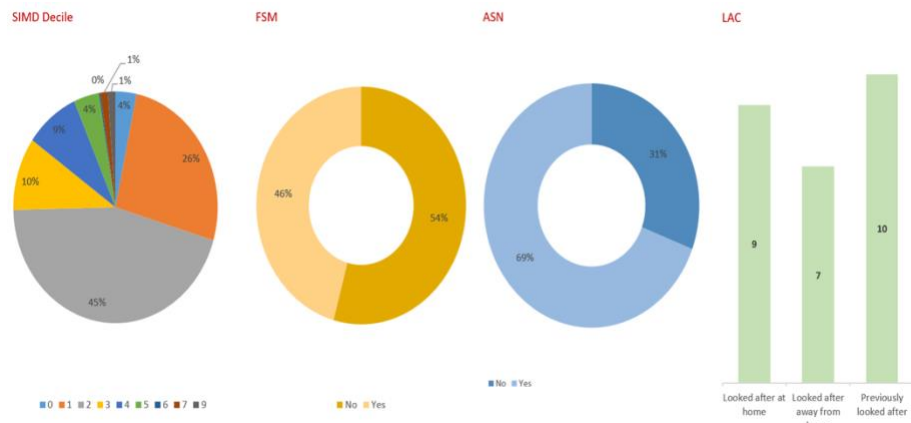


## Newark Primary School Standards and Quality 2022/ 23

### Context of the school:

#### Our School

- We are the only non-denominational school in Port Glasgow, we serve the whole Port Glasgow community
- We have 17 classes and a Nurture base
- The current role of our establishment is 430 with 46% in receipt of free school meals
- Within the pupil population, 72% live in SIMD deciles 1 & 2 with 90% in deciles 1-4
- We have 27 teachers (2.1 FTE funded through PEF £100,363.39) including a management team consisting of a Head Teacher, Depute Head, PEF funded Depute Head (£13,222.24) and two Principal Teachers
- We have 21 support staff (3 clerical staff and 15 Pupil Support Assistants, three of which are funded through PEF £48,738.00)
- We have a breakfast club which runs every day from 7.45am with three staff members
- Our associated secondary school is Port Glasgow High School
- We are a raising attainment for all school, as there is no significant gap between our pupils living in SIMD 1 & 2, and 3-10.
- Our Pupil Equity Funding (PEF) allocation was £164, 150 this session.



#### Our Vision

At Newark Primary School we work together with mutual respect to achieve everyone's full potential. We will achieve this through positive, nurturing relationships and by providing the best learning and teaching experiences in a safe, motivational environment.

#### Our Values

**Nurture**  
**Enjoyment**  
**Welcoming**  
**Ambition**  
**Respect**  
**Kindness**



#### Our Aims

To actively develop our children's skills and knowledge, developing their understanding of what successful learning looks like and how to develop this as a skill to enable them to become successful, lifelong learners.

To ensure that all our pupils have responsibility for their own learning, in partnership with their teacher, support staff, parents and carers.

To afford our pupils with as wide a range of experiences as possible to develop an awareness of their place in their community and develop as responsible citizens.

For our pupils to develop the social skills and understanding of their roles and responsibilities within the school and its wider community, for them to develop as effective contributors.

**School priority 1: Improvements in attainment, particularly in literacy and numeracy**

NIF Priority  
Improvements in attainment, particularly in literacy and numeracy  
Placing the human rights and needs of every child and young person at the centre of education

HGIOS QIs  
3.2 Securing Children's Progress  
2.3 Learning, teaching and assessment  
3.2 Raising attainment and achievement  
2.5 Family learning

NIF Driver  
Teacher professionalism  
Assessment of children's progress

UNCRC  
Article 29 (Goals of education):  
Article 28: (Right to education):

**Outcome:**

In all stages we are raising attainment for all in reading.

1. There will be a 7% increase in reading attainment for P2 children by June 2023.
2. There will be a 6% increase in reading attainment for P3 children by June 2023.
3. There will be a 15% increase in reading attainment for P4 children by June 2023.
4. There will be a 10% increase in reading attainment for P5 children by June 2023.
5. There will be a 7% increase in reading attainment for P6 children by June 2023.
6. There will be a 16% increase in reading attainment for P7 children by June 2023.

**PEF spend to support closing the gap:**

PEF DHT Raising Attainment and Recovery- £13,222.24  
PEF Teachers 2.1FTE- £100,363.39  
PEF Pupil Support Assistants x 3- £48,738.00

**Progress and impact of outcomes for learners:**

HMIE inspected Newark in February 2023. The school was graded:

- 1.3 Leadership of Change- *Good*  
2.3 Learning, Teaching and Assessment – *Good*  
3.1 Ensuring Wellbeing, Equality and Inclusion- *Very Good*  
3.2 Raising Attainment and Achievement- *Good*

*The HMIE report stated, "Almost all children at early level, and the majority at first level, are making good progress in reading and writing. The majority of children at second level are making good progress in reading."*

All staff have been upskilled in reading pedagogy. They agreed the priorities for a whole school approach to reading and building a reading culture. All staff agreed to develop consistency in teaching comprehension and a systematic approach to teaching synthetic phonics. Almost all class libraries are engaging with relevant and varied texts, but we will continue to develop and improve reading resources. Teachers will continue to explicitly model and teach phonics/spelling and reading skills. There is daily teacher led reading at most stages. Planned team teaching to support recovery of identified pupils with recovery teachers and PSAs is in place. All classes have focussed vocabulary lessons and dedicated time for reading for pleasure. Comprehension boxes for P2-P7 have yet to be utilised regularly. We have established our Reading Schools leadership group and are working towards our first accreditation. Teachers have assessed all learners and identified pupils who are on track. Further work on consistency of teacher professional judgments would benefit staff across the school.

Stage	August 2022	May 2023	
P2	63.64%	72.05%	+8.41%
P3	55.93%	54.24%	-1.68% (not children receiving intervention support)
P4	61.9%	63.49%	+1.59%
P5	55%	62.33%	+7.33%
P6	75.41%	70.77%	-4.64%
P7	60.0%	72.06%	+12.06%

At P2, 7 identified learners are now back on track due to recovery intervention in reading.

At P3, 3 identified learners are now back on track due to recovery intervention in reading.

At P4, 3 identified learners are now back on track due to recovery intervention in reading.

At P5, 5 identified learners are now back on track due to recovery intervention in reading. In P6, identified children did not meet their target. There were changes to the cohort throughout the year with children moving schools and others arriving. Recovery Teachers reported the targeted support was beneficial and they could see improvements whilst working in small groups, however this is not yet evident when transferring skills into the larger class setting. At P7, 6 identified learners are now back on track due to recovery intervention in reading.

All teachers will continue to develop moderation in professional judgements for literacy and numeracy next session.

PSA staff have been upskilled in '5 Minute Box' and are using intervention programmes with identified learners. There were opportunities for PSA staff to revise Active Literacy, Catch Up Literacy, Toe-by-Toe, Nussy and how to support reading for fluency using Rainbow Reading. PSA's report increased engagement from children in 5 Minute Box activities and staff are seeing an improvement in children's confidence with writing in class as a result. Some PSA's are also using their knowledge of 5 Minute Box to enhance Active Literacy with P4 learners.

**Next Steps:**

- ✓ Whole school focus on 'Improving Our School' (IOS)
- ✓ Improve attainment in Writing for all through development of Talk 4 Writing pedagogy P1-P7
- ✓ Continue to engage in cluster moderation of Broad General Education (BGE) to support Teacher Professional Judgments (TPJ) in writing
- ✓ Embed reading comprehension skills and Newark Way for Reading (staff working party)
- ✓ Family Learning opportunities to support literacy & numeracy development

**School priority 2:** Improvement in children and young people's health and wellbeing  
Placing the human rights and needs of every child and young person at the centre of education

<p><u>NIF Priority</u> Improvement in children and young people's health and wellbeing Placing the human rights and needs of every child and young person at the centre of education</p> <p><u>NIF Driver</u> Parental Engagement School Improvement Teacher professionalism</p>	<p><u>HGIOS QIs</u> 1.3 Leadership of change 3.1 Ensuring wellbeing, equality and inclusion 2.7 Partnerships 1.5 Management of resources to promote equity</p> <p><u>UNCRC</u> Article 2: (Non-discrimination) Article 3: (Best interests of the child) Article 14 (Freedom of thought, conscience and religion): Article 12 (Respect for the views of the child):</p>
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**Outcome:**  
All learners P1-7 will be aware of appropriate language to use with regards to racism by June '23.  
All classes will have undertaken an interdisciplinary theme to enhance their understanding of racial literacy by June '23.  
All children will be nurtured by all staff using trauma sensitive approaches by June '23

**PEF spend to support closing the gap:**  
Play Therapist 3 days weekly- £36,000  
Trauma informed CLPL/ support resources- £792.00

**Progress and impact of outcomes for learners:**

HMIE reported that, "Staff ensure that children understand and challenge discrimination. Children explore and discuss a range of topics which celebrate diversity through the health and wellbeing programme. Children across the school understand and can talk about cultures and ideas which are different to their

*own. The General Teaching Council for Scotland (GTCS) recognised the school's work on anti-racism through the Saroj Lal Award for Pioneering Spirits in Equality and Diversity."*

From our CLPL sessions, almost all staff reported an increased confidence when teaching about racial diversity and dealing with racist incidents when they occur. All agree we are taking a more anti-racist approach to the curriculum, but that there is further work to do to diversify our curriculum.

Almost all children report they have a greater understanding of racial diversity and how to be anti-racist. Most children feel comfortable 'calling out' racism if they hear/ see it. As a result, our reports of racist incidents have increased this session with this increased awareness from children and staff. This will continue to be monitored next session. 76.3% of our P4-7 children feel Building Racial Literacy should continue to be on our school improvement plan for next session.

Our work on building racial literacy was deemed as practice worth sharing and Education Scotland have created a 'Sketchnote' showing our journey. As a result, we were asked to participate in an HMIE Thematic inspection in May '23 to discuss our highly effective practice with regards to bullying. Our Anti-Racism & Anti-Bullying pupil voice groups alongside their staff leads, spoke confidently about our progress and our plan.

Trauma sensitive approaches:

- All staff including PSAs, clerical and janitorial staff have undertaken training on understanding the impact of trauma and coping with adversity.
- Trauma sensitive approaches such as a no shouting policy, co regulation strategies, the 5 Point Scale, The Crisis Curve, Nurture Principles and the Relationship Policy are embedded and embraced by almost all members of staff.
- These approaches ensure that staff can provide the right kind of help for children with more complex needs through the use trauma sensitive language, approaches and sensory spaces which have been developed across the school to help children self-regulate.
- Most teachers have committed to supporting Alternative Lunch Clubs. The result of these approaches and interventions have resulted in fewer playground incidents and reduced levels of anxiety for most children with autism spectrum disorders (ASD).
- All staff carry a range of common visual symbols and pictures to support children with communication and understanding when needed. These are improving children's understanding of tasks and ability to manage learning activities independently.
- The environment for learning is well signposted and adapted to facilitate movement for disabled children and those with sensory needs.
- Almost all children with ASD are now engaging more readily in classroom activities and movement within the school using sensory areas when needed.

Our progress to be trauma informed was highlighted in our HMIE report:

*"Staff undertake professional learning in specialist approaches to ensure they can provide the right kind of help for children with more complex needs. Senior leaders, teachers, pupil support assistants, clerical and janitorial staff understand the impact of trauma and coping with adversity. They use trauma sensitive approaches including supportive language and sensory spaces across the school to help children to self regulate. This has resulted in fewer playground incidents and reduced levels of anxiety for most children with autism spectrum disorders (ASD)."*

We received our Trauma and Attachment Sensitive School Bronze Award at accreditation with Dr. Jenny Nock in May '23, which she highlighted was *"an external sign of recognition of your commitment to the steps you have taken at Newark Primary School to develop a culture of compassion and nurture. This, as you well know, plays a pivotal role in getting your pupils into a state of 'learning readiness'."*

In the final report, there were a number of points deemed worthy of a special mention, some were:

- ★ *Evidence about the support you offer to children and families was compelling and moving, particularly the strong references made toward the importance placed family events within the school. Connection with and care for families is a particular strength of the school.*
- ★ *You have a range of strategies in place for supporting parents and carers in understanding child development and attachment relationships. The support you have demonstrated with regard to workshop on dyslexia for parents and your 'Roots of Empathy' programme demonstrates a depth of understanding and compassion for families. You demonstrate deep empathy in relation to the daily struggles that families face.*
- ★ *Quality staff care and emotional support to protect mental health and well-being is multi-levelled and provided through the leadership team. Leaders are aware of the multiple risk factors to staff mental health and well-being and are proactive in providing support to cope with the psychological and emotional demands of the job. There is an extensive range of processes and strategies to protect staff from 'overwhelm' or burnout, including wellbeing check-ins and debrief and recovery sessions after challenging situations.*
- ★ *Staff members interviewed shared that leaders are approachable, flexible and empathic. Staff were fully aware of many avenues of support to which staff can be referred, formal and informal, in-house and external. In service days, where staff have the opportunity to talk and reflect with other staff members adds strength to the quality support staff feel at Newark Primary School. Care for staff is a particular strength of the school.*
- ★ *A broad range of strategies to support executive function is being used consistently throughout the school. The use of a staff induction handbook, which includes universal strategies and updated annually, is a fantastic way of giving a voice to pupils, parents and staff about what they feel might support learning. Staff who were interviewed demonstrated knowledge and understanding of the challenges faced by children who have difficulties with organisational and regulation skills, and clearly make links between the developmental vulnerabilities of developmental delay, self-regulation and executive function.*
- ★ *Activating and energising activities are used for pupils who are disconnecting or 'switching off'. Staff described numerous methods that are used to help children who are disengaging from learning and were able to explain reasons why this might be. Short chunk activities, one-to-one adult time and personal motivators were mentioned as ways of reconnecting pupils to the task in hand. Recognising the importance of using sensory activities to re-engage pupils is a particular strength of Newark Primary School.*
- ★ *Methods for eliciting, hearing and responding children's voices are broad and extensive. You described numerous strategies to ensure that no pupil is denied participation and all pupils, including the most vulnerable are enabled to communicate. Eliciting pupil voice at Newark Primary School is not limited to formal methods; every opportunity is taken to have meaningful encounters, which can take place at any time: in the playground; having lunch; in the classroom; during lessons and interventions.*
- ★ *Staff have numerous methods and skills for helping children to communicate uncomfortable, even painful emotions, and provide them with a broad range of strategies and resources to elicit their voices. Children are actively encouraged to be authentic in their communications. All approaches are individualised and truly personal to meet each child's needs. There is an authentic drive to truly 'hear' and 'see' children and staff are genuinely curious about what matters to the pupils. This is a particular strength of the school.*

#### Mind Mosaic PEF funded Play Therapy

Almost all teaching staff evidenced positive changes in emotional wellbeing for children in their class who had completed a block of play therapy, measured through the pre and post strengths and difficulties questionnaires. All parents of children who participated in PEF funded play therapy sessions reported improvements in their individual targets by the end of their block. All children reported that they benefitted from their play therapy sessions, and it had been a positive experience for them.

**Next Steps:**

- ✓ Expand on Promoting Attendance with parents with a focus on early intervention and Care Experienced Young People (CEYP)
- ✓ Teacher confidence in professional judgements of progress towards a level and consistency using assessment data (IOS focus)
- ✓ Further develop play pedagogy in P2, 3 & 4 (maintenance)
- ✓ Develop opportunities for enquiry-based learning in one class (P5/6/7)

**School priority 3:** Closing the attainment gap between the most and least disadvantaged children and young people

Placing the human rights and needs of every child and young person at the centre of education

NIF Priority

Improvement in children and young people's health and wellbeing  
Placing the human rights and needs of every child and young person at the centre of education

NIF Driver

Assessment of children's progress  
Parental engagement  
Teacher professionalism

HGIOS QIs

3.2 Raising attainment and achievement  
2.3 Learning, teaching and assessment  
2.4 Personalised support  
1.3 Leadership of change  
2.5 Family Learning  
2.7 Partnerships  
3.1 Improving Wellbeing, Equality and Inclusion

UNCRC

Article 2 (Non-discrimination)  
Article 3 (Best interests of the child)  
Article 4 (Protection of Rights)  
Article 12 (Respect for the Views of the child)  
Article 17 (Access to Information)  
Article 31 (Leisure, Play and Culture)

**Outcome:**

1. By June 2023, the number of stages using play pedagogy to increase pupils' readiness to learn extended to P2, making regular use of outdoors and shared spaces
2. By December 2023, there will be an increase in parents in the early years' classroom engaging with regular communication between school and home through learning journals
3. To increase the attendance of all pupils to a minimum of 94% by June 2023.

**PEF spend to support closing the gap:**

£0

**Progress and impact of outcomes for learners:**

**Play:**

Play pedagogy is embedded in P1, and all P2 staff have participated in the Lynda Keith Play training this session. All P2-4 classes have embraced opportunities for play in their classrooms. All P1-3 parents were invited in monthly for 'Stay & Play' sessions which were very well attended. Our Play Lead for the school supported all staff with their learning environments and provided CLPL in partnership with Newark Nursery.

Play and enquiry-based learning are developing across all stages, although further professional learning for staff in First & Second Level is required. HMIE reported on our play journey in their inspection report which stated,

*"Teachers at early level support children's learning successfully using embedded play-based approaches. They engage frequently with national practice guidance to develop further their understanding of how children develop and learn through play. They create learning environments that support children well to be curious and make independent choices. Staff ensure there is a good balance of child and adult*

*initiated learning. These approaches impact positively on children's experiences and readiness for learning. Children who are 'Play Champions' promote the importance of play across the school. For example, they recently led the school's involvement in the 'Global Schools Play Day'. Senior leaders and staff should continue to develop the 'Newark Play Way' to ensure that all children have regular and well-planned opportunities to learn through play."*

*"At early level, teachers plan effectively using floorbooks with a focus on raising attainment and meeting the needs of all children through a play-based approach. The curriculum is designed to take account of children's interests and promotes rights-based learning. Teachers ensure there is a balance of child and adult led experiences to ensure a breadth of learning across the curriculum. Teachers across the school are beginning to develop the use of floorbooks to plan interdisciplinary learning."*

Primary 1 staff were using online learning journals to report to parents but following consultation with parents in Term 4, most indicated they were not using the journals the way they had in nursery and would like a written report in Term 4. We will further investigate reporting to parents in a way that dovetails with play pedagogy that all stakeholders feel is beneficial.

Attendance:

Both the Principal Teacher (PT) and Head Teacher led on this priority. It was agreed that the PT would focus on a targeted group of P1 & P2 pupils who had attendance below 85% for early intervention, whilst the HT would focus on vulnerable and CEYP initially as well as monitoring attendance for the whole school overall.

The termly aims for the PT were to:

- Select P1-2 pupils within the criteria.
- Engage with families and build positive relationships.
- Create an attendance flyer showing both increases and decreases in attendance.
- Monitor results and use our attendance flow chart as a guide for next steps.
- Weekly tracking and support meeting with HT regarding vulnerable children/ CEYP.

By June 2023, the majority of this group of P1-2 pupils have increased attendance by 5-10%, with almost all of the children's attendance increasing by at least 4% and the single largest improvement being 11.1%.

Part of the success was the bespoke approach taken by building positive relationships with parents and families. The PT made regular phone calls to parents and created an attendance flyer which was also sent out to update the families on how their statistics were progressing. Robust tracking of individual progress (weekly/fortnightly) supported decisions to extend the group.

The original outcome to increase whole school attendance to 94% was ambitious. We have not met this target, although we have improved attendance for all from 88.42% in 2021-2022, to 91.12% in 2022-2023 session.

Next Steps:

- ✓ Attendance tracking system in place for previously care experienced young people and children who are looked after at home
- ✓ Increase attendance for all pupils to 93%
- ✓ CLPL for staff in First/ Second Level class (TBD) on play and enquiry-based, child centred pedagogy
- ✓ Create enabling environments that support play pedagogy beyond P1
- ✓ Develop assessment that aligns with enquiry based learning
- ✓ Collate evidence for accreditation of Play Pedagogy Award

**School priority 4:** Improvement in employability skills and sustained positive school leaver destinations for all young people

<p><u>NIF Priority</u> Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p><u>NIF Driver</u> Assessment of children's progress Parental engagement School leadership</p>	<p><u>HGIOS QIs</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions</p> <p><u>UNCRC</u> Article 28: (Right to education) Article 29 (Goals of education)</p>
<p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>○ All P7 pupils will undertake introductory sessions with the WCS Creative Industries team to enhance their knowledge of audio and visual skills development by June '23.</li> <li>○ Identified pupils in P7 will create the Newark News Podcasting team to use their skills by June '23.</li> <li>○ All pupils will work alongside Make it Happen App design to design their own apps and enhance their digital literacy skills by June '23.</li> </ul> <p><b>PEF spend to support closing the gap:</b> £0</p> <p><b>Progress and impact of outcomes for learners:</b></p> <p><u>Make it Happen Partnership:</u></p> <p>All classes received an input from Make It Happen and almost all children attended the sessions, where they learned about app design, processes and innovation. The inputs were generally received positively with most children and teachers stating that they enjoyed the session and found it interesting. The children were also engaged with the follow up ICT lessons where skills could be developed further. This was also reflected in the number of submissions for the design competition with every class (P2 – P7) submitting an entry for the competition.</p> <p><u>West College Scotland Partnership:</u></p> <p>During Term 3- 4, P6 and P7 classes participated in the STEM in the Creative Industries Project provided by the West College Scotland and almost all children attended. During the sessions children developed skills in musical performance, video recording/editing, Virtual Reality, Podcasting and DJ. There were a variety of opportunities to develop knowledge and skills using specific computer programs and devices as well as technology used for producing television programs. By the end of the block, children could identify specialist equipment and explain how it is used. For each session children had the opportunity to combine their skills to create, a short video, podcast and piece of music. All teachers felt that that the experience was positive and engaging for their children. Since receiving the inputs a few children have expressed an interest in working on the school podcast. The next steps include creating a 'wrap up show' for the end of this session with the view to P6 children leading monthly podcasts during the next session.</p> <p><u>Developing the Young Workforce (DYW):</u></p> <p>During Term 2 our vacancy board was re-launched advertising a number of roles within the school. All adverts listed the skills necessary and children were invited to apply through a letter or email. A total of 106 children applied and were appointed to a role. The general skills developed were time keeping, communication, organisational skills, cooperation and money handling. Most children attended regularly for their shifts and chose to save their earnings to allow them to purchase more expensive items. Overall the engagement and interest in DYW has been high and it has contributed to the positive ethos in the school. In terms of next steps this information will be tracked as part of the Wider Achievement so we can closely monitor the skills developed.</p>	
<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>✓ Continue to develop opportunities for DYW in school to further develop meta skills</li> <li>✓ Continue to develop school 'Newark News' podcast to share our learning and successes whilst developing our digital literacy</li> </ul>	



## Key Achievements of the school

- ★ Pupils updated our universal strategies in August/ September '22. Our Dyslexia Friendly Pupil group were awarded the first Dyslexia Scotland Changemaker Badge for their efforts
- ★ Alternative lunchtime clubs started in September '22, with staff volunteering to lead a variety of clubs including board games, block play, ICT, library, colouring, rugby, financial awareness. These were so well subscribed we had to adapt the way children could access them, so it was available to all who felt they benefitted from attending **#Nurture**
- ★ Whilst diversifying our class libraries, we invited author Maisie Chan in to speak to all the children about her books and her job
- ★ All classes participated in Black History Month as part of our building racial literacy work. This was led by the Anti-Racism pupil voice group.
- ★ All classes engaged with Make it H'Appen in October '22 to develop their digital literacy skills by designing apps. Winners of the competition were awarded in February '23.
- ★ P3/2 led Harvest celebrations with a collection for the local foodbank.
- ★ The Athletics and Netball teams participated in their first competitions **#Enjoyment**
- ★ In October '22, Katie D'Souza (class teacher) was awarded the joint winner of the Saroj Lal Award for Pioneering Spirits in Equality and Diversity. As a result, our Anti-Racism Pupil group spoke confidently on STV news and with the Greenock Telegraph about their community poster campaign.
- ★ The Dyslexia Pupil group spoke confidently at assembly in November '22 to explain how dyslexia can be a barrier to their learning, but also the strategies that help them.
- ★ All P4-7 children participated in the Benedetti Foundations primary workshops in November '22.
- ★ A group of P7 learners who worked with James from CLD achieved their SQA Gold Personal Achievement Award for learning about Healthy Eating and sharing their learning with their parents **#Ambition**
- ★ The Eco Group planted trees to create our own forest in November '22.
- ★ The Newark Digitals helped us learn about being safe online and shared their tips at assembly in January '23 for Safer Internet Day.
- ★ In February '23 all classes took part in Global School Play Day where the day was completely child led with no use of electronic devices
- ★ P7's participated in enhanced transition opportunities with PGHS throughout the year. In February '23, a group of pupils built our sensory benches for a quiet space in our playground with Stuart Cummings (Home Link worker PGHS)
- ★ Our P7 children went on a residential trip to Millport in March '23 where they developed outdoor learning and science skills.
- ★ P6a led a bake sale for the Turkey/Syria Earthquake appeal for UNICEF **#Kindness**
- ★ P4 wrote and performed their own Newark Sea Shanty as part of their expressive arts learning at assembly in March '23.
- ★ P6 worked collaboratively with Belville Gardens in April at their facilities and at school over 6 weeks to enhance their outdoor learning skills.
- ★ For International Nurses Day in May '23, P3/2 had visits from NHS workers to learn about their roles. They created pictures to decorate the wards at IRH for the patients to admire.
- ★ Parent drop-in was very well attended on Fridays by different parents and toddlers. Barnardo's and CLD partners were available to provide informal support for families
- ★ DHT led a 'Neurodiversity' parent support group monthly for any parents who wanted to attend. This group have led the focus and have provided peer support for each other as sessions have progressed.
- ★ All children participated in POUND sessions in Term 1/ 2 to promote fitness and positive mental health. 85% of the children found these sessions beneficial.
- ★ P7 Leavers planned their dance and prizegiving which was attended by parents, partners and members of the local community.
- ★ Our Chaplain, Rev. William Boyle from New Port Parish in Port Glasgow attended monthly assemblies and invited children down to participate in the Easter Code (P6) and Bubblegum 'N' Fluff (P5) events.

- ★ We invited parents to monthly 'First Friday' Assemblies to share our successes **#Welcoming**
- ★ We had our first Christmas Performance at New Port Parish Church where all classes performed for our families and local community partners.
- ★ From August until Easter, there were 18 sports-based clubs running in coordination with Active Schools at either lunchtime or afterschool, varying from Multi-Skills, Football, Athletics and more. By December '22, 46% of the school role took part in these activities, with that rising to 47% by Easter. By the end of the school year 85% of the school role have taken part in extra-curricular activities.
- ★ In June '23, we were reaccredited with our Gold Level Sport Scotland School Sport Award.
- ★ In June '23, we premiered our Anti-Racism animation at the Waterfront Cinema with advertising on the digital billboard in Port Glasgow. This was covered nationally by STV News and by local press. The Film will be shown over the summer holidays before almost all feature films, and at 'Pictures in the Park' outdoor cinema **#Respect**