

# Standards & Quality Report

**2014/2015**



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## **The School in Context**

Newtonhill Primary School serves the coastal villages of Newtonhill and Muchalls and the surrounding rural areas of Cammachmore, Cookney and Bridge of Muchalls. There has been ongoing housing development which is reflected in the increased village population.

The school catchment area is characterised by a mixture of private and council developments with a high proportion of young families. Newtonhill School provides education for children aged 3 – 12 i.e. from ante-pre-school nursery – P7.

On leaving Newtonhill Primary School the pupils transfer to Portlethen Academy, Portlethen. Newtonhill School is part of the Portlethen Community Schools' Network and works closely with the other 5 schools in the Network.

Newtonhill School is a non-denominational open plan school. The staff team comprises of the Head Teacher, 2 DHTs who each have a 0.5 teaching commitment and 1 Principal teacher with a 0.8 teaching commitment. There are 15 class teachers of which 7 are part-time. The nursery is led by two Early Years Lead Practitioners (EYLP) and has one full time Early Years Practitioner (EYP) and 3 part-time EYPs . We have 3 Additional Support for Learning (ASL) Teachers, all of whom are part time, and have responsibility for ASL and Enhanced Provision. Specialist teachers help with the delivery of Music, MLPS and Art. Staff are supported by 1 school administrator, 1 receptionist/clerical assistant, 6 pupil support assistants, 3 cleaners and a janitor.

We have a Support Area for pupils with Additional Support Needs (ASN). Pupils are successfully included in mainstream classes with support being provided by two of the ASL staff.

There have been staff changes in this past year in various areas of the school with the most significant change being the introduction of Early Years Lead Practitioners replacing Teachers in our nursery.

Our nursery operates with two classes; children are offered a mix of morning and afternoon sessions. We have facilities to cater for up to 80 children in their ante-pre and pre-school years. We have established a positive relationship with the visiting principal teacher for Early Years and she is supporting nursery development, staff and pupils.

We have a very supportive Parent Forum and Parent Council (Friends of Newtonhill School) A close partnership has been developed and their involvement in the school and its development is valued.

Comments on school activities and achievements are promoted through class discussions, pupil voice and the Pupil Council, staff evaluations and parent questionnaires and consultations

The school continues to embed the culture of self-evaluation and commitment to continuous improvement in all aspects of the work of the school.

## Vision and Values

### Vision

In Newtonhill School we aim to provide an enjoyable, quality educational experience for all pupils.

We believe that growth and development of all pupils should be nurtured and encouraged and that success in all areas of life should be celebrated.

Efficient education is the result of successful partnerships between home and school.

Together we can ensure that every child's experience in Newtonhill School is productive and enjoyable.

### Values

Our school motto is: **RESPECT**

Our focus values are intrinsic to all we do in and out of school. These seven values were reviewed and re-developed in session 2015/2016 in consultation with the whole school and parent. The word RESPECT was retained as our motto following consultations but the representation of each letter has been updated.

- R** Responsible
- E** Excellent
- S** Safe
- P** Persevering
- E** Equal
- C** Confident
- T** Trust



Key development	Progress through the year
Literacy Spelling and Writing	A programme of spelling was reviewed, developed and implemented to improve progression and develop consistency in teaching and learning. This was piloted, trialled and amendments have already been made to certain aspects to ensure quality of learning for all pupils.
Numeracy	Teaching and learning of numeracy was reviewed. Methodologies were discussed and results of standardised tests and teacher judgement were audited. Resources were updated and organised to support future development. All staff made a concerted effort to identify specific areas for development to ensure the most impact and improve progression and attainment. A member of staff was selected to further develop numeracy in session 16/17.
Nursery	Changes to the planning procedures and developments in how planning could be best support learning experience in the nursery were initiated. The learning environment required improvements in order to ensure experiences and outcomes across the curriculum could be delivered effectively. A programme of change and improvements was started this session.
Assessment/Tracking/Monitoring	A new tracking format was introduced for all pupils. This enables pupils' progress to be tracked, monitored and also enables staff to record progress as well as enter predictions for future attainment.
Dyslexia Friendly School	Resources and training were provided for staff. Targeted pupils were assessed for visual stress and school made a commitment to providing coloured overlays for all pupils that required this. Staff are now more confident at identify pupils that may benefit this and ASL teachers have been trained to assess which overlays best support the pupil. Dyslexia friendly Jotters were bought for pupils and other resources and strategies that support children with dyslexia were implemented throughout the school.
1+ 2 Modern languages	Classes were introduced to Spanish as the L2 at Newtonhill. Staff attended CLPL sessions and began to establish the language into daily routines of the classroom. Resources on the Power Learning Platform were shared with all staff and further development and training was provided by the Modern Languages Development Officer.

Restorative Approaches	All staff attended collegiate sessions and in-service training on the principles of restorative Approaches. This was implemented across the school with all staff using the methodologies to improve relationships amongst pupils. The key restorative questions were issued to all staff to use as a guide to help pupils resolve issues and use restorative practices.
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## SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2015/2016

- Further develop and modify our spelling programme to meet the needs of the pupils and ensure continuity and progression within the curriculum framework.
- Greater moderation of writing and develop a consistent approach in the learning and teaching of writing across the school in order to improve attainment.
- Improve learning and teaching in numeracy with enhanced use of Aberdeenshire Progression frameworks. Also develop planning, assessment and moderation in numeracy. Focus on the teaching of strategies.
- Improve parental engagement and develop greater understanding of CfE. Reporting to parents should become an ongoing process with school sharing learner's successes across the year in a variety of ways.
- All staff to develop a consistent approach to TMR. Analysis by SLT to be shared with staff and next steps decided. Pupils to be more aware and involved in next steps.
- In Nursery the focus for literacy through play and learning experiences will be developed. Staff to develop responsive planning and improve environment and resources to encourage literacy development in all areas
- Continue to develop the 1 +2 and the introduction of Spanish from Primary 1-7. All class teachers to deliver basic vocabulary in the year ahead. Resources and support to be accessed from PLP.
- Improve the quality and consistency of moderation through increased regularity and using support resources from education Scotland
- Ensure consistency in approaches. Profiles/learning journeys and quality feedback to be developed and evaluated and embedded as good practice. Reporting to be improved and developed. Greater awareness of restorative approaches to be developed for children and parents this session.

**In order to self-evaluate and gain a clear picture of what is going on in Newtonhill School, we consider the following evidence:**

- Dialogue between children, staff and parents – groups and individuals
- Learners’ work – samples from across the school and curriculum
- Recording and tracking of attainment
- Monitoring of classroom practice
- Assessment results from across the curriculum – including written evidence, observed and from teachers’ judgements
- Parental involvement and consultation, both general and after specific events or activities including consultation with the parent council (Friends of Newtonhill)
- ePIPS and INCAS results, and the comparison of these with other schools in our Portlethen Cluster group, and across the authority
- Whole school audit using HMIE Quality Indicators
- Staff self-evaluation, written and in professional dialogue
- Staff review meetings – PRD using Professional Update, and EARs for non-teaching staff
- Regular and frequent focused dialogue between class teachers, PSAs and SLT
- Moderation activities
- Work done with Portlethen cluster schools

For reference, the levels awarded are as described by HMIE and Education Scotland and are as follows:

Level	Definition	Description
6	<b>Excellent</b>	Outstanding, sector leading
5	<b>Very good</b>	Major strengths
4	<b>Good</b>	Important strengths with some areas for improvement
3	<b>Satisfactory</b>	Strengths just outweigh weaknesses
2	<b>Weak</b>	Important weaknesses
1	<b>Unsatisfactory</b>	Major weaknesses

**How do we ensure equality and inclusion, and promote diversity across the school?**

**Evidence including key strengths in this area are**

- All staff are aware of GIRFEC agenda and child protection procedures and use as necessary.
- Parents know we have an open-door policy and they and members of the local community are always welcome
- Promoting equality and diversity

- The school behaviour management approaches are embedded across all stages and areas of the school.
- We have close working relationships with support agencies.
- Early intervention is a priority and when pupils are identified who may require support, steps are taken quickly to put these in place, making use of good working relationships with other agencies involved in the GIRFEC process.
- Our Pupil Support Worker works closely with vulnerable pupils and their families.
- Parents are happy with accessibility and communication within the school, and have given feedback to say they find it easy to discuss with the relevant person any needs they or their child may have.
- Pupil achievements are celebrated weekly at assembly and pupil personal achievements are recognised by the Head Teacher.
- PSAs have been timetabled in a more effective way to support the learning of pupils as needed across all classes and the enhanced provision area.
- ASL and targeted support is closely monitored and in 2015/2016 we invested support resources to target specific areas of learning.

### **We have identified the following as priorities for improvement in this area**

- Continue to develop dyslexia friendly approaches in all areas of learning and teaching
- Staff to complete appropriate ALDO training courses for equality and diversity as appropriate
- Further develop restorative approaches to ensure a pupil friendly approach and pupil understanding.
- Restorative approaches and the methodologies used to be shared with parents
- The Pupil Council will review and develop a positive behaviour management system including rewards and sanctions
- Newtonhill will begin the journey towards the Rights Respecting School Award.
- PSAs will be given support and training opportunities in how to best support targeted pupils

### **How well do our children learn and achieve?**

	Evaluation
Q1 1.1 ~ Improvements in Performance	<input type="text" value="3"/>
Q1 2.1 ~ Learners' Experiences	<input type="text" value="3"/>

### **Evidence including key strengths in this area are**

- There is a high level of participation, enjoyment and motivation in lessons reported by children, staff and parents, both in class and in community groups
- Newtonhill staff know the children well and communicate with them and their families, following up quickly on any issues
- All children from P1-P7 are developing self-evaluation skills in order to discuss strengths and areas for improvement and so they can better reflect on their progress

- Our learners are confident individuals who contribute greatly to the life of the school. (Eco Group, Pupil Council, Fair Trade, JRSO, Engineering Club and P7 buddies.)
- Learners are making good progress
- The improvement priorities of the school are having an impact on the learning and teaching
- Achievements in and out of school are celebrated
- Pupils are actively involved in wider community and Local Authority events

**We have identified the following as priorities for improvement in this area**

- Careful monitoring of progress and attainment with tracking data being updated and reviewed regularly.
- Greater comparison and scrutiny of standardised assessments to identify and target areas of strength and areas for development across classes, and with individual pupils.
- Focused development on writing and numeracy to improve attainment and progress across the school.
- Fully embed the planning introduced in the previous session to provide the breadth and depth of experiences and outcomes across social studies and technologies.
- Develop planning for Health and well-being and Religious and Moral education to ensure quality learning and teaching experiences
- Fully implement progression frameworks to support learning experiences and improve attainment.

**How well does our school support children to develop and learn?**

Evaluation

QI 5.1 ~ The Curriculum

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QI 5.3 ~ Meeting Learning Needs

4
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**Evidence including key strengths in this area are**

- We are committed to providing an integrated and differentiated curriculum. Teachers are continuing to develop and plan varied and motivating experiences that take account of pupils’ individual needs.
- Staff have developed integrated learning experiences across classes and age groups.
- Self-evaluation has targeted areas for curriculum development. All staff are committed to improving these areas of the curriculum through improving and developing learning and teaching, reviewing and auditing methodologies, resources and learning styles.
- Active spelling approaches are now part of practice but spelling is still being monitored and reviewed to ensure quality learning and teaching and progression.
- Digital literacy has developed throughout the session ensuring digital technologies are effectively implemented in all aspects of teaching and learning.

- Staff work closely with SLT in tracking and monitoring meetings to ensure a good knowledge of each child's progress, and early opportunities to put support in place where necessary
- Good transition links with nurseries and Portlethen Academy
- Close working relationships between PSAs, Support for Learning, Intervention and Prevention teacher, Educational Psychologist, and class teachers
- Close working relationships with learners, parents and partner services
- Effective use of standardised assessment (ePIPS and INCAS) alongside AiFL and other assessment methods to track progress and identify areas of need.
- Various learning and teaching methods, including cooperative learning support different learning styles.
- A motivated and dedicated staff team are always willing to improve the curriculum in order to improve experiences for learners

### **We have identified the following as priorities for improvement in this area**

- All staff continuing to improve, develop and plan varied and motivating experiences that take account of pupils' individual needs.
- Greater focus on the learning and teaching of experiences and outcomes in all areas of the curriculum
- Targeted support for pupils in the development areas of literacy and numeracy.
- Ongoing evaluation, review and development of the improvement areas of literacy and numeracy.
- Audit the impact of developments and review assessment procedures and data.
- Work closely with ASL and other support staff in order to close the gap.
- Work closely with Educational Psychologist to identify and improve the learning environment for all pupils.

### **How does our school improve the quality of its work?**

	Evaluation
QI 5.9 ~ Improvement Through Self Evaluation	3

### **Evidence including key strengths in this area are.**

- Staff are regularly involved in collegiate discussions and professional dialogue.
- Termly reviews and evaluations of pupil progress and L&T
- New 'Tracking and Monitoring' formats give teaching staff an opportunity to review progress and achievement.
- Learning conversations (discussion between SLT and class teachers) identified areas of strength and areas for development.
- Standardised assessment data and professional opinion are part of ongoing evaluations.
- Active participation in CPD activities by all staff, linked to improvement planning.
- Pupils, parents and staff are consulted and actively involved in evaluating the school.

- Newtonhill staff are a committed team of reflective practitioners, reflecting on current practice and evaluating any new initiatives and changes that have been introduced
- There is a strong commitment to working in partnership with other council services
- The work of the staff 'TLC' group reflects the school's commitment to improving learning and teaching.

### **We have identified the following as priorities for improvement in this area**

- Develop a working knowledge and understanding of HGIOS4
- Further develop 'learning conversation' to reflect on learning and teaching and the curriculum through effective use of challenge questions from HGIOS4
- Staff to evaluate own practice in greater depth and evaluate impact on L&T
- Work with colleagues across the school and cluster to moderate L&T
- Sharing classroom practice with each other on a termly basis
- A programme and calendar for QA and Self-Evaluation

### **At Newtonhill School this session...**

- Our active school programme has provided opportunities for our pupils to participate in sporting activities e.g. Badminton, Rugby, Tennis, Gymnastics, Rugby, Football Coaching, Netball and club golf.
- We continued to run our Young Engineers Club. The club participated in the GreenPower Goblin Challenge racing their two 'Goblin Cars' at Alford.
- The engineering club also won the SCDI Go Forth Challenge.
- Our business partners AMEC and a school family supported us in this achievement.
- AMEC also supported us throughout the year and delivered a Women in Engineering day for senior pupils.
- Our Eco Club ran several initiatives including a bird cake enterprise, planting and litter picking.
- Our JRSO's were most successful in promoting road safety and cycle safety through their notice boards, messages to classes and their competitions.
- The pupils raised well over £3000 for charity through their fund-raising ventures and enterprise activities. Charities supported this year include 'Children in Need', Barnardo's 'Comic Relief', 'Poppy Scotland', Clic Sargent and supporting one of our own pupils alongside Clic Sargent.

- Each class planned and presented a class assembly. Assemblies were of a very high standard. Parents were invited to all class assemblies.
- P1-3 presented a traditional Christmas nativity to parents. The nursery also presented a sing-a-long to friends and parents.
- Our Glee Club were very successful at the North East Music Festival. We also won certificates with our school band and ukulele band.
- Pupils participated in Newtonhill Tables Challenge with many pupils gaining their Superstar Award.
- P7 teams represented the school in the local Rotary Quiz.
- Two P6 teams represented Newtonhill at the regional Euroquiz.
- We had a significantly high number of entrants once again at the North East of Scotland Burn's Poetry Competition with the majority of our pupils gaining medals and trophies. Two children qualified for the National final.
- Primary 7 staged a very successful end of term show, Bussy Malone.
- The whole school participated in a Fair Trade day presented by Chief Chebe.
- Primary 7 participated in the Chemistry at Work session as part of STEM and Techfest.
- A group from P6/7 reached the finals of 'Taste of Grampian Healthy Packed Lunch' competition and represented the school at Thainstone.
- We had many visitors to school supporting the learning and teaching across all curriculum areas. Some of the visitors to school included a professional clown, parents supporting classes and informing them of their roles and jobs in the community, including paramedics, airport staff, police, doctors, historians, ship captain's outdoor learning co-ordinators, oral health hygienists, lighthouse staff, several families with transport links as well as the Newtonhill Heritage Society.

- School educational outings included visits to the local beach, care home, coastal park, food store (Tesco) and Newtonhill Church. Other visits included educational trips to Gordon Highlanders museum, Crathes Castle, Dundee Science Centre, Kirktown Garden Centre, St Machar's Cathedral, Botanic Gardens and Zoology Museum at Aberdeen University.
- We supported Fairtrade at events and through enterprise throughout the year.
- Primary 1 took part in Big Schools Birdwatch.
- Friends of Newtonhill organised two very successful school fair with pupils helping and contributing to both.

### **Primary 7 Leavers Show – Bussy Malone**

