 4 year olds.

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

The headteacher has overall leadership responsibility for NEWTONMORE Primary School and GERGASK Primary School (until it was moth-balled in September 2023). During Term 4, the Head Teacher has a 0.5 teaching commitment to cover staff maternity leave. The headteacher is supported by a principal teacher.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Majority of children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Good progress	Good progress	Very good progress	Very good progress

Gaelic Medium (delete if not relevant):

Gaelic reading	Gaelic writing	Gaelic listening and talking
Good progress	Good progress	Good progress

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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.

Updated school session 21/22

Review of progress for session

Together we are **MORE** – Nurture, Partnership, Success

Ath-sgrùdadh air adhartas airson an t-seisein

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:

Moderation (ASG)

Purpose:

To improve consistency in teacher judgements across the ASG and to build confidence in awarding achievement of a level. We also hope to work towards rebuilding ASG collaborative approaches and relationships post Covid. In the long term we hope to create a sustainable approach to moderation.

Impact:

- ✓ ASG moderation of **writing** as part of INSET. Staff brought exemplars of writing at early, first, second and third levels
 - ✓ Shared drive set up for all ASG staff with exemplars of writing through a level showing consolidating, developing, secure
 - ✓ Introduction of writing rubric to all staff
 - ✓ Moderation activity using rubrics
 - ✓ Staff moderated using ACEL judgements

 - ✓ Training from Education Scotland

 - ✓ ASG moderation of **reading** as part of Feb INSET.
 - ✓ One member of staff from each school fed back what reading looks like in their school

 - ✓ Introduction to School Reading Accreditation

 - ✓ Introduction to Epic 8 (comprehension strategies)

 - ✓ Moderation of pupil profiles
- ✓ INSET facilitated the opportunity for staff to see the progression of writing across the three levels
 - ✓ Staff can access at any time evidence of moderation to support them in planning and assessment

 - ✓ Staff have clear guidelines on how to assess writing within and at a level. Increased staff confidence in assessing writing and more confident around borderline children

 - ✓ Training was inadequate and staff were further on on moderation journey and cycle

 - ✓ Teachers across the ASG shared approaches to reading to further inform their own practice and share good practice

 - ✓ Staff are aware of the significant role of reading for pleasure

 - ✓ Staff awareness of the importance of the teaching of comprehension strategies

 - ✓ Creation of staff termly overview to ensure consistency in pupil profiles

Purpose:**To increase stakeholder engagement in school after Covid impact**

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| <ul style="list-style-type: none"> ✓ Pupil groups formed for leadership opportunities – House Captains (leading monthly Rights Respecting assemblies and monthly House Meetings), Pupil Council, Eco Committee, Digital Leaders ✓ Pupil Council to lead on charities involvement throughout the year ✓ Pupil Council ran a Healthy Snack tuck shop at morning breaks ✓ Digital leaders supported in roll out of Chromebooks ✓ Eco Committee took responsibility for organising gardening project ✓ Termly Parent Council meetings ✓ Further increased parental engagements through parent meetings, profile sharing, attendance at school events such as Christmas Concert, Enterprise Market ✓ Links to our curriculum partners were re-established and new link | <p>Impact:</p> <ul style="list-style-type: none"> ✓ Pupils are given opportunities in having a say in what goes on in the life of the school ✓ Pupil voice is represented in the life and ethos of the school ✓ Promotion of leadership skills ✓ Money was raised to support Children in Need, MFR Cash for Kids ✓ Promotion of healthy snack choices for all pupils ✓ Children used leadership skills and knowledge to support other pupils and organising of Chromebooks ✓ Children are aware of the provenance of their food and food sources ✓ The playground is a more welcoming and attractive space for the children to play in ✓ Funding opportunity through Coop dividend scheme which allowed them to purchase new equipment for outdoors ✓ Parents are more involved in the life of the school. They are more informed about their children's learning through parents' evenings and profiling. Opportunities are given to parents to share in the showcasing of children's learning. ✓ Outreach Drama worker to support delivery of drama curriculum across all stages ✓ Bikeability training with all P5/6 pupils to ensure children travel safely to school ✓ Spey Fisheries Board linked to science curriculum in P5/6 ✓ ASG choir performed at local events e.g. Camanachd Cup Final, Shinty Memories and Badenoch Heritage Festival ✓ Academy9 links to opportunities to learn about career pathways, ecology and sustainability – P5 Gateway Event
P6 – Roadshow event
P7 – Sustainable roads of the future ✓ GME pupils perform at the Inverness Provincial Mod |
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Purpose:

To continue recovery of literacy across the school

Impact:

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| <ul style="list-style-type: none"> ✓ Review of literacy progressions and Talk for Writing
Use of writing rubric to assess writing on a termly basis
Moderation of writing with stage partner | <ul style="list-style-type: none"> ✓ Implementation of updated literacy progression. Have adapted first and second level approaches to Talk for Writing ✓ Consistent approach to assessing writing linked to the benchmarks. Teacher confidence has increased. ACEL data is robust. ✓ Staff agreement on writing standards within the school. |
| <ul style="list-style-type: none"> ✓ Termly discussions re attainment in relation to Literacy and Numeracy and tracking of attainment | <ul style="list-style-type: none"> ✓ Creation of staff termly overviews to assist with planning so that all staff are aware of the expectations and timeframes in which to complete |
| <ul style="list-style-type: none"> ✓ SOFA assessments P2, P4, P5 and P6 ✓ NSA P1, P4 and P7 pupils ✓ MCNG for GME pupils | <ul style="list-style-type: none"> ✓ Teachers use assessment information for planning and next steps. Staff know where children are in their learning and attainment is tracked over time |
| <ul style="list-style-type: none"> ✓ PEF CT (0.1) PSA to support interventions for literacy and numeracy | <ul style="list-style-type: none"> ✓ Children have increased their attainment and the gap is narrowing |
| <ul style="list-style-type: none"> ✓ Peer and SMT literacy and numeracy observations | <ul style="list-style-type: none"> ✓ Improve pedagogy and further develop quality of teaching and learning by identifying next steps. |

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF CT – 30 days of PEF CT across the school year. Pupils were targeted after data tracking meetings for additional support in literacy (phonics, spelling, reading) and numeracy

PEF PSA – 11.5 hours per week of additional PSA. Pupils identified who needed additional support in literacy and numeracy and support programmes were delivered by the PSA.

47% of PEF pupils made improvements in literacy and/or numeracy.

25% of other targeted pupils made improvements in literacy and/or numeracy.

37% of PEF pupils are achieving the national average or beyond in maths

32% of targeted pupil are achieving the national average or beyond in maths

25% of PEF pupils are achieving the national average or beyond in reading

Together we are **MORE** – Nurture, Partnership, Success

50% of targeted pupil are achieving the national average or beyond in reading

25% of PEF pupils are achieving the national average or beyond in writing

50% of targeted pupil are achieving the national average or beyond in writing

Wider achievements

Coileanaidhean nas fharsainghe

Participation in Highland Schools swimming competitions

1st place at Royal National Mod in traditional solo competition

The Road Kings – final of Academy9 Sustainable Roads for the Future

Wild Escape Project with P7

Bikeability training completed by all P6 & P7 pupils

Involved in Year of Stories project

Participation in McRobert Cup

Individual successes in squash and dressage

Shinty Competitions

£3,356,08 raised for playground improvements through Coop Community Fund

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

What we do well

Pupils

- Working together - learning - fun lessons - a mix of hard things and fun things
- Being able to sit beside anyone at lunchtime
- Playground improvements more organised and looking better
- the school is a bright, colourful place - open areas where can work plenty of resources
- being with your friends
- able to work in quiet areas
- school is bright and colourful
- school trips - Alltnacriche (P7) skiing
- Enterprise Day
- garden space where we do planting
- Fruit tuck shop
- suggestion box where we can make suggestions for changes
- teachers are funny and kind the adults listen and look after you
- pupils look out for each other
- after school clubs – Chess Club, shinty, football, knitting
- trips - Alltnacriche (P7) local trips, end of term trip

Stakeholders

- We have had a longstanding partnership with NPS, beginning in 2015. The school staff, pupils and management, have always been welcoming, hospitable and communicative. Management are quick to respond to requests for information and dates, allowing us to get the maximum benefit from the events we deliver with the school. NPS has also helped with piloting resources, featured in

promotional videos, and fed back to us on how events have been received. It's brilliant to have such a positive relationship with NPS and we look forward to continuing this going forward

- communicate well with partner agencies where a need is recognised and cannot be met by the school environment alone. School take on board agencies advice and carry it out well, seeking further assistance/review when required.
- NPS is a very friendly school where I felt welcomed by all the staff I met and worked with.
- NPS - Headteacher and Gaelic teacher timetabled and accommodated my workshops to the best of their capabilities, freeing up the hall most times to allow an expansive and energetic workshops.
- NPS provides a very positive and vibrant educational environment.
- Newtonmore Primary School is an amazing school, with amazing dedicated, supportive staff. It's success and popularity is resulting in its growth, with more children joining the school.
- Badenoch Shinty Memories Group would like to note the schools wonderful sporting and social interaction with the group and its undertakings in the village and wider community. This has been a special feature which is enjoyed across the age divide and truly appreciated by all concerned. Doubtless there are also educational advantages from this special relationship which is hoped will continue.

What we could do better

Pupils

- P7s helping with Free time in other classes
- more visits to the Wildwood
- P1-4 able to sit anywhere at lunch
- more help needed to manage arguments as it is not always possible to sort it out yourselves
- More house meetings because Pupil Council have too many suggestions to deal with.
- More gardening and outdoor learning.
- More after/before school clubs.
- Chromebooks - P4&5 to have their own
- free school lunches for P6&7 pupils

Stakeholders

- Nothing specific, I'm looking forward to continue this partnership moving forward.

Capacity for continuous improvement

Comas airson leasachadh leantainneach

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
QI 1.3 Leadership of change	Very good	Good
QI 2.3 Learning, teaching and assessment	Very good	Good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good

QI 3.2

Raising attainment and achievement/Securing children's progress

Very good

Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Moderation - Numeracy

Continued recovery of Literacy and Numeracy

Health & Wellbeing

Planning ahead

A' planadh air adhart

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](#) or by contacting the school office