



Newark Primary School

Standards and Quality 2024-25

Context of the Establishment

Our Establishment

- We are the only non-denominational school in Port Glasgow; we serve the whole Port Glasgow community and a section of the East End of Greenock.
- We have 18 classes and a Nurture class.
- The current role of our establishment is 388 with 43% in receipt of free school meals.
- Within the pupil population, 76% live in SIMD deciles 1 & 2 with 96% in deciles 1-4.
- We have 26 care experienced young people which equates to approximately 7% of the school population.
- We have 35 registered Young Carers equating to 9.5% of our school roll.
- 62% of our children have an additional support need or some barrier to their learning.
- We have 24.2 FTE (full time equivalent) teachers (0.8 FTE funded through £53,198.00) including a management team consisting of a Head Teacher, Depute Head, PEF funded Depute Head (£16,103.63), two Principal Teachers and PEF Funded Principal teacher (£6070.00)
- We have 11.23 FTE Pupil Support Assistants, 3 clerical staff and 1 janitor.
- We have a breakfast club which runs every day from 7.45am with two 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.

SIMD Decile

SIMD Decile	Count
1	190
2	87
3	68
4	39
5	8
6	4
7	4
8	4
9	4
10	4

FSM

FSM Status	Count
Yes	167
No	221

ASN

ASN Status	Count
Yes	240
No	148

LAC

LAC Status	Count
Looked after at home	4
Looked after away from home	12
Previously looked after	10

Stage	Count
P1	49
P2	59
P3	41
P4	65
P5	55
P6	57
P7	62
Grand Total	388

Stage

Stage	%
P1	12.6%
P2	15.2%
P3	10.6%
P4	16.8%
P5	14.2%
P6	14.7%
P7	16.1%

Vision: **Together We Shine**

Newark Primary School envisions a vibrant community where every child regardless of background, ability, or circumstance, thrives in an inclusive and equitable environment. We celebrate diversity through understanding, empathy and love, fostering a space where children's voices are heard and embraced. The United Nations Convention on the Rights of the Child (UNCRC) forms the foundation of our philosophy and ethos ensuring every child feels safe, respected, and empowered to reach their full potential.

With love, understanding, inclusivity, and our values as guiding principles, we empower each child's spark to ignite and shine brightly throughout their future... **Together We Shine!**

Values

- **Nurture:** We create a safe and supportive environment where each child feels cherished and encouraged to flourish, fostering emotional well-being and a sense of belonging.
- **Enjoyment:** We spark curiosity and a love of learning through engaging experiences, fostering a joyful and enriching learning environment.
- **Welcoming:** We extend our welcome to all, embracing new faces and experiences with open hearts and minds, creating a space where everyone feels respected and valued.
- **Ambition:** We inspire and challenge each child to reach their full potential, setting high expectations and supporting them in achieving their individual goals.
- **Respect:** We create a culture of mutual respect, fostering empathy, compassion, and understanding for diverse perspectives and backgrounds.
- **Kindness:** We guide children to build positive relationships based on care, empathy, and consideration for others, fostering a supportive and inclusive community.



Our Aims

Empowering Young Voices:

We believe children are capable, responsible, and valuable members of our community. We actively seek their input, encourage their participation in decision-making and listen attentively to their concerns and ideas. By giving children a platform to express themselves we empower them to be agents of change, both within the school and the wider world.

Celebrating Diversity:

We recognise and embrace the diverse tapestry of backgrounds, talents, and experiences that our children bring to the classroom. We actively celebrate cultural differences through language, traditions, celebrations, and open dialogue. By fostering understanding and appreciation for our unique identities we cultivate a culture of respect and belonging.

Create a Brighter Future:

Together we strive to create a world where every child feels valued, capable, and inspired. We believe that by nurturing their individual needs, celebrating their uniqueness, and ensuring their voices are heard, we equip them with the tools and confidence to become responsible, compassionate, and contributing members of society.

Vision, Values, Aims agreed through consultation with children, staff, parents and partners June '24

Establishment priority 1

NIF Priority

Improvements in attainment, particularly in literacy and numeracy
Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver

Teacher professionalism
Performance information

HGIOS/ELC QIs

1.2 Leadership of learning
2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement

UNCRC

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

Outcome:

We are raising attainment for all in writing.

1. There will be an 1% increase in writing attainment for P2 children by June 2025, currently 83.05%.
2. There will be a 4% increase in writing attainment for P3 children by June 2025, currently 52.38%.
3. There will be a 1% increase in writing attainment for P4 children by June 2025, currently 56.25%.
4. There will be a 3% increase in writing attainment for P5 children by June 2025, currently 64.29%.
5. There will be a 1% increase in writing attainment for P6 children by June 2025, currently 50.88%.
6. There will be a 1% increase in writing attainment for P7 children by June 2025, currently 50.80%.

PEF used to support closing the gap:

PEF DHT Raising Attainment and Recovery (£16,103.63 + pay increases from April '25)

PEF PT Raising Attainment (£6070.00 + pay increases from April '25)

Talk 4 Writing CLPL and support from trainer (£4500)

Progress and impact of outcomes for learners:

We further developed the Talk for Writing (T4W) framework this session which aimed to enhance pedagogy, improve pupil engagement and attainment in writing, and foster a love for reading and writing. Our focus was on moderation and leadership of learning at all levels.

T4W Implementation and Staff Development (CLPL & Moderation):

- A dedicated project team led by Mrs Chalmers (PEF DHT) provided effective leadership and support.
- All teaching staff participated in T4W training on Non-Fiction and Poetry through ongoing CLPL sessions. This resulted in increased teacher confidence in using effective writing pedagogy (as evidenced by professional dialogue at tracking meetings and feedback from CLPL).
- The project team developed a well-received whole-school overview and planning templates to support consistent T4W implementation across all stages.
- Strategic priorities focussing on enhancing teacher confidence and collaborative planning have been effectively implemented.
- Through professional dialogue and feedback, all teachers have demonstrated increased confidence in analysing their own class data through Fact-Story-Action to target interventions and inform future planning.
- The commitment to professional development is very good, with most staff having made use of the poetry input with their classes and utilising the T4W video links for their own professional development.
- All teachers and PSA's attended training on the Inverclyde Literacy Framework this session to support high quality learning and teaching of reading and writing.

Impact on learning, teaching and assessment:

- The quality of learning, teaching, and assessment, particularly within writing, is showing significant positive impact. Professional dialogue at tracking meetings now consistently evidences that teachers are using effective writing pedagogy and effectively utilising writing trackers.
- Teachers have frequently planned writing lessons together fostering more consistent professional judgements. We observe that almost all staff have up levelled or adapted a model text to suit the needs of their class, directly influencing the quality of writing teaching.
- The impact of collaborative planning is further evidenced by almost all staff reporting collaboration with stage partners when planning T4W units.
- All P2-7 staff have effectively used the unit planners provided by the project team for short-term planning. This collective approach has enhanced consistency across the school.
- The Newark Way for Writing, Reading and Assessment has been written to guide and support staff in planning, teaching and assessment to ensure consistency in pedagogy.
- We enhanced our class and school library so we can 'read as writers and write as readers.' All classes have representatives in the Reading Schools Committee across P1-7 and we achieved our Silver Reading Schools Status.
- We used PEF money (£9110.55) to enhance our reading scheme and updated Numeracy resources to raise attainment.

Raising attainment:

Our overall progress in raising attainment in writing is good, reflecting varied outcomes across stages. While some targets were significantly exceeded, others were not met due to specific contextual factors.

- **Primary 2:** Writing attainment for P2 in June 2025 was 78.95%, which is a 4.1% decrease from August 2024. This reduction has been attributed to three identified 'stretch aims' pupils not achieving their anticipated progress. This highlights a need for further targeted support for learners to ensure all reach their full potential.
- **Primary 3:** Writing attainment for P3 decreased to 43.9% in June 2025. This shift in data has been impacted by pupil movement within the stage which has influenced the overall cohort profile.
- **Primary 4:** We are pleased to report that our target for P4 writing attainment was significantly exceeded. We had planned for a 1% increase to 57.25% by June 2025; however, attainment currently stands at 65.63%, demonstrating good progress in this stage.
- **Primary 5:** While specific children at this stage made good progress, the overall writing attainment for P5 in June 2025 was 63.64%, falling short of our planned 3% increase to 67.29%. This has been influenced by a significant Additional Support Needs (ASN) profile within the cohort, which impacted the overall attainment data and the ability to meet the 'stretch aim' target.
- **Primary 6:** P6 writing attainment exceeded our target. We aimed for a 1% increase to 51.88% by June 2025, and the data recorded 53.57%, indicating good progress.
- **Primary 7:** This stage demonstrates good progress in writing attainment. We had planned for a 1% increase to 51.80% by June 2025; however, 64.52% of pupils are now on track for writing, significantly exceeding the target. This success is attributed to the provision of three smaller classes to effectively address additional support needs. Furthermore, a highly successful practitioner enquiry undertaken by the PEF PT and Support for Learning teacher utilising IT tools to address literacy barriers with this stage had a marked positive impact.
- Our **Primary 1** cohort have made good progress with literacy attainment, with 67.35% on track for reading and writing. Almost all identified 'stretch aims' children met their target.

Next steps

- **Numeracy attainment including reducing the poverty related attainment gap will be the main priority next session**

Establishment priority 2

<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 <u>NIF Driver</u> School Improvement Teacher professionalism</p>	<p><u>HGIOS/ELC QIs</u> 3.1 Ensuring wellbeing, equality and inclusion 2.7 Partnerships 1.3 Leadership of change 1.5 Management of resources to promote equity <u>UNCRC</u> Article 2 (Non-discrimination): <i>Article 3 (Best interests of the child):</i></p>
<p>Outcome:</p> <ul style="list-style-type: none"> • All CEYP will be consulted on what matters them and pupil action plan created by December '24. • CEYP pupil voice group created, named and consulted on pupil voice format for meetings about them by December '24. • Once input is complete, children who are supported by the play therapist will be able to regulate more effectively in the classroom. Individual baselines and targets to be set. • Almost all parents of children undertaking play therapy will report a positive change at home once sessions are complete. • Increased acceptance and understanding of LGBTQ+ identities and families by almost all children. • Almost all refugee and asylum seeker families report an enhanced sense of belonging and inclusion at Newark Primary by June '24. • Reduction in founded bullying incidents recorded (includes racism and homophobia). <p>PEF used to support closing the gap: Play therapist 2 days/ week- £24000</p> <p>Progress and impact of outcomes for learners:</p> <p>Newark demonstrates an excellent commitment to nurturing and supporting its pupils, ensuring their voice is central to shaping impactful interventions and fostering mutual understanding. This extends across the learning community with strong progress in promoting wellbeing, equality, and inclusion through comprehensive staff training, pupil-led initiatives, and an alignment of resources to celebrate diversity. Our children benefit from a rights-respecting and trauma-informed ethos that champions their holistic development and sense of belonging.</p> <p>Commitment to Care-Experienced Learners (Keeping the Promise):</p> <p>Our engagement with 'The Promise' and continued use of Play Therapy this session shows our commitment to supporting care-experienced children and those who have faced trauma.</p> <ul style="list-style-type: none"> • The school demonstrates an excellent commitment to its 32 care-experienced learners, who comprise approximately 8% of the school roll. This is consistently highlighted by partners from other agencies at Children's Hearings and LAAC reviews. • Our commitment to inclusive education is strongly evidenced by comprehensive staff training. All 39 teaching and support staff have successfully undertaken the core Promise Award sessions and have passed the e-learning module. • Our Pupil Promise Team composed of care-experienced learners has been instrumental in reviewing paperwork for meetings this session, ensuring pupil voice is genuinely at the heart of our work and strengthening the effectiveness of our support. This active involvement is a very good example of meaningful co-production. • In a notable initiative during Care Experience Week Scotland the Pupil Promise Team engaged staff by asking them to create and display 'love notes' on the staff photo board. This reciprocal sharing fostered mutual understanding and provided valuable insights into the lives of staff, demonstrating the pupils' active voice in shaping a more inclusive and supportive school environment. 	

- Every class teacher consistently utilises Fact-Story-Action paperwork to understand their class contexts, track the progress of care-experienced children, and create highly targeted interventions across literacy, numeracy, and Health and Wellbeing.
- While the frequency of Pupil Promise Team meetings was impacted by the high number of P7 members, discussions around a dedicated safe space were well-received and this continues to be the plan going forward. The children have asked that this could be an alternative lunch club option.
- Despite challenges in engaging parents in group settings, individual discussions with many parents and kinship carers successfully captured their perspectives and will shape future planning

Play Therapy (PEF funded):

Play Therapy has been a highly effective intervention again this session. We have supported a further 8 children, including autistic learners through Aut Play, in overcoming trauma and adversity.

- There has been a positive impact on children's emotional wellbeing and behaviours, evidenced by improved emotional regulation in almost all parental reports.
- The Strengths and Difficulties Questionnaires showed notable improvement in children's emotional regulation at home.
- Almost all parents reported that their child exhibited better emotional regulation following play therapy, which supported a positive effect on their daily functioning within the family environment.
- All teachers with children receiving play therapy in their class observed some improvement with emotional regulation from baseline to post-assessment.
- This session there has been approximately 50% decrease in regular parental engagement with the therapy sessions. This highlights an area for strategic planning regarding family support next session.

Equality and Diversity:

Our commitment to ensuring wellbeing, equality, and inclusion is a very good feature, with a strong foundation built on a rights-respecting and trauma-informed approach. Our Building Racial Literacy work continues to be highly effective practice, and the ongoing journey towards the Schools of Sanctuary Award further reinforces our inclusive ethos.

LGBTQ+ Inclusive Education:

- Almost all teaching staff have completed the Delivering Inclusive Education e-learning module, and almost all teaching and support staff have completed Stage 2 Curriculum Development.
- A baseline survey indicated that most staff felt confident addressing homophobia and supporting those affected, less than half were aware of reporting procedures for homophobic incidents. This was further reflected in the relatively low number of incidents recorded.
- Pupil surveys indicated that the majority had heard 'that's gay' used negatively, reinforcing the need for clear guidance on reporting and recording incidents for all. This highlights a key area for further development.
- A working party was created which incorporates teachers, support staff and parent and a partner (school Chaplain). Our action plan has focussed on

School of Sanctuary and Anti-Racism:

Newark demonstrates a strong commitment to celebrating diversity and fostering an anti-racist community.

- Refugee Week celebrating the theme of 'Community as a Superpower' has been planned by the anti-racism group. All classes will participate and share the learning through social media.

- Collaboration with the Scottish Refugee Council has been established this session with a team member visiting to deliver a session with P6 covering myth busting, language, why people move around the world and stereotyping around immigrants and immigration as part of our Refugee Week celebrations.
- The anti-racism pupil group have shared their updates at assembly, showcasing their active role in promoting an inclusive ethos.
- A whole-school art project is being created to celebrate the school community, aligning with the school's vision, values, aims, and ongoing 'School of Sanctuary' work.
- Our 'Welcome to Newark' postcards have been updated by the anti-racism group to include key information for children and parents who are new to the school.

Parental and Pupil Perspectives on Equality, Diversity & Inclusion:

- Parent surveys, despite limited responses, indicated that most parents believed their children learned about different groups (historical/cultural, racial, religious) but did not specifically identify LGBT people.
- Most parents felt children learned about different families, and almost all felt confident discussing inclusion and celebrating diversity with their children.
- Most P4-7 pupils reported learning about diverse groups and families and felt included.
- Notably, 69% of pupils shared that it would be a good idea to spend some of the PEF money on supporting our work on inclusion through the anti-racism and TIE groups, which demonstrates a strong alignment of pupil voice with strategic resource allocation for inclusion.
- There has been positive retention of parents during Friday Drop In. Almost all parents continued to attend throughout the year.
- Numbers of parents attending the drop in increased significantly on the days a guest speaker had been organised. Next session, we would hope to continue to utilise partners and family support to continue and build upon what has already been achieved.
- There has been a reduction in bullying and equalities incidents from 57 last session to 37 in session 2024/2025. Almost all of the incidents recorded have involved young people from P4, P5 and P6. There are still a significant number of racist incidents being recorded; however these have been instigated by only a few children. This will continue to be an area of priority for pupils and parents.
- From parent and pupil questionnaires, almost all refugee and asylum seeker families reported an enhanced sense of belonging and inclusion at Newark Primary in June '25. There were key findings from the feedback, including that playtimes/lunchtimes are not always fully enjoyable for the children, they believe this is due to communication barriers.

Next steps

- **Schools of Sanctuary Accreditation:** Achieving Schools of Sanctuary status requires further time; this will likely be at the start of session 2025-2026.
- **TIE (Time for Inclusive Education):** Our data confirms the children feel a general sense of inclusion but identifies areas where understanding of specific aspects of diversity, such as LGBTQ+ identities, need to be explicitly strengthened through our curriculum development.
- **Family Support:** We will continue to utilise partners and family support to build upon what we have already achieved with parental engagement and family learning. The number of families requiring referrals for intensive family support is steadily increasing. A dedicated family support worker who can provide bespoke support, enhance our family learning and increase parent engagement numbers is now a priority.
- **Equalities:** We will continue to highlight the impact of bullying behaviours and revise our Anti-bullying policy with the Respect Me pupil voice group. This will support our anti-racism, TIE and inclusion work and inform a Newark Equalities Policy.
- **Play:** We will develop our playground and playtimes to ensure they are inclusive and enjoyable for everyone.

Establishment priority 3

NIF Priority

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 Driver

Teacher professionalism
Performance information

HGIOS/ELC QIs

3.2 Raising attainment and achievement
2.1 Safeguarding and child protection

UNCRC

Article 3 (Best interests of the child):
Article 29 (Goals of education):

Outcome:

1. There will be a 2% improvement for identified children in P3 reading attainment by May '25.
2. There will be a 1% improvement for identified children in P4 reading attainment by May '25.
3. There will be a 1% improvement for identified children in P6 reading attainment by May '25.
4. There will be a 2% improvement for identified children in P7 reading attainment by May '25.
5. There will be a 3% improvement for identified children in P3 numeracy attainment by May '25.
6. There will be a 2% improvement for identified children in P4 numeracy attainment by May '25.
7. There will be a 3% improvement for identified children in P6 numeracy attainment by May '25.
8. There will be a 5% improvement for identified children in P7 numeracy attainment by May '25.
9. Targeted learners who are previously care experienced or looked after at home will either have an increase of 10% attendance or a minimum of 85% attendance by June 2025.
10. Targeted learners in P5 will either have an increase of 10% attendance or a minimum of 85% attendance by June 2024.
11. Targeted learners in P7 will either have an increase of 10% attendance or a minimum of 85% attendance by June 2024.
12. To increase the attendance of all pupils to a minimum of 93% by June 2025 for a sustainable improvement.

PEF used to support closing the gap:

PEF PT Raising Attainment

PEF Teachers 0.8 FTE (£53,198.00)

Literacy & numeracy resources i.e. decodable readers, catch up readers, numeracy intervention (£10,000.00).
£9110.55 was the actual spend.

Progress and impact of outcomes for learners:

Reading Attainment Targeted Interventions (P3, P4, P6 & P7):

- P3 reading attainment increased by 1.16% falling slightly short of the target of 2%.
- P4 reading increased by 7.08% which is an improvement on the 1% gain predicted.
- P6 reading decreased by 1.78% but interventions are still ongoing with PEF PT.
- P7 reading increased by 10.91% which exceeds the 2% anticipated increase.
- 10 children in P6 were identified at the beginning of Term 4 as being nearly 2 years behind (01). After completing a 6-week targeted intervention, using artificial intelligence (AI) and assistive technologies (AT) to improve fluency, accuracy and comprehension:
 - Almost all children have an increase in accuracy of the unseen texts.
 - One child had the same accuracy score of 93% in both baseline and final assessment.
 - 80% have an increase in words per minute and a decrease in insertion and omission of words. This translates to an increase in fluency from the baseline assessment.
 - Most children have had an increase in comprehension scores.

- All children in P7, who had been identified as needing support for learning with technology, attended a 6 week targeted support group focusing on different skills and AT to support learning. Most pupils (80%) in Primary 7 who were identified as part of an intervention to improve reading are now on track.

Numeracy Attainment Targeted Interventions (P4, P6 & P7):

It is important to note that staff were redeployed throughout the session to meet the needs of individual children and cover staff absence.

- Attainment in numeracy has increased for identified pupils in P4 and P7
- In Primary 3, there were 4 identified stretch aim pupils in reading attainment. 50% are now on track while the other two pupils have still made progress within their level.
- P4 numeracy attainment increased from 66.67% to 73.44% - an increase of 6.77% which exceeded 3% expected outcome.
- P7 numeracy attainment increased from 63.33% to 77.42% which is a 9.09% gain, exceeding the 5% expected outcome.
- Through professional dialogue/ feedback during progress meetings, all teachers have increased confidence analysing data to target interventions and provide plans for identified pupils.
- For numeracy there has still to be an increase in attainment for identified learners in P3 and P5.
- 50% of identified pupils in Primary 6 are now on track with numeracy.
- 83% of identified P7 pupils are on track with learning in numeracy.

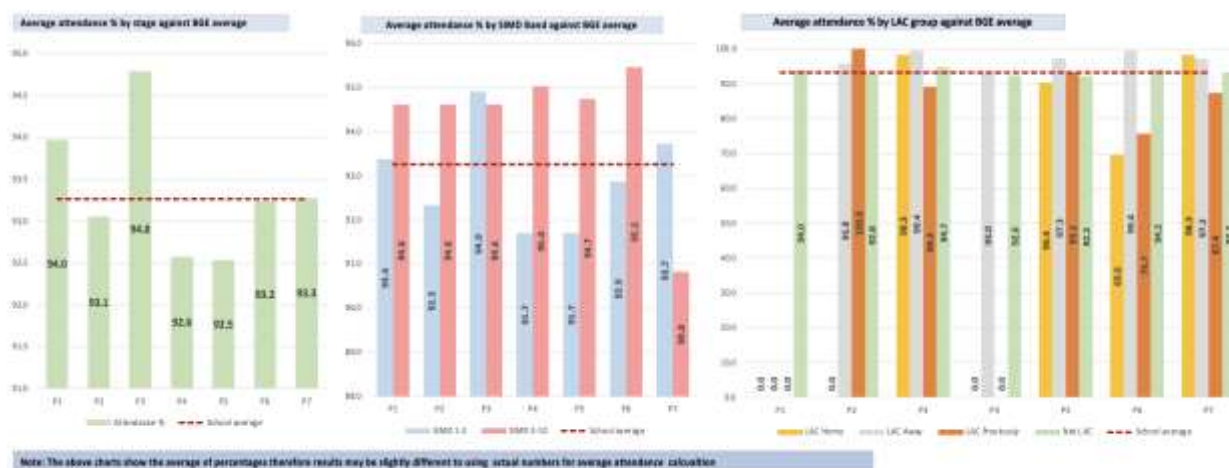
Attendance:

Targeted Learners

- There were 8 identified children in the P5 attendance target group. 62.5% have attendance over 85%, meaning the majority have increased beyond the target.
- Within the target group, 3 children have attendance over 90%.
- The largest increase in P5 was 18.74% to a 74% attendance rate in June '25.
- One identified learner increased to an attendance of 96.78% in June '25.
- Inverclyde Council's attendance strategy has been rolled out across the school with targeted support implemented for identified learners in P7 as well as identified Care Experienced Learners (CEYP) who have had barriers to attendance in the past.
- A relational approach to raising attendance was implemented through phone calls, supportive flyers and home visits.
- There were 10 children with an attendance targeted intervention group in P7. They were chosen as by the end of the second week of term their attendance was below 95%.
- Almost all of the identified children had increased attendance from the first week in September 2024 to the first week in June 2025. Of those 10 learners, 70% had attendance above 85%.
- 56% of the target group of nine CEYP have attendance above 85% or had increased by 10% from June 2024 - June 2025.
- In the Primary 7 Case Study there were 3 CEYP. The majority (67%) had attendance above 85%. 67% had also improved attendance since June 2024.
- Looking at attendance data for all CEYP, 77% have attendance above 85%.
- Clerical staff have now been upskilled with the view of conducting a more in-depth analysis of attendance data looking specifically at patterns of absence. This data will be used to support attendance maximising long term.

Whole school attendance

- Whole school attendance at Newark Primary School has increased from 92.94% (June '24) to 93.29% in June '25 therefore meeting our target.
- The data indicates there is a slight (1.8%) poverty related attendance gap this session.
- The SIMD 1 & 2 children in P2, P4 & P5 have the lowest attendance ranging from 91.7%-92.3%. This should inform future planning for targeted support next session.
- P7 SIMD 3-10 children have the lowest school attendance (90.8%) of all cohorts. This equates to 5 children. This will be shared with PGHS as part of the transition process.



Next steps

- PRAG SIMD 1&2- attendance TIG children P3, P5, P6 session 25-26
- Next session, we will aim to gather more formal qualitative data from parents and young people about barriers to attendance.
- Digital resources- introduce this method to class teachers to enable them to implement and track targeted interventions accurately.

Establishment priority 4

NIF Priority

Improvement in skills and sustained, positive school-leaver destinations for all young people.
Placing the human rights and needs of every child and young person at the centre of education

NIF Driver

Teacher professionalism
School Improvement

HGIOS/ELC QIs

3.3 Increasing creativity and employability
2.7 Partnerships

UNCRC

Article 31 (Leisure, play and culture):
Article 29 (Goals of education):

Outcome:

- All stages will develop a more engaging and enriching curriculum that fosters critical thinking, problem-solving, digital literacy, creativity, collaboration, and communication skills by Jun '25.
- Almost all learners in P6 & P7 will have improved self-awareness and understanding of personal strengths and weaknesses in meta-skills recorded through their GEN+ profiling by June '25.
- Development and implementation of a child-friendly profiling tool to track meta-skills progress across P1-5 by June '25. Children will be able to identify their strengths, development needs and how to improve these skills for learning, life and work.
- Almost all P7 pupils will have reduced anxiety and increased confidence in transitioning to secondary school with an enhanced sense of belonging and familiarity with the PGHS environment by June '25.

- Development of critical thinking and problem-solving skills through hands-on outdoor activities which creates stronger connections between classroom learning and real-world experiences for almost all children in P1-7 by June '25.

PEF used to support closing the gap:

Digital- iPads x 51 plus protective cases (£15,045.51)

Outdoor Learning resources, CLPL and experiences for children (£10,000)

Progress and impact of outcomes for learners

Curriculum Innovation:

- Comprehensive staff training in Enquiry-Based Learning (EBL) this session has provided a very good foundation for developing a more engaging and enriching curriculum. We focused on the principles of pupil led questions, investigation and reflection. The training has enhanced staff capacity to foster critical thinking, problem-solving, creativity, collaboration and communication skills across P1-7 (evidenced through professional dialogue, PRD and quality assurance learning visits).
- The commitment to implementing EBL is clearly demonstrated by staff engagement with the training, which outlined how to provoke additional enquiry, guide learners and facilitate a culture of risk taking in learning. This CLPL directly supported our aim for all stages to develop a curriculum that significantly enhances these essential skills by June 2025.
- EBL was evident in all classroom practice during quality assurance Learning visits indicating effective practice in curriculum design and delivery. Inclusive learning environments with continuous provision available to engage learners are developing across all stages.
- High levels of engagement (Leuven Scale) were observed in most classrooms through EBL focus quality assurance visits in Term 3.
- Our non-class contact (NCCT) teacher delivered high quality digital literacy lessons to all children in the school for 2 Terms. This ensured progression, coherence and development of the core skills throughout the year and across all stages.
- All children in P3-7 received a series of lessons developing their core computing skills, coding skills and iPad support
- The children developed their creativity and innovation through the use of software such as iMovie and Garage band.
- All children in P1 & 2 received a series of lessons on core computing skills and exposure to an array of computer software.
- Class SWAYs to share the learning journey
- The majority (62%) of parents surveyed had heard their child talk about digital literacy when discussing their school day.
- Most (79%) parents reported that their child spoke about using laptops to support learning whilst the 62% reported the use of iPads to support learning.
- Almost all children (99%) surveyed reported accessing technology at least weekly in school and 93% of children surveyed expressed using technology to support their learning.
- Almost all teachers reported that they used laptops or iPads to support learning in class at points throughout the year.
- Most teachers booked out the laptops or iPads bi-weekly to support in class enquiry-based learning, however this was mostly in p4-7.
- Almost all staff accessed CLPL which was delivered at key points throughout the year during 'sharing good practice' sessions at staff meetings.
- PEF PT offered tailored IT support to staff members as and when required throughout the year. 'Help sheets' were created by the PEF PT for all teachers to offer support when using iPads.

- Most staff surveyed indicated that they had completed at least 1 area of CLPL linked to digital literacy this session.

Meta- skills development:

- The meta-skills working party led by the PEF PT created a progression planner outlining the expected developments of meta-skills at each stage. This will be implemented across all stages next session. In addition to this we are creating a skills-based award, linked to the meta-skills and four capacities, to promote skills development across all learners in P1-7. We are currently in discussion with skills development Scotland regarding a tracking profile for all learners.
- All children have been learning weekly at assembly, about the meta-skills and then integrating these skills throughout their learning throughout the week. The majority of teachers are displaying and discussing meta-skills during their lessons regularly. However, less than half are explicitly planning for meta-skills during their IDL and enquiry-based learning, which was a target for this Term 4.
- The working party prioritised the delivery of the Gen+ programme across P6+P7 and embedding these skills across planning in the upper school. Almost all children in P6 + P7 completed the relevant programmes which were delivered during NCCT sessions or in-class.
- From data provided by Gen+ surveys at the beginning and end of the year:
 - Almost all children in P6 + P7 feel they are confident in using their skills of collaboration and communication.
 - Most children in P6 + P7 feel they have at least a 'good improvement' in their understanding of communicating and collaborating.
 - The data for leadership + resilience is not yet available.

Transitions P7-S1:

- All parents from the P7 focus group have voiced that they found the process supportive.
- No requests for assistance were submitted to support attendance in P7.

Outdoor Learning:

- The establishment of an Outdoor Learning lead as an area of distributed leadership has been effective. This teacher's commitment to evidence-based research and practitioner enquiry directly supported by a designated budget for high quality professional reading, has led to improvements in practice through comprehensive staff training, ensuring a consistent approach to outdoor learning across the school.
- CLPL was provided to all staff by the Outdoor Learning lead at the October in-service. This ensured a consistent approach to enriching the curriculum and raising attainment for all pupils through outdoor learning.
- All classes participated in Outdoor Classroom Day in November 2024, with all children participating in differentiated scavenger hunts focussing on mapping skills, critical thinking and problem solving.
- All children actively participated in further outdoor learning experiences across Term 2.
- The Outdoor Learning working party played a crucial role in resource development, driven by all children actively researching and selecting new resources. Pupil participatory budgeting ensured relevance and increased engagement of learning experiences.

Next steps

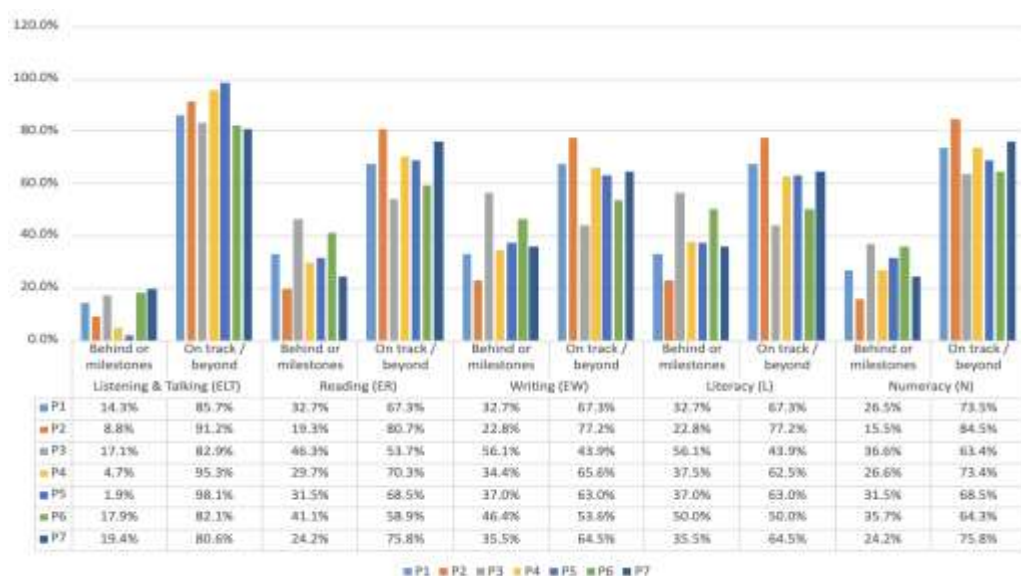
- Meta skills progression will be ready for distribution and implementation in session 2025-2026. A pupil voice group will be created to go alongside this award.
- An action point for next session is to ensure that all learning spaces are displaying our Newark posters and that these are being referred to during learning. Furthermore, as outlined in the action plan, all teachers will begin embedding meta-skills development into all elements of planning.

- Continue GEN+ programme next session to strengthen cluster curriculum innovation and support transition to PGHS.
- Further development of playground spaces to support outdoor learning. Enhance CLPL offer through PEF.

Data

Key Strengths:

- Attendance for all has steadily increased over the past 3 years due to our person-centred approach to attendance management:
 - 91.28% (22-23)
 - 92.23% (23-24)
 - 93.3% (24-25)
- Attendance for SIMD 3-10 children is above school average for all children in P1-P6.
- Attendance for SIMD 1 & 2 children in P1, P3, P6 & P7 is equal to or has exceed the school average:
 - 93.4% (P1)
 - 94.9% (P3)
 - 92.9% (P6)
 - 93.7% (P7)
- 70% of CEYP are On Track for listening & talking, 44% on track for reading, 33% on track for writing, 41% on track for numeracy. This is an ongoing area for monitoring.
- PEF DHT has monitored a robust tracking system alongside class teachers to ensure data is accurate and targeted interventions are appropriate. All staff are now confident analysing their class data using the Fact-Story-Action approach.
- Writing attainment has increased in all stages except P3, which will be a key priority.
- All families who have accessed the PEF funded Play therapist have reported a positive change at home once sessions are complete.
- All staff have seen some improvement in children's ability to regulate or co-regulate following play therapy sessions ending.



Key Priorities:

- Stretch aims learners have been identified through data analysis and will continue to have targeted support from school staff within their daily routines.

- T4W will continue to raise attainment for all in writing, this will be tracked and monitored throughout the session.
- Reading has been identified through data analysis as an area for targeted interventions- P2, P4, P7
- Writing has been identified through data analysis as an area for raising attainment for all stages. There will also be targeted interventions to close the poverty related attainment gap in P2, P4, P5, P6
- Attendance for all will continue to be monitored with the aim of increasing whole school attendance to 94%
- Attendance for CEYP will continue to be a priority.
- Nurture and barriers to learning support for P4-7 through a dedicated space and teacher is a priority.
- Family support to raise attainment will be funded through PEF.

National Improvement Framework Quality Indicators

1.3 Leadership of change

Very Good

Key Strengths:

- ★ Our vision, values and aims, co-constructed last session are now deeply embedded in every aspect of daily school life. This shared purpose unifies the school community, driving collective responsibility for positive outcomes. The alignment of our values with daily practice creates a consistently nurturing and aspirational environment, underpinning all improvements and fostering a culture where children feel valued and inspired to achieve their full potential. GMWP data has demonstrated that almost all children felt included at Newark Primary School in October 2024. Of the few who did not, a nurture intervention was implemented and post assessment in June 2025 has shown that almost all of the children who received an intervention felt included.
- ★ We have further enhanced our strong pastoral leadership (cited by HMIE) to consistently demonstrate a highly effective approach to creating a nurturing and inclusive learning environment for all learners. Senior leaders and staff comprehensively understand the diverse needs of our school community and work exceptionally well with partners and parents.
- ★ The Depute Head presented at a national Attendance Conference (April '25), following our inclusion as a case study in Education Scotland's 'Attendance- Understanding the Issues' report. This significant contribution demonstrates highly effective practice in developing and sharing effective strategies for improving attendance, directly influencing wider educational practice and reinforcing our commitment to equitable outcomes for all children.
- ★ Our leadership of change in developing digital learning is a strength, reflecting a very good standard of strategic development. External validation from Digital Schools Scotland highlighted our digital journey, commending the effective leadership of the Principal Teacher and the Head Teacher's strategic resource allocation. *"Newark Primary School is on track to becoming a strong Digital Learning school and its short digital journey is impressive in its depth as well as its scope. I was impressed with how the students demonstrated maturity and understanding about the role of digital technology in their learning, including those with additional needs. The PT's leadership and the willingness of the Head Teacher to allocate resources has made it possible for that journey to become a strongly established pattern of learning and teaching and I am confident that this journey will continue. Children are taught how to be safe online and where they learn to see the benefits of digitally enhanced teaching and learning."*
- ★ Our very good pupil participation highlighted by achieving our 4th Eco Schools Green Flag, represents a strength in our distributed leadership. The Eco-Committee's effective leadership, evidenced by its comprehensive representation across all pupil ages and its strategic use of the Environmental Review to drive a clear and responsive Action Plan, demonstrates pupil agency and their significant contribution to enacting positive change and fostering environmental responsibility across the school community.
- ★ The consistent engagement of all teachers in annual practitioner enquiries, shared across the whole team, represents a strength in our leadership of change. This has embedded a culture of enquiry and evidence-informed practice, significantly contributing to a high standard of professional learning and the development

of effective pedagogical approaches throughout the school. This approach effectively empowers our staff as leaders of learning, ensuring continuous improvement in outcomes for all pupils.

- ★ Our approach to distributed leadership is highly effective with Teachers, Pupil Support Assistants, partners and parents taking active roles in leading school improvement initiatives. Their leadership of pupil voice groups, innovative alternative lunch clubs and membership of working parties significantly drives positive change, fostering a culture of collaboration and ensuring sustained improvement across the school.
- ★ Our very good standard of pupil participation and leadership is demonstrated by the active engagement of a majority of pupils (234 children) across a comprehensive range of pupil voice groups. From Respect Me and Anti-Racism groups to Fairtrade and Play Champions, pupils are actively involved in and influencing change and school improvement. This broad and deep pupil participation is a strength, empowering learners to contribute meaningfully to the life and work of the school.

Key Priorities:

- Senior leaders will now consider how to further develop opportunities for creativity and innovation for all staff through practitioner enquiry which will lead to positive change.
- Leaders at all levels will further develop the use of SPRINT planning for effective pace of change.

2.3 Learning, teaching and assessment

Good

Key Strengths:

- ★ Across Newark Primary, all staff model the school values very well. They interact respectfully with each other and with all children. Children receive 'Star Pupil' awards when they demonstrate the school values. They enjoy inviting their friends and family to the 'Star Café' to play games and celebrate their success.
- ★ Teachers at across the school, support children's learning successfully using play-based and enquiry 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.
- ★ Teachers plan across different timescales in all areas of the curriculum using the experiences and outcomes of CfE. They are very responsive to children's interests and encourage children's voice in their learning using Floorbook Planning.

Key Priorities:

- Senior leaders and staff should embed the 'Newark Way to Play' to ensure that all children have regular and well-planned opportunities to learn through play and enquiry-based learning.
- Teachers will continue to engage with the National Benchmarks as part of the moderation process.

3.1 Ensuring wellbeing, equity and inclusion

Very Good

Key Strengths:

- ★ The range of approaches used by staff to help children who need additional support in their learning. These approaches encourage children with additional support needs to engage readily with classroom activities and to be independent learners.
- ★ Staff ensure that nurturing approaches are well embedded across the community, supported very effectively by a wide range of community partners. The school's approaches to developing kind, welcoming and respectful relationships with children and parents has resulted in children successfully engaging with school life
- ★ The school complies fully with statutory requirements and codes of practice. Senior leaders ensure that the progress and wellbeing of vulnerable children and those who have additional support needs are regularly reviewed.
- ★ Reviews of children's progress focus clearly on solutions and take into account children's and families views in decisions about next steps. As a result, children with additional support needs engage positively with their learning.
- ★ Evidence has now been collated and accepted for Gold Level ATTSA and Rights Respecting School Gold level reaccreditation.
- ★ Further development of the Breakfast Club and alternative lunchtime provision to meet the needs of all learners has been successful. The overall average attendance at alternative lunchtime clubs across P1-7 this year is 43%.
- ★ LIAM practitioners, mental health first aiders has ensured that children's mental health needs are anticipated and addressed within their educational setting, fostering an inclusive environment where all pupils can thrive
- ★ Partnership working for HWB interventions roots, GEM, young carers, Roots of Empathy and Seasons for Growth
- ★ Our alternative lunch club provision supported by all teachers, a few PSAs and partners, represents a significant strength in meeting the diverse needs of our children. The high uptake, with 43% of the school attending a club across the four terms, demonstrates the effectiveness of this inclusive approach in providing enriching experiences and fostering positive relationships beyond the classroom.

	Term 1	Term 2	Term 3.1	Term 3.2	Term 4
Physical	Football (p1-5) Yoga Just Dance	Football (P1-5)	Football (P1-5) Just Dance	Just Dance Rugby Yoga Girls football Football (P7)	Badminton (4-7)
Creative	Art for Kids Drawing Sewing	Kapla LEGO Construction Sewing	LEGO Drawing Construction Sewing	Knex / Kapla Drawing	
Strategic	Board Games Swap shop Uno	Computing Board games Chess Swap shop Uno	Computing Swap shop Uno	Computing Swap shop Uno	Computing CHess Swap shop Uno
Mindfulness	Reading Mindful colouring	Novel		Novel	Mindful colouring
Life skills	Outdoor Scripture	Outdoor Scripture	Outdoor Scripture	Outdoor Scripture	Outdoor Scripture

Key Priorities:

- ATTSA pending final verifications in September.
- Strengthen home school partnerships
- Continue to enhance Trauma Informed Practices

3.2 Raising attainment and achievement/Securing children's progress

Good

Key Strengths:

- ★ The head teacher and all staff have a robust understanding of the social, economic and cultural background of all children. They work very effectively with a wide range of partners to identify and respond to children and families' needs. As a result, children and families are provided with a wide range of practical and timely support which is positively impacting on wellbeing, attendance and achievement.
- ★ Children's rich opportunities to experience wider achievements. These are helping children to develop effectively their skills for leadership, learning, life and work.
- ★ Targeted interventions are showing improvements in attainment for identified children. Strong universal strategies are supporting the increase in 'attainment for all'.
- ★ PEF DHT supported by the PEF PT this session has developed robust tracking and monitoring systems and processes. The Fact-Story-Action approach has empowered class teachers to take ownership of their data and create appropriate targeted interventions based on their data. This has been quality assured and supported by the PT & DHT through tracking meetings.
- ★ Outdoor learning has been prioritised with an allocated budget. CLPL has been effective in increasing staff confidence in engaging in outdoor learning opportunities and all classes now have outdoor learning slots weekly.

Key Priorities:

- All staff will continue to work together to raise children's attainment in literacy and numeracy.
- All staff will monitor attendance within their own classes and be aware of their children at risk of the poverty related attainment gap and CEYP.
- Senior leaders will continue to carefully track the effectiveness of funded interventions.

Other quality indicators evaluated from 3 year plan

2.1 Safeguarding and child protection

3.3 Increasing creativity and employability

Key Strengths:

Q.I. 2.1:

- ★ All staff have completed The Promise Training and associated modules. Evidence has been submitted to Education Scotland Team for The Promise Award
- ★ A Newark Primary Child Protection Policy has been redeveloped in consultation with all members of staff
- ★ A Chronology Review Policy has been developed in response to Local Authority priorities. This has been carried out successfully and will become part of our annual processes
- ★ Head Teacher is part of the Inverclyde Council Child Protection Subgroup, The Improving Outcomes Multi Agency Group and The Inverclyde Promise Group and cascades the most up to date guidance to staff
- ★ A safeguarding and child protection audit has been undertaken with all staff with very good responses across the board.

Key Priorities:

- LA Child Protection Audit although prepared for was unable to be undertaken this session. This will be rescheduled as a priority
- Continue to embed Prevent, HSBs and Child Sexual Exploitation Guidance through staff CLPL as evidenced through staff feedback.

Q.I. 3.3:

- ★ We achieved a Digital Schools Scotland Award this session following a robust validation process. The assessor highlighted our *“clearly laid out digital strategy which focuses on staff development, pedagogy and promoting the school's meta skills. There is a strong focus on pedagogy.”* He praised the PEF PT and pupil leaders of learning, our Newark Digitals in the report, highlighting *“the strong ethos of sharing and support that is characteristic of Newark Primary School. Newark Digitals were representative of their peers and showed enthusiasm for the range of activities applications they used. The Digital Leaders demonstrated particular maturity in their role and articulated clearly their leadership responsibilities, often in terms quite separate from technology. These skills develop important transferable attributes that are so much in demand in the world of work.”*
- ★ Our expansion and establishment of highly effective partnerships throughout the session has provided collaborations with diverse organisations such as the Royal Navy, Glasgow Science Centre, Santander, Google, Newark Care Home, and Inverclyde Men’s Shed. This has significantly enhanced our DYW offer. This engagement directly addresses gender stereotyping and prejudice-based career choices, ensuring that all learners are exposed to a broad spectrum of possibilities and are empowered to make informed decisions about their future careers and learning pathways.
- ★ Our innovative Newark Job Centre initiative increases creativity and employability by providing children with real-life experiences in applying for, interviewing and performing jobs, alongside being remunerated in 'Newark notes'. This practical approach to skills development enhances learners' understanding of employability and fosters the essential skills for future success. Pupil feedback directly influences the jobs available fostering responsibility, essential skills for the world of work and a genuine sense of ownership among pupils as new jobs are continually created and advertised based on demand such as the 'Entertainment Troupe' and 'Cleaning Crew'.
- ★ Our strategic development of meta-skills has culminated in the progression planner created by the working party and PEF PT. This framework supports our aim to increase creativity and employability ensuring all learners across P1-7 systematically develop meta-skills and the four capacities, enhancing their future readiness for the world of work.

Key Priorities:

- Roll out Meta skills Progression Framework for Newark PS
- Enhance Enquiry Based Practice throughout Primary 1 – Primary 7.

Key Achievements of the Establishment

- P3-7 participated in a session with Martin McCluskey (MSP) and Google to be Internet Legends for online safety.
- Our Fairtrade Committee raised £334.70 between September '24 and January '25 for the charity by running a First Friday Fairtrade tuck shop every month. **#Kindness**
- 22 children participated in the Inverclyde Cross Country races on Saturday mornings. One child came 1st overall for P5 boys by the end of the competition. **#Ambition**
- One of our P6 children won the regional heat and represented Inverclyde as a finalist for Voicebox at the Scottish Parliament in June '25. Her joke 'what do you call a bear with no ears?'... 'B'
- In January '25 our 'We Are Special' animation created by our children of colour was shown at the AREP summit following the First Minister John Swinney's introduction. He wrote us a letter of thanks and commended us on our Anti-Racism work.
- Four families have received a fully funded caravan holiday in partnership with Children in Poverty Inverclyde.
- Transition process to PGHS has been well received by children and families this session. Almost all children reported feeling less anxious following the four-day visits over terms 2 and 3.
- Young Carers group established in partnership Jet Gallacher and PT. To meet the needs of our children, Jet is based here on a Wednesday afternoon and all young carers have had access to a nurture intervention.
- Our Young Carers celebration day in June '25 was a success, with 29 children attending and bouncy castles. **#Enjoyment**
- We created a GEM (Girls Empowering Minds) in collaboration with our partners at Barnardo's with a specific focus on P6 & P7 girls to support emotional wellbeing and development. **#Respect**
- We created a PGHS Transition Group in collaboration with Barnardo's FS alongside St Stephen's Cluster to support the emotional wellbeing of pupils with Additional Support Needs transitioning to S1. **#Nurture**
- A group of our dyslexic children worked in partnership with author and illustrator Paul Bristow to help create his graphic novel 'Multiverse Academy'
- The Reading Schools Committee successfully raised over £160 through a pupil led bake sale. We've achieved our Silver Reading School Award.
- The regeneration of our library by our Support for Learning teacher and P7b has significantly increased class visits. We have used pupil feedback from surveys to purchase new titles to ensure our resources remain relevant and engaging for all.
- We were awarded the SONAPPA 'We Make Music' Bronze Award presented at the Inverclyde Council music concert in December '24.
- P6b will have achieved the SONAPPA Silver Award by the end of June '25.
- In May 2025 the majority of classes had a 'Money Matters' input from Yorkshire Building Society to promote positive relationships towards money.
- All children in P4-7 received an input from Philippa Mason, a representative from the House of Commons, exploring the role of an MP and the House of Lords.
- We developed a partnership with Skills Development Scotland (SDS) and all P5 children participated in series of coding lessons using the Microsoft MakeCode Arcade software.
- All children in P6 & 7 received a session on building LEGO renewables with SDS.
- All children in P6 & P7 took part in a Heartstart workshop learning critical life-saving skills.
- We achieved the Digital Schools Scotland Award following a robust validation by one of the assessors in May '25. We have been designated as a mentor school.
- We were awarded with our fourth Green ECO flag following the submission of our evidence by the Eco Committee.
- Almost all parents that enrolled attended our Sports T Club over 6 sessions in Term 4. Most of the cooking sessions were led by families and partners. Three of the families involved in the cooking had never attended an extra-curricular session before. **#Welcome**
- All classes participated in Black History Month, Refugee Week, Outdoor Classroom Day, Children's Mental Health Week, Neurodiversity Week, Dyslexia Awareness Week, Anti-Bullying Week and Global School Play Day.
- We completed the TSC Mini London Marathon (Walk & Roll challenge) in April '25.

- Our fabulous Parent Action Group (PAG) supported us with their fundraising. They raised a total of £4,113.21 from Aug '24 to June '25. This was spent on:
 - Whole school cinema trip at Christmas
 - A touring theatre company for the whole school to watch a production of 'Pinocchio'
 - Primary 7 leavers gifts
 - P7 Leavers Beach Party
 - Donation of £1,700 to school funds (£700 from Christmas Fayre and £1,000 from Summer Fayre) which has been spent on transport to allow our children to access extra curricular sporting events and trips.
- We undertook 'Newark Vibes' workshop alongside Rev. William and the PGHS chaplaincy team with the P7 children. The focus was on our school values and supporting transition to S1.
- P5 and P6 children visited the team at New Parish Church to participate in the Easter code & Bubblegum 'N' Fluff as part of our RME curriculum.
- Our Christmas Cracker was a success in December, we performed to a packed New Parish Church in front of parents, partners and guests. This also raised £420 for school funds.
- Our PEF PT secured funding for all classes to visit the Glasgow Science Centre for an educational trip. The children participated in science lessons in school and with the Community Learning Team.

Pupil voice is at the heart of everything we do at Newark. Scan the QR code below to see the children's thoughts on the school improvement journey this session and what they think should be the priorities for next session.



We value the opinions of our parents and partners and throughout the year ask for their feedback on our improvement journey. Scan the QR code below to see the parents' feedback.



Our staff's views are essential in the school improvement process. They evaluated the impact of our plan based on their class data, school strengths and areas for improvement. This will be used to create a clear rationale for our future priorities. Scan the QR code below to see the staff feedback.

