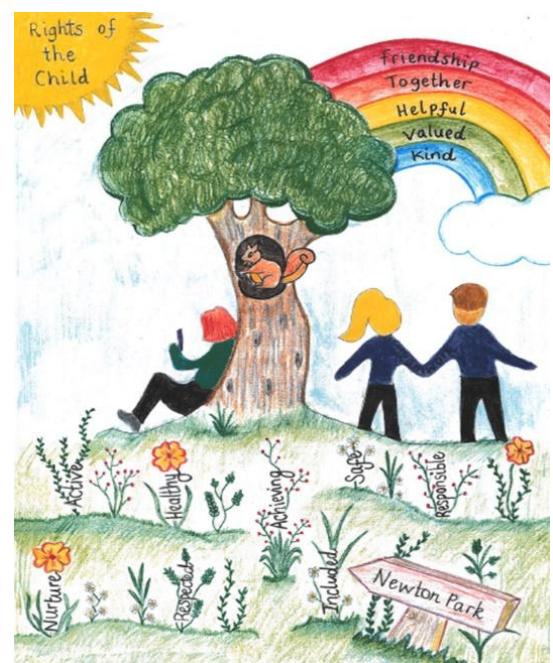




# STANDARDS AND QUALITY REPORT

2024-2025

## NEWTON PARK PRIMARY SCHOOL



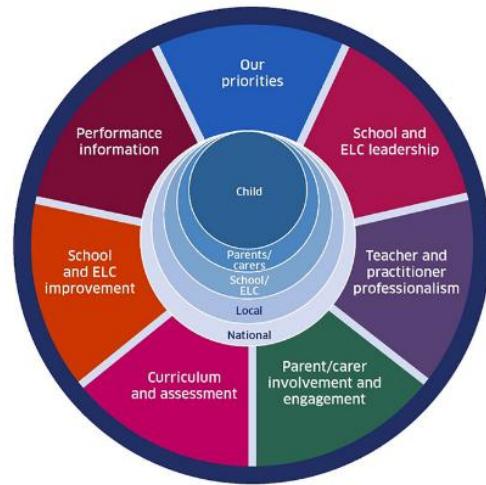
# Introduction: Local and National Context

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?*<sup>4</sup> 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 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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

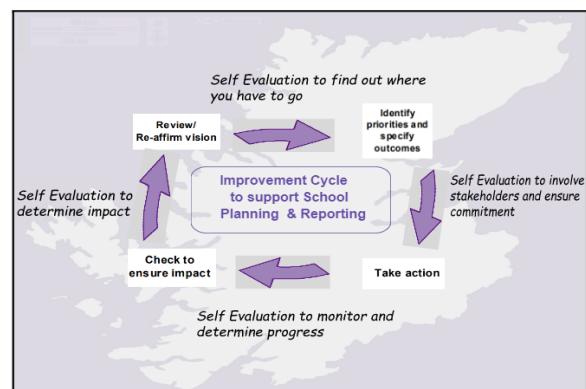
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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 deimhinnseach, 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.

<b>Attendance</b> <b>93%</b>	<b>Average Class Size</b> <b>22.5</b>	<b>Meeting PE Target</b> <b>Target not Met</b>
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<b>Pupil Numbers (inc nursery)</b> <b>292 P1-7 // 64 nursery</b>	<b>Teacher Numbers</b> <b>17</b>	<b>Pupil Teacher Ratio</b> <b>17.4</b>
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<b>N3</b>	<b>N4</b>	<b>P1</b> <b>11.6%</b>	<b>P2</b> <b>14.4%</b>	<b>P3</b> <b>13%</b>	<b>P4</b> <b>11.3%</b>	<b>P5</b> <b>15.8%</b>	<b>P6</b> <b>15.8%</b>	<b>P7</b> <b>18.2%</b>
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<b>SIMD Q1<sup>1</sup></b> <b>40-50%</b>	<b>SIMD Q2</b> <b>0-10%</b>	<b>SIMD Q3</b> <b>10-20%</b>	<b>SIMD Q4</b> <b>30-40%</b>	<b>SIMD Q5</b> <b>0-10%</b>	<b>Unknown</b> <b>0-10%</b>
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<b>ASN<sup>2</sup></b> <b>20-30%</b>	<b>No ASN</b> <b>70-80%</b>	<b>FSM<sup>3</sup></b> <b>20-30%</b>	<b>No FSM</b> <b>70-80%</b>	<b>EAL<sup>4</sup></b> <b>0-10%</b>	<b>No EAL</b> <b>90+%</b>
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2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Most	Most	Most	Most

We have had no exclusions this year.

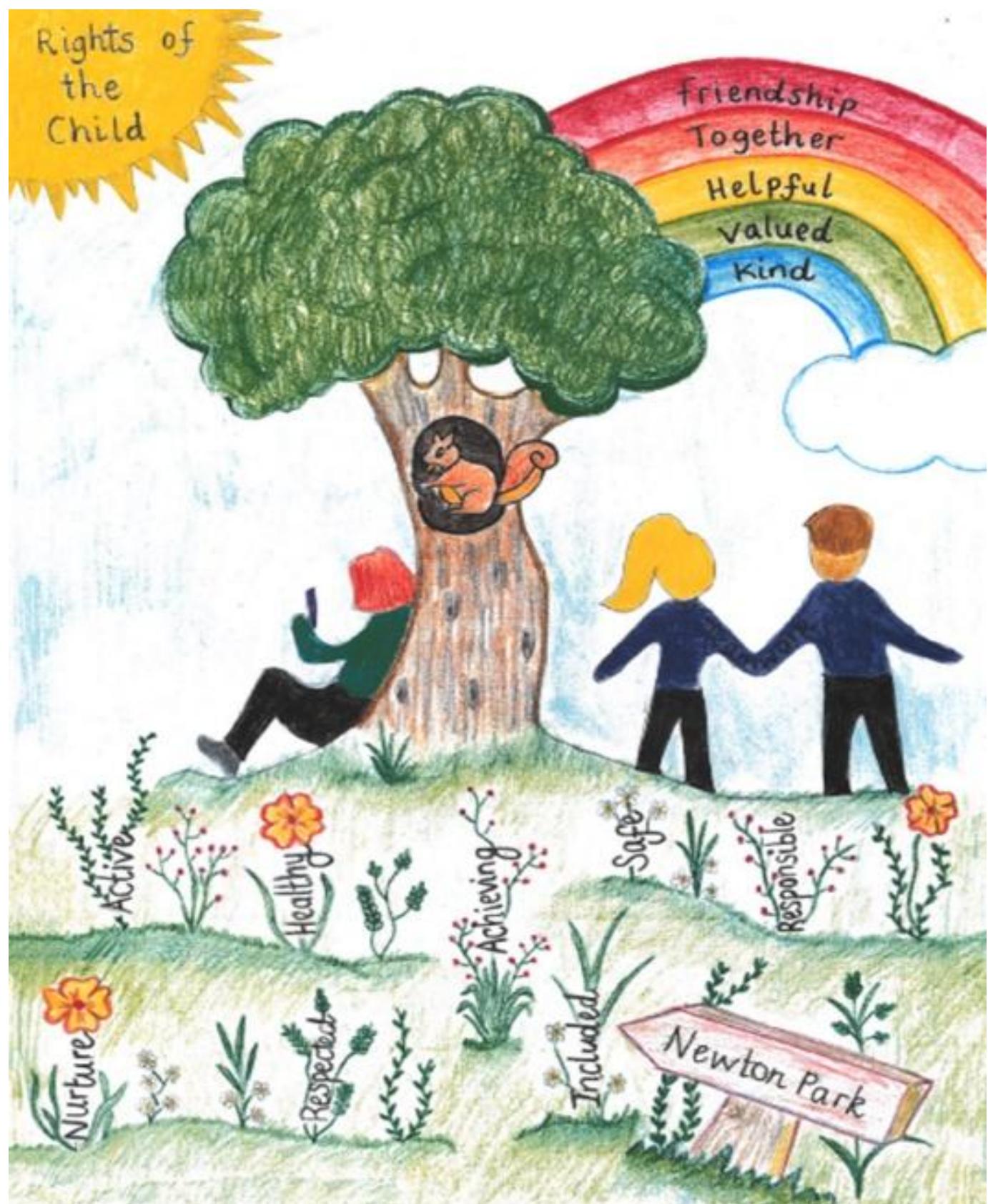
<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

## School vision, values and aims



# 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: 1

## Improve Attainment in Literacy

### Purpose:

NIF –

- **Improvement in attainment**, particularly in literacy and numeracy.

Our ACEL data is consistently high in both Reading and T&L, however, we continue to have lower numbers for achievement of Writing against the Benchmarks. Aim is to have better understanding of Literacy Road Map in order to provide interventions for children who need this and also to improve Writing across the school through an effective Writing progression and consistent use of assessment.

### Progress:

- ✓ Improvement in attainment – particularly literacy and numeracy – good progress made towards this.

### Impact:

- ✓ Writing ACEL data was consistent, with 75% of pupils in P1,4,7 achieving a level.
- ✓ Positive feedback from staff indicating an increased confidence and purpose around the teaching of writing.
- ✓ Positive feedback from pupils regarding writing lessons and outcomes from sessions.
- ✓ Moderation of writing provided visual progression of what writing looks like at all stages – supporting staff judgement.
- ✓ Within ELC, our core stories project has resulted in increased engagement in reading and improved oral language for learners with limited vocabulary.

### Next steps:

- **Monitor the impact of this writing programme over the next few years, as it will take time for the skills to be built up over the year groups and for children to show consistent improvement.**
- **Further develop moderation of writing across the school to ensure consistency across levels / ongoing higher levels of achievement / confidence of staff marking achievement of a level / confidence around use of the rubrics towards Benchmarks.**
- **Introduce core stories project to Enhanced Provision classes as a way of promoting oral language.**

**Purpose:**

NIF –

- Improvement in children and young people's **health and wellbeing**

Staff review and evaluation highlighted the current technology programme (including internet safety) being out of date and not reflecting the current needs of the learners in the school. Staff identified the need for a whole school approach towards Technology – ensuring our learners are being delivered an effective curriculum.

**Progress:**

- ✓ Good progress has been made towards this priority.
- ✓ All staff engaged with Project Evolve.
- ✓ Profiles set up and parental engagement from P5-7.
- ✓ More effective technology lessons will support better wellbeing of our pupils.

**Impact:**

- ✓ Engagement of pupils with ICT lessons.
- ✓ Progression of learning provided through the structure of Project Evolve.
- ✓ Parents able to engage with profiles and support wider use of these and improved parents as partners aim.
- ✓ Pupils have ability to record and track achievement, including wider achievement.
- ✓ ELC trialled fully online profiles in terms one and two and have now gone back to paper profiles as a better way of showing and tracking progression.
- ✓ In ELC, developmental overviews are being used to track learning across the year.

**Next steps:**

- Staff all given resources / link for Project Evolve, however, we need to monitor the lessons that are being engaged with and confidence of staff / consistency of use across the school.
- Technology resources not purchased – need to develop Social Studies and Technology across the school as a wider project. Our 3 year cycle is out of date and requires updating, then purchasing of resources / check current resources are appropriate.
- Set up profiles for P1-4 remains as an action – the children are not engaging with these yet at these stages, so this can be completed at a later date.

**Purpose:**

NIF

- 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**

To create a co-ordinated and linked programme which links all the learning, embeds all developments and has the child at the centre.

**Progress:**

- ✓ We have made very good progress towards this theme.
- ✓ We have engaged with Ed Psych in order to develop Nurture approach across the school with all staff – plan in place for 25-26.
- ✓ Results from SHANARRI survey gives baseline for future work.
- ✓ Jigsaw PSHE programme and resources purchased.

**Impact:**

- ✓ Pupil voice is at the centre of this strand as the survey has given them a place to share what they feel our next steps should be.
- ✓ Nurture programme is established and in place to ensure impact on all staff next session.
- ✓ All staff have access to Jigsaw and trialled lesson to see how it can be used at their stage. This will provide a progressive programme across the school and the teaching of topics that are relevant for today's children.
- ✓ Nurture policy is embedded within ELC.

**Next steps:**

- Embed Jigsaw Programme across the whole school and ensure consistency across the school / staff confidence / clear planning to show progression.
- Use Nurture plan to move this forward with the whole school staff.
- Engage with parents and school community more in order to ensure understanding of what is taught at each stage.
- Work towards Gold level Rights Respecting Schools Award.
- ELC to embed sharing of SHANARRI indicators and exploration of Rights where appropriate.

**Further next steps identified beyond SIP development areas:**

- Develop Pupil Participation across the school – give every pupil a voice within an area of improvement across the school.
- Bikeability – re-establish this within the school and provide Level 1 and 2 training for our P7 pupils. This includes providing training for our parents who would support the running of this.
- Develop our outdoor spaces – with a greater focus on play in the outdoors.

## Progress and impact of Pupil Equity Fund

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Pupil Equity Fund has had a very positive impact on pupil learning. The fund has allowed us to continue to employ Mrs Sinclair, our Family Link Worker. She supports pupils' Health and Wellbeing in a wide variety of ways and has extended her own professional development by becoming an Ambassador for The Promise and worked with Crocus to support children who have suffered bereavement.

Further funding employs 3 PSA's – a total of 25 hours a week to support learning across the school. This time allows targeted interventions in literacy and numeracy.

Initially, some of our PEF budget was for employing a teacher, a day a week, however, this did not work as planned due to not being able to appoint a teacher into this role. The budget was still used for Teacher time, but for current Teachers in Newton Park who took on additional teaching days to focus on PEF initiatives. This had an impact as much of the achievement highlighted was driven by class teachers, who worked hard to ensure individual interventions were established and carried out regularly.

In Session 24-25, evidence of attainment in literacy was gathered for our PEF interventions:

- In Primary 3, 5/5 targeted pupils achieved all 12 elements of Phonological Awareness – 100%
- In Primary 4, 4/5 targeted pupils achieved all 12 elements of Phonological Awareness – 80%
- In Primary 4-6, 21/23 targeted pupils progressed onto next level of Code Cracker – 91%
- In Primary 7, 4/4 targeted pupils achieved Second Level in Reading and moved up in AR scores – 100%
- In Primary 7, 5/8 significant improvement in reading scores – 62.5% target met.

## Wider achievements

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ELC children built on community links established last session with the local Care Home and this was extended to pupils from P5/6 also visiting. This included a visit for VE day and the children playing games and singing with the residents.

A group of P7 children competed in STEM Lego League Challenge and won the award for Best Innovation.

P1/2 carried out a project linked fundraiser, where they managed to raise £50 for Highland Wildlife Rescue, running a whole school poster competition.

A group of 11 P7 children took part in Scottish Maths Challenge – 4 children gained a Bronze Award, 3 a Silver Award and 3 the ultimate Gold Award – a great achievement by them all as the 3 round of 3 questions were some of the most difficult questions we have seen!

Children from across the school, took part in Newton Park's Got Talent – 129 auditions in total! 45 acts made the finals, who then presented in front of an invited panel of judges and their families – a very proud day for everyone involved.

Our children in the Enhanced Provision class took part in Horse Riding – lots of skills developed and the children benefited so much from the experience. Thank you to Halkirk Riding Centre for supporting this initiative.

All children from P1- P7 took part in the Music Festival this year, providing an experience for all of our learners to take part in this community event. Lots of children across the school took part in individual performances from playing the piano, chanter and voila to verse speaking. Along with lots of individual winning performances, the school won 4 categories for class entries – P1/2, P2/3, P5 and P6 – an amazing achievement but very proud of everyone who took part.

Primary 7 children took part in the residential trip to Nethybridge, Abernethy, where they had the opportunity to take part in team and confidence building activities. The children's behaviour was excellent throughout the trip and lots of positive feedback came back from pupils and their families.

Children supported a wide range of charity projects this year – a huge achievement was the work inspired by Primary 5/6 where they decided to Fundraise for the Air Ambulance and their Skyward Challenge – Primary School Competition. At this time of writing this report, the school had raised an amazing £4,218, which included over £850 raised through a Bring and Buy sale, supported by our families who donated unwanted toys. A very proud moment for the community as this has been achievable through a whole school and community effort, but with particular mention to the hard work of P5/6.

Christmas saw a range of wider activities being supported both within and out with the school –

- P5-7 Carol singing in the community.
- P2-4 running a Christmas Enterprise event – where the children decided what to make and sell and then using the money to fund new resources for their classes. Lots of skills developed through this Enterprise project.
- P1 held a coffee morning for their families, where they sang Christmas songs and had an opportunity to spend time with their families over a coffee and mince pie.

Our Parent Council have continued to be an amazing support to the school, running events such as Christmas Disco, Family Bingo and our Summer Fair. They also supported our Charity days including Red Nose Day and Children in Need.

Our Parent Council also started up a Breakfast Club and have around 40 children on their register. This runs 3 mornings per week. Many of our parents also ran After School Clubs – from mixed sports to art and craft clubs. Their ongoing support is highly valued within the school community.

Two senior pupils represented the school as part of the Highland Swim Team. One P7 child then made it to the Scottish Schools Swimming finals in Aberdeen and made us all very proud.

Children took part in a large number of house events throughout the year. All children belong to one of our Houses – Eagle, Hawk, Falcon and Kestrel.

Football and netball teams played in a mixed school team tournament with another local primary school. They also played in their school team in a Newton Park v Noss in both netball and football.

P7 pupils developed further links with Noss Primary School, with joint working across the schools as part of transition projects in support of the children moving to Wick High School.

## Comments from learners, families, stakeholders and staff

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### Our children said...

We have active pupil groups who make changes and lead things – improving playground resources, the Walking Train for example.

Our school is nice and well looked after. There is litter outside, but we use litter pickers and help keep it tidy.

We have really good resources – lots of maths resources to help us and really good libraries.

Inside the school is good but the outside is not so good – see next steps.

Our teachers do lots to help us learn – we like it when they give us feedback face-to-face (oral) because we can then ask more questions and they can tell us more about what we have done. We get better quality of feedback.

Good that P3-7 get to use Chromebooks and the cabinets are there to keep them all charged.

Everyone in school helps us to be healthy, from the fruit bowls in the corridors to PE and health lessons.

This year we are all doing Global Goals as part of our Rights Respecting Schools – this is good because we are learning about the goals and everyone in the whole school is doing it.

We get lots of praise for successful learning – certificates, AR awards, Star of the Week, Mathemagician, Star Reader and dojo points. Teachers have lots of other things too like Keep a Duck, King and Queen of Kindness.

Miss Fisher and Mrs Sinclair are there to help anyone that needs it.

We want to be at Newton Park because...friends, staff, fun, feel safe and cared for, listened to and helped to be the best you can be.

### Next steps that the children identified...

Staff need to get new resources for the start of next year – whiteboards and pens and the other stuff that runs out or gets broken.

We need to make our outdoor space better. We would like line painting, especially a netball court painted outside. We also think it would be good to get other playground paintings such as hopscotch and game boards.

P1-2 do not have Chromebooks and they used to have tablets, but these are all broken. P1-2 need to get something to help them with technology.

We need to do more House Challenges and do things during the year such as the Lego Day we did in Term 1.

### Our Families said...

It's a nurturing environment and my child feels supported in their learning.

Strong communication – Class Dojo is used well and I always feel up to date (both whole school and class level)

Visible leadership – Head Teacher present for things like school concerts / out of school hours fundraising.

Welcoming atmosphere – friendly and approachable staff across the board.

The staff are very understanding; recognising that every child is different.

Feel that each child's needs are met and everyone is cared for and looked after.

Through the family survey that was shared, at the point of writing this report, 100% of families said they agreed / strongly agreed that their child liked being at Newton Park and that staff treated their child fairly and with respect.

87.5% of families agreed / strongly agreed that their child feels safe at school; their child is making good progress in their learning; the school supports their child's wellbeing. The other 12.5% were neutral.

### Next steps that Families identified...

We need better signage at the school – a sign for Newton Park at the bottom gate, as when the gate is open you cannot see what school it is.

Need signage to direct visitors up to the main entrance / Reception.

Homework – for senior classes in preparation for WHS.

We need to develop the outdoor spaces – both the main playground and the smaller playground at the back of the school, used by the children in our Enhanced Provision.

## 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
<b>QI 1.3</b> Leadership of change	Very good	Very good
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Very good	Very good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	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

### QI 1.3

- Refer to GTCS standards, - evidence of reflective practice against the standards.
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### QI 2.3

- Achieve our Gold Rights Aware Award for Rights Respecting Schools
- Ensure consistent approach to Digital learning across the school – Project Evolve.

### QI 3.1

- Embed Jigsaw PSHE and continue to work with our families so they know what is being taught at each stage.
- Develop Pupil Voice / Pupil Participation to provide a space for all pupils to have a voice in the school developments.

### QI 3.2

- Embed Pupil Profiles / Digital profiling across the school.
- Improve attainment in Numeracy / HNP – early identification of children who need additional support to secure a level (close gaps in knowledge / understanding).

## Planning ahead

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [www.newtonparkprimary.wordpress.com](http://www.newtonparkprimary.wordpress.com) or by contacting the school office.