



Standards and Quality Report
Newton Primary School / Early Years Centre
2023-24



Context of the school / early years centre

Newton Primary is at the heart of the community within the Wallacetown and Newton areas of the town of Ayr. The school roll is 174, including 35 learners in our early years centre, which has learners from the age of 2 – 5 years.

The proportion of pupils who are entitled to free school meals is 90%, well above the national average. Pupils' attendance is 92%, almost in line with the national average, 92%. The walking bus within the school local area is has a positive impact with almost all learners improving their attainment due to increased attendance and reduced late comings. The exclusion rate is 0.

79% of our learners are in SIMD deciles 1 and 2, with most living in one of the 5% most deprived areas in Scotland. 12% of learners are care experienced, which is above the national average.

There is high attendance at parents' evenings, with over 90% receiving updates for their learners. School events are very well supported with most learners having a family representative attending. We have an active Parent Council who meet regularly to discuss the work of the school and raise funds which are used to benefit all learners. They have been supported to apply for funding to ensure all families have access to supports to alleviate the impact of the financial crisis.

Due to a high proportion of homeless accommodation and private lets within the area, Newton has a very transient population with less than half of any class completing their education from early years to P7 in the same setting. Consequently, peer groups change regularly and relationships can be fleeting. Our wellbeing supports mostly mitigate this. Free bus passes continue to enable learners who move out of the area to continue their education at Newton, 37% of the school roll currently live out with the catchment.

Within the school there is a strong sense of community, including members of the wider community and supports are available to all as required.

Vision

Newton Primary School's vision is to provide a safe, nurturing and respectful environment which enables each pupil to achieve their potential, striving for excellence and equity.

Values

Our core values are self-belief, ownership, ambition and respect, and can be remembered with the aid of the acronym SOAR.

Our school mantra reiterated across all classes is:

We are kind
We are brilliant individuals
We are brave
We are friendly
We are a team
We are strong
We reach our goals and work together
We are proud

Aims

To close the poverty related attainment gap and achieve excellence for all.

To make learning interesting, useful and challenging so pupils want to learn.

To provide the appropriate support for our families so that our learners are ready to learn.

There are six classes from P1-7 and two early years classrooms. The quality of accommodation is good. Facilities include a library area, gym hall, music room, community team office and community room. Current members of the community team include the police and fire service, housing, community safety, community navigators, as well as a community co-ordinator.

The gym hall is used for assemblies, visiting specialists and groups, after school clubs, PE and school lunches. Almost all learners access the breakfast club, almost all learners also make use of the supper club, which provides a healthy snack before the learners leave school for the day.

Our shopping list days continue to include community members and run twice weekly, averaging over 120 people over the two sessions. Other services who support these days include Seascope, Riverside Trust, ADP, NHS Addiction nurses, Social Security Scotland, Housing First, justice workers, Information and Advice Hub workers, Home Energy Scotland, police, Quarriers and the fire service.

The leadership team consists of Headteacher, Depute Headteacher and Principal Teacher. They work together as a team to drive the aims of Newton forward. We have a 0.8 pupil support teacher who works across the school. Two early years practitioners, an active schools' assistant and additional school assistant hours are funded through the Strategic Equity Fund. This additional staffing helps to provide a focus on wellbeing and raising attainment in literacy and numeracy.

South Ayrshire Council carried out a School Improvement Visit (SIV) in November 2022. They identified how well all staff knew the learners and praised the ethos of the school. They identified that staff should continue to look at differentiation techniques and look outwards for moderation experiences.

Newton Primary was nominated by the authority to be part of Education Scotland's National Thematic Inclusion Review in June 2023. The visiting inspector said, "It was a privilege to join our Newton family for the day."

Previous School Visits Sampling Pupils' Experiences

Newton Primary received a very positive report in 2015 when it was visited by Her Majesty's Inspectors of Education (HMIIE).

Attainment

Learners attaining appropriate Curriculum for Excellence levels in Literacy and Numeracy.

| Listening & talking % | | | | | | |
|-----------------------|-------|------------------|-------|-------|-------|-------|
| | 18/19 | 19/20(predicted) | 20/21 | 21/22 | 22/23 | 23/24 |
| P1 | 81 | 88 | 76 | 77 | 73 | 100 |
| P4 | 90 | 94 | 67 | 84 | 84 | 96 |
| P7 | 83 | 95 | 84 | 89 | 89 | 93 |
| P1/4/7 | 85 | 92 | 76 | 83 | 83 | 96 |
| Reading % | | | | | | |
| | 18/19 | 19/20(predicted) | 20/21 | 21/22 | 22/23 | 23/24 |
| P1 | 65 | 88 | 68 | 71 | 60 | 100 |
| P4 | 80 | 89 | 67 | 76 | 81 | 87 |
| P7 | 83 | 82 | 84 | 83 | 83 | 93 |
| P1/4/7 | 76 | 86 | 73 | 77 | 75 | 70 |
| Writing % | | | | | | |
| | 18/19 | 19/20(predicted) | 20/21 | 21/22 | 22/23 | 23/24 |
| P1 | 73 | 88 | 60 | 71 | 60 | 100 |
| P4 | 75 | 83 | 67 | 68 | 78 | 70 |
| P7 | 83 | 91 | 80 | 89 | 83 | 93 |
| P1/4/7 | 77 | 87 | 69 | 76 | 74 | 88 |
| Total Literacy % | | | | | | |
| | 18/19 | 19/20(predicted) | 20/21 | 21/22 | 22/23 | 23/24 |
| P1 | 73 | 88 | 68 | 73 | 60 | 100 |
| P4 | 82 | 87 | 67 | 76 | 81 | 70 |
| P7 | 83 | 89 | 87 | 87 | 83 | 93 |
| P1/4/7 | 79 | 88 | 74 | 79 | 75 | 85 |
| Numeracy % | | | | | | |
| | 18/19 | 19/20(predicted) | 20/21 | 21/22 | 22/23 | 23/24 |
| P1 | 73 | 88 | 64 | 77 | 73 | 100 |
| P4 | 75 | 89 | 73 | 92 | 81 | 83 |
| P7 | 83 | 86 | 88 | 67 | 72 | 79 |
| P1/4/7 | 77 | 88 | 75 | 79 | 76 | 87 |

The introduction of a synthetic phonics approach alongside South Ayrshire Reads (SAR) has supported literacy skills development with improvements in attainment across almost classes.

The Building Thinking Classrooms approach used contextualised word problems to deepen learners' thinking when applying basic numeracy skills. Across the school learners' attainment in numeracy has increased due to this approach.

Cluster moderation and implementing a range of pedagogical approaches have increased the confidence of staff in teaching, learning and assessment. This is having a positive impact on attainment across the school, as is the robust self-evaluation system which is ensuring high quality learning and teaching across the school.

What key outcomes have we achieved?

| School Priority 1: Raised attainment in Literacy and English | |
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| <p>NIF Drivers:</p> <p>School Improvement</p> <p>School Leadership</p> <p>Teacher Professionalism</p> <p>Assessment of Learners' Progress</p> <p>Performance Information</p> | <p>Links to HGIOS 4 / HGIOELC</p> <p>1.3 Leadership of Change</p> <p>2.3 Learning, Teaching and Assessment</p> <p>3.2 Raising Attainment and Achievement</p> |
| <p><u>Progress and Impact</u></p> <p>Newton Primary and EYC gained Reading Schools Accreditation.</p> <p>Our DHT is a member of the authority Literacy Strategy Group, currently developing a literacy strategy for SAC, this includes synthetic phonics and South Ayrshire Reads (SAR) with CLPL opportunities for all education staff.</p> <p>The continued focus on celebrating word count and numbers of books read, has developed a culture of reading. The engagement of learners is sustained using a reading wall of success, displaying photographs, certificates and individual targets. This has also led to the learners increasing their confidence in discussing favourite authors, genre and collections of texts. The learners are keen to build their own libraries at home.</p> <p>Assessments show that learners decode reading texts with increasing accuracy.</p> <p>Next steps identified as developing the learners' comprehension skills and developing literacy across the curriculum. We continue to be involved in the South Ayrshire Reads (SAR) project as a phase one school. Our Quality Assurance calendar opportunities for staff to observe the best practice within the school, as well as the opportunity to work across our cluster.</p> <p>Monitoring shows that there is a wide range of writing styles taught across the school. Teaching staff continue to be involved in the moderation cycle within school and the cluster, this is building consistency across levels. The literacy working party has developed progressive programmes and sourced decodable reading books. Next steps will be supporting the use of decodable non-fiction and emotional wellbeing texts across the curriculum.</p> <p>Teaching staff use Assembly time to discuss individual learners' learning targets and identify next steps in pupil profiles. Next steps include involving parents more fully in their child's learning through these.</p> <p>All learners are given the opportunity to articulate their views and justify their opinions through a variety of contexts, e.g. class meetings, pupil groups and assemblies.</p> <p>Child friendly SMART targets in individual learners' STINTS are shared with learners and parents. Most learners engage with them and use them to support their learning. There is ongoing monitoring of these to ensure a consistent approach. Further work will involve increasing parents understanding of their learners' learning needs so that they can articulate supports they feel would be beneficial and identify next steps and targets.</p> | |

Strategic Equity Funding initiatives

The introduction of decodable books across the school has resulted in increased accuracy with decoding and supported the SAR programme. Next session we will work to improve the reading rate of all learners as this is not currently in line with their accuracy and decoding skills.

All assessment information collected is collated and used effectively to target those for whom barriers are emerging. The data is used by SMT, teaching staff and support staff to inform tracking and monitoring meetings.

All support staff are trained in all Literacy interventions and all have been involved in SAC SAR training. They have delivered to groups and individuals where appropriate.

Support staff will continue to be used in the assessment of the effectiveness of the interventions, so they are matched appropriately to the needs of learners. Monthly support staff meetings will be continued to ensure consistency and identify any next steps.

School Priority 2: Raised attainment in numeracy

NIF Priority:

School Improvement

School Leadership

Teacher Professionalism

Assessment of Learners' Progress

Performance Information

Links to HGIOS 4 / HGIOELC:

1.3 Leadership of Change

2.3 Learning, Teaching and Assessment

3.2 Raising Attainment and Achievement

Progress and Impact

Newton PT is a numeracy lead for the authority, leads the cluster maths discussion group, is a SWEIC numeracy lead and is involved in leading numeracy and maths CLPL across the authority. All teaching use mathematical thinking tasks using White Rose maths and adapt these as required. This is having a positive impact on learners' attainment in numeracy and maths.

The PT delivered a series of team-taught lessons in every class with an emphasis on problem solving and Building Thinking Classrooms. Targeted support was also given to learners who had identified gaps, this impacted positively on confidence and attainment levels. Learners continue to use strategies effectively and with increasing accuracy. Data shows that almost learners have identified that 'making mistakes and solving problems collaboratively' is improving their maths skills.

Number Sense diagnostic assessments continue to identify the gaps in basic numeracy skills, in particular numbers more than and less than. Staff have used the diagnostic data to identify gaps in learning and school assistants are using CPA resources and strategies to increase the impact of the intervention.

Prestwick cluster assessments for P2-P7 are used effectively to identify the gaps in learning. Due to staff using them diagnostically most learners are at expected levels.

Strategic Equity Funding initiatives

All assessment information collected is collated and used effectively to target those for whom barriers are emerging. The data is used by SMT, teaching staff and support staff to inform tracking and monitoring meetings.

All support staff have been trained in all interventions and have had the opportunity to deliver to groups and individuals. Support staff will continue to be used in the assessment of the effectiveness of the interventions to ensure they are matched appropriately to the needs of learners. Monthly support staff meetings will be continued to ensure consistency and identify any next steps.

School Priority 2: Wellbeing

NIF Priority:

School Improvement

School Leadership

Teacher Professionalism

Assessment of Learners' Progress

Performance Information

Links to HGIOS 4 / HGIOELC:

1.3 Leadership of Change

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising Attainment and Achievement

Progress and Impact

The walking bus area has been further extended within the local area to include 3 different routes. This continues to target learners in the 80-90% attendance bracket. Almost all learners in this group have improved their attainment due to increased attendance and reduced late comings. Attendance is monitored monthly and for those learners whose attendance dips and where there is a continuing negative impact on their learning and attainment, meetings have been held with parents and school nurse and social work, where appropriate. These will continue next session as they continue to show a positive impact. Next session there will be an increased focus on those learners who are regularly late, with parental supports offered where necessary.

Support staff continue to work with groups and individuals who have scored wellbeing (SHANARRI) indicators low or who have had a significant change in scores/circumstances. Healthy at home and school continue to be the lowest scoring indicator and class meetings have had a focus on the understanding of what healthy means. Further work will be completed in classes around the various aspects of being healthy. Families will be involved in workshops round the healthy wellbeing indicator.

The school continued to provide an increasing number of families and members of the community with shopping list food bags, clothing, energy support and household items. All new parents to the school are made aware of the supports available and almost all readily access them. Parents and community members report that this has a positive impact on their mental health and has reduced stress and anxiety. It has also given them hope. Services report that there is an increase in engagement and that they are able to keep in contact with their clients more readily.

All staff are trauma aware and are accessing additional training dependent on individual needs. The impact can be seen in everyday life in school where the learners are supported and well cared for, thus able to engage more fully with their learning. Primary 5, 6 and 7 developed their understanding of neurodiversity and how it impacts on our experiences at school through the LEANS (Learning About Neurodiversity at School) programme. This will continue next session.

All class planners include the South Ayrshire Council Outdoor Learning progressive programme and all staff have been using this to embed learning outdoors and outdoor learning in weekly practice. We will continue to use this programme and identify any additional resources or CLPL required.

Scottish Attainment Challenge/PEF initiatives

Support workers use Wellbeing (SHANARRI) trackers for home and school to support those learners who face barriers and identify concerns. The language of SHANARRI is included in all class charters to help the development of pupil voice, social justice and further develop the 4 capacities. The whole school community will be involved in identifying opportunities and experiences to further develop the skills and attributes of the 4 capacities (Confident Individuals, Responsible Citizens, Successful Learners, Effective Contributors to Society)

The skills of support staff continue to be developed through CLPL and they deliver wellbeing programmes to target anxiety and inclusion. All learners are able to access 1 to 1 check ins when required. All learners have a

trusted adult identified in their pupil profile. Support staff are involved in delivering our nurture programme. Boxall profiles continue to show improvements in areas of greatest difficulty.

Support staff build confidence and develop parenting capacity. Almost all support staff have at least one identified parent they keep in weekly contact with to ensure there is a proactive approach to supports. Supports have included welfare funding and provision of additional resources, completion of bus pass applications and young carers referrals.

Our SEF funded Active Schools' Assistant focused on providing additional opportunities for those learners not currently involved in clubs or who did not have hobbies. After consultation with all classes and targeted groups, the Active Schools' Assistant designed a programme using the learners' voice. Additional Support Needs learners participated in local and national sportsability competitions, increasing their confidence and resilience. The parent sports group have South Ayrshire gym memberships, and most are completing the couch to 5 programme, they currently meet twice per week and membership is growing. Ayrshire College parent group course focused on parents' wellbeing and they will develop this knowledge further next session.

Evaluation Summary

| Quality Indicator | School Self Evaluation |
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| 1.3 Leadership of change Very Good | <p>All teaching staff worked together effectively with cluster schools addressing local and national priorities to develop the skills of moderation and ensure consistency across the Ayr Academy cluster. Almost all teaching staff and support staff have consistently high expectations of our learners. They are passionate about securing the best outcomes for our learners and families. The PRD and PDR process supports all staff to identify strengths and areas for development requiring CLPL.</p> <p>There is effective leadership at all levels with learners and staff given the opportunity to take initiatives forward e.g. UNCRC accreditation, Reading Schools and Prevention First.</p> <p>Through ongoing evaluation of the school improvement plan using HGIOS 4, staff identified areas for improvement within the school and all teaching and early years staff took on roles within working parties. Staff have recognised the positive impact of these groups on the life and work of the school. Consultation and review have resulted in these being streamlined to align with our SIP priorities for next session.</p> <p>The work of teaching staff and classes ensured we were successful in achieving UNCRC silver accreditation and the Reading Schools core award. Next session staff and learners will be working towards UNCRC gold accreditation and Reading School silver award.</p> <p>Our vision is ambitious and is focused on improving outcomes for all our learners and families. Our values are celebrated at assemblies. Every class has a class charter including school values, wellbeing indicators and our school mantra, ensuring a consistent, positive approach resulting in learners feeling safe, valued and listened to. All staff have a very clear understanding of the social, economic and cultural context of the local community which is reflected in our curriculum rationale.</p> <p>A range of data is analysed and used to inform decisions and plan the way forward. Constant discussion and review ensure that the assessments and data are fit for purpose.</p> |

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| | <p>Our school improvement plan focuses on raising attainment and achievement and ensuring equity for all. Funding from the Strategic Equity Funding (SEF) has a clear rationale to support positive and equitable outcomes for our learners and families.</p> <p>We support creativity, innovation, and enquiry and continue to develop learners' skills through a variety of experiences. We offer a range of opportunities for learners to apply and develop skills through different contexts. Infant staff and the play pedagogy working party are continuing to develop consistent approaches to play across the school. All learners engage in leadership opportunities.</p> <p>including Community Prevention First, Read Woke, Digital Leaders and Pupil Council. There continues to be a focus on the attributes and capabilities of the four capacities.</p> <p>CLPL opportunities for school staff link directly to our School Improvement Plan with a clear focus on improving outcomes for our learners and families.</p> |
| <p>2.3 Learning, teaching and assessment.</p> <p>Very Good</p> | <p>Across the school the ethos is very positive, caring and nurturing. Almost all learners and parents have very positive relationships with staff and all learners are able to name their trusted person or people in the school, most parents are also able to identify their trusted person in school.</p> <p>Almost all teaching staff use a range of pedagogy to motivate and enable the learners to use meta skills learned in a variety of contexts e.g. play, outdoor, MTV, BTC.</p> <p>CLPL in literacy and numeracy, as well as, pedagogical practice is having a positive effect on learners' engagement and attainment, in particular Building Thinking Classrooms. This is creating a much more positive mindset to thinking for themselves and becoming more independent.</p> <p>In all classes, learners talk about their learning with increasing confidence and articulation. They create co-constructed targets and next steps and identify supports in their learning journey. Most learners choose appropriate evidence and discuss how this shows the steps in their learning journey, enabling them to plan next steps independently. There will be a continued focus for staff and learners on deepening understanding of the attributes and capabilities of the 4 capacities.</p> <p>Staff have adapted the progressive skills pathways to improve linked learning across the BGE. These will be embedded next session. Our pathways and shared understanding of pedagogical practices have ensured consistency across learning, teaching and assessment.</p> <p>Our quality assurance process, which is increasingly enquiry based and includes high quality professional dialogue, is also having a positive impact on learning and teaching. All teaching staff are readily identifying and sharing very good practice within planning, classroom practice and the assessment process.</p> <p>The learning, teaching and assessment statement is used during class observation sessions, to ensure consistency. This is continually reviewed and adapted to ensure the best learning environment for our learners.</p> <p>Almost all staff set high expectations of learning and progress, and almost all learners respond well to this challenge. Next steps are to engage parents further in their child's learning journey and support them to sustain high expectations and aspirations for their learners and their family.</p> <p>Almost all staff are providing increasing high-quality opportunities for learners to apply their learning in real life and relevant contexts. Next session all staff will continue to engage learners in applying skills in</p> |

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| | <p>new and unfamiliar contexts, making connections in their skills across organisers, particularly literacy and numeracy.</p> <p>In almost all lessons, learning and teaching are well planned and appropriately adapted. Assessment is integral to our planning of learning and teaching with a range of assessment approaches used across the school. We have a robust assessment calendar in place which is linked to our school improvement plan and monitoring calendar.</p> <p>Almost all teaching and EYC staff are engaged in the moderation and assessment cycle at school and cluster level. Almost all have a good understanding of the Four Stages of Progress within the BGE. Next session staff will continue to be engaged in moderation across the cluster to deepen their understanding of skills progression through a level and achievement of a level.</p> <p>Data is used to ensure that interventions are timely and appropriate, thus increasing their effectiveness. We use a range of evidence to ensure that professional judgements are robust and that next steps will move learning forward effectively with the best supports. All teaching staff use assessment data to identify gaps in learning, most staff are skilled at analysing data to focus on improvements. Progress in learning is monitored and tracked systematically at key points in the school year and best supports discussed at termly pupil progress meetings.</p> |
| <p>3.1 Ensuring wellbeing, equity and inclusion.</p> <p>Very Good</p> | <p>All staff are trauma aware and this understanding and awareness is informing their approaches to wellbeing within classes. They have a very good understanding of the GIRFEC principles and wellbeing (SHANARRI) outcomes. Learners' learning and wellbeing are an integral part of school life, with a shared understanding of the impact of poverty and trauma on our families. Most staff are developing their awareness and understanding of neurodiversity within our context. This will continue to be an area for development.</p> <p>Almost all learners are becoming more emotionally literate, resulting in more timely and appropriate supports for learners and their families. They readily seek support when required and are more able to coregulate their emotions, with a better understanding of their own strategies to self-regulate.</p> <p>They have a very good understanding of almost all wellbeing indicators and talk about them in their own context. Next session work is planned for learners and families to deepen understanding of being healthy.</p> <p>There is a strong sense of community across the school and relationships are positive.</p> <p>There are a variety of opportunities for the whole school community to join together to celebrate success and learning e.g. school show, picnic in the park, rainbow day, charity awareness day.</p> <p>Partnership working is very strong and continues to grow, partners are used very well to enhance the life and work of the school, and support families through the financial crisis. The working for Wallacetown group support parents in a variety of ways e.g. financial inclusion, community safety and housing.</p> <p>Opportunities for parents to develop skills to help them support their learners in their learning, wellbeing and wider achievement, continue to be identified and offered through Ayrshire College and our active schools assistant.</p> <p>Our learners and families report that they feel supported, with an increasing number requesting additional supports when appropriate. These can range from speaking to a trusted member of staff to asking for support with behaviours at home.</p> |

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| | <p>We continue to build the resilience and confidence of all learners so that they apply their skills in a variety of unfamiliar contexts, developing their skills for life, learning and work. Next steps will be to encourage the learners to transfer the skills learned from Building Thinking Classrooms to include other curricular areas.</p> <p>Almost all staff across the school have a very good understanding of their statutory requirements in areas such as child protection and identifying the needs of learners who face challenges in their learning. Teaching staff use staged intervention approaches very effectively to assess and support learners. Targets are reviewed regularly with parents. Our support for learning teacher is used to identify specific barriers to learning and deliver interventions, identifying any additional supports required. Identified learners use chrome books to support their learning and increase attainment.</p> <p>Family meetings are held when required. An increasing number of family meetings focussing on the negative impact of poor attendance on attainment continue to improve outcomes.</p> <p>SMT and teaching staff evaluate and track the progress and attainment of learners who are part of staged intervention process, with supports being allocated as needed. Most learners who require additional support are making good progress and access a range of interventions. Throughout the school year, new admissions have all required additional support in learning or wellbeing.</p> <p>All staff are confident and have a clear understanding of the barriers to learning faced by our learners and families, including those affected by poverty and/or mental health and wellbeing.</p> |
| <p>3.2 Raising attainment and achievement.</p> <p>Very Good</p> | <p>Our school improvement plan is focused on raising attainment in literacy and numeracy and sets clear steps to close the poverty related attainment gap.</p> <p>SMT and school staff regularly analyse school data to inform planning and transitions, to ensure the most appropriate support and challenge is in place for all learners.</p> <p>Tracking meetings (pupil progress meetings) with SMT help staff to analyse and triangulate data to strengthen and build confidence in their professional judgement.</p> <p>Overall, by the end of key stages (P1/4/7) most learners are achieving the expected levels in literacy, numeracy and wellbeing. This has been maintained from last session.</p> <p>School assessment data shows that the most learners are making expected or better progress in writing and staff report that more learners readily engage in the writing process. Diagnostic data will continue to identify gaps or cohorts requiring support. Next session there will be focus on speeding up progress for learners with additional support needs.</p> <p>Improvements have been noted in data regarding accuracy and decoding in reading with the majority of learners making expected or better progress.</p> <p>All teaching staff use the synthetic phonics approach to the acquisition of reading skills and report a positive impact on learners' phonological knowledge.</p> <p>Evidence shows that our development of, and focus on, numeracy learning and teaching is resulting in improving attainment over time.</p> <p>Logic and reasoning continue to be areas for further development and be embedded in all classes.</p> <p>Our Active Schools' Assistant continues to regularly audit the wider achievement opportunities and experiences for all learners. He continues to identify those learners who are not involved in any wider achievement opportunities and supports this targeted group to access a</p> |

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| | <p>variety of experiences. He completed a pupil survey to gauge learners' physical activity interests and created lunch time and after school clubs to reflect this consultation. He has established a wellbeing parents' group and, through consultation with them gym membership with regular gym sessions. This positive work will continue next session with more parents joining the group. There is an increasing number of learners gaining success and recognition at ASN sportability opportunities across Scotland.</p> <p>Attendance monitoring and support systems are in place which continue to help us reduce absences across the school. Our overall attendance continues to rise incrementally and is almost in line with the national average.</p> <p>We provide a very high level of pastoral care for all learners and are well aware of the impact of barriers on wellbeing and learning. We access a wide variety of supports for learners and families to meet their needs.</p> <p>All staff are committed to ensuring that we provide a nurturing, caring, happy environment where learners become more confident and thrive.</p> |
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What are the key priorities for improvement in 2024/2025?

- To raise attainment for all in literacy and close the attainment gap by improving attainment.
- To raise attainment for all in numeracy and close the attainment gap by improving attainment.
- To achieve UNCRC Gold Accreditation
- To continue to support and improve learners and young people's HWB.

What is the capacity for improvement?

We are very well placed to continue to our improvements in attainment of literacy and numeracy. Our whole school trauma informed approaches are impacting greatly on the ethos and culture of the whole school and community. Our quality assurance processes are robust and impact positively on the quality of learning, teaching and assessment within Newton, thus improving outcomes for all.