



Newmains Primary School



STANDARDS AND QUALITY REPORT

June 2026

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2026-2027.

I hope that you find it helpful and informative.

Louise Dunn

Head Teacher

OUR SCHOOL

Newmains Primary School is a thriving, non-denominational school situated in the heart of Renfrew, with a current roll of 386 pupils. At the centre of the school's success is its strong, positive reputation within the local community and its unwavering commitment to an inclusive, nurturing ethos that places children and families first.

The school community is diverse, with 15% of pupils entitled to clothing grants and 17% living within Scottish Index of Multiple Deprivation (SIMD) deciles 1–3. Newmains Primary embraces this diversity, ensuring that every child is supported, valued, and empowered to achieve their full potential.

Housed in a well-maintained building with over 50 years of history, the school offers a range of high-quality facilities, including bright, spacious classrooms, a well-equipped gym hall, and thoughtfully designed nurture spaces that promote wellbeing and emotional support.

The extensive school grounds are a particular strength. Recent enhancements include a wide variety of fixed playground equipment, a vibrant sensory garden, and a large grassy area that inspires active, creative outdoor learning. These spaces enrich children's experiences and support the school's strong commitment to play pedagogy and holistic development.

At Newmains Primary, dedicated staff create a stimulating, supportive learning environment where children are motivated, confident, and eager to learn. Working together, pupils and staff bring to life a shared, co-created vision and set of aspirational values that underpin all aspects of school life and foster a strong sense of belonging and pride.

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 sports, nurture and digital wellbeing work. Please see below our awards for this session:

- ★ Reaccreditation of UNCRC GOLD award – March 2026
- ★ Reaccreditation of GOLD Sports Scotland Award – December 2025
- ★ Renfrewshire GLEE winners – February 2026
- ★ Amythest RNRA award – June 2026
- ★ Social Enterprise award – June 2026
- ★ Digital School Wellbeing Award – June 2026
- ★ Fair Achiever award – 2025

We have created a short video showing all our different successes and achievements this session. Please follow this link <https://youtu.be/NSIXoLTz7cU>

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

SIP priority 1

Newmains is an inclusive and supportive environment for all.

- Newmains was delighted to be reaccredited with the GOLD: UNCRC Rights Respecting schools award, considering the extensive work completed by the school to ensure children's rights are embedded in our practice.
- Sustainable Development Goals (SDGs) have been adopted by every class where pupils are being encouraged to see themselves as global citizens and advocates for children's rights across a range of themes following staff Professional Learning.
- All members of our school community are integral to the drive for school improvement and ensuring we provide high quality experiences for all pupils, which includes wider and alternative targeted approaches.
- Staff have engaged in a range of leadership and professional learning opportunities developing knowledge, skills, and capacity for delivering change including:

- All staff engage with the Curriculum Improvement Cycle materials shared throughout the year including draft papers
- All staff trained in the use of the Renfrewshire Learning and Teaching strategy *The Renfrewshire Way*
- All staff trained in Numeracy skills by Angela Stevenson
- All staff further trained by Sheena Brocke from the Young Carer team
- All staff trained in the use of the Compassionate and Connected classroom by our Educational Psychologist Lisa Henderson
- Pupil leadership groups are firmly embedded in Newmains where pupil voice and rights are central to driving forward change e.g., Digital Club for younger pupils run by digital leaders and House Captains organising and running events, enterprise activities across the school raising money for charity e.g. Lisa's Gift and Brightest Star and to support own activities such as their residential trip and the Primary 7 Leavers' Dance.
- DHT analysis and effective use of pupil data from the Glasgow Motivation and Wellbeing Profile (GMWP) allows teaching staff to target support, in relation to wellbeing and subsequent interventions.
- Wider achievement carefully tracked throughout the year to allow staff to target pupils with low levels of engagement in school run or community clubs.
- Celebration of wider achievement through monthly assemblies from information shared on Seesaw by parents and carers.
- Wider achievement and leadership opportunities continue through our cluster Hi-5 / DYA awards, where a wide range of skills for work and life are developed. Almost all parents agree or strongly agree that the school encourages pupils to participate in other experiences including sporting and skills-based activities.
- A variety of staff and One Ren coaches deliver extra-curricular and wider experience activities such as Netball, tennis and multi sports club, Junior NBA, Golf and lunch clubs for target pupils, ensuring all pupils have access to the wider curriculum.
- Promoting Alternative Thinking Strategies (PATHS) is embedded across the school where consistent use of language and approaches are used to support all pupils with their emotional literacy, resilience and responses to situations. Kristy Fotheringham has successfully supported Newmains again this session as we aim for the PATHS award through the work of the pupil led PATHS ambassadors.
- Consistent approaches based on CIRCLE, as part of the work of the RNRA group, where pupils can use a range of sensory and calming resources to regulate and

return to the learning activity when ready. These offer a step away from activity but remain within the class with peers and have been successful across the school.

- Consistent signage, inclusive of different languages and visuals displayed across the school ensures a more inclusive approach for our EAL pupils and those where visuals help to support movement around the school.
- Many pupils (87) across the school receive therapeutic support from the visual artist and massage therapist which helps with anxiety, relationships and calming behaviour. 100% of feedback from pupils and parents/carers is positive and benefits such as increased attendance, ability to engage in learning and class activities has increased for all.
- Non-violent resistance (NVR) approaches and restorative practice are used by all staff to support pupils in and following times of dysregulation.
- Use of community partners including Street Stuff and YMCA for target pupils has increased pupil engagement and developed the emotional literacy of almost all participants. Pupil voice from these additional activities is 100% positive and most pupils are transferring learned skills into other situations.
- Effective use of expanded curricular activities such as baking, sports and effective use of the outdoor garden/spaces continue to support pupils and provide skills-based opportunities when not working in the class environment.
- Meta skills are embedded across Newmains primary school as they help children become better learners, confident individuals, and good team players, setting them up for success in school and life. Bespoke plans are created for pupils following expanded curricular experiences.
- Emotional school-based avoidance (ESBA) approaches delivered by Educational Psychology and ASNA through group work have improved attendance for almost all target pupils.
- The Parent Council worked tirelessly to create an outstanding sensory garden area for all to enjoy with particular focus on supporting target pupils to regulate. A wide range of resources, plants and sensory based materials have been included and are used by pupils daily.
- The four working parties continue to make significant contribution to the experience of pupils such as outdoor learning planning with grab and go bags, improved curricular planning and diversity work to ensure we are more reflective of Team Newmains.

SIP priority 2

We are raising attainment across Literacy and Numeracy using innovative and targeted approaches.

- Newmains regularly performs in line with, or 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 many aspects of very good.
- Clear strategic and effective planning, underpinned by the commitment to closing the poverty related attainment gap, resulted in the creation of Target Intervention Groups (TIGs)
- Target Intervention Groups (PEF) have been the greatest success this session as reported by all teaching staff, where highly effective use of targets, data, planning and assessment ensure pupils are identified quickly and bespoke approaches used to support their learning. The process is fluid and responsive ensuring early intervention particularly related to closing the poverty related attainment gap and those with barriers to learning.
- All teachers use the *Story of the Class* in conjunction with their tracking to ensure a focused and targeted approach for identified children.
- Effective use of data is consistent across the school where almost all teaching staff demonstrate a deep understanding of information contained and plans to deliver improvement.
- Target setting and learning conversations ensure pupils are aware of and involved in their own learning journey.
- All teaching staff participated in Practitioner Enquiry projects this session based on numeracy strategies following training in August 2025 from Renfrewshire Council development officer, Angela Stevenson. Sharing good practice event in May 2026 allowed staff to engage in meaningful professional dialogue and disseminate ideas and successful strategies.
- Improved approaches to delivery of numeracy learning and skills and small test of change projects through practitioner enquiry have ensured pupils are improving their own and others learning through collaborative tasks.
- Further training from the DHT regarding adult led, adult initiated and child led learning ensured high quality provision.

- All teaching staff were a valued member of a working party this session in one of four areas: RNRA, Curriculum planning, Diversity and Outdoor learning. Collective responsibility and subsequent success acts as a catalyst for change and supports the empowerment agenda.
- The curriculum planning working party effectively used Artificial Intelligence (AI) to create topic planners to be rolled out across the school and make planning more manageable and streamlined.
- Curricular pathways introduced ensure a more consistent approach and improved learning experiences for all pupils initially in Social Subjects.
- Use of ASNA and volunteer time to support paired reading has improved motivation and attainment for most target children.
- Parent council funded reading books to increase diversity in line with mirrors and windows approach, where our school community is reflected is an ongoing piece of work.
- High quality cluster moderation event in February 2026 improved consistency across levels when assessing Talk for Writing projects at points of transition.
- Our innovative approaches to writing assessment have improved consistency of planning, delivery and breadth of toolkits used to ensure writing attainment is increasing.
- All teaching staff participated in Numeracy training delivered by Angela Stevenson with further sessions planned due to success and feedback from all staff.
- Pupils were identified for TIGs with a focus on literacy/numeracy and supported individually or as part of a small group.
- Partnership working in Newmains is excellent and we have long recognised the benefits of working with school and community partners and parents/carers in improving experiences for every member of the Newmains Team.

100% of partners agree or strongly agree:

- *Partnership working works well*
- *The school values their contribution*
- *Effective arrangements are in place to evaluate the impact of partnership working*

99% parents/carers agree or strongly agree:

- *They are overall satisfied with the school*
- *Their child is making good progress at school*
- *They are satisfied with the teaching in the school*
- *The school is well led and managed*

96% of parents and carers agree or strongly agree:

- *Achievements are valued and recognised at Newmains*
- 95% of parents and carers agree or strongly agree:
- *They are happy to approach the school*
 - *That parents are encouraged to be part of their child's learning in a variety of ways.*
 - Partnerships with One Ren, YMCA and street stuff support pupils to engage with their learning more readily and with improved focus.
 - Parent Council support with resources and particularly outdoor spaces enhances the experience of all pupils in Newmains.

SIP priority 3

Developing Pupil Leadership through the work of the YLL group and Digital Wellbeing Award

- The Young Leaders of Learning 2025/26 undertook Self-Evaluation under the Learning and Teaching theme of the HGIOURS document developing a wide range of skills.
- The Young Leaders of Learning visited Arkleston in 2025/26 and identified a range of musical resources.
- The Young Leaders of Learning noted that they felt the Newmains would benefit from increased music input.
- When Arkleston visited Newmains, they identified Pupil- Led Learning and Digital Skills progression as an area of development. The P7 YLL pupils will target these areas in the 2026/27 session.
- The digital leaders worked tirelessly throughout the year supporting lessons across the school and running a digital club for younger pupils.
- As part of the digital wellbeing award they undertook self-evaluation, surveys and delivered lessons on internet safety.
- The digital wellbeing assessor was keen for us to note the amazing job the pupils had done and that their impact was clear.
- The school was awarded the wellbeing award in June 2026.

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 three years we have improved self-evaluation processes to ensure they are clearly linked to SIP priorities and evaluation based on qualitative and quantitative data. We are committed to closing the poverty related attainment gap and believe the work we are doing supports this priority.

Target areas this session:

- Target Intervention Groups (TIGs)
- Raise attainment in reading for all with a specific focus on those with barriers to learning, through Accelerated Reader (AR), continued use of IDL and reading coaching.
- SEBN support for identified pupils in line with Newmains inclusive practice through the community partners of YMCA and therapeutic inputs of massage and art therapy.
- Use of motivational digital technologies (Sumdog) for all P3-7 pupils.

Target Intervention Groups (TIGs) – 0.4 additional teacher staffing

- A robust system is in place to ensure staff use the story of the class (including socio-economic information), attainment data, GMWP data, transition information and professional dialogue to identify pupils for TIGs.
- Identified pupils with a barrier to their learning in numeracy, literacy or health and wellbeing receive a bespoke approach, improving the chances of the targeted activities being successful.
- Weekly monitoring of progress and use of diagnostic assessments ensure the planning is responsive and groups are fluid.
- This targeted approach can then be replicated during class working time building a more sustainable approach.
- All staff report the approach to be effective and impact reports indicate areas of success.
- Increased attainment of most target pupils.
- Clear, high quality transition information ensures continued approach next session.

Additional Classroom assistant – 27.5 hours

- 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.
- High quality data and attainment information measures the success of this approach.

All pupils

- The majority (73%) have seen an increase in their sight-reading age greater than the calendar 9 months.
- Almost all (91%) have seen an increase in their reading comprehension age. And the majority (50%) of those have seen an increase greater than the calendar 9 months.
- Most (82%) have increased their book band level by 3 bands or more and the majority of those (67%) are now reading just one book band below their recommended level.

For all pupils in SIMD 1-3

- All children have increased their sight-reading age by 9 months or more (school term = 9 months).

- All children have increased their reading comprehension age by 7 months or more.
- All children have moved up 6 book band levels or more.

Individual EAL support

- Sight-reading age of 8y 6m
- Reading comprehension age of 7y 9m independently and 9y 6m with support
- Progressed from Pink Book Band to Orange Book Band, (6 levels) completing comprehension quizzes with 80% accuracy or above.
- Spelling age of 8y 2m
- Read and spell the first 100 common words
- Spell 86 of the next 100 common words
- Read 185 of the next 200 common words
- Now able to write a few sentences independently

Expanded curriculum – YMCA and Street Stuff

- All pupils have responded well to the experiences provided by the community groups of YMCA and Street Stuff.
- Individual reports are compiled for each target child and shared with the DHT identifying areas of success and for development.
- All pupils showed improvement in their skills-based targets.
- All pupils demonstrated reduced number of dysregulated incidents.
- All pupils increased their time spent in class engaged in activities and learning experiences.
- All pupils are demonstrating improved emotional literacy and responses to challenging situations.
- Measures include pupil voice, meta skills bespoke target tracking, professional dialogue and observation.

Use of Digital Technologies: IDL/SUMDOG

IDL

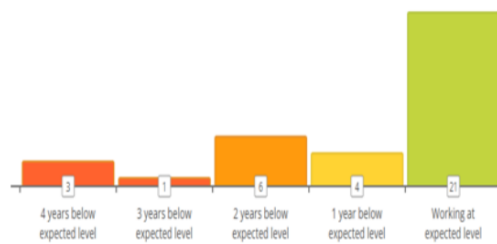
- According to the IDL programme, in August 2025, less than half (42%) of the children in SIMD 1-3 had not achieved their actual age for spelling.
- Of those, by May 2026, the majority (61%) had increased their spelling aged by 9 months or more and the majority (45%) of this group now have a spelling age which matches or exceeds their actual age.

IDL Breakfast club – run by volunteer staff

- ALL (100%) of the children who accessed the IDL Breakfast Club for the whole year have seen an increase in their sight-reading age, greater than the calendar time between tests.
- ALL (100%) of the children who accessed the IDL Breakfast Club for the whole year have seen an increase in spelling age, greater than or equal to the calendar time between tests.
- Sumdog data indicates improvements as per graphs and information tables below.

SMID 1-3:

Diagnostic 1



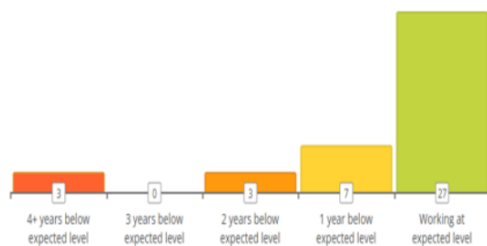
Diagnostic 2



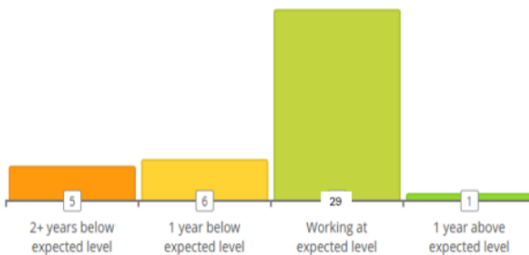
- Pupils at or above the expected level increased from 60.0% to 70.6%.
- 5.9% of pupils working above the expected level, compared with 0% in Diagnostic 1.
- Pupils two or more years below expected level decreased from 28.6% to 14.7% (48.6% decrease in the number of pupils experiencing significant numeracy difficulties).
- Pupils 3 or more years below expected level decreased from 11.4% to 0%.

FSM/CG:

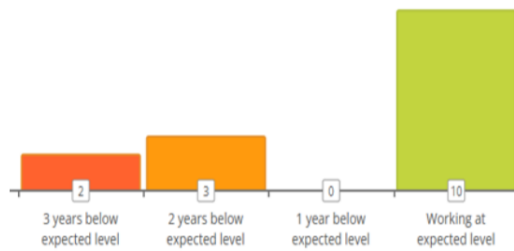
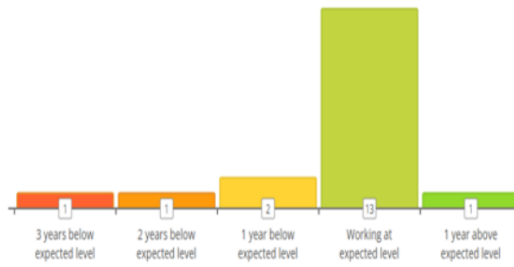
Diagnostic 1



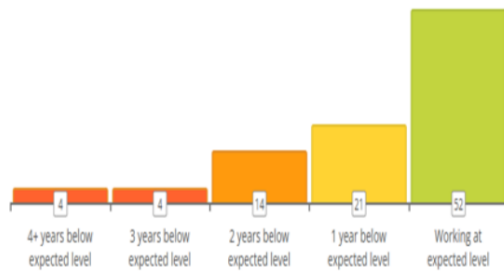
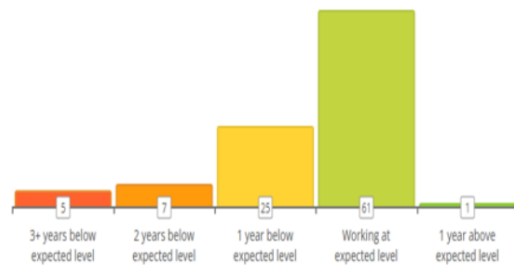
Diagnostic 2



- Pupils working at or above the expected level increased from 67.5% to 73.2%.
- Pupils performing four or more years below expected level fell from 7.5% to 0%.
- 2.4% of pupils now working above the expected level.

EAL:**Diagnostic 1****Diagnostic 2**

- Pupils achieving at or above the expected level increased from 66.7% to 77.8%.
- 5.6% of pupils now working above the expected level.
- Pupils performing two or more years below expectation fell from 33.3% to 11.1%.
- Pupils three years below expected level decreased from 13.3% to 5.6%.

**ASN:****Diagnostic 1****Diagnostic 2**

- Pupils achieving at or above the expected level increased from 54.7% to 62.6%.
- Pupils performing two or more years below expected level decreased from 23.2% to 12.1%.
- Pupils performing two years below expected level reduced by more than half, from 14.7% to 7.1%.
- Pupils attaining four or more years below expected level fell from 4.2% to 0%.

All PEF interventions are carefully monitored on the whole school tracker and form part of the tracking and monitoring process.

KEY STRENGTHS OF THE SCHOOL

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

We are so happy with our child's progress, not just academically but in all aspects of her life including her confidence, social skills, general knowledge and awareness of other people and situations. Parent Comment
Great school, children's wellbeing is always felt to be the priority and staff approach is amazing. Parent Comment

School creates a nurturing environment, where every child is encouraged. Parent Comment

We are particularly strong in our approach to inclusion are creative and bespoke to groups and individuals. Staff comment

I love going to Newmains Primary everyone is really kind and I feel like I have a family here. Pupil comment

Everyone is kind caring and strives for success. Pupil comment

I'm part of a team, we are safe, people are kind, people help me, we learn lots! Pupil comment

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

Strong well led team where there is a consistent approach to learning and inclusion. Staff comment

The school has an excellent culture of striving for success and it's something the children seem very behind. They are so encouraging of each other and it's great to see them celebrate all successes. The pupil groups offer great areas for responsibility. Parent comment

All staff use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and at points of transition. Staff comment

Staff are encouraged to further their educational learning through working parties and practitioner enquiry which links with the SIP. Staff comment

Great relationship between school and parents Caring and kindness/support from staff to pupils/parents. Parent Comment

The best part about Newmains is the way everyone values my opinion and others' opinions as well. Pupil Comment

Young Leaders of Learning – written by the YLL team

★ *We learned lots of new skills including:*

★ *How to use HGIOURS Self-Evaluation to improve our school and our partner school*

★ *How to talk to adults at school*

★ *How to make an online survey on Microsoft Forms*

★ *How to ask questions to a focus group*

★ *How to give effective feedback to our partner school*

★ *How to plan for change in our own school*

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

High quality considered approaches to learning and teaching across the school are impacting positively on children's progress and achievement. Review comment February 2025.

Literacy and numeracy are at the heart of the school's priorities and progress in these areas is carefully monitored, evaluated and changed to ensure best practice and increased attainment. Staff comment

I love working with my teacher one to one to help my reading. Pupil comment

★ **All achievements are recognised and valued in Newmains.**

Children benefit from a culture in school where many of their achievements are encouraged and celebrated. An effective system is in place to track these achievements to ensure that as many children as possible benefit from enriching experiences. Review Comment February 2025

At Newmains Primary I genuinely feel that all children are given equal opportunities to develop a wide range of skills and attributes through activities and experiences offered in the classroom and beyond. Staff comment

Wider achievement assembly has been appreciated as it has provided my children an opportunity to show their outside achievements with their friends/peers and feel proud of their own accomplishments. Parent Comment

OUR NEXT STEPS – PRIORITIES FOR 2026-27

We have made very good progress during session 2026-27 and we will use the improvement priorities listed below to build on our success moving forward.

PRIORITY 1

- ★ As a Gold standard UNCRC school we will continue as ambassadors with areas of focus including Diversity, cluster Anti bullying project and Anti racist education.
- ★ Build a highly effective and inclusive team through a wide range of innovative strategies.
- ★ Embed established approaches such as CIRCLE, NVR, RNRA and PATHS.
- ★ Continue to offer expanded curricular experiences and therapeutic interventions for target pupils.

PRIORITY 2

- ★ To raise attainment in Literacy and Numeracy through targeted PEF interventions based on data analysis, good practice, and research.
- ★ Cluster moderation project focused on numeracy to ensure consistency.
- ★ Practitioner enquiry based on numeracy or play pedagogy approaches undertaken by all teaching staff.

PRIORITY 3

- ★ Continue to develop pupil leadership with particular focus on implementation of Year 3 of the YLL project and the Education Scotland Play Pedagogy 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.

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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.