



Newmains Primary School



STANDARDS AND QUALITY REPORT

June 2024

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-2025. I hope that you find it helpful and informative.

Louise Dunn

Head Teacher

OUR SCHOOL

Newmains Primary School is a non-denominational school in the town of Renfrew with a role of 406. 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. Fifteen percent of children are entitled to clothing grants and 14% 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.

SUCCESSSES AND ACHIEVEMENTS

We have had a highly 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 Reading Schools Award – April 2024
- ★ Jade RNRA award – June 2024
- ★ STEMnation award – May 2024
- ★ Fairaware school – June 2024
- ★ 6th Green Eco flag – September 2023
- ★ Selection for participation in STEM the flow competition at Riverside Museum – February 2024

We have created a short video showing all our different successes and achievements this session. Please follow this link [Newmains Primary 2023/24 \(youtube.com\)](https://www.youtube.com/watch?v=Newmains Primary 2023/24)

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- Distributed leadership remains part of the ethos in Newmains due to sustainable 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:
 - HT trained as Into Headship Verifier
 - All SLT trained in Leadership of Child Protection
 - Two PTs became Cultural Champions
 - Class teacher completion of Masters in Education: Inclusive Education
 - Class teacher completion of Education Scotland: Aspiring to Middle Leadership
 - All teaching staff trained in Adaptive Teaching Practice
 - All staff trained in CIRCLE
 - All staff trained in Who Cares Scotland
 - All staff trained in NVR
 - All staff trained in PATHS
 - All staff trained in LGBTQ+ level 1
- Pupil leadership groups are firmly embedded in Newmains where pupil voice and rights are central to driving forward change e.g., Digital Club for P4 pupils run by digital leaders and House Captains organising and running events, enterprise activities across the school raising money for charity eg. Lisa's Gift and Brightest Star and to support own activities such as Primary 7 Leavers' Dance.
- Celebration of wider achievement through monthly assemblies.
- 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. Ninety-eight percent of parents agree or strongly agree that the school encourages pupils 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. Maths training opportunities, Digital professional learning undertaken, formative assessment and play pedagogy.
- All teaching staff participated in Practitioner enquiry projects this session based on adaptive teaching strategies following training in August 2024 from the Attainment Advisor. Sharing good practice event in June 2024 allowed staff to engage in meaningful professional dialogue and disseminate ideas and successful strategies.
- All teaching staff were part of a working party this session in one of three areas: RNRA, Reading and STEM with the result of STEM nation award, Gold Reading award and RNRA Jade award. Collective responsibility and subsequent success acts as a catalyst for change and supports the empowerment agenda.
- A variety of staff deliver extra-curricular and wider experience activities such as Netball, tennis and multi sports club, Junior NBA, Art club and lunch clubs for target pupils.

Parental/Carer involvement and engagement

- We constantly strive to develop and enhance all aspects of parental involvement and engagement where 100% of parents and carers are satisfied with the school, 94% of parents are happy to approach the school and 95% agree or strongly agree that parents are encouraged to be part of their child's learning in a variety of ways.
- 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., Maths week activities, Bedtime stories, Anti-bullying week – Brian Donnelly workshop, Internet Safety, World of Work day and STEM open afternoon.
- Successful volunteer system to support reading operates termly.
- Sharing the learning events are essential to ensure parents and carers are included in the process of their child's learning and within the environment they learn.
- Learning Conversations including parents and carers, pupils and staff continued this session which improved the target setting and pupil led aspects of the reporting process.
- Parents/carers are invited to give feedback on their child's learning at each event which encourages meaningful conversations at home.

Curriculum and Assessment

- A new curriculum rationale was co-created across the school community and will be the basis for a new learning, teaching, and assessment policy by December 2024.
- Clear strategic planning and commitment to closing the poverty related attainment gap and raising attainment, ensured effective targeted approaches were utilised across the curriculum.
- The use of stretch aims and targets has focused interventions and increased accountability of all teaching staff.
- All teachers use an enhanced tracking system and improved monitoring processes to track progress and identify necessary intervention.
- Ninety-three percent of parents report their child is making good progress at school with 97% reporting they are satisfied with the teaching in the school.

School Improvement

- School ethos encourages a collective drive for positive change across the school.
- All members of the school community are involved in identifying and evaluating school improvement priorities ensuring a collaborative and unified approach.
- A quality assurance calendar ensures high quality planned self-evaluation and improvement activities paced throughout the year are shared across the school community.
- Attendance is monitored closely by SLT and use of ESBA toolkit to support targeted pupils.
- All teachers state they are more confident with the Talk for Writing process and delivery of the approach.
- The introduction of Accelerated Reading last session continues to impact the school positively. Fifty-nine percent of pupils (SIMD 1-3 in P3-7) have seen an increase in their comprehension age with 32% increasing more than a year and 11% showing an increase of 2 years.

Performance Information

- Newmains regularly performs above quartile and authority schools and all staff are aware of this position and aspirational targets for continual improvement.
- Attainment across the school is good with aspects of 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.
- Inclusion of Glasgow Wellbeing and Motivation Profile (GWMP) to track wellbeing of all ensures a more holistic approach.
- Tracking of wider achievements and access to extra-curricular activity allows for targeted offers from community clubs and working in partnership with One Ren.

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 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 in line with Newmains 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.

Literacy focus group (16 children):

- Seventy-five percent of children in the group can recognise initial sounds taught so far.
- Sixty-nine percent of children in the group can form initial sounds taught so far.
- 100% of children in the group can write their first name.

Numeracy focus group (15 children):

- Sixty-six percent of children in the group can recognise and identify numbers 0-15.
- Eighty-seven percent of children in the group can count forwards 0-15.
- Forty percent of children in the group can count backwards 0-15.
- Fifty-four percent of children in the group can order numbers 0-15.

Classroom Assistant – supporting reading and spelling using AR and IDL

Principal Teacher undertook intensive high quality professional learning to support the ongoing use of the Accelerated Reading (AR) programme. All pupils in P3-7 have access to AR following placement assessments to ensure correct level of reading. The PT, ASNA and volunteers work as a team to deliver enhanced reading support across the school with target groups.

Target groups created from placement tests, taking account of SIMD, ensure a focused approach through reading coaching.

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

Accelerated Reading programme

- Seventy-nine percent of pupils in SIMD 1-3 within Primary 4 to Primary 7 have a lower reading age than their actual age.
- Sixty-seven percent of those children have seen an improvement in their reading age with the help of the Accelerated Reading programme.
- Five percent now have a reading age greater than their actual age.

Additional Classroom Assistant (reading and engagement focus)

- Fifty percent of the pupils in SIMD 1-3 whom CA supports with reading have seen an increase in their reading age by one Year.
- 100% of the pupils in SIMD 1-3 whom CA supports with social and emotional wellbeing have seen an increased engagement in class activities.

IDL Spelling programme

- Fifty-six percent of pupils in SIMD 1-3 within Primary 3 to Primary 7, have a lower spelling age than their actual age.
- Seventy-four percent of those children have seen an improvement in their spelling age with the help of the IDL spelling programme.
- Eighteen percent now have a spelling age greater than or equal to their actual age.

Poverty Related Attainment Gap (PRAG)

Information based on Free meal entitlement/Clothing Grant entitlement.

	2022-2023	2023-2024
Listening and Talking	9%	-4.1%
Reading	10%	8.5%
Writing	24%	8.8%
Numeracy	14%	2.3%

KEY STRENGTHS OF THE SCHOOL

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

We are like a family, and no one is left out and everyone is so nice. Pupil comment

I like how everybody has a part in school! Pupil comment

We are the best school in Scotland Pupil comment

I feel the best thing about Newmains is feeling welcome and cared for. Pupil comment

Newmains is an inclusive school, with a strong school community and encouraging of positive behaviour through the school values. The staff are caring and encouraging, they take the time to get to know the children and use different approaches to give the best support. Parent/carer comment

I really like that all children are given the chance to shine and grow in confidence through the achievement assemblies. Parent/carer comment

We strive to ensure that inclusion and equality leads to improved outcomes for all learners. Staff comment

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

A strong and well led team across the school. There is a very consistent approach to all aspects of learning, behaviour management etc which I think shows. Parent/carer comment

Areas for improvement decided on and shared as a team, clear leadership in the way forward related to NIF, collegiate calendar created with clear direction of change in mind, ownership of change encouraged through working parties and practitioner enquiry, changes are clear and achievable within timescale, pupils involved in change through leadership groups. Staff comment

- ★ Strong and committed staff team.

I think very highly of the school, in particular the faculty. I see the work you do and honestly really appreciate it. I feel like we have had a great experience with the school so far and feel confident in the education my kids are getting. Parent/carer comment

The leadership excels in communication, keeping all stakeholders informed about changes, progress, and the rationale behind decisions. This promotes transparency and understanding. & Collaborative Teamwork: The leadership team collaborates cohesively, fostering a culture of teamwork among staff members. This collaborative approach contributes to the successful implementation of change initiatives. Staff comment

A real sense of encouragement comes from all members of staff for the children to do well. Parent/carer comment

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

I real sense of encouragement comes from all members of staff for the children to do well. Parent/carer comment

My child has been pushed and challenged this year which has made him so engaged and motivated to learn Parent/carer comment

Care and respect for my child as an individual. Always suggesting to my child to test her limits that tiny bit more Parent/carer comment

The school invests in ongoing professional development for teachers, keeping them updated on best practices in teaching and assessment Staff comment

- ★ Improved parent/carer engagement and involvement.

I am always kept up to date on seesaw with how my daughter is getting on in the class. Which is very helpful to see what she has been doing Parent/carer comment

The school actively involves parents in the attainment and achievement process by providing opportunities for engagement, communication, and collaboration. 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 2024-25

We have made good progress during session 2023-24 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 through our RNRA work, Diversity strategy and providing alternative experiences for target pupils.
- ★ Build opportunities for parents and carers to become involved in the life of the school.
- ★ Continue to support all pupils with PAtHs approach and target approaches for individuals and families.
- ★ To raise attainment in Reading and Writing through targeted PEF interventions based on data analysis, good practice, and research.
- ★ Improve assessment and moderation across the school through practitioner enquiry and collaborative Professional Learning.
- ★ Improve pupil leadership opportunities further through the Young Leaders in Learning project.

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.

Newmains Primary School
Lang Avenue
Renfrew
PA4 0DA
0300 300 0172

[@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.