



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

NEWMORE PRIMARY SCHOOL



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 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

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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
95.7%

Average Class Size
23.5

Meeting PE Target
Target Met

Pupil Numbers
47

Teacher Numbers
3

Pupil Teacher Ratio
23.5

Newmore Primary School is located in a rural setting serving the local community of Newmore and Invergordon in Ross-shire.

There are 47 children attending the school, ranging from P1 – 7. P1-4 are taught together in a multi-stage class, and P5-7 are taught in a separate multi-stage class.

The headteacher has overall leadership responsibility for Newmore Primary School and Ardross Primary School. The headteacher is supported by a principal teacher. Staff and children from both schools work together regularly.

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. Few children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

**Listening and
talking**

Good progress

Numeracy

Good progress

We have had no exclusions this year.

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Newmore Primary School Vision:

Learn Today For a Better Tomorrow and Be Your Best Self!

Newmore Primary School Values:

Never Give Up
Empathy
Work hard
Motivated
Opportunities
Ready to Learn
Encouraging

Newmore Primary School Aims:

- To provide a stimulating environment in which the pupils take responsibility for their own learning and make informed choices and decisions.
- To work in partnership with parents and the wider community.
- To provide a broad and balanced curriculum to ensure that all children become successful learners and attain their full potential.
- To encourage the children to pursue a healthy and active lifestyle.
- To ensure the curriculum supports responsible citizens who have a developing knowledge, understanding and interest in the world around them.
- To ensure effective use of resources to accommodate and compliment individual learning styles.
- To encourage participation, communication and critical thinking in a variety of settings.
- To ensure our learning community nurtures successful learners, confident individuals, responsible citizens and effective contributors.
- To enhance educational links and learning through our partnership with Invergordon Associated Schools Group

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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 1: Learning, Teaching and Assessment of Numeracy		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
We have made good progress within this priority, and the HC maths progression (HNP) is now implemented across all classrooms. All staff have a clearer, shared understanding and increased knowledge of HNP, benchmarks and what achievement of a level looks like from Early to Third Level. Children are becoming more familiar with their learning and progress through use of LI and SC. Most pupils can speak confidently about their next steps and most children have improved their attainment in numeracy. All staff can more effectively and confidently use data to inform improvement strategies.	1 Continue with Formative and Summative Assessments, and track progress; - Scottish Online Formative Assessments (SOFA): P2,3,5,6 - Scottish National Standardised Assessments (SNSA): P1,4,7 - Highland Numeracy Progressions, Diagnostic Tests (Dates aligned to whole school tracker and Quality Assurance Calendar) 2 Peer Visits and visits to other establishments to share effective practice, including secondary schools.	https://educationinspectorate.gov.scot/media/wlufycsf/newmore-ps-aie-190526.pdf

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	3 Consolidate basic facts and speed up mental agility of all pupils – daily mental maths activity completed at start of lesson 4 Ensure provision of more consistent challenge opportunities are provided for those children exceeding expectation. 5 Overall increase in Maths attainment	
Impact		
Learning, Teaching, Assessment and Moderation practice is more collegiate, transparent and of a higher quality. Next steps are more confidently recognised by both staff and pupils, and this has had a positive impact on the overall attainment within numeracy.		

School Priority 2: National Improvement Writing Programme		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
We have made good progress within this priority, and a NIWP writing framework is now implemented across all classrooms. Most pupils confidently talk about their learning intentions and success criteria and next steps. Most learners are empowered to see themselves as writers and engage in writing activities. Most pupils have a firm grasp of the Tools for Writing and can create a variety of texts for different purposes. Demonstrable improvement gains for most learners achieving success criteria aligned to explicit teaching aims (focused on Tools for Writing) Some pupils can use complex sentences and rich vocabulary to convey their ideas and relevant information. There is an increase in overall Writing attainment.	1. Implement a writing framework across the school, and cluster, that combines the strategies from NIWP, Stephen Graham and PM Writing. 2. Develop a writing programme across the school, and cluster, to ensure a variety of texts and genres are covered across the year 3. Ensure provision of more consistent challenge opportunities are provided for those children exceeding expectation. 4. Peer Visits and visits to other establishments to share effective practice, including secondary schools.	https://educationinspectorate.gov.scot/media/wlufycsf/newmore-ps-aie-190526.pdf
Impact		
There is an increase in overall Writing attainment. Learners are empowered to see themselves as writers and engage in writing activities.		

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School Priority 3: Rights Respecting Schools – Bronze Award		
School Improvement Plan Priority 3		
Summary of progress and impact	Next steps	Stakeholder Views
We have made good progress within this priority. Class and school charters are visible throughout the school, and this allows for all adults to engage in conversations with children regarding their rights and behaviours, and supports restorative conversations.	- To action the Plan for Silver Award and achieve Silver accreditation in session 2027/2028. - Staff link key articles to teaching and learning experiences.	https://educationinspectorate.gov.scot/media/wlufycsf/newmore-ps-aie-190526.pdf
Impact		
- Awaiting confirmation of Bronze Award - Staff linking key articles to teaching and learning experiences. Consistent use of class charters across the school, where all stakeholders now use shared language across selected articles. - Recognised as a Rights Committed School.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Data summary against targets	Impact / progress summary (max 100 words per intervention)	Intervention Resource allocation used (breakdown)
Daily small group/individual intervention sessions: Spelling Handwriting Numeracy Nurture (10 hours total - 2 hours per day PEF, plus 6 hours from ASL allocation)	18/47 (38%) (FSM + Other) 4 + 14 2/4 increased SOFA band by 1 3/4 increased SOFA range for literacy and numeracy 2/4 achieved Early Level Numeracy 3/4 – achieved Early level in writing by June 3/4 to had two review meetings in year and have all actions on child plan completed – June 26 16/18 – had attendance above 90% for each term Termly monitoring of SHANARRI wheel.	Assessment results show all children are making progress, and attainment levels in literacy and numeracy have increased. Interventions for number processes and basic facts have speeded up calculations and raised confidence levels in 16/18 children. For children who have not made any significant progress, the interventions have helped to consolidate evidence for further discussion and assessments, by outside agencies, to be considered and/or completed. Attendance levels across the school have improved and is currently 95.1%.	PSA - 4 hours/week

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	1/18 had one amber across terms. All other green Nessy Spelling Program Daily – online package 8/18 children all increased spelling age Daily Power of 2 – maths Intervention(toe by toe) 8/18 children all increased by 1* level in HNP diagnostic		
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Wider achievements

Coileanaidhean nas fharsainghe

Assemblies, UNCRC/RRSA Bronze/Silver, Pupil Council, JRSO, ICT FC weekly sessions, Cluster visits, Swimming sessions, Ross-shire School Sports Association – County Sports, Cross country, RNLI, Emergency Services, Stoneyfield Lochs, Active Schools, Fyrish Walk, Bikeability, ASG Activities – Loch Insh Trip, Highland Games, School Sports, Community Events, Open Afternoons, Playground Improvements, Capstone Centre, Advent Tea, Port Authority

Comments from learners, families, stakeholders and staff

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

<https://educationinspectorate.gov.scot/media/wlufycsf/newmore-ps-aie-190526.pdf>

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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	Choose an item.	Very good
QI 2.3 Learning, teaching and assessment	Choose an item.	Good
QI 3.1 Wellbeing, equality and inclusion	Choose an item.	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Choose an item.	Good
Other QIs reviewed		

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

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Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

1. To continue to improve approaches to assessing children's learning
2. To ensure all children experience appropriately challenging learning experiences, with a particular focus on numeracy
3. Continue to develop and use progressive learning pathways to plan learning which supports children to develop their skills

Planning ahead

A' planadh air adhart

Full details of the school's 2026/27 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://newmoreprimary.com/> or by contacting the school office.

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