

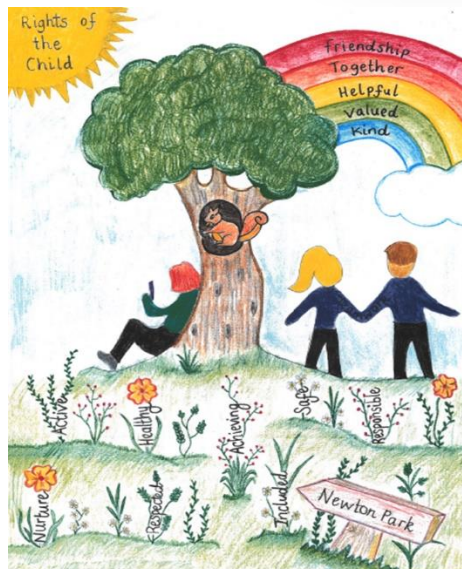


STANDARDS AND QUALITY REPORT

2023-2024



NEWTON PARK PRIMARY SCHOOL



Introduction: Local and National Context

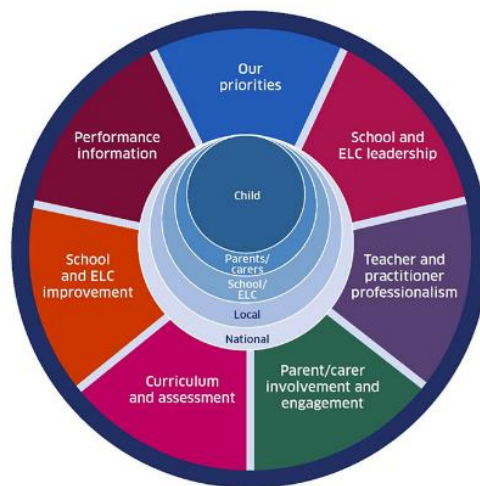
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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 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.

Attendance 92.1%	Average Class Size 24.9	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 354	Teacher Numbers 15	Pupil Teacher Ratio 19.4
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N3 XX%	N4 XX%	P1 14.7%	P2 12%	P3 10.7%	P4 16.1%	P5 14.4%	P6 16.1%	P7 16.1%
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SIMD Q1¹ 40-50%	SIMD Q2 10-20%	SIMD Q2 10-20%	SIMD Q3 20-30%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 30-40%	No ASN 60-70%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 0-10%	No EAL 90+%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Majority	Almost all	Majority

We have had no exclusions this year.

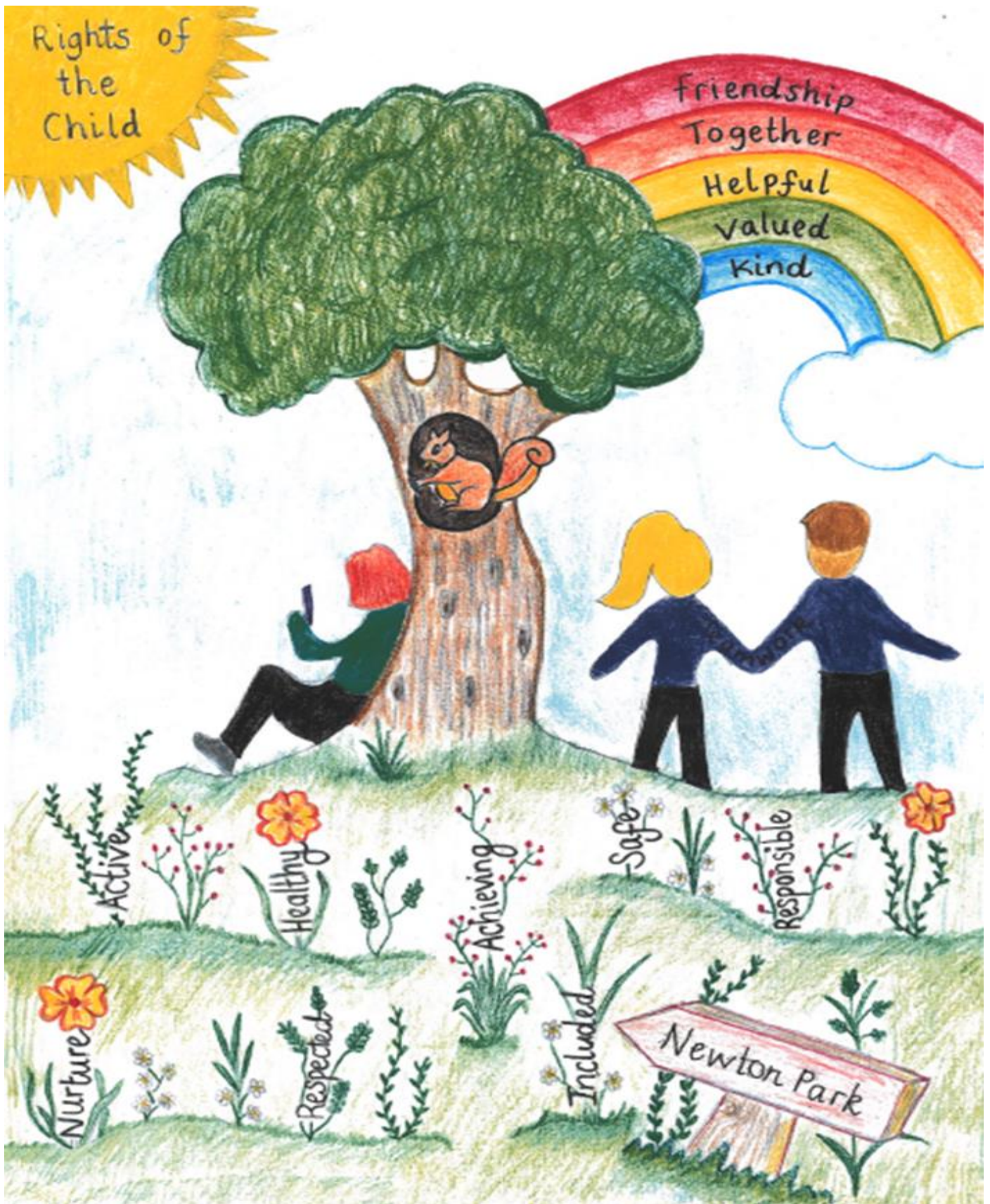
¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

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:

Improve Attainment in Literacy – Writing Development Year 2

Purpose:

In session 22-23, staff undertook Stephen Graham Writing training. Staff have begun work following this training to create a whole school programme – progressive with assessment embedded within it. Data shows poorer scores for SNSA / SPP writing in comparison to reading, numeracy and talking & listening. Staff expressed need for a progression across the stages through staff evaluation feedback.

Progress:

Curriculum and Assessment – Very good progress made in this area.

Impact:

Staff undertook the writing training and this has had a positive impact on pupils' writing – ACEL data shows increase.
Staff express an increased confidence in teaching of writing.
Observations of writing lessons show high levels of pupil engagement.
Improved levels of literacy achievement in P1, 4, 7 – overall 75% achieving Reading. Children building up skills – 83% of P7's achieved Second Level.

Next steps:

Complete the Stephen Graham training – last 4 genres.
Create progressive planning documents to support effective planning across the stages.
Develop staff confidence in use of Rubrics to ensure consistent ACEL data – recognition of learning at each stage and identification of clear next steps for learners.
Develop moderation of writing across the school to ensure consistency across levels.

School Priority:

Pupil Profiling / Family Engagement

Purpose:

When gathering Parent Voice for S&Q, clear outcome of parents wanting 'homework' as a way of supporting improved attainment for learners. This would link well to our targets for more targeted Digital Pupil Profiles and how to create more personalised learning targets to be shared with families.

Progress:

Parent / Carer involvement and engagement – good progress made in this area.

Impact:

Profiles created with a focus group of parents.
Changes made as required and profiles created for all Primary 6-7 pupils, ready for Session 24-25.
Staff training on profiling – majority of staff attended.
Policy re use of Profiles and staff expectation for use of these and use of digital profiling at P1-5.

Next steps:

Monitor use of Digital Profiles with families to ensure they are able to engage with these effectively.
Support families with digital aspects of profiles to ensure that all families are able to engage.
Look outwards to see what other schools are doing around Parental Engagement – what do our families want / need – events they would like to be part of.
Ensure all events / support is part of Quality Assurance Calendar so staff hours are allocated at the beginning of term.

School Priority:

Health & Wellbeing / Rights Respecting Schools

Purpose:

During Session 22-23, the school worked towards the Silver Award – which will continue into Session 23-24. Our curriculum needs to be re-visited to ensure it reflects an up-to-date curriculum with RRS embedded within it. This will link in with the staff feedback from S&Q where they felt many of the resources / planning documents were out of date and not reflective of our curriculum.

Progress:

Excellent progress made in this area – the school was awarded Silver Rights Aware Award in September 2023.

Impact:

All staff have become more aware and confident in the area of Rights.

Pupils are supported through the use of Rights – consistent language used across the school.

Charters have been created by the children / staff and this is supporting children in all areas of the school.

Rights are embedded in the school and termly planners highlight the linked Right for the week – this Right is then covered by all children in all classes across the school.

Next steps:

The school is striving towards Gold Rights Aware Award – progress towards this in Session 23-24 will be built on so we can achieve Gold Award in session 24-25.

Wider health priorities will be reviewed to ensure our HWB programme is appropriate and reflects the needs of our children.

Progress and impact of Pupil Equity Fund

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, from providing uniform, supporting attendance to offering a targeted breakfast club and emotional check in for so many of our children.

Further funding employs 3 PSA's – a total of 56 hours a week to support learning across the school. This time allows targeted interventions in literacy and numeracy.

In Session 23-24, evidence of attainment in literacy was gathered:

- In Primary 3, 8/12 targeted pupils achieved all 12 elements of Phonological Awareness – 67%
- In Primary 7, 4/5 achieved Emerald/ Ruby level and shown significant improvement on scores – 80% target met / exceeded.
- In Primary 7, 3/4 significant improvement in reading scores - 75% target met.
- In Numeracy (HNP), significant improvements were evident in 3 out of the 4 targeted areas. Further work is required within Grouping and Place Value across all 4 stages (P3, 4, 6 & 7).

Wider achievements

ELC children carried out regular visits to the local Care Home and established links within the community.

A group of P7 children competed in STEM Lego League Challenge and made it to the British finals in Harrogate. An amazing experience for a group of our children.

A group of 7 P7 children took part in Scottish Maths Challenge – all children gained either a Silver or Gold Award in this competition, completing all 3 rounds and all 9 questions.

130 children, from across the school, took part in Newton Park's Got Talent – with finalists presenting in front of an invited panel of judges.

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 events from playing the piano, chanter and voila to verse speaking.

Primary 7 children took part in the residential trip to Nethybridge, Abernethy, where they had the opportunity to take part in team building and confidence building activities.

Children supported a wide range of charity projects this year:

- Red Nose Day
- Make a Wish charity
- Local Food Bank
- Caithness FM – Cash for Kids (Christmas gifts)
- Highland Homeless charity
- Children in Need

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

- P5-7 took presented their show, No One Wraps like an Elf;
- P2-4 went out into the community to sing some Christmas carols.
- P1 held a coffee morning for their families, where they sang Christmas songs and had an opportunity to spend time with their families.

With the support of the Parent Council, children across the school took part in World Book Day.

A P7 child made it to the Scottish Schools Swimming finals in Glasgow 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 matches in mixed teams with another local primary school. They also played as their school team against the same school.

P7 pupils worked with another local primary school to enhance transition to Wick High School. Pupils took part in a rugby tournament where they played in teams consisting of both pupils from both schools and also carried out science experiments within mixed school groups.

Comments from learners, families, stakeholders and staff

Our children said...

HQAs have good feedback from teachers and allow us to say how we think we have done.

Next steps help us to think about what we need to do next.

The way teachers and PSAs help and encourage us is really good. Like the way that they get to learn different strategies in maths.

Opportunities to work with pupils from Noss has been really good – especially when P7's are going to be with them in Wick High School next session.

The children described wellbeing, equality and inclusion as excellent - it's just amazing. If you are struggling you have so many options to choose from.

Anyone can join in with football/netball/ basketball.

Some people had the chance to go to the Foodbank. All had the opportunity to contribute, if they could, and many will benefit from the donation.

LEGO club – we were able to choose whether we wanted to be in this and a variety of children selected – it was great that they won and got to go to Harrogate to the Final.

Next steps that the children identified...

Could use walkie talkies for PSAs outside to contact SLT if something happened outside and they were needed.

Rubrics are a bit complicated – words used – we would like it to be easier for us to use and understand.

The way we are doing writing now, discussing and co-constructing, helps for when we write on our own.

Our Families said...

Parents at Parent Council – when School Improvement Plan shared with them, they expressed clear support for the priorities for next session. They also expressed how good the opportunities were for the children across the school.

The Parent Council have supported the school so much and offered opportunities for children to part in a wide variety of events – Halloween Disco, Christmas Disco, Summer BBQ, along with other days such as World Book Day and Red Nose Day.

Next steps that Families identified...

The next steps they have identified are to further progress the Safer Routes to School initiative and also to progress the playground markings.

Parents who trialled our Digital Profiles were very positive about them and helped staff to sort out any issues that arose – these are now ready to roll out next session.

These will be part of our developments next session.

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

Continue to improve attainment in literacy, with a specific focus on Writing.

Review and improve our Health and Wellbeing programme.

Strive to achieve our Gold Rights Aware Award for Rights Respecting Schools.

Develop implementation of Digital Profiling across the school.

Planning ahead

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:

www.newtonparkprimary.wordpress.com

or by contacting the school office on 01955 609702