



NEWTONMORE PRIMARY SCHOOL AITHISG INBHEAN IS CÀILEACHD

2023-2024

NEWTONMORE PRIMARY SCHOOL



TOGETHER WE ARE MORE - MORE LEARNING, MORE TEAMWORK, MORE KINDNESS

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%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. 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.

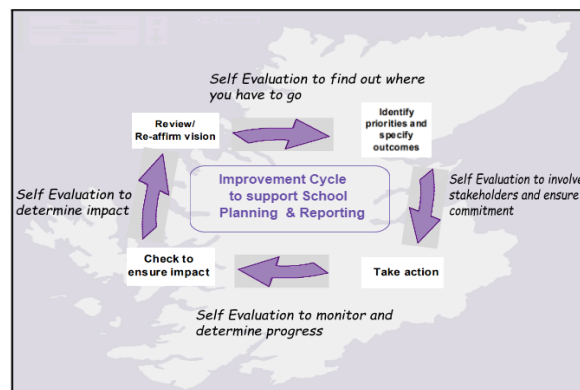
Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Sarah Fraser
Head Teacher
School



School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.parentzone.scot.nhs.uk/). 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 89.8%		Average Class Size 23		Meeting PE Target Target Met				
Pupil Numbers (inc nursery) 115 (+21 nursery)		Teacher Numbers 6		Pupil Teacher Ratio 19.8				
N3 14	N4 7	P1 12	P2 18	P3 21	P4 19	P5 17	P6 15	P7 13
SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 80-90%	SIMD Q4 10-20%	SIMD Q5 0-10%	Unknow0-10%			
ASN² 50-60%	No ASN 40-50%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 0-10%	No EAL 90+%			

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Majority

Gaelic Medium 2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (C1, C4, C7 combined):

Gaelic reading	Gaelic writing	Gaelic listening and talking
Most	Almost all	Almost all

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 Newtommore in Badenoch and Strathspey.

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

There are 115 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.

The headteacher has overall leadership responsibility for NEWTONMORE Primary School. 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
Very good progress	Good progress	Very good progress	Good progress

Gaelic Medium (delete if not relevant):

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

Review of progress for session

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.

Progress:

Collegiate opps across ASG
Sept INSET – Literacy: review writing rubrics;

audit talking and listening across ASG schools;

Impact:

ASG agreement on standards within personal, functional, imaginative and persuasive writing
Staff are more confident with the writing benchmarks
Staff are more confident around moderation process

Staff are more familiar with talking and listening benchmarks
Staff have identified a need for assessment and a progression to ensure the progression of skills within talking and listening

Next steps:

ASG will meet on inservice days to continue moderating standards in Literacy and Numeracy

School Priority:

Literacy and Numeracy

Purpose:

To raise attainment in Literacy and Numeracy

Progress:

Reading School Accreditation

Pupil survey to assess pupils' interest, engagement and confidence in reading (twice).
Establish reading leadership group (pupils).
Complete Reading Schools staff training.
Parent information session.
Twice yearly Reading Schools parent update.
Community link with local book providers to promote reading for pleasure.
Establish reading zones (indoors and outdoors).

Impact:

Created a Reading school Leadership Group who promoted reading across the school.
Increase in pupil engagement in reading for enjoyment.
Timetabled weekly paired reading sessions.
Book Bug gifting event held to raise parental awareness of the benefits of sharing texts with their children.
Guest readers came to read to parents and pupils.

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Numeracy

ELC and Early Years Staff familiarisation with Numeracy Early Level progression.
Familiarisation with first and Second level progressions.
Staff familiarisation with HC Numeracy progression.
Agreement on a quality numeracy lesson.
Opportunities for daily mental maths.
Ensure opportunities for application of maths operations in problem solving activities across classes.

Sampling of jotters.
Peer observations of numeracy lessons.
SMT observations of numeracy lessons.

Next steps:

To embed quality numeracy lessons across all stages.
Share and embed Numeracy with new staff
Reading Accreditation – year 2 plan

Monthly reading certificates were awarded.
Reading area created within school.
Developed community partnerships with the local book shop to increase exposure to different texts.
Opportunities for children to read outdoors.

ELC staff are more confident with the benchmarks to support learning.
Improved progression in learning is evident within pupil profiles.
Teaching staff are more confident in the use of the benchmarks and progression within Numeracy.
Staff have agreed on what a quality numeracy lesson will look like.
Staff using the construct of a quality numeracy lesson.
Pupils are more engaged in numeracy lessons.
Daily opportunities for mental maths are part of numeracy lessons.

Teachers are delivering quality lessons.
There is a consistency in standards across and within levels.

School Priority:

Health & Wellbeing

Purpose:

To support pupils and staff to ensure health and well-being needs are being met.

Progress:

A whole school positive behaviour policy was developed involving parents and pupils.
Review of behaviour policy with Parent Council.
Whole staff De-escalation training.
Whole staff Window of Tolerance training

Develop individual pupil support charters.
Develop positive relationship plans for individuals.
Develop a regular means of communication with home.

Health & Wellbeing

Create a calm learning space within the school.
Creation of an additional learning space to support individuals and groups.

Impact:

Updated Positive Relationship Policy agreed by all stakeholders.
Almost all children are adhering to the policy,
Staff are more confident to be able to de-escalate situations and support pupils appropriately.
Staff have a greater understanding of behaviours and regulation.

Charters developed to support pupils in class.
Consistent approach in supporting individuals.
Good communication links between home and school to support pupils.

SHANARRI trackers completed by pupils.
SHANARRI trackers completed by staff.
Decide on actions for trackers.
Audit of CCFs

Staff

Staff buddy system
CT termly checklist to support time management.

Curricular learning

PEF PSA to interventions to support individuals/small groups.
Communication with ASG ASN colleagues to support individuals.
Timetabling of PSAs to support individuals.

A classroom was created but due to an increase in school roll this had to be used as an additional classroom.

Staff knowledge in creating a 'nurture space' has increased.

Children continue to have access to sensory room.
Allied health professionals are consulted to support pupils as necessary/

Staff feel supported and wellbeing is seen as a priority.

Staff work extremely well together and support each other.

Interventions have started to narrow the gap.

Ensuring the well-being needs of children are being met.

Next steps:

Embed Positive Relationships policy.

Progress and impact of Pupil Equity Fund **Adhartas agus buaidh Maoin Cothromas Sgoilearan**

Difficulty in recruiting staff for both CT and PSA role due to staffing shortages in this area which resulted in periods of time without.

PEF CT – 35 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 – 13 hours per week of additional PSA. Pupils identified who needed additional support in literacy and numeracy and support programmes were delivered by the PSA.

71% of PEF pupils are achieving at or beyond the expected level in numeracy.

59% of PEF pupils are achieving at or beyond the expected level in reading.

47% of PEF pupils are achieving at or beyond the expected level in writing.

Wider achievements

Coileanaidhean nas fharsainghe

Annabelle Hill – various swimming success with Grantown Swim Club at graded meets and Highland School Championships

Fiona McGill – has been invited to train with the National Scottish Squash Development Squad after recent squash successes.

Shinty – various successes by the team over the year.

Fiona and Rory McGill performed in Beat the Retreat with other musicians from Highland schools.

Felicity Sellar raised approximately £400 for Red Nose Day after completing a 12-hour sponsored silence.

Miriam Ali raised approximately £1000.00 for Save the Children (Gaza children) through running a cake sale and completing a sponsored run.

Tulloch Homes competition to name new development within the village was won by Sophia Cheyne and Isaac Rodwell.

Comments from learners, families, stakeholders and staff

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

- We learn and we have teachers to help us learn.
- Our groups are based on our ability and this means we are challenged or we get help.
- We have a whole field to play with and lots of toys.
- We get to go on interesting school trips.
- Some disrupt other people's learning.
- We need more Chromebooks and better wifi.
- Very welcoming school that seems to value the collaboration between schools and industries and can see the purpose of engaging pupils early in STEM activities.
- Excellent communication with teachers and staff who are always happy to help to ensure the pupils get the most out of Academy9 events.
- Dedicated teachers and staff who work flexibly and are open to updated delivery of events.
- The children are engaged in a wide variety of ways, from playing shinty, golf, tennis, school sports, outdoor walks, visits to local care homes entertaining the residents and indeed providing outstanding and varied entertainment during the festive season ongoing in various locations.
- Through the very visible enjoyment of the elderly, the commitment of the pupils and staff is together self-evident, we are profoundly grateful for such collective support.
- A friendly, extremely welcoming and accommodating environment.
- I was very impressed with the children's enthusiasm and level of engagement, in particular the P6/76 class which stood out to me as exemplary!

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	Good	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Good	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Satisfactory

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

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Raising attainment in Literacy and Numeracy

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 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.