

STANDARDS AND QUALITY REPORT FOR 2024/25



The purpose of the Standard and Quality report is to evaluate the work of our school over the past session. The report is written at the end of the session and contains information on pupil assessment results. It also reports on our strengths in developing our improvement priorities and our next steps in future developments.



PRIORITY ONE

Making Every Lesson the Best It Can Be

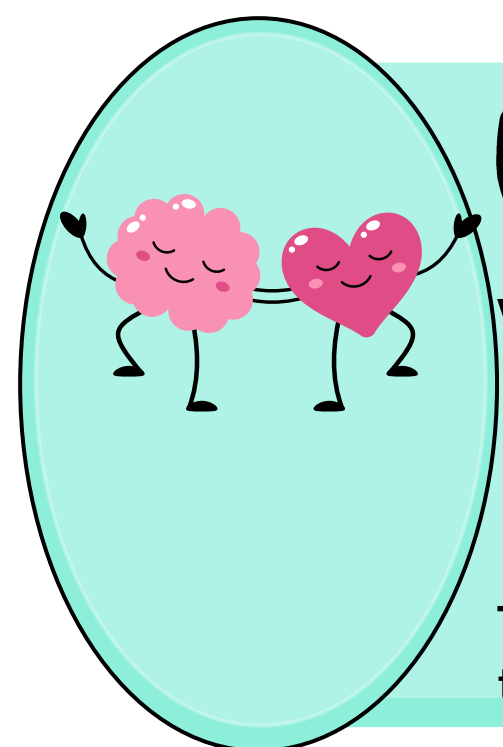
All teachers at Newington are working together to make sure every lesson is high quality and helps children learn really well. We're using a special four-step plan to make learning clear, fun, and focused. By June 2025, every teacher will be using this approach to help pupils succeed in all subjects.



PRIORITY TWO

Making Writing Lessons Clear and Fun

We want every child to enjoy top-quality writing lessons that are carefully planned just for them. All our teachers will use the same simple steps to teach writing and check how everyone is doing. This way, every pupil gets the right support to grow as a confident writer.



PRIORITY THREE

Staying Healthy, Safe, and Happy

We will give you lots of fun and caring lessons that help you:

- Understand friendships and respect others
- Learn how your body grows and changes
- Talk about feelings and keep your mind healthy
- Find out how families work and how to care for babies and young children

These lessons build on each other so you keep learning new things as you move up through the school.

Our Four-Step Lessons

Every teacher now uses the same four-part plan for lessons:

We begin by talking about what we learned before.

We share our main goal (Learning Intention) so everyone knows what to focus on.

We practice new skills with help and questions along the way.

We finish by checking what we've learned and celebrating our success (Success Criteria).

Teachers planned, taught, and reviewed lessons together to make sure they're fun, engaging, and match our seven design principles.

Before we started this, lessons felt different in each class and most of us couldn't explain our learning. Now every lesson follows the same steps, and we all talk about our learning each time.

Seeing Our Progress and Sharing It

- In March 2025, we told everyone about our four-step lessons at assembly.
- Our Pupil Council then created a bright display showing what a "good" lesson looks like.
- Now, nearly every pupil can explain each lesson step and talk about what they've learned

- Why This Matters
- Because all teachers teach the same way and we talk about our learning, we feel more confident and know exactly what to do next.
- This helps us learn better every day and get ready for the future!

PRIORITY ONE

We want writing to be clear, fun, and help every child get better. Here's what we've done so far:

- We looked at our assessment data and checked jotters to see how writing is going for everyone.
- Teachers who joined the CYPIC training shared their best tips with all staff. We also added some ideas from the Writing Revolution.
- We asked a small group of pupils how they felt about writing. Before CYPIC, 65% said writing was boring. After CYPIC, 35% said it felt more exciting and helpful.
- Over the last three terms, all teachers have planned together. We picked the best tools and writing styles to make sure lessons build on each other and keep getting more challenging.
- We agreed on a clear weekly plan so every class has the right mix of writing activities.
- We fixed our spelling plans so each year group learns new sounds without repeating too much.

PRIORITY TWO

What we did to meet our priorities

Planning Our Health & Wellbeing Lessons

- Our teachers worked as a team to add lessons about friendships, body changes, and families into our yearly plans.
- We chose activities that fit each age so every child learns just the right things.
- Before we start, we send a letter to families explaining what each class will learn and how parents/carers can help at home.
- In November 2024, our Parent Council looked at the plans and agreed they keep children safe and help them understand their bodies.
- In April 2025, we held an information evening for families. Everyone said it was a friendly place to learn together and asked for a simple lesson outline to share at home.

Intended Impact - Children will learn important information about their bodies and feelings in a safe, caring place.

Real-Life Impact - By working with teachers, families, and pupils, we all support each other—at school and at home.

PRIORITY THREE





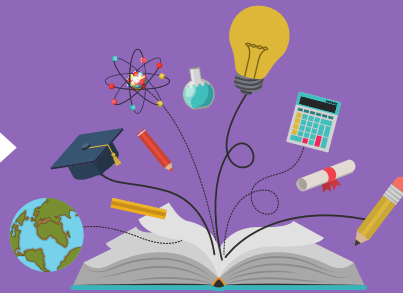
Next Steps

Business processes should have purposeful goals.

Priority One

Keeping Our Four-Phase Lessons on Track

- We will keep using our four-step lesson plan (Start, Learn, Practise, Review) in every class.
- Teachers and pupils will check how it's going during lessons and in small focus groups.
- Any new teachers will learn this plan during our training days.



Priority Two

From August 2025, all our teachers will start using the new writing plans in every class.

We will check in throughout the year by:

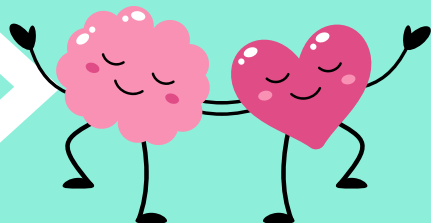
Asking teachers how confident they feel teaching writing
Talking with children about their writing and looking at their work
Tracking how much each child's writing is improving

These regular check-ins will show us what's working well and where to give extra help, so every pupil can become a stronger, more confident writer.



Priority Three

- From May 2025, every teacher will start using these new planners in class.
- We'll send a short survey to all pupils and families to find out what's working well and what could be even better.
- Teachers will send home a simple outline showing what each child will learn and ideas for how parents can help at home.
- At the start of the new school year, we'll all come together to look at the planners again and make any changes needed.



PUPIL EQUITY FUNDING - CLOSING THE GAP

Ensuring Everyone Has What They Need

We bought the same school supplies for every pupil so no one is missing pens, books, or other resources. All after-school clubs are free for everyone. We helped pay for school trips and transport so every child can join in.

What's Improved?

- Every pupil now has the tools they need for classwork and homework.
- All children could go on trips and attend clubs without families worrying about extra costs.
- Some families received pre-loved school jumpers. All P1 pupils got a homework bag and shoe bag.
- One child who visited Mossburn Farm made new friends and felt more confident.
- More children are coming to after-school clubs because they have the supplies they need.
- Pupils who enjoy disability sports and other activities got free transport to join in.

How This Helps Close the Gap?

- By giving everyone the same resources and opportunities, no child is left out because of money worries.
- This support helps every pupil learn, play, and grow alongside their friends.

Next Steps

- We will keep providing school supplies, club fees, and travel help next year.
- We'll ask families if this support is working well and make changes if we need to.
- Our goal is to make sure every child at Newington feels included and has a fair chance to succeed.

Friendly Helpers/Support

This year, we asked two friendly helpers (General Assistants) to run small group lessons called "Closing the Literacy Gap," "Closing the Numeracy Gap," and "Fastlane." These lessons gave children who needed a bit more support a chance to:

- Practice reading, writing, and number skills in a fun way
- Work in a small group so everyone gets plenty of help

After each block of lessons, we checked progress and found:

- Children felt more confident when reading, writing, and doing maths
- They learned new skills that helped them succeed in class

Parents and pupils told us they enjoyed these extra lessons and could see how much they helped their learning!

We're really proud of how well our extra help groups have worked! This happened because we trained and hired special helpers and gave them new materials to use. Thanks to their training, support, and the resources we bought, they could run fun, small-group lessons—and everyone who took part made great progress!

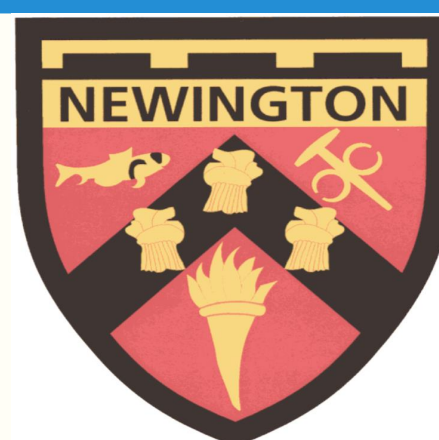
At Newington, we want every child to have the same chances to learn and have fun. Here's how we do it:

Every pupil gets the school supplies they need—pens, books, folders, and more—so no one is left without the right tools for class or homework.

We help pay for trips and after-school clubs so that they're free or very low cost. This means every child can come along, no matter what. We keep track of who comes to clubs and make sure everyone is invited, especially if someone hasn't tried a club before.

We host "Family Learning Together" sessions for P1 and P2, where families learn and play side by side. 100% of parents said they loved these sessions and found them useful at home.

Our nurture teacher supported pupils with interventions to support their Health and Wellbeing.



Summary of Key Strengths

Leadership Of Change

1.3 4- Good

Our School Values

This year, everyone—children, families, staff, and our wider community—helped shape our new school vision, values, and aims. Now, all pupils know our values and talk about them every week in assemblies and during reflection time. Children even helped design our new certificates and displays to celebrate these values!

Impact: Our values truly reflect what matters to our school and community.

Improving Learning and Teaching

Teachers and school leaders have been working together to make lessons even better. We've introduced a new four-phase lesson structure that helps children understand what they're learning and why. Pupils now talk more confidently about their learning, including things like success criteria (SC), learning intentions (LI), and skills for life and work.

Impact: Teaching is stronger, and children are more aware of their learning journey.

Leadership and Teamwork

Staff and pupils are taking on more leadership roles. Teachers planned exciting events like Health Week and World of Work activities, with guests visiting to share their knowledge. Staff also led Church services and invited families to "Stay, Play & Learn" sessions. P7 pupils helped run Friday afternoon skills groups, where children from different classes learn together.

Impact: Everyone is playing a part in leading learning and sharing success.

Nurture and Support

Our Nurture Lead has supported children through special groups and drop-in sessions where pupils can talk about worries. She's also worked with families through PEEP and Roots of Empathy programmes. Staff use tools like Boxall profiles to make sure every child gets the help they need.

Impact: Pupils feel supported, and families are more involved in learning.

Pupil Voice and Leadership

We've continued to grow pupil leadership across the school:

- Our Rights Respecting School group (42 Crew) and Pupil Council include children from Nursery to P7.
- Captains and Vice Captains organised fun events like quizzes and entertainment afternoons.
- Digital Leaders helped younger pupils with ICT.
- Pupils have led clubs and supported playtime games as Playground Leaders.

Impact: Children's ideas are helping shape our school—and almost every pupil has had a leadership role!

Family Engagement

We've seen a big increase in Parent Council members—from 9 to 25! Parents joined us for events like the Eric Liddell laps and shared feedback through our school website, app, and Teams.

Impact: Families are more involved than ever, and their voices help us grow.

Tracking Progress

We've improved how we track learning and achievements from Nursery to P7. This helps us support pupils better and make sure everyone is progressing. We've added new milestones for children in our Learning Centre too.

Impact: Nearly all pupils are making great progress, and we're keeping a close eye to help every learner succeed.



Summary of Key Strengths



Learning, Rights & Progress at Newington Primary

Understanding Values and Rights

Our pupils are doing a fantastic job learning about fairness, respect, and achievement. They're also Learning about their rights and responsibilities through the UNCRC (United Nations Convention on the Rights of the Child). These important ideas are now part of our school values, and children are making strong connections between them.

Impact: Pupils feel proud, respected, and know how to treat others kindly.

Talking About Learning

Most children can now talk confidently about what they're learning—whether it's with teachers, classmates, or parents. They can explain how their learning helps them build skills for life and future jobs.

Impact: Pupils understand how learning helps them succeed in and beyond school.

Using Technology to Learn

We've been using digital tools to support learning across the school. Our new Digital Leaders have helped younger pupils in the infant classes learn how to use technology safely and confidently.

Impact: Pupils are becoming skilled and responsible digital learners.

Teaching That Inspires

Teachers use clear instructions and thoughtful questions to spark curiosity and build independence. Pupils are encouraged to think deeply and explore ideas with confidence.

Impact: Learning feels exciting and meaningful for pupils.

Checking Progress and Planning Ahead

Teachers plan assessments carefully and use lots of different ways to check how pupils are doing. They talk with each other and with pupils to understand progress and plan next steps. Some teachers are now using special tasks that look at learning in a more rounded way.

Impact: Pupils' progress is tracked well, and learning is tailored to their needs.

Tracking and Monitoring

We've improved how we track each child's learning, wellbeing, and achievements. This helps us support pupils with additional needs and make sure everyone is moving forward. Teachers use this information to plan lessons and support that help raise attainment.

Impact: Every child's progress is carefully monitored and supported.

Summary of Key Strengths



Ensuring wellbeing,
equality and inclusion

3.1

5- Very Good

Supporting Health and Wellbeing at Newington Primary

At Newington, we care deeply about how children feel and how they're doing—both in and out of school. We use special tools like SHANARRI (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included) to help pupils talk about their wellbeing and to help staff plan the right support.

In May 2024, we asked pupils to share how they were feeling through a wellbeing survey. This helped us plan assemblies and activities that focus on what matters most to them. We'll do this again in May 2025.

Every term, pupils and staff complete wellbeing check-ins. If anyone needs help, we talk about it and offer support. These results help us track how everyone is doing.

Our school is a kind and respectful place. If friendships break down or someone feels upset, we record it and make sure it's followed up.

We work closely with families to support every child's needs—through meetings, care plans, and special sessions like "Stay, Play and Learn."

If a child needs extra help, we use trusted tools to make sure they get the right support at the right time.

Funding helps us provide extra help in class, cover costs for trips, and make sure every child can join in.

Our staff keep learning too! They stay up to date with the latest guidance to make sure every child feels safe, included, and supported.

Impact: Pupils feel listened to, supported, and ready to learn—and families are part of the journey every step of the way.

Summary of Key Strengths

Raising attainment and achievement

3.2

4- Good

Raising Attainment and Supporting Learning at Newington Primary

Planning for Progress

We've been working hard to make sure every child gets the right support to help them learn and grow. Teachers and school leaders meet regularly to talk about how pupils are doing and what help they might need.

This includes:

Adapting lessons and assessments to match each child's stage of learning.

Holding regular meetings to check progress and plan support, especially for pupils with additional needs.

Nursery staff also meet to make sure our youngest learners are progressing well.

We've added new milestones for pupils in our Learning Centre to help track their progress more clearly.

Impact: Every child is recognised, supported, and guided on their learning journey.

Literacy – Growing Confident Readers and Writers

We've been improving reading and writing across the school:

Children take home books that are a little easier to help them enjoy reading more.

In class, pupils talk more about stories to help them understand and build comprehension skills.

Staff use special programmes like TLQ, PEEP, CLG, and Fastlane to support children who need extra help.

Nursery pupils benefit from early literacy support like Words Together and TLQ.

We've hosted phonics evenings for families and use Jolly Phonics from P1–P4.

P1 staff use learning conversations and observation sheets to capture pupil voice.

We're developing a new writing programme using ideas from CYPIC and the Writing Revolution.

Some staff use SUMDOG for spelling and online books, and our book club now includes younger pupils too!

Impact: Pupils are becoming more confident readers and writers, with support tailored to their needs.

Numeracy – Building Strong Maths Skills

In Nursery, we've started using "Developing Number Knowledge" to help children understand numbers.

Across the school, staff use a wide range of resources to make maths learning clear and consistent.

Tools like SAMSON and Mental Agility booklets help pupils practise and revise key skills.

Pupils from P3–P7 take part in SUMDOG challenges and get maths homework to support learning.

CNG is used to help pupils who need extra support.

Impact: Pupils are developing strong maths skills through fun, structured learning.

Listening to Learners

Teachers regularly check jotters and lessons to give helpful feedback.

Staff talk with pupils from P1–P7 about what they're learning and how they feel about it.

We had a quality improvement visit in March 2025, which gave us useful feedback to keep improving.

Impact: Pupils are more involved in their learning and staff are focused on helping everyone succeed.

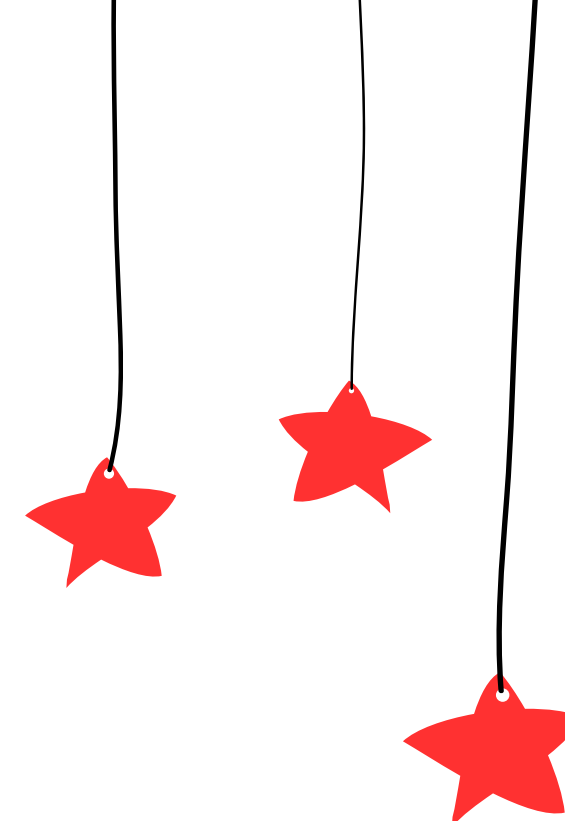




NEWINGTON PRIMARY SCHOOL IMPROVEMENT PLAN



2025-2026



VISION: At Newington Primary School, we believe everyone has the right to achieve, be respected and valued in a nurturing, fun and inclusive environment where expectations are high, and success is celebrated.

Priority 1 – Making Maths Work for Everyone

We want to make sure maths is just right for each child – sometimes easier, sometimes trickier – so they can learn well and feel confident.

By June 2026, we hope more children will do even better than expected in maths.



Priority 2 – Helping Everyone Become Better Writers

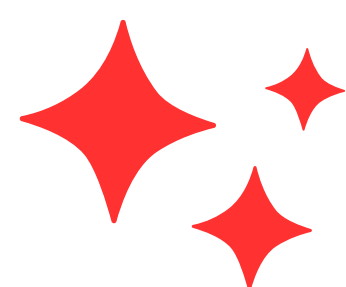
We're making writing lessons even better by planning carefully and using the same great teaching methods across the school. This means every child will get the support they need to grow their writing skills.

By June 2026, we hope to see more children in Primary 4, 6 and 7



★ **Priority 3 – Celebrating Learning and Planning What's Next**

We want every child to feel proud of what they've achieved and understand the skills they're building. Pupils will have regular chances to talk about their learning, share their progress, and make plans for what they want to learn next – with help from their teachers and families.



RRS- Articles
28 & 29

