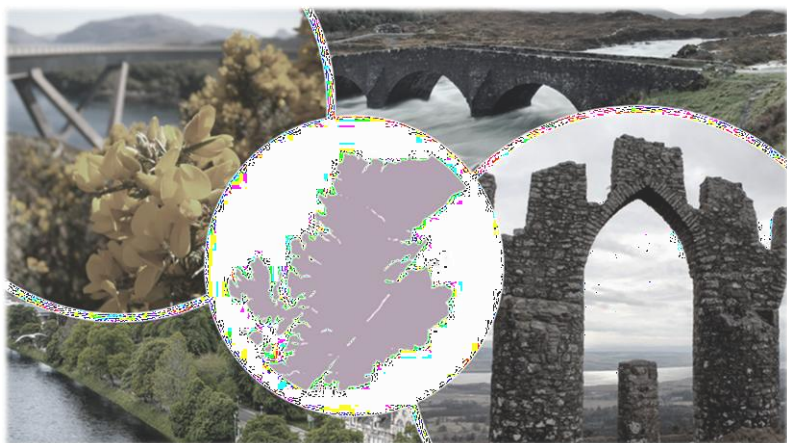




STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

NEWTONMORE PRIMARY SCHOOL AND ELC

SGOIL BHAIL' ÙR AN T-SLÈIBH AGUS SGOIL-ÀRAICH

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%



School Profile
Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://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 93%			Average Class Size 16.5			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 100 (20 nursery)			Teacher Numbers 8			Pupil Teacher Ratio 12.5		
N3 8.3%	N4 8.3%	P1 10.8%	P2 0.05%	P3 8.3%	P4 15%	P5 16.6%	P6 15.8%	P7 11.6%
SIMD Q1 ¹ 0-10%		SIMD Q2 0-10%		SIMD Q3 80-90%		SIMD Q4 10-20%		SIMD Q5 0-10%
Unknown 0-10%								
ASN ² 50-70%		No ASN 30-40%		FSM ³ 21%		No FSM 79%		EAL ⁴ 90+%
								No EAL 0-10%

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

2025/26 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Majority	Most	Majority

Gaelic Medium 2025/26 Proportions of pupils achieving Curriculum for Excellence Levels (C1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Less than half	Majority	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.

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.

Our updated Aim:

- ✓ *Learners to reach their full potential and have a sense of belonging within our community*

Our updated Vision(s):

- ✓ *To celebrate, support and interact with our heritage and culture (celebrate where we are from)*
- ✓ *To take pride in our local culture and wider heritage*
- ✓ *To provide children with the knowledge and skills to make good choices*
- ✓ *To ensure we all have high expectations (of ourselves and others) - positive relationships, presentation and behaviour*

Our Values are:

- ✓ More Kindness
- ✓ More Learning
- ✓ More Teamwork

*Our Vision, Values and Aims were reviewed Session 2025/2026

MORE KINDNESS ~ MORE LEARNING ~ MORE TEAMWORK

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 and Teaching		
School Improvement Plan Priority 1		
Summary of progress	Impact	Next Steps
✓ All stakeholders were involved in contributing to an overview of a 'high-quality lesson' which was formulated into a poster. The posters are displayed around the school for all and are used for the basis for all ongoing improvement work. ✓ These posters have been used to self-evaluate against to support ongoing improvement and highlight areas for continuing professional development into next session. ✓ Almost all teachers have completed professional research and adopted this into practice around differentiation to support staff to ensure learners are appropriately challenged and supported. These were then shared with all staff through professional dialogue to further develop approaches and learn from each other.	• Supports teachers to have an agreed and clear understanding of standards. • Pedagogy teachers are now supporting in all classes to take forward the areas staff are less confident in. This gives staff ownership and value to their professional development. These areas have also formed the basis for ongoing school improvement for session 2026/27. • Ensures learning experiences are better matched to pupils' needs, including challenge for the most able and support for those who need it, leading to increased progress.	➤ Create a child-friendly overview of the lesson poster ➤ Further professional development on pace and challenge, questioning and retrieval practice. ➤ Moderation of other curricular areas beginning with numeracy.

✓ Supported by Gaelic language officers, Sgoil-àraich are now using Gaelic language trackers for all children. ✓ Staff attended planning training session with Early Years Education Support Officer ✓ Staff visited different ELC settings including another sgoil-àraich environment; staff evaluated other settings spaces/experiences offered ✓ Self-evaluation of outdoor spaces including children's views; parent's view sought regarding outdoor play resources ✓ Further training on adult and child-initiated learning in the nursery and sgoil-àraich completed with all staff.	• Staff having an increased understanding and focus on language acquisition and immersion, greater consistency and clarity in Gaelic learning and teaching while strengthening assessment, knowledge of progress and ability to identify next steps. • Actions were identified and recorded on a self-evaluation sheet; staff to implement actions identified. • Staff identified how we can improve our own provision • Identified resources required to enhance outdoor play experiences. • Strengthened understanding of planning requirements to support high-quality learning experiences and interactions across ELC and sgoil-àraich.	➤ Moderation of Gaelic language acquisition with other Gaelic schools and nurseries. ➤ Within sgoil-àraich, further embed use of information from tracking to better plan experiences to support ongoing progression. ➤ Further increase opportunities for Gaelic community volunteers to support in school following safeguarding checks. ➤ EYESO to provide further support in visits around planning and review actions ➤ Audit of spaces and experiences ➤ Order outdoor resources ➤ Review outdoor spaces and carry out further self-evaluation using new Quality Improvement Framework ➤ Regular review and monitoring of planning across ELC and sgoil-àraich
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✓ Children's individual targets demonstrate that within nursery and sgoil-àraich staff are utilising information from development overview trackers ✓ Initial teacher feedback highlighted challenges in implementing the National Improvement Writing Programme ✓ Wider community partners were used to enhance Gaelic language development including Artsplay, Alba Football, drama through Gaelic, Feisan nan Gaidhlig. ✓ P6/7 Gaelic learners attended a three-day residential to Edinburgh with other Gaelic learners from around Scotland. ✓ Increased opportunities to use national frameworks (How Good is Our School?, Quality Improvement Framework and Advice on Gaelic Education) to self-evaluate against and increasing being referred to during staff professional development.	• Staff plan appropriate, meaningful next steps for children's learning. • From national assessments in August to May, 63% of children in P5-7 had gone up a level with a few making beyond that. Almost all in P5-7 had made expected progress in their written work. Staff are more aware of quality improvement tools and processes for assessing tools for writing. • Enhanced Gaelic language experiences, broadening vocabulary, making learning more relevant, meaningful and demonstrating the importance of Gaelic culture. • Enabling the P6/7 children to observe and use Gaelic in wider contexts – extending language immersion and learning alongside children from other schools. Enhancing both language skills and cultural understanding. • Identifies best practice and supporting staff to identify strengths and gaps to support strategic planning to national standard.	➤ Regular review and monitoring of planning across ELC and sgoil-àraich ➤ All staff to use Teacher Tools & Target to support professional judgements ➤ Discuss next steps in relation to writing to support ongoing professional development. ➤ Develop extended writing opportunities and agree practice in relation to writing approaches. ➤ Continue to work in partnership with community partners ➤ Begin preparation for the next 3-day residential for our Gaelic learners. ➤ Continue to refer to and use national frameworks to self-evaluate and ensure best practice.
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Stakeholder Views	
❖ Lesson poster <i>"It was good to be a part of what constitutes a good lesson. To see the overview of what the children should experience during every lesson is helpful."</i> Parent Comment <i>"A child-friendly version would be very helpful for my child so they know what they are entitled to."</i> Parent Comment ❖ ELC Outdoor Spaces <i>"Improving the outdoor area for nursery is needed."</i> Parent comment <i>"My child love the outdoors so anything that we can do to support, we will."</i> Parent comment ❖ GME trip <i>"The Edinburgh trip has been the most amazing experience for my child. They had a fantastic time! I would like to express my thanks to the school, and all those involved, for organising such a great opportunity for them to enable them to immerse themselves in Gaelic culture, heritage and language."</i> Parent Comment <i>"My child had a great time and didn't want the experience to end!"</i> <i>"Chord Caisteal Dhùn Èideann rum agus dhiunsich mi gu bheil e air volcano!"</i> "Edinburgh Castle is a on a rock formation and I believe it is a volcano." Pupil comment <i>"Dh'ionnsaich mi mu dheidinn Mary Queen of Scots aig Holyrood Palace."</i> "I learnt about Mary Queen of Scots at Holyrood Palace." Pupil comment	

School Priority 2: Meeting children's needs (Additional Support for Learning)

School Improvement Plan Priority 2

Summary of progress	Impact	Next steps
✓ All teachers attended collegiate sessions focusing on meeting learners' needs and differentiation	• Staff reported more secure in selecting appropriate strategies to support learners • Staff reported increased confidence in planning for differentiated learning • Greater focus on differentiated planning for individuals/cohorts	➤ Differentiation visible in planning and practice ➤ Carry out Leuven Scale of Involvement
✓ Zones of Regulation introduced across the school; staff attended training session ✓ All classes have a Zones displayed and staff have Zones tags on lanyards to support at any point throughout the school day ✓ Classes have had a series of lessons delivered ✓ All classes now have child-height Zones check-in spaces ✓ Parent leaflet outlining Zones of Regulation approach	• All staff use consistent approach and language when talking about emotions/feelings • Almost all children can identify what Zone they are in • A minority of children are able to identify strategies/tools they can use to support themselves and/or support others	➤ Offer refresher sessions, quick guides, and modelling of high-quality entries to maintain confidence and consistency ➤ Introduce Decider Skills to support with strategies for managing emotions ➤ All classes to create Zones Toolboxes ➤ Playground Leaders to develop Zones in the outdoor spaces
✓ A whole school ASN tracker was adapted to ensure that accurate records were kept and support planned for effectively.	• Staff have an up-to-date record of each learner's needs • Clearer identification of needs • Identifying barriers quickly and providing improved consistency across the school.	➤ Incorporate ASN tracking information into transition documentation during Session 26/27

✓ Almost all staff (ELC, teaching and non-teaching) completed training around zones of regulation, inclusive practice, behaviour, de-escalation strategies ✓ Introduction of the CIRCLE Framework; all teachers completed environmental audit and The Circle Inclusive Classroom Scale (CICS) ✓ A few teachers have met with ASNT to discuss outcome of CICS ✓ All children completed a self-evaluation wheel against the wellbeing indicators and then had a learning conversation. ✓ A whole school audit of the wellbeing indicators was completed ✓ Termly attainment meetings with all teaching staff	• More effective planning of support • Supported staff to identify approaches that they could take forward in their class to support children to self-regulate, understand and manage their emotions more • Staff increased awareness of CIRCLE Framework • Identification of strength and areas to develop that will make the classroom more inclusive • Almost all children set individual targets, taking a lead in their own learning • Identified area(s) for priorities for ongoing improvement areas • Strengthened teachers' understanding of individual	➤ Monitor consistency of use to ensure staff are recording information accurately ➤ Use the tracker as a standing item in pupil progress meetings, staged intervention reviews, and attainment discussions ➤ Continue to embed approaches ➤ Ensure all staff meet ASNT to review CICS ➤ Regular review/audit of CICS ➤ Embed the use of the wellbeing indicator wheels to evaluate, monitor progress and review/set individual pupil targets ➤ Plan for priorities identified from audit for Session 26.27
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✓ All pupils in ELC who have ASN have updated Care Plans, Risk Assessments, Child's Plans in place ✓ Staff attended specific training for ASN in Early Years with the Area Psychological Services Team ✓ Recent data discussion with all ELC staff ✓ ELC data (Literacy and Numeracy) is recorded on the whole school tracker	progress, sharpened their use of assessment data, and increased accountability for ensuring all learners make appropriate progress • All teaching staff aware of individual needs and strategies to support • All ELC staff have increased knowledge of how to support pupils who have ASN including interactions, experiences, use of toys/resources to support, supporting transition, as well as continuum of engagement and level of support • ELC staff are beginning to understand how to analyse data • ELC staff have a greater awareness of gaps in pupils' learning, development and skills • ELC staff are now aware of the whole school tracker	➤ Embed planning into termly attainment meetings ➤ Link attainment meetings more explicitly to interventions to ensure actions are timely and measurable ➤ Regular audits of PCPs, Child's Plans, Risk Assessments ➤ Seek Playsteps training as previously agreed with Psychological Services ➤ Continue to develop more robust approaches to support ELC children who have ASN. ➤ Offer further sessions relating to data and tracking data including using/uploading data onto the whole school tracker ➤ Quality Assurance Calendar for Session 26/27 to include termly data discussions with keyworkers
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Stakeholder Views	
❖ Termly attainment meetings <i>"It was good to analyse current data and ensure my judgements are accurate. I am feeling more confident in making Achievement of a Level judgements."</i> Teacher comment ❖ Zones of Regulations – children's comments <i>"I like that we are learning real-life skills."</i> <i>"It makes your teachers understand what zone you are in. The teacher can then have a chat with you."</i> <i>"I like how you don't get asked how you feel, that you can just put your name on a colour."</i> <i>"I like the simplicity of it because it helps you see how others are and how you could help them."</i> ❖ CIRCLE Framework <i>"Helped to know what I can do in the classroom to make the environment more inclusive."</i> Teacher comment	

School Priority 3: Assessment, tracking, monitoring and data analysis		
School Improvement Plan Priority 2		
Summary of progress and impact	Impact	Next steps
✓ A whole school tracking system has been developed alongside a few teachers and is now fully implemented to ensure systems are in place to support staff to track and monitor attainment accurately. ✓ Attainment meeting proformas were used to support professional judgement around gathered evidence and assessments completed. ✓ Staff have been supported to ensure accurate records of assessments and interpreting data from national assessments (NSA and SOFA.) ✓ Tracking has been introduced at the nursery stages including support within Gaelic Medium to track language acquisition. ✓ Leadership teams have worked alongside nursery staff to support them to analyse information from assessments, data held and trackers to support planning of next steps in learning. This has included auditing developmental overviews, use of	• All teachers are able to track progression, use data to make informed decisions about interventions and next steps for learners. • Facilitated all teaching staff to analyse the data within these trackers and consider more fully next steps required for individual learners' and target interventions. • Advancing staff understanding of links between national assessments and classroom assessment. • Professional dialogue has evidenced the staff's understanding of the need for tracking and how this can inform next steps in learning. • Observations and ELC planning have shown increasing evidence of adult-led experiences that reflect planned opportunities to broaden and enrich	➤ Further develop tracker for school context and highlight roles within use of this. ➤ Develop tracking for curricular areas beyond literacy, numeracy and health and wellbeing. ➤ Continued use of proformas and professional dialogue during meeting to support staff's understanding of data analysis and use of assessments. ➤ Further develop tracking of curriculum areas within ELC. ➤ Continue to support with analysing data from trackers and modelling how this informs future planning.

observations, Realising the Ambition and CfE experiences and outcomes and progressions to identify progress and next steps. ✓ Teaching staff helped develop an assessment calendar which is in place to help plan, organise and systematically monitor children's progress. ✓ Moderation of writing over two sessions including opportunities to moderate across levels and Associated School Group. ✓ Head Teacher has begun training on Quality Improvement for Leadership with Education Scotland and Children and Young People Improvement Collaborative (CYPIC) and incorporated various improvement tools to support analysis of data and ongoing improvement work.	learning experiences for children required from assessments made. • All teachers understand clearly expectations enabling assessments to inform planning. • Attainment meetings highlighted that staff felt moderation had supported them to consider carefully the evidence they had to make more confidence attainment judgements. • Quality Improvement Tools were utilised by teachers as part of the NWIP and by leadership team to identify areas to focus work to support learner's needs. Further, focussed staff training from results was given to support and has as a result, begun to lessen disruption to children's learning.	➤ Ensure assessment calendar is in place for following session with roles and responsibilities highlighted. ➤ Moderation in other curricular areas e.g. numeracy and for Gaelic. ➤ Continued use of variety of tools to identify best areas for ongoing improvement priorities.
Stakeholder Views		
❖ Tracking system <i>"It was good to be a part of what constitutes a good lesson. To see the overview of what the children should experience during every lesson is helpful."</i> Parent comment ❖ Moderation <i>"Knowing that staff are working with other teachers in the ASG is reassuring; reassuring that they are sharing standards and to know expected levels and that our children's attainment is accurate."</i> Parent comment		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Progress	Impact
Relax Kids	All classes attended Relax Kids sessions.	Most pupils can explain a variety of difference strategies they can use if they need to regulate emotions. They can also demonstrate breathing exercises. The Primary 7 pupils are able to deliver relax kids techniques to pupils from ELC.
Growing Together - Elaborated Curriculum - Development of skills (personalised to individual pupils)	100% attendance Completion of NOLA Award	Pupils can identify and explain skills learned during Growing Together sessions. Targetted pupils' engagement in school increased significantly.
Numeracy Intervention PEF PSA - 4 x 15 minutes session per week (each group) - assess pupil (HNP) - Deliver Basic Facts Intervention – Yes/No/Maybe - Pupils will receive additional numeracy support from class PSA and/or class teacher -	Support sessions ran regularly from Jan 2026.	All targetted pupils' knowledge of basic facts increase by minimum of 1 stage (Highland Numeracy).
Literacy Intervention PEF PSA - 4 x 15 minutes session per week (each group) - assess pupil (Schonell) - Deliver literacy intervention	Focus was moved towards numeracy interventions due to lower attainment in numeracy across the school.	Not applicable.

- Pupils will receive additional literacy support using the Trugs phonics structure from class PSA and/or class teacher		
Literacy: Nessy subscription	This has been purchased for all P3 – P7 pupils who are borderline or not meeting expected levels in reading/writing. This will be implemented next session to support improvements in reading and writing attainment.	Not applicable.
Literacy: Rising Stars Galaxy Reading Scheme	This has been purchased and will be implemented next session to support improvements in reading attainment and phonological awareness in Early and First level.	Not applicable.
Numeracy and Literacy: Sumdog Subscription	This has been purchased for all First and Second Level pupils to offer a more personalised and engaging approach to numeracy that is aligned with Curriculum for Excellence.	Not applicable.

Wider achievements

Coileanaidhean nas fharsainghe

- Eco Committee Award
- Dicksons of Inverness North Shinty World Cup – P6/7 and P4/5 finalists
- Camanachd Shinty mascots
- National Outdoor Learning Award (NOLA) for a few pupils (October 2025)
- Motion Dance Competition (a few pupils) - November 2025
- Cuach na Cloinne ~ Gaelic Football tournament competitors (April 2026)
- UHI Shinty Cup (May 2026) – various pupils
- Strathfest Music festival ~ many individual achievements (March 2026)
- Grantown and Kingussie ASG Cross Country competitors (March 2026)
- McRobert Cup (April 2026) – various pupils
- Rotary Club Area Finalists (May 2026) – P7 pupils (x5)
- Interschool Sports (May 2026)
- Inverness Local Mòd (June 2026)

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

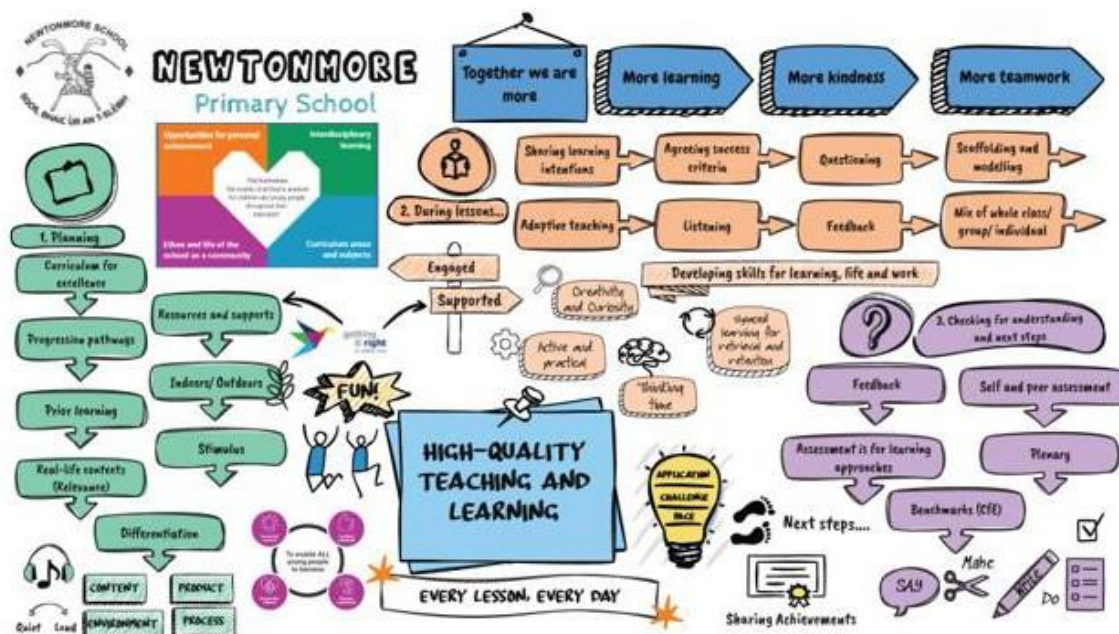
As a school, we sought **family views** in relation to What Makes a Good Lesson, our Outdoor Spaces and our Communication.

- MORE KINDNESS ~ MORE LEARNING ~ MORE TEAMWORK

In addition to family view, views were also sought from pupils and **staff** regarding What Makes a Good Lesson.

This culminated in the creation of our 'What Makes a High-Quality Lesson' to ensure a clear and shared understanding of expectations to support consistency in learners' experiences.

This is for use by teachers to ensure clarity in expectation and consistency across classes. It will be used to self-evaluate against and tailor ongoing support.



MORE KINDNESS ~ MORE LEARNING ~ MORE TEAMWORK

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' (School) and 'Quality Improvement Framework' (Sgoil-àraich) together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	PRIMARY
QI 1.3 Leadership of change	Satisfactory
QI 2.3 Learning, teaching and assessment	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory

	ELC
Staff skills, knowledge, values and deployment	Satisfactory
Learning, teaching and assessment	Satisfactory
Nurturing, care and support	Satisfactory
Children's progress	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

Continuing to address the action points from recent inspection around the main areas of;

- Quality Learning, Quality Teaching
- Raising Attainment, Realising Achievement
- Relationships, Rights and Ready to Learn

Planning ahead

A' planadh air adhart

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 <https://sites.google.com/kingussiehigh.org.uk/newtonmore-school/home> or by contacting the school office.