



Newmains Primary School



STANDARDS AND QUALITY REPORT

June 2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024. I hope that you find it helpful and informative.

Louise Dunn

Head Teacher

OUR SCHOOL

Newmains Primary School is a non-denominational school in Renfrew with a role of 415. The school has an excellent reputation in the community and is known for the inclusive and caring ethos it provides for children and their families. 17% of children are entitled to clothing grants and 13% live within Scottish Index of Multiple Deprivation (SIMD) categories 1-3. The school building is over 50 years old and provides good facilities including spacious classrooms, well-resourced gym hall and comfortable and calming nurture area. The school grounds have been extensively upgraded through the addition of numerous items of fixed playground equipment, creation of an outdoor classroom and the large grassy area provides a wealth of opportunities for outdoor experiences and play pedagogy. The staff provide a positive and supportive learning environment where children are motivated to work together in line with the co-created aspirational vision and values of the school.

OUR VISION, VALUES AND AIMS

Vision

We are an ambitious school, where everyone works well together, and feels part of the Newmains Team.

Values

We are Caring – You are all welcome at Newmains. We are an inclusive school that values the diversity and uniqueness of our pupils and community. We are a nurturing school, and we value caring relationships. We work in partnership with parents and carers to help provide a caring and welcoming environment.

We are Kind – We act with kindness towards each other, we value each other, and we respect each other. We are honest and we will always try to make amends for unkind behaviour. We speak to others in a kind way, and we support each other to show kindness to the wider world we are part of.

We are Fair– Everyone gets the help they need at Newmains. We believe that everyone should get equal opportunities and recognise that some may need extra support to get this. We champion Children’s Rights at Newmains, and we will always address unfair treatment, language, and actions.

We strive for Success – We recognise that success means different things for different people. We measure success in terms of effort, hard work, commitment and in building relationships. We will support you to achieve your success. We help develop resilience and are ambitious for our pupils. We encourage and support leadership at all levels in the school.

Aims

By ‘Working Together’ we mean the school staff, pupils, parents and carers and the wider community

- We aim to work together and support one another as we strive for success
- We aim to work together to create a welcoming, inclusive, and nurturing community
- We aim to work together to be kind, respectful and fair
- We aim to listen to our pupils and value their contribution to who we are as a school

Through our values, we influence children’s learning, behaviour, relationships, and the choices they make. We will nurture and forgive each other; we will help our children manage relationships and behaviour in a way that reflects our values. We are a Team at Newmains.

SUCSESSES AND ACHIEVEMENTS

We have had a very successful year in Newmains, and we are proud of the progress of our improvement priorities specifically developments in writing and reading attainment and digital work.

Please see below our awards for this session:

- ★ Gold Rights Respecting Award – June 2023
- ★ Gold Sports Scotland Award – June 2023
- ★ Digital Schools Award – May 2023
- ★ Silver Reading Schools Award – May 2023
- ★ Leaf School Award – June 2023
- ★ Pocket Garden competition winners – June 2023

We have created a short video showing all our different successes and achievements this session. Please follow this link <https://youtu.be/g6aZjLq0oDM>

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- Distributed leadership has become part of the ethos in Newmains because of the planned initiatives/approaches during Into Headship, with the impact of rebuilding the sense of belonging and empowerment of all.
- All members of the school community are integral to school improvement and providing wider and alternative experiences for pupils.
- Staff have engaged in a range of leadership training opportunities developing knowledge, skills, and capacity for delivering change including:
 - Class teacher achieved GTCS Qualification for ASN broadening her knowledge and capacity for influencing change in line with ASN
 - One DHT Get Safe Online Ambassador and Promethean Trainer
 - Both DHTs trained across various: NVR level 1, ASIST, CIRCLE, MVP and RNRA leadership.
 - One DHT and PT trained in UNCRC Gold level leadership.
 - One DHT part of Early Adopter group Single and Multi-agency child's plans
- Pupil leadership groups have become firmly embedded in Newmains where pupil voice and rights are central to driving forward change e.g., Pocket Garden design via Leaf Club, Digital club for P3/4 pupils run by digital leaders and House Captains organising and running an identity day in line with UNCRC.
- Pupil run clubs such as Rubix cube and Mindfulness Monday in response to suggestions.
- Wider achievements and leadership opportunities continue through P6 Play Leader training and Hi-5 / DYA awards where a wide range of skills for work and life are developed. 94% of parents agree or strongly agree that pupils are encouraged by the school to participate in other experiences including sporting and skills-based experiences.

Teacher and Practitioner Professionalism

- A culture of engaging with meaningful professional learning is developing well at all levels and can be evidenced through the high number of opportunities seized by staff and impact of CLPL in classroom practice e.g., RICE training and Play pedagogy.
- All teaching and non-teaching staff have been trained in Talk for Writing methodologies to raise attainment in writing following a recognised dip due to global pandemic impact. Improvements can already be seen across most stages and trajectory for ongoing positive impact is evident from tracking and data analysis.
- All teaching staff participated in a multi school moderation project – almost all staff reported they would be keen to participate in a similar project with main areas of success being that the project created a supportive environment, group discussion, sharing of ideas and best practice and structured support to introducing a new methodology.

Parental/Carer involvement and engagement

- We constantly strive to develop and enhance all aspects of parental involvement and engagement where 94% of parents are happy to approach the school and 97% agree or strongly agree that parents are encouraged to be part of their child's learning in a variety of ways.
- Seesaw and communication channels have been streamlined considering parental feedback last session – 95% of parents now feel communication is more effective and consistent.
- Parent Council events are very well attended by the school community, and everyone works hard to ensure we are inclusive and barriers to attending are removed with a variety of timings and location of events.
- Positive feedback from target events during the year, foster a partnership approach working with the school on important aspects of the SIP e.g., Anti-bullying week – Brian Donnelly and Internet safety workshop for parents responding to the rise in online concerns.
- Sharing the learning events are essential to ensure parents and carers are included in the process of their child learning and within the environment they learn.
- Learning Conversations including parents and carers, pupils and staff introduced this session were positively received and improved the target setting and pupil led aspects of the reporting process.
- Summative and formative assessments are shared more effectively through seesaw profiles, learning conversations and end of year reporting processes.
- Parents/carers are invited to give feedback on their child's learning at each event which is a shared process with pupils.

Curriculum and Assessment

- 93% of parents report their child is making good progress at school with 97% reporting they are satisfied with the teaching in the school.
- Clear strategic planning and commitment to closing the poverty related attainment gap and raising attainment, ensured effective targeted approaches were utilised across the curriculum.
- Evidence from teacher judgement and SNSA results indicate early intervention strategies and enhanced play pedagogy improved learner engagement.
- The Talk for Writing moderation project created a collaborative environment for staff to work together in planning the new writing approaches and evaluating impact.
- All teachers use enhanced tracking system and improved monitoring processes to track progress and identify necessary intervention.

School Improvement

- All members of the school community are involved in identifying and evaluating school improvement priorities ensuring a collaborative and unified approach.
- Newmains gained several awards this session in line with school improvement priorities. The verification process for Digital Schools highlighted a few key strengths including digital leader recognition for excellence in digital learning, innovative use of technologies to support ASN and commitment to ensuring access for all.
- The UNCRC Gold feedback highlighted pupil leadership and school ethos as evidence of rights as being embedded.
- Reading Schools Silver highlighted many areas of strength including commitment to raising the profile of reading and reading for enjoyment.
- Writing attainment has increased in four stages of the school following commitment to talk for writing methodology with trajectory indicating almost all stages next year.
- The introduction of Accelerated Reading has impacted most stages in the school positively and in particular P4 and P7 reducing the percentage of pupils performing below their chronological age by 11% and 17% respectively.

Performance Information

- Newmains regularly performs above comparator schools and all staff are aware of this position and aspirational targets for continual improvement.
- Attainment across the school is good and, in some areas, very good.
- School targets this session have focussed staff attention on all aspects of progress and in particular interventions for equity approaches and good quality evaluation of impact.
- All data is shared with staff to improve teacher judgement, ensure socio-economic awareness, and begin to identify patterns and trends in data that influence planning.
- Standardised Assessments are used at key times to confirm professional judgement

PUPIL EQUITY FUNDING

All PEF interventions are planned and implemented based on self-evaluation activities with stakeholders, identified needs and in line with our vision and values. Over the last two years we have improved self-evaluation processes to ensure they are linked to SIP priorities and evaluation based on qualitative and quantitative data.

Target areas this session:

- Early intervention strategies at Primary 1 to raise attainment.
- Raise attainment in reading and writing for all with a specific focus on those living in poverty, through introduction of Accelerated Reader, continued use of IDL and reading coaching.
- SEBN support for identified pupils to better demonstrate inclusive practice.

Early Learning and Childcare Officer (Early Intervention)

Baseline assessment results for all Primary 1 pupils were analysed and target groups for literacy, numeracy and fine motor control were formed. All pupils within SIMD 1-3 were identified and monitored closely. Individual targets were created, and adaptations made where necessary. Development of the outdoor learning area, led by the ELCO and improved play pedagogy experiences enhanced fine motor control with targeted approaches. Significant improvements were made throughout the year with final percentages below. Pupils within SIMD 1-3 have improved in all areas apart from blending cvc words.

ELCO focus groups (June 2023)

Recognise all single sounds	83%
Can write all single sounds	83%
Can blend sounds to make cvc words	58%
Can identify first and second name	100%
Can write first name	92%

Can count forwards to 20	67%
Can count backwards from 15	67%
Can recognise numbers to 15	75%
Can order numbers to 15	83%

0.5 Teacher (Raise attainment in Reading)/ASNA

Teacher undertook intensive high quality professional learning to support the introduction of the Accelerated Reading (AR) programme. All pupils in P3-7 have access to AR following placement assessments to ensure correct level of reading.

Target groups created from placement tests, taking account of SIMD, ensure a focused approach through reading coaching. 47% of SIMD pupils are now on track for reading and 52% for spelling, reducing the poverty related attainment gap.

Accelerated Reader and IDL are both sustainable due to staff training and planned investment ensuring access for 5 years.

PEF Teacher (Raising attainment in reading)

	IDL Reading		IDL Spelling		Accelerated Reader	
	Percentage below actual age		Percentage below actual age		Percentage below benchmark	
	August 2022	June 2023	August 2022	June 2023	August 2022	June 2023
P4	41%	26%	40%	32%	57%	40%
P5	33%	28%	41%	35%	41%	45%
P6	29%	45%	49%	41%	46%	55%
P7	53%	49%	40%	33%	49%	38%

Analysis of data indicates further need for focus on Primary 5 and Primary 6 reading next session – SIP priority 2 session 2023-24.

ASNA

Development of the Den area within the school creates a safe space with alternative and regulatory approaches. ASNAs support and enhance this provision for any pupil that requires it. A noticeable reduction in dysregulated incidents and disengagement in learning has created a more positive approach. Pupils are spending increasing amounts of time in class with a range of strategies employed by staff and pupils.

Holistic therapist and visual artist work with groups and individuals offering therapeutic interventions for identified pupils.

KEY STRENGTHS OF THE SCHOOL

- ★ Sense of belonging through inclusive practice and a being a valued member of the Newmains Team.

I love my school and enjoy the different clubs and fun activities that we get to take part in Pupil comment
The school is a strong community, my daughter told me Newmains is her 2nd family as everyone is fair, kind, friendly, and caring. So much that she misses her "other family during school holidays." Parent/carer comment
Strong, positive, and caring relationships with colleagues and children Staff comment
Sense of community and approachable teaching staff. Parent/carer comment
Thank you for bringing in alternative therapies and putting in extra support for children who are needing it. This is an excellent approach, and the school should keep this going for future children. Parent/carer comment

- ★ Leadership at all levels is very good and recognised by all as integral to improvement and positive ethos.

School is really well led by Mrs Dunn and her LT and there's just a good vibe whenever you're in the school. Parent/carer comment
I am continually impressed with the positive attitudes of the teachers, office staff and leadership team of the school. You seem to be a very strong, approachable, and capable team. Parent/carer comment
Staff are encouraged to collaborate both within the school and with other schools. All staff are clear on areas of strength and areas for development within the school. SLT manage the pace of change well and ensure that staff are consulted well in advance. Staff comment

- ★ Strong and committed staff team.

The Teachers at the school are a key strength in our opinion. They all seem to care about the children and their learning experience. Parent/carer comment
Teamwork - the whole school team is encouraged to be involved in the direction and change in the school - this includes teaching staff, support staff, children, parents, and the wider community. This has created a sense of ownership and involvement in the changes taking place in the school, ensuring everyone is invested in the success of changes. Staff comment
Passionate teaching staff who encourage an environment for learning. Parent/carer comment

- ★ Commitment to raising attainment in literacy and closing the poverty related attainment gap.

All teachers engaged and motivated to put interventions in place to help all our pupils achieve to the best of their ability. Staff comment
Focussed and motivated staff team with children's best interests at heart. We have high standards and expectations throughout the school. Staff comment
Literacy and Numeracy have been prioritised this session and there have been noticeable improvements in this area (based on tracking). The children have an understanding of equity, and the school tries to meet all the learners needs. Staff comment

- ★ Improved parent/carer engagement and involvement.

The school is open to the parents, working together and supporting children and the parents. There is a genuine desire to help children be the best they can be and innovative ideas to help the children engage in learning. Parent/carer comment
The opportunities for parent helpers within the school is fantastic. The encouragement of children to highlight their strengths and what they'd like to work on during the learning conversations was enlightening. Parent/carer comment
In my experience the teaching staff are really receptive to parent's suggestions on how their child could benefit from certain types of support and are happy to provide it. The school is also doing a really great job of offering additional help by way of the lunch clubs, massage therapy etc. Parent/carer comment

OUR NEXT STEPS – PRIORITIES FOR 2023-24

We have made good progress during session 2022-23 and we will use the improvement priorities listed below to build on this progress moving forward.

- ★ Our vision and values remain at the heart of Newmains. We will continue to embed inclusive practice ensuring the Staged Intervention process, The Promise, CIRCLE and RNRA are at the forefront of Professional Learning and enhance provision for all.
- ★ Celebrate wider achievements and ensure a range of experiences available for all.
- ★ To continue to raise attainment in Reading and Writing further through targeted PEF interventions based on data analysis, good practice, and research.
- ★ Improve differentiation, challenge and assessment through high quality professional learning experiences and small tests of change within practitioner enquiry activities.
- ★ To develop pupil led learning and target setting through effective play pedagogy, pupil voice and planned activities.
- ★ Further enhance STEM experiences for all pupils ensuring access to devices, to support ASN and opportunities to develop lifelong skills for work.

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

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[@NewmainsPS](https://blogs.glowscotland.org.uk/re/Newmains)

HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.