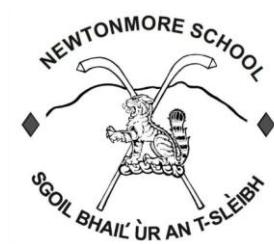




# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

**2024-2025**

## NEWTONMORE PRIMARY SCHOOL



More Kindness

More Learning

More Teamwork

# 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?*<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 deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.**

Ruth McCarthy  
Head Teacher  
Newtonmore Primary School

# School Profile

## Pròfil 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.

<b>Attendance</b> <b>92.1%</b>	<b>Average Class Size</b> <b>21.6</b>	<b>Meeting PE Target</b> <b>Target Met</b>
<b>Pupil Numbers (inc nursery)</b> <b>108 (+ )</b>	<b>Teacher Numbers</b> <b>6</b>	<b>Pupil Teacher Ratio</b> <b>17.4</b>
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<b>N3 %</b>	<b>N4 %</b>	<b>P1 6.5%</b>
<b>P2 11.1%</b>	<b>P3 17.6%</b>	<b>P4 19.4%</b>
<b>P5 17.6%</b>	<b>P6 14.8%</b>	<b>P7 13%</b>
<b>SIMD Q1<sup>1</sup> 0-10%</b>	<b>SIMD Q2 0-10%</b>	<b>SIMD Q2 %</b>
<b>SIMD Q3 80-90%</b>	<b>SIMD Q5 0-10%</b>	<b>Unknown 0-10%</b>
<b>ASN<sup>2</sup> 4-50%</b>	<b>No ASN 50-60%</b>	<b>FSM<sup>3</sup> 0-10%</b>
<b>No FSM 90%</b>	<b>EAL<sup>4</sup> 0-10%</b>	<b>No EAL 90+%</b>

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>
Less than half	Less than half	Majority	Less than half

**Gaelic Medium** 2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (C1, P4, P7 combined):

<b>Gaelic reading</b>	<b>Gaelic writing</b>	<b>Gaelic listening and talking</b>
Less than half	Less than half	Less than half

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.

<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

## Lèirsinn, luachan agus amasan na sgoile

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**Our vision** for Newtonmore Primary School is to be a place where all pupils and staff, through relevant learning & 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.

**Our aims** for Newtonmore Primary School are to enable everyone in our school to become:

Successful Learners with;

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas
- Confident Individuals with;
- self-respect
- a sense of physical, mental and emotional wellbeing
- a positive attitude and secure values and beliefs
- an ethos of achievement with high expectations
- independence

Responsible Citizens with;

- respect for others and inclusion for those with additional needs
- understanding of good health
- appreciation of leisure, recreation and cultural diversity

Effective Contributors with;

- an enterprising attitude a sense of self worth

**The aims** of our school are to:

- Listen to and value other equally
- Support and challenge all individuals to be the best they can be
- Provide a safe and welcoming environment where children experience a wide range of learning opportunities

## Review of progress for session

### Ath-sgrùdadh air adhartas airson an t-seisein

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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:

**Literacy**

**Purpose:**

Raise attainment in literacy

**Progress:**

- ✓ Progress towards local priorities is communicated clearly and briefly

**Impact:**

- ✓ Staff have a greater understanding of Highland Council's raising attainment strategy

- ✓ Majority of staff attended Literacy for All training including assessments, identification of literacy difficulties and universal/targeted support
- ✓ Staff have made some progress in this area. They have a greater awareness of universal support for those with literacy difficulties and how to support. However the data for literacy for from 2018 to 2024 has been consistently been in the low 60% range whereas Highland has been in the upper 60% range for the last two years and national data has been on an upward trajectory for the last 4 year and now in the lower 70% range. More work is required on literacy to improve. The data for 2025 is skewed as there is no data for P1 for both Reading and Writing and so the data for this year is not conclusive. Similarly with GM ACEL data, there is nothing recorded for 2025 for Reading, Writing or Listening & Talking. P1 data is 100% across all literacy areas for P1 GM ACEL data and well above both the national and Highland data. P4 data is almost half of National data for GM ACEL data.

**Next steps:**

- Develop consistent approaches to planning across all stages of Literacy including GME
- Use Highland Council Progression Pathway to plan and monitor progress
- Participate in the National Writing Improvement Programme

**School Priority:**

**Numeracy**

**Purpose:**

Raise attainment in numeracy

**Progress:**

- ✓ Some progress towards local priorities was communicated clearly and briefly

**Impact:**

- ✓ Staff have a greater understanding of Highland Council's raising attainment strategy. In general though, more work needs to be carried out on numeracy as what has been tried in the past has not worked as hoped. There is too much of a variation year by year for Newtonmore numeracy data for P1, P4 and P7 and a more consistent approach to numeracy needs to be introduced to reduce the variation of data year by year. In the last 3 years, Newtonmore primary has generally been below both Highland and National data and sometimes by quite a distance. In 2024 GM ACEL numeracy was well above both Highland and National data with all of P1, P4 and P7 seeing 100% attainment and yet in 2023 and 2025 a marked

drop in numeracy attainment and well behind the Highland and National data.

#### Next steps:

- Develop consistent approaches to planning across all stages of Numeracy
- Use Highland Council Progression Pathway to plan and monitor progress
- Participate in Highland Numeracy Progression CLPL
- Consistent use of Diagnostic Assessments across the school

## Wider achievements

### Coileanaidhean nas fharsainge

- Pupils had opportunities to engage in activities beyond the school, for example: intergenerational activities with local care home, sporting competitions, and sporting activities with Highlife Highland
- Pupil performed for the school community at Christmas time
- A number of children were successful in the Inverness MOD
- Primary 7 took part in Bikeability Level 1 and Level 2
- A number of pupils took part in the Badenoch and Strathspey Heritage Festival

## Comments from learners, families, stakeholders and staff

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

#### Families

- We are supportive of the school and will do our best to support the Head Teacher, teachers and support staff in their improvement journey

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

More Kindness

More Learning

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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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The school is working through an Action Plan based on the findings detailed in the [Education Scotland Inspection Report](#)

### Planning ahead A' planadh air adhart

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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](#) or by contacting the school office.

#### ***Self-Evaluation/Quality Assurance***

The school along with the Authority need to look a more focused and rigorous approach to quality assurance and will be carried out in a structured manner based on a quality assurance calendar that will clearly set out when each form of self-evaluation is carried out.

There will be PRD sessions set up for the staff to allow them to reflect on what their professional needs for development are along with discussion on what strengths they have that contribute to the implementation of the action plan derived from the HMIe report as well as where they would like to receive training, support and resources for the implementing the action plan.

There is to be a sharp focus on raising attainment and the tracking and monitoring of this. Attainment meetings have been arranged with individual members of staff to discuss the progress of pupils in terms of their attainment as well as what interventions are being put in place should they be needed as well as what is being provided to challenge the pupils who are working beyond their age and stage.

Learning walks and lesson observations will take place followed by coaching conversations allowing staff to reflect on their lessons against HGIOS4 2.3 themes. The learning walks give a very quick snap shot of what is happening in the classrooms and what is the feel in the classrooms. The lesson observations will be based more on reflecting and supporting the practice of the staff with staff highlighting areas where they might want to carry out further personal, professional development.

There will be pupil focus groups run so that the pupils are give the input they need to help the school to move forward. Focus groups from each year will be interviewed so that there is a true representation of the whole school pupil body.

There will also be meetings with parents at parent council meetings to gather their views of what is happening in the school and what they feel is important and necessary to move the school forward.

#### ***Professional Learning***

There will also be professional learning provided for the staff to allow them to upskill themselves in several of the most pertinent areas highlighted by the HMIe inspection report in April this year.

There will be a session on the basic framing of a lesson.

There have been several sessions provided by the Authority to support staff with their learning, teaching and assessment, particularly based around themes 1 and 2 from HGIOS4 QI2.3.

Training was provided on what makes for effective learning intentions and success criteria which allowed staff to reflect on their current practice as well discuss this with their colleagues. This sessions was largely based on the work of Dylan Wiliam and Shirley Clarke.

There will be a session on what makes for effective questioning based on the work of Dylan Wiliam which also includes reflection on how staff check for understanding during lessons and develop staff's practice of minute by minute assessment and what they then do with the information they receive from their formative assessment.

A session is also to be delivered on meeting pupils needs which will involve staff sharing what they already do to support pupils who have needs as well as look at fresh ideas as to what can be done to support pupils who find class work.

The school has been hoping to be part of the National Improvement Writing Programme with CYPIC. Unfortunately it was over subscribed but we are hoping to be part of the new cohort that begins in February 2026. In the meantime Jenny Wilson has agreed to deliver sessions to the staff on Literacy, bespoke to the school until February to support staff in their delivery of literacy in the classroom.

The Principal Teacher is leading staff training on numeracy to address, especially looking at planning and progression.

The school is looking to ensure there is continued Gaelic provision which depends on adequate staffing for this. The Authority has been very supportive and continues to be in attracting staff and will continue to do so until we finally get someone.

An area that requires immediate attention is Tracking and Monitoring. The school is looking to introduce a system that provides for this and something that staff find straightforward to use.

There has been a lot of planning for moderation within the ASG for literacy and numeracy. The Head Teachers of the ASG have put together a calendar of events for these moderation exercises.

Play pedagogy was an area highlighted in the recent inspection and the school plans to have a teacher from Cawdor Primary School whose practice in this areas was deemed very good.

The school will introduce Zones of regulation, the purpose of which is to help the pupils of Newtonmore Primary School recognise their feelings and understand how those feelings affect behaviour, encourage self-awareness and self-management and provide a common language for teachers and students to discuss emotions.

As a staff we need to look at safeguarding checklist so that we can support new members of staff/ and also returning members of staff to be up to speed with what is on the list and what they need to be doing to fulfil this statutory requirement. Safeguarding and child protection training Level 3 is to be provided as there are some staff who have completed this and others who have not so we need to ensure that everyone has done this.