



Newtonhill School
Standards & Quality Report
2017-2018
&
School Improvement Planning
2018-2019

School Forward

We are pleased to present both our Standards and Quality Report for Session 2017– 2018 and our School Improvement plan for the current session 2018 -2019. This report forms part of our quality improvement framework and provides important information regarding our schools progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Newtonhill School. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

How are we doing?

How do we know?

What are we going to do now?

Looking inwards to analyse our work

Looking outwards to find out more about what is working well for others locally and nationally

Looking forwards to gauge what continuous improvement might look like in the longer term

At Newtonhill we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Lesley Tullock

Head Teacher

The School and its context

Vision for the school

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.

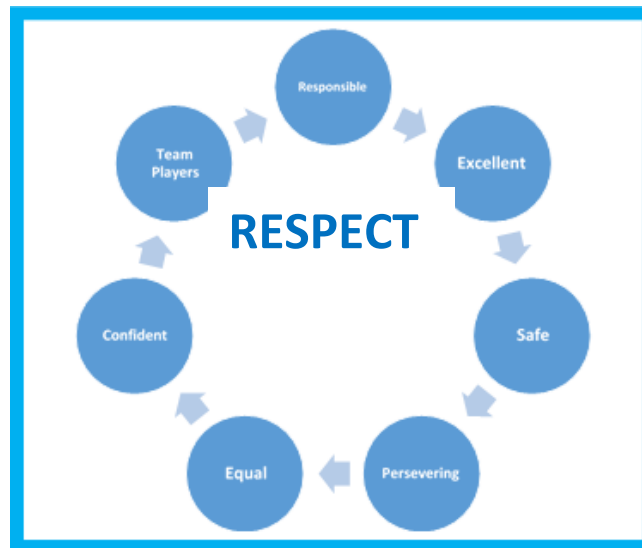
Efficient education is the result of successful partnerships between home and school. Together we can ensure that every child's experience in Newtonhill School is productive and enjoyable.

Values that underpin our work

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



In session 2018/2019 we intend to refresh the school's vision and values to more accurately reflect the school's ambition and commitment to continuous improvement and to represent the views of our current school community.

What do we aim to achieve for our children/pupils

We aim to 'Get it Right for Every Child' by working in partnership with staff, children, parents and carers, other agencies and our local, national and global community to deliver learning in an active, relevant and engaging way. Our work is underpinned by our Curriculum Rationale.

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 is 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 to P7.

On leaving Newtonhill Primary School the pupils transfer to Portlethen Academy, 3 miles away, in 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 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 13 class teachers of whom 6 are part-time. The nursery is led by two Early Years Lead Practitioners (EYLP) and has one full time Early Years Practitioner (EYP) and 1 part-time EYP. We have 3 Additional Support for Learning (ASL) Teachers, all of whom are part time. This session, one of our Depute Head Teacher is responsible for teaching French and Spanish in the second level. Staff are supported by 1 school administrator, 1 receptionist/clerical assistant, 6 pupil support assistants, 5 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 all of the ASL staff.

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. The Peripatetic Principal Teacher for Early Years visits regularly and is very supportive of 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.

Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2017-2018.

Priority 1 - Literacy	
Progress	All staff have worked towards developing a more consistent approach in aspects of literacy. The spelling progression framework which we developed and established 2 years ago has been successfully implemented. Changes and adjustments have been made through professional judgements and evaluation of the programme. Team teaching across three classes this year proved to be very successful. Further collaborative approaches will be developed in the year ahead. Consistency in the teaching of writing and a focus on improving writing skills using Vocabulary, Connectives, Openers and Punctuation (VCOP) has been very successful. Writing attainment has improved throughout the school and children show a greater enthusiasm and passion for writing than they did previously.

	<p>Staff collegiate sessions on the purpose and the teaching of reading have also been very successful. Staff shared methodologies, ideas, school expectations and debated what constituted a good reading lesson. This proved very valuable and enabled us to agree a consistent approach in reading whilst also identifying gaps in reading resources that prevented consistency previously.</p> <p>Staff developed and implemented a visual marking key for use across the school to allow pupils to become assessment capable and work responsively to teacher feedback and marking, no matter their current reading, writing or language abilities. There are marking symbols for Early, First and Second Level now being used effectively across the school by staff and pupils. This works hand in hand with D.I.R.T. time (Dedicated Improvement and Reflection Time), where pupils reflect on their learning and the feedback given and make improvements to their work based on it. This time also encourages and allows pupils to recognise and develop the key skills needed for successful learning and improvement, such as resilience, perseverance and analysis. D.I.R.T. and the Visual Marking Keys are linked clearly and positively to the developing of a Growth Mindset.</p> <p>Nursery staff completed LA targeted support training in September 2017 and have reviewed the learning environment as a result. They are now more able to identify opportunities to support children to develop literacy skills and are aware of the importance of considering resources which will enhance this. More sensory activities have been introduced indoors and out to develop talk. Props and puppets have been introduced to the story corner and staff have included environmental print appropriately across the nursery. Children’s markmaking is supported in a greater range of ways.</p>				
Impact	<p>Pupil achievement in writing has improved throughout the school with the attainment in writing increasing by 7% over the past 3 years.</p> <table border="1" data-bbox="624 1234 1023 1391"> <tr> <th>School attainment in writing</th> </tr> <tr> <td>2015/16 - 69%</td> </tr> <tr> <td>2016/17 - 68%</td> </tr> <tr> <td>2017/18 - 76%</td> </tr> </table> <p>Teachers are more consistent in their approach to teaching and assessment, resulting in pupils having a more consistent learning experience and enabling progress to be more effectively monitored.</p> <p>Pupils are generally more enthusiastic about writing and have a greater understanding of Vocabulary, Connectives, Openers and Punctuation. This has improved the quality of writing for most pupils.</p> <p>An information session on ‘Big Writing’ was delivered to parents and again this received positive feedback and the request for further information.</p> <p>The use of our visual marking key and DIRT has meant that our learners are increasingly assessment capable; able to identify their own successes and target next steps necessary for growth and improvement. They are able to use teacher feedback to make improvements, talk about their learning, provide detailed and accurate feedback to themselves and peers, identify their own successes as well as areas for growth, understand the powerful and important role of mistakes in their learning, and celebrate hard work and achievement.</p>	School attainment in writing	2015/16 - 69%	2016/17 - 68%	2017/18 - 76%
School attainment in writing					
2015/16 - 69%					
2016/17 - 68%					
2017/18 - 76%					

Next steps	<p>Resources to support Big Writing are to be purchased. We will look to develop oral language, sequence and narrative through the emerging literacy programme as appropriate to all stages.</p> <p>This marking scheme has been shared with Hillside, where it is also being used effectively and staff from both schools plan to meet to share successes and areas for further improvement moving forward.</p>
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Priority 2 - Numeracy					
Progress	<p>After an honest and candid review of numeracy attainment 3 years ago it has been an ongoing development to improve numeracy across all stages at Newtonhill. This past year we have, in line with the rest of our cluster schools, introduced and developed the use of Numicon as a resource and teaching approach to support the improvement of attainment in numeracy across the school but particularly in the younger stages.</p> <table border="1" data-bbox="579 797 999 954"> <tr> <td>School attainment in numeracy</td> </tr> <tr> <td>2015/16 - 76%</td> </tr> <tr> <td>2016/17 - 77%</td> </tr> <tr> <td>2017/18 - 81%</td> </tr> </table> <p>Numicon is a multi-sensory approach, built on a proven teaching method that aims to raise achievement across all ability levels. It has provided a resource and a methodology to support problem-solving, reasoning and develop fluency by using a visual, practical base to develop understanding and recall of number and the core operations.</p> <p>The numicon intervention has been very successful. In addition to this we have ensured that at least once per week teachers are focusing their numeracy lesson on number awareness or the core operations of addition, subtraction, multiplication and division using mental and/or written strategies.</p> <p>To complement our focus on numeracy, all staff were trained on the use of Number Talks. These are now a regular feature in all/most/some classes, with the primary aim of developing number sense and confidence, thereby contributing to mathematical knowledge, understanding and fluency.</p> <p>Nursery staff have attended Numicon training. They are more aware of how this resource and other practical activities can build number sense in children. They are beginning to look for opportunities to support mathematical understanding in real and meaningful ways.</p>	School attainment in numeracy	2015/16 - 76%	2016/17 - 77%	2017/18 - 81%
School attainment in numeracy					
2015/16 - 76%					
2016/17 - 77%					
2017/18 - 81%					
Impact	<p>Numicon has had a positive impact across the school with most early years pupils in particular having a greater understanding of number and of number stories. Numicon was purchased by the school and all teachers and PSAs have been trained in its use. Across the senior classes it is predominantly used to support small groups, where it has been seen to have a particular impact on children's developing understanding of number.</p> <p>Children have made significant progress in their mathematical understanding and ability as well as improving their confidence in their ability to engage in maths tasks.</p>				

	<p>Students are able to visualise the ways in which numbers relate to each other with more and more confidence and accuracy. They can recognise and identify that there are different ways to solve mathematical problems and are increasingly flexible in their strategies and approaches. Students have improved confidence, especially with regards to thinking time and the importance of making mistakes. We are slowly but surely moving away from the idea that the fastest answer is always the most desirable one. They enjoy playing with numbers, solving complex or ‘all possibility’ problems and discussing different approaches. Number Talks are also an integral and important part of our Growth Mindset learning and teaching.</p>
Next steps	<p>Using our PEF funding we will target gaps in numeracy for children identified by class teachers and ASL. Mrs Burr, our numeracy and literacy co-ordinator, will be released from class one day per week to support the development of numeracy and support pupils in closing the gap and support staff in delivering strategies, develop ‘Number Talks’ and further develop core numeracy understanding for all.</p> <p>We will continue with our focus lessons and promote a greater understanding of the core operations.</p> <p>Aberdeenshire progression frameworks will be used to ensure consistency in progression with staff using benchmarks to evaluate progress.</p> <p>Nursery staff will engage more fully with the updated framework to develop understanding of progression , develop breadth of experience and identify appropriate next steps</p> <p>Gaps in resources will be audited and appropriate resources will be sought to support the curriculum.</p> <p>Parents will be given opportunities to develop their understanding of the learning and teaching of numeracy at Newtonhill.</p>

Priority 3 – 1+2 Spanish	
Progress	<p>Our L2, Spanish, is now being taught throughout the school using a progression framework and Aberdeenshire benchmarks. An Erasmus application for £9,000 to train 4 members of staff was successful and 4 teachers, including the head teacher, attended and passed the Level 1 immersion course in Malaga “Teaching Spanish in Primary Schools”. All teachers have had product training in the use of the Powerlanguage website which has all the planning and resources necessary to cover the entire 1+2 curriculum, and a responsive element which will give them any further resources they require on request. Trained staff have offered support and encouragement through the year. Training opportunities have been offered to all staff at various times in the year, and everyone who has requested further training in 1+2 Spanish has found something suitable for their professional development and/or teaching practice.</p> <p>3 staff took up the offer of being part of a Scottish Centre for Information on Language and Teaching Research (SCILT) pilot course in conjunction with the Open University, and have successfully completed a year’s course in “Teaching Languages In The Primary School” which included one module in pedagogy and one module in Spanish. Good practice in 1+2 at Newtonhill has been highlighted across Aberdeenshire and, thanks to the SCILT/OU pilot course, across Scotland and into Northern Ireland</p>

	<p>A second Erasmus application to support years 2 and 3 of our 3-year 1+2 development plan has recently been successful, with £17000 being awarded to fund 8 more immersion courses (4 new members of staff for another Level 1 course, and the 4 existing members of staff to go on the Level 2 course). This will ensure the enthusiasm for language learning is kept alive amongst the staff and therefore also the children, and that the standard of learning and teaching of 1+2 at Newtonhill is consistently high across the school.</p>
Impact	<p>Pupils are engaged and motivated, and quickly embraced the ethos of language learning that we hoped would eventually permeate the school. Their learning has been above what we hoped and expected, with children happily using some Spanish vocabulary unprompted both at school and at home. Children will pass teachers and each other in the corridor and greet them in Spanish, and are using words like “por favor”, “gracias” “de nada” etc at home without even noticing, which parents are delighted with.</p> <p>We wanted staff, learners and the wider school community to understand the benefits of learning another language, and from feedback received from all these areas, this message has definitely come across. We wanted to promote language learning, and in particular the learning of our L2 Spanish, out to the school community. We have shared our learning and progress on Twitter throughout the year, and have run various events and activities which have either had a Spanish theme or have included our 1+2 learning, to which parents and community members have been invited, e.g. assemblies, open evenings and Community Cafes.</p> <p>Our aim for our pupils was for our P7s to be moving up to the Academy with at least an equivalent level of the L2 to the other cluster schools who had been learning their L2 for some years. After feedback from Cluster HT meetings, we feel we have achieved this.</p> <p>P7 - Although our P7s have not yet achieved second level, this is because they have only been following the 1+2 curriculum for 2 years. After 2 years, on average, learners should be midway through First Level. On average, our P7s are midway through Second Level.</p> <p>P4 – After 2 years of Spanish input, the majority of this year’s P4 learners should have completed First Level by the end of P5, and most are on track to do so.</p> <p>P1 – All P1 learners have received teaching in Spanish using 1+2 strategies and are ready to start on the First Level outcomes in the 2018-2019 session.</p>
Next steps	<p>Although Education Scotland have released only First and Second Level plans, we are keen to introduce some Spanish into nursery in the 2018-2019 session. Staff have been offered the opportunity to take part in Spanish upskilling classes.</p> <p>The P4s of 2018-2019 should be the first year group to be on track with the full 1+2 curriculum, with the majority of 2018-2019 P4s achieving First Level by June 2019. Although it would be exceeding expectations, we hope to have some P7s achieving Second Level Spanish by June 2019.</p> <p>Differentiation and assessment will be introduced in 2018-2019 and further embedded in 2019-2020, in line with Education Scotland and Aberdeenshire benchmarks.</p>

	<p>The national requirement of teaching an L3 to all P5s, 6s and 7s will begin at Newtonhill in August 2018. Our L3 will be French. The P5 year group will be taught L2 Spanish by Miss Craig once a week, be taught L2 Spanish by the class teacher using 1+2 strategies throughout the week, and will be taught one 45-60 minute lesson in L3 French once a week by their class teachers. P6 and P7 year groups will continue to be taught L2 Spanish throughout the week from their class teachers using 1+2 methods, and Miss Craig will teach them the L3 French once a week.</p>
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<p>Priority 4 - DYW</p>	
<p>Progress</p>	<p>Developing the Young Workforce through the learning and teaching of skills for life, learning and work is integral to the curriculum at Newtonhill.</p> <p>Our focus was to promote and develop enterprise and Interdisciplinary Learning in all classes and stages. The culture for enterprise has always been very strong at Newtonhill and this year has been no exception, with many of our initiatives embracing the enterprise IDL approach as follows:</p> <p>Our outdoor playground development has included the whole school and has developed skills in all aspects of DYW such as planning/organising, creativity, health and wellbeing, solving problems, communicating, learning for sustainability and enterprise.</p> <p>The Rights Respecting School initiative has also developed skills with the children having to be enterprising in the work they have done throughout the year, for example, fund raising for UNICEF's Syrian refugee crisis, planning and organising International Day to support Article 30 of the UNCRC.</p> <p>The introduction of our Master Classes has given pupils the opportunity to develop leadership skills, take responsibility for their own learning, improve their time management skills, work with new people and much more.</p> <p>Genius Hour has given pupils the opportunity to lead their own learning and to apply a variety of skills through enterprising approaches. This initiative has been embraced by all classes from P4 upwards with a guided approach in the middle stages. More clarity on the skills progression would enable us to move forward and encompass assessment through the work presented.</p> <p>All classes have continued to embrace class enterprise projects with examples as follows: - Nursery- developing nursery outdoor area in partnership with Tesco and parents Growing bulbs for Christmas Fair etc.</p> <p>P1 – Mother's Day activities P2 – Litter picking P3/4 - Easter Egg competition, stamp collecting and Pen recycling P4 – Fairtrade trolley and Sport Relief Enterprise P4/5 – Games day for younger classes P5 – Rice challenge and supporting tree planting P6 – House Days, playground improvement initiatives and Spring Fair P6/7 – Children in Need fundraising day, House Days, Spring Fair and P7 Show P7 – House Days, Spring Fair and P7 Show</p> <p>All classes have supported and worked hard with the developing of the school grounds, Walking to School initiative, Rights Respecting Schools projects</p> <p>Our Christmas Presentations were IDL in the planning and presentation to parents and the wider community. We took an interdisciplinary approach to our Christmas shows this year, with music, drama and Spanish coming together with</p>

	<p>enterprise to create our nursery to P7 presentations for our wider school community.</p> <p>We had various groups engaged in Enterprise activities to run stalls for the FON Christmas and Spring Fairs with pupils developing skills in all aspects eg. The eco group's homemade bird feeders, Lucky dip, Fairtrade, Guess the Snowman's birthday etc.</p> <p>Classes have taken advantage of visits to the Aberdeen Science Centre, Aberdeen University Mayfest, and had visits from Generation Science and the Cosmic Dome to let them experience jobs and employment opportunities within STEM whilst developing skills within structured workshops. Primary 5 won a 'Design a ROV for a planetary system@ competition and were lucky enough to meet NASA astronauts and employees when presented with their prizes.</p> <p>35 pupils participated in the Robert Burns Festival developing Skills for Learning in Literacy, H & W, (Application, Creativity and Communication)</p> <p>We have had a high level of participation in the Young Aberdeenshire Volunteer Award (YAVA) scheme again this session with many pupils taking on volunteering roles in their school community and receiving special recognition for their outstanding efforts from Aberdeenshire Youth Volunteer Awards in the category of Health and Wellbeing and Community.</p> <p>All pupils in P5-7 were given first Aid training which is not only a skill for life but also developed skills for learning and work.</p> <p>All classes have presented a Class Assembly to share their learning with the wider community and develop a variety of DYW skills.</p> <p>Our buddy system gives our Primary 7 pupils responsibility for their Primary 1 partners and develops the community ethos within school.</p> <p>Visits to school have included RNLI, Coastguard and the SSPCA, which not only give our pupils ideas about future employability but encompass skills for work.</p> <p>Our business partnership with AMEC Foster Wheeler has fallen through this year due to recent pressures in the oil industry however, the STEM aspects of DYW have been developed through Engineering Club with DYW skills being promoted and highlighted in a variety of projects and the design and engineering of the Goblin cars and the final race day at Alford.</p> <p>The participation of pupils in school committees encourage pupils to take on leadership roles i.e. Pupil Council, Digital Leaders, Rights Respecting School Committee, JRSO etc.</p> <p>The 1 + 2 Modern Languages Initiative is providing our pupils with skills required to become global citizens, developing communication and language skills to enable them to work in a variety of countries across the world or communicate with colleagues from those countries.</p> <p>P7 pupils have been using 'My World of Work' which gives them and insight of different careers and opportunities they may be interested in.</p> <p>Overall, DYW is intrinsic in all that we are doing in school and the development of skills is what learning and teaching is all about.</p>
Impact	<p>The impact of skills development is measurable by a variety of criteria.</p> <p>Skills for learning in Literacy and Numeracy have been measurable through our new tracking systems with clear evidence of increased attainment.</p> <p>Staff are involved, support and develop school initiatives and are developing a more cohesive approach to IDL to support assessment in Literacy and Numeracy.</p> <p>All classes are being represented in our school committees, giving a more inclusive pupil voice and pupil.</p>

	For staff and pupils the skills agenda has been raised in profile with their being a greater understanding of what skills are throughout the school.
Next steps	<p>Staff will continue to use the language of skills in learning and teaching and make this consistent throughout our school.</p> <p>It may be useful to develop a record of achievement in school and link this to skills for life, learning and work- this needs to be simplified and easy to use. The 4 capacities should be integrated into this.</p> <p>Further developing the successful initiatives of parents and professionals coming into school and nursery to talk to individual classes about the work they do. We could also make more use of the professionals that visit and get them involved in talking to the children about the work that they do. e.g. school nurse, doctor, psychologist, janitor. Nursery will also develop community links</p> <p>Moving forward it is important to be able to plan and record DYW and Enterprise and how it is part of our learning, teaching and assessment.</p> <p>Senior pupils will continue to engage with the My World of Work programme.</p>

Priority 5 – Growth Mindset/Visible Learning	
Progress	<p>Across the school we have introduced concepts of Growth Mindset and Visible learning. We want all our pupils to relish challenges, embrace their mistakes as part of the learning process, value the importance of effort, respond carefully to feedback and take inspiration from others. This will help them to achieve, not only with us, but also in their future lives as adults.</p> <p>At Newtonhill we know that in order to fulfil the potential of our pupils and encourage them to become confident and resilient learners we, as a team of parents and staff, need to be modelling the mindset of a learner who is not afraid of making mistakes but who thrives upon them, knowing that this is all part of the learning process. The way in which we encourage children to learn and explore is vital to their success, not only at school but at home as well.</p> <p>At Newtonhill, we consistently endeavour to challenge and develop the attitudes of all pupils and staff towards learning by considering what makes a successful learner. We have dedicated sessions in class to address what kind of learners we want to be and how we can positively approach challenges inside and outside the classroom. The school is bustling with talk of perseverance, challenge, risks and celebrating mistakes.</p> <p>As part of our Growth Mindset and Visible Learning programme pupils have been given more responsibility and are much more actively involved in their learning. This year we introduced Masterclass and Genius Hour. Masterclass replaced Golden Time and now pupils take responsibility for leading the learning across school groups that pupils opt into for their time together. Our senior students have been planning, preparing and assisting throughout the events, supporting and encouraging pupils to challenge themselves and learn new skills. Genius hour is time dedicated each week that enables our pupils to explore their own passions and encourages creativity in the classroom. It provides pupils with a choice in what they learn during a set period of time during school. Pupils are challenged to explore something to do a project on what they want to learn about. They spend several weeks researching the topic before they start creating a product that will be shared with the class/school. Deadlines are limited and creativity is encouraged. Throughout the process the teacher supports the pupils' projects to ensure that they are on task.</p>

Impact	<p>Words like 'yet' have become a recognised and valuable part of everyday language for Newtonhill pupils. Pupils recognise the importance of mistake making on their journey to success and improvement. Pupils are also now approaching increasingly challenging tasks with confidence and resilience.</p> <p>Most second level pupils can identify and set their own writing targets and track their progress using the visual marking keys.</p>
Next steps	<p>Growth mindset will continue as part of our school ethos. We would like to embed visual marking for numeracy and maths and repeat our VL survey to pinpoint areas for future development.</p>

2. How good is our leadership and approach to improvement?

<p>Relevant NIF priority: All Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement Level of quality for core QI: 3</p>
<p>Overview: At Newtonhill all stakeholders have a shared understanding of our vision, values and aims. We are committed to school improvement and leadership roles are undertaken by both staff and pupils. Improving all aspects of learning and teaching, as well as our ethos and partnerships, is clearly a priority for all.</p> <p>1.3 Key strengths:</p> <ul style="list-style-type: none"> • The school has improved its self-evaluation process. There is a clear commitment to improvement and to the school values. • Some staff have been committed to taking lead roles in school improvement initiatives such as 1+2, Numeracy, Outdoor Learning and Emerging Literacy to benefit outcomes for all our young people. All staff at Newtonhill School are reflective and dedicated to improving the school. They evaluate the quality of their work and the impact of changes. Staff feel more confident to express their feelings and to voice their opinion on staff and school development. • Nursery staff now display a visual Improvement Plan which is shared with parents. This has also helped them begin to reflect on the need for ongoing reflection and evaluation as well as evidencing and articulating their practice. • They also use visit summaries from PT(EY) to support this process. • Parents on the whole feel that staff are approachable, and staff contact parents regularly should they require to discuss concerns about their child or to share specific information on social and emotional issues or academic progress. • Pupil voice needs to be a stronger feature of the school's approach to self-evaluation. Children give their views about the school as part of committees and take responsibility for improving aspects. • HGIOS4 and HGIOELC Quality Indicators are used to inform monitoring and evaluations. Staff now need to engage more fully in self-evaluation activities linked to Core QIs from these documents. • Staff engage with professional learning/CLPL opportunities through Aberdeenshire events. Leadership roles are encouraged and taken on by a range of staff e.g. outdoor learning; numeracy development; profiling; science progression; PE progression and other working groups • Professional Review and Development (PRD) procedures are implemented as per GTC guidelines and time allocated for staff to update and review professional learning.

- Children and young people are **beginning** to engage in reviewing their own learning through their profiles, use of marking keys and DIRT.
- Staff are **beginning** to analyse data and use results to inform next steps in teaching and/or to re-align groups etc.
- All collegiate activities are based upon working towards the outcomes on the school's improvement plan and provide a focus for regular reflection and discussion on progress made.
- A range of approaches are used to gather views and ideas in order to further improve the school **and nursery**. (Computer based surveys, carousel discussions, team meetings, individual meetings)
- Staff understand the value of self-evaluation and improvement planning. A culture which promotes a need for a shared vision for change and improvement which is meaningful and relevant to the context of the school within our community has been established.
- "Pastoral & Attainment Meetings" give teaching staff an opportunity to discuss improvements/next steps with HT/SLT.
- Weekly planning formats encourage regular self-evaluation.
- Most class teachers are very reflective practitioners coming together with colleagues both formally and informally to review teaching practice and experiences.
- All stakeholders are encouraged to share their views and influence school improvement.
- Staff engage in moderation exercises with cluster schools in order to share practice and developed a shared understanding of progression in Literacy and numeracy.
- **Nursery Staff have attended Network Meetings where they are able to meet with practitioners across the Cluster.**

Identified priorities for improvement:

- There is a need for more robust monitoring of plans and classroom and nursery practice and feedback in order to have an impact on the quality of learning and teaching for learners, with clear links to quality indicators.
- Engagement with all stakeholders through a range of evaluation methods e.g. open afternoon; comments, compliments concerns slips. This process needs to be done more regularly and with follow up actions shared. **A greater range of approaches should be adopted to develop engagement with Nursery parents/carers.**
- Staff are developing their ability to work as a team and are beginning to share planning and teaching. This team approach is very strong at certain stages in school but needs to be more consistent across school at all levels. Peer monitoring is encouraged and will be timetabled to further improve quality teaching. Learning visits must also take place this session. **Nursery staff could be involved in monitoring observations for example)**
- A more robust Quality Assurance calendar will ensure there is timely focused attention on monitoring and evaluating learning and teaching. Classes will be observed regularly, examples of pupil work will be sampled, and planning formats monitored. **Nursery staff should continue to work with PT and SLT to develop practice and monitor impact.**
- **In Nursery children should be supported to reflect more on their learning and develop the ability to talk about what they have learned. Children's voice will be more evident through developing use of floorbooks and consulting with children in a range of other ways.**
- **Visits to other ELC settings would support Nursery staff to be more outward looking and be even more reflective of their practice.**

3. How good is the quality of care and education we offer?

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

Level of quality for core QI: 4

Overview: The ethos of Newtonhill School is positive and respectful of all. Almost all pupils engage well with learning experiences and there is evidence of appropriate pace and challenge. The quality of teaching is good. The school continues to develop the use of digital technologies to support learning appropriately. Staff are moving forward to plan collegiately to become increasingly more confident in using assessment information in order to track progress and identify next steps in learning.

2.3 Key strengths:

- The learning environment is built on positive, nurturing and appropriately challenging relationships to meet the needs of our learners.
- We celebrate both academic achievements and social skills in class and at assemblies.
- Wider achievement is recognised through our roll of honour and our values are rewarded through our school house system.
- Learners play an active role in the school and wider community and regularly take on leadership roles. Leading learning is more established in some classes than others but this too is being developed. Our masterclasses and genius hour initiatives enhance this further by encouraging pupils to take more responsibility for their own learning. These provide greater opportunities for the application of skills across the curriculum and beyond.
- In Nursery children are encouraged to take on responsibilities e.g. in preparing snack etc. Staff have developed the physical environment to ensure children have better access to resources and to encourage independence, choice and decision making. They have used Building the Ambition to develop more opportunities for creativity, curiosity and inquiry. Use of 'This is how we do it' Kirstine Beeley is beginning to drive forward further improvements to the learning environment.
- Staff continue to share learning intentions and success criteria with children but could enhance this further by involving pupils more in the planning and evaluation of these.
- Nursery staff have explored various planning formats and EYLP has attended Floorbook Training. They are beginning to consult more with children and to respond to their ideas when planning.
- Forward planning continues to be reviewed and updated in an attempt to tackle bureaucracy and reflect how best to manage the extensive range of Es&Os and the progression frameworks for Aberdeenshire Council.
- Weekly planning provides clear and direct focus for staff in school. Nursery staff need to review the effectiveness and understanding of planning.
- Resources to support literacy development for all learners have been identified and tailored to address need.
- Digital technology supports learning at all levels. This will be developed further in Nursery including use of the Book Creator app.
- Recent developments in school improvements have had a positive impact on learning and teaching. Literacy and numeracy have both improved with fresh approaches and training in pedagogy.
- LA Training on Observation and Attainment at Network Meetings has begun to impact in the Nursery. Observations are becoming personalised and staff are beginning to focus on identifying significant learning. Online Profiling system (ILDs) has been introduced this session.
- Assessment is improving and a greater understanding and moderation of methods and approaches is having an impact on learners.

- Activities are varied, differentiated, active and challenging but staff have identified the need for greater consistency in teaching aspects of numeracy and literacy across the school.
- Teachers track children's achievement carefully across all curricular areas, constantly assessing whether children are making progress and provide appropriate support and challenge. Regular tracking and monitoring meetings with all staff, including ASL, are used to effectively ensure all needs are met.
- Standardised data is being used to target support and staff are becoming more confident in using this to support professional judgement. Greater consistency is needed in use of data to confirm next steps in learning, which will be addressed by staff training in understanding new assessments.
- **Nursery ILD's support staff to make links to experiences and outcomes as well as the capacities.**
- There are opportunities for some pupils to make choices in how and when they carry out their learning.
- Participation in Rights Respecting Schools and Young Aberdeenshire volunteering Award as well as a range of global citizenship focussed activities ensures that pupils are developing the skill for life learning and work

Identified priorities for improvement:

- Greater consistency is needed in methods of pupil self-evaluation and identifying next steps.
- **In Nursery observations need to be recorded more regularly and next steps established in practice. Next steps should also be shared with children and parents. Greater access to profiles more by parents should be enabled.**
- Further development of assessment to ensure improvements in learning and teaching with specific focus on holistic assessment and planning for assessment to be embedded across the school.
- **Nursery children's progress needs to be more effectively tracked through following up next steps identified.**
- Develop our moderation practices both in school and with schools within the cluster in order to further develop a shared understanding of standards
- Develop a more consistent approach to pupil feedback across the school.

4. How good are we at improving outcomes for all our learners?

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Level of quality for core QI: 4

Overview: Staff at Newtonhill School have a good knowledge of learners, their families and the local community. The school strives to ensure all are treated with respect and there are clear procedures in place to support pupils. Pupils have access to universal support and there is a clear staged procedure in place with regard to targeted support.

3.1 Key strengths:

- Everyone in our learning community is treated fairly and with respect, and we place importance on fostering positive, open and supportive working relationships based on trust.
- The school has an ASN audit of need which is used in regular tracking discussions with staff. Where staff identify learners who require support, the school responds quickly accessing available resources to support each individual
- **Nursery Personal Plans and Care Plans have been reviewed and are being used more effectively to meet children's needs.**
- All staff complete an annual update of Child Protection training and GIRFEC principles ensuring a clear protocol is in place in order to meet individual needs.

- A GIRFEC tracking between the SLT and class teachers meeting ensures all needs and situations are addressed and supported.
- The school actively utilises opportunities to promote diversity and engage in global citizenship through curricular and whole school activities including charity work led by pupils.
- The Aberdeenshire Dyslexia Friendly Toolkit has been used to support pupils across the school.
- Staff are vigilant and are prompt to raise concerns around pupil achievement and well-being.
- Effective transition arrangements are in place for pupils. Enhanced provision is available and planned for pupils in relation to individual needs.
- Pupil friendly IEPs are in place for those that require them, with pupils, parents, class teacher, SFL teacher and HT being involved in the process. In addition, staged intervention groups are used to boost skills.
- Priority is given to the Importance of early identification of learners' needs, with PSA time being weighted accordingly.
- Planning is differentiated to meet individual needs. ASL and PSA time is targeted appropriately and links to the school's ASN Audit.
- Parents feel well-informed about pupil progress and events in school, and are happy with the accessibility of teachers and the HT.
- The staff seek to promote a climate where children and young people feel safe and secure, and there is a clear expectation that staff model behaviour which promotes and supports the wellbeing of all.
- **CI report will mention effectiveness of staff and relationships**
- At Newtonhill there is a proactive approach to meeting needs based on staff knowledge, and support is targeted as required on the basis of data and observations. Staff embrace inclusive approaches with some actively seeking out alternative and extra support or professional learning to meet learners' needs.
- Staff are involved in the multi-agency meetings for individual cases and their feedback is a valued part of the process.
- The health and wellbeing curriculum is responsive to the needs and issues that present themselves, e.g. Seasons for Growth programme, and partner agencies are part of the school's holistic response.

Identified priorities for improvement:

- Further develop approaches to measure fully the impact of targeted interventions over time for our learners, particularly our PSA support.
- Continue to build capacity as a team to best meet the needs of pupils with increased levels of need for example identify training required for staff and PSA to support children with Adverse Childhood Experiences (ACEs.)
- Continue to target use of PEF appropriately in order to ensure pupil need is met.
- Provide CLPL opportunities for all staff on the Dyslexia Support Toolkit and understanding ACEs

Evaluation of QI [3.2 Raising attainment and achievement](#)

Level of quality for core QI: 3

Sources of evidence/ evaluation activities undertaken:

Following the introduction of more robust and honest assessment procedures 3 years ago Newtonhill staff have focused on improving their understanding of what is required for the achievement of a level. There have been targeted improvements in numeracy and literacy. Collegiate sessions on shared understanding and evaluations of core QIs by all staff have improved learning, teaching and assessment. Whilst the honest

evaluation and assessment of all pupils resulted in what appeared to be a significant downturn in attainment, it did in fact enable us to target areas of need and improve attainment over time. This is still ongoing.

Key strengths:

- Attainment in literacy and numeracy for all learners is central to the work of our school and features in annual improvement priorities.
- Rigorous tracking and monitoring of attainment highlights that most children at Newtonhill School attain or exceed expected levels for literacy and numeracy.
- Attainment data is discussed and analysed at tracking/planning discussions as per QA calendar.
- Attainment is compared against local and national averages.
- Working as part of the Northern Alliance Emerging literacy programme has enabled P1 teachers to identify need and areas for support and development. Whilst writing attainment appears to have fallen in this past year, standards have improved and teachers are more confident and robust in understanding the requirements for achievement of a level.
- Attainment data from standardised assessments demonstrates that there is a very good match between this and teacher's professional judgements.
- Appropriate support is put in place based on attainment conversations. Expertise is sought from ASN/partner agencies to select appropriate interventions.
- Overall our learners are successful, show confidence, are responsible and contribute fully to the life of our school. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community.
- Wider achievement is celebrated and shared within individual classes and at whole school level through our Roll of Honour and at assemblies
- Staff understand the need for equity within our learning and achievement. We strive to ensure barriers to learning, including poverty and ACEs, are removed to allow learners to succeed and achieve.
- **Nursery staff use the Principles of Curriculum Design to ensure personalisation and choice and make learning relevant.**

Identified priorities for improvement:

- Continue to track attainment, including attainment over time, to pick up trends, evaluate and use for identifying improvement priorities.
- Staff development time to include familiarisation of SNSA data and use as appropriate.
- Continue to develop moderation opportunities across the school and cluster to ensure shared expectations to bring greater consistency in teacher professional judgements.
- Continue to embed the use of Aberdeenshire and Education Scotland's benchmarks to make increasingly confident professional judgements.
- **Nursery staff should engage more fully with frameworks to ensure progression and focus more on depth and challenge when planning and identifying learning experiences**

PEF 2017-2018

<p>Identified gap</p>	<p>Newtonhill has an SIMD data range of 7 -10 with 2 pupils being identified as 3 and 5. These two pupils do not actually stay at the addresses for this data and do live most of the time in Newtonhill.</p> <p>When looking at our poverty gap we have had to consider other factors including personal circumstances, social work involvement, pupils in the MAAPM process etc.</p> <p>Our target population for the year ahead has been identified by analysing past and current attainment data, professional judgements from teaching staff and the personal knowledge we have of pupils and their individual circumstances. For session 17/18 our identified gaps arose from numeracy and nurture.</p> <p><u>Numeracy</u></p> <p>All Primary and appropriate secondary staff (Maths and ASL) will be trained in use of Numicon (Nov Inset). Three members of staff from across the cluster are already part of the authority numeracy group and will support the training, intervention and improvement in raising attainment. Numicon resources have been purchased for all classes across the school as advised by the numeracy development group and staff member on this group. Number Talks books to be made available support staff in improving mental maths. Enabling development and support time for the staff member on the numeracy group in order to develop resources and support staff in teaching with Numicon and Number Talks. Nursery staff should help children develop their numbers sense and 'language of maths' through supportive interactions, identifying mathematical opportunities in real life and play contexts and by providing more problem solving opportunities indoors and out.</p> <p><u>Nurture</u></p> <p>The enhanced provision service will be moved from Newtonhill to Portlethen Primary as of August 2017. In supporting the children that remain here and those identified through the PEF process and multi-agency involvement, the school proposes to develop a nurture area within our ASL area and provide resources to support the children who have been recognised as having attachment issues, sensory processing disorder, ADD, ADHD and ASC etc. In providing an area that is away from the busyness of the open plan environment and separate to the sensory room we would hope to alleviate anxieties and provide comfort in an alternative way. By doing so and ensuring the child feels secure and less anxious we would hope to improve progress and attainment.</p>																
<p>Expenditure</p>	<table border="1"> <thead> <tr> <th></th> <th>Details</th> <th>FTE/Hours/ No.</th> <th>Cost 2017/18</th> </tr> </thead> <tbody> <tr> <td>Teaching staff</td> <td>Supply cover for Nicola Munro to enable her to support staff development in class time</td> <td>5 days</td> <td>£690</td> </tr> <tr> <td>Support staff</td> <td>PSA for nurture support</td> <td>7 hours per week x 39weeks</td> <td>£2700</td> </tr> <tr> <td>Resources/ Equipment/ Materials</td> <td>Numicon Resources P2 pack +20 P3 pack +20 Numicon shapes x40 Numicon pegs x40</td> <td></td> <td>£336 £336 £1284 £368</td> </tr> </tbody> </table>		Details	FTE/Hours/ No.	Cost 2017/18	Teaching staff	Supply cover for Nicola Munro to enable her to support staff development in class time	5 days	£690	Support staff	PSA for nurture support	7 hours per week x 39weeks	£2700	Resources/ Equipment/ Materials	Numicon Resources P2 pack +20 P3 pack +20 Numicon shapes x40 Numicon pegs x40		£336 £336 £1284 £368
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		Number Talks books x3 Numicon software for interactive whiteboard		£135 £210	
		Nurture area resources to support attachment issues.		£1500	
	Commissioned/ purchased services /partners	Numicon Training		£810	
	Total			8369	
Expected outcomes	<p>Improvement in learning, teaching and assessment for numeracy. Targeted pupils will become more confident in numeracy. The gap will close in numeracy across the school.</p> <p>A nurture area and environment will provide a safe, comfortable and welcoming space to support disadvantaged youngsters in our school. Thus they will hopefully feel supported and valued and we will thus provide an environment more conducive to supporting specific children's learning needs.</p>				
Impact Measurements	<p>Identified pupils will be tracked throughout the year. We have current levels for all pupils and standardised assessment data for some.</p> <p>We will be monitoring progress and impact termly through SLT/ASL/CT/learner meetings/discussions</p> <p>In consultation with HT our PSAs will develop a nurture support programme addressing attachment and social behaviours. Records of observations will be shared termly. Nursery Observations will more effectively track children's learning across all aspects of mathematical learning ensuring greater breadth of experience.</p>				

Capacity for improvement

School and Nursery staff are fully committed to the principle of continuous improvement. We strive to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve. We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

Key priorities for session 17-18

Priority 1 – Improving attainment in Numeracy and Literacy (including 1+2)

Priority 2 – Improving Assessment and moderation

Priority 3 – Improving the Health and Wellbeing curriculum.

Action planning

National Improvement Framework Priorities		HGIOS and ELCC	
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people’s health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children’s progress</p> <p>School improvement</p> <p>Performance</p>		<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children’s progress</p> <p>3.3 Developing creativity and skills for life</p>	
Improvement Priority	Outcomes for learners	Impact Measurement	PEF
<p>Priority 1 – Improving attainment in Numeracy and Literacy (including 1+2)</p>	<p>Children at Newtonhill School will</p> <ul style="list-style-type: none"> Will continue to experience a strongly researched approach to the teaching of early literacy (emerging literacy) in Primary 1 which will impact on attainment for all learners. The methodologies will now be embedded as far as Primary 3 with targeted support being given to pupils at other stages to identify gaps in learning using the Emerging literacy approaches. The development of oral literacy will be a focus throughout the school including nursery. Experience a refreshed literacy curricular pathway, reviewing all aspects to ensure teachers are supported and can effectively identify need, ensure experiences and outcomes are taught consistently and monitor and track children’s attainment 	<p>Evidence of impact:</p> <p>Learning conversations with children and their reflections on their knowledge and skills development for aspects of literacy and numeracy.</p> <p>Assessment in various forms including baseline assessment for emerging literacy in P1 and targeted PEF pupils to measure how/if targeted intervention improves attainment.</p> <p>QA from classroom observations and jotter sampling.</p>	<p>Funding used to support the development of literacy and numeracy for targeted pupils and to ensure teachers have opportunities to be upskilled.</p>

	<p>to ensure we intervene sooner to support and extend learners.</p> <ul style="list-style-type: none"> Nursery pupils will also develop literacy through emerging literacy methodologies that can be incorporated in a play based curriculum. <p>In Numeracy</p> <ul style="list-style-type: none"> We will continue to use Numicon through the school including nursery. Children will continue to become more confident and familiar with all number processes in order to develop greater number sense. Priority will still be given to understanding number and the core operations. Children will be encouraged to articulate their learning to demonstrate understanding and progress. 		
<p>Priority 2 – Improving Assessment and moderation</p>	<p>In school:</p> <ul style="list-style-type: none"> We will provide opportunities for staff to familiarise themselves with new data from SNSA and ensure this is used to support planning etc. Ensure our TMR system is developed and understood by all teaching staff and that there is effective analysis of data We will develop and improve moderation in order to reach a shared understanding of standards and expectations. Staff will plan learning, teaching and assessment collegiately and check that assessment tasks and activities provide learners with fair and valid opportunities We will ensure staff have opportunities to meet in order to sample evidence from learners' work and review teachers' judgements, agree strengths in learners' areas for 	<p>Evidence of impact:</p> <p>Staff confident in using SNSA assessments</p> <p>Staff confident in using and interpreting data</p> <p>Staff able to access, use and input relevant information into our TMR</p> <p>Learning teaching and assessment is planned effectively through collegiate working</p> <p>Pupil need is more appropriately supported and addressed</p> <p>Data is used effectively to target resources for impact</p> <p>Raised attainment for pupils</p>	

	<p>development and develop next steps in learning</p> <ul style="list-style-type: none"> • By improving our moderation we hope to ensure that there is an appropriate focus on outcomes for learners, that learning is at the appropriate level and that learners develop the skills for learning, skills for life and skills for work and that pupils are involved in feedback. • Feedback will be discussed and developed, and teachers will be given further training in order to ensure a more robust and consistent approach to this assessment strategy. • Teachers will be involved in developing their assessment approaches through participation in moderation activities. • Staff will meet regularly in stages and levels including early level nursery staff to ensure a shared understanding of progress. • Staff will work with pupils to improve their self-evaluation and develop good, consistent practice in this area of assessment. 	<p>Assessment approaches developed will be shared with all staff.</p>	
<p>Priority 3 – Improving the Health and Wellbeing curriculum.</p>	<p>At Newtonhill it is a priority to review and improve all aspects of our Health and Wellbeing curriculum which includes</p> <ul style="list-style-type: none"> • Mental, emotional, social and physical wellbeing • Physical education, physical activity and sport • Food and health • Substance misuse • Relationships, sexual health and parenthood <p>Teachers will review the curriculum and consider how to improve learning, teaching and assessment.</p>	<p>Evidence of impact.</p> <p>Clear policy, guidelines and planning and progression tools developed for use across early to second level.</p> <p>Resources developed, audited, collated, shared etc. to support learning, teaching and assessment.</p> <p>Training needs identified for Mental, emotional, social and physical wellbeing and delivered to improve L.T.A.</p>	

	<p>This year our focus will be on two main aspects:</p> <ul style="list-style-type: none"> • Mental, emotional, social and physical wellbeing • Physical education, physical activity and sport <p>By reviewing mental, emotional, social and physical wellbeing</p> <ul style="list-style-type: none"> • We will improve planning and develop a learning community that fosters a safe, caring, supportive and purposeful environment. • Our curriculum should be fair and enable relationships, self-awareness, self-worth and respect for others to develop. • Improving the curriculum will ensure pupils experience personal achievement and build resilience and confidence • Pupils will understand and develop physical, mental and spiritual wellbeing and social skills. • Nursery Staff will attend LA Training on the new Health and Social Care Standards delivered by Principal teachers in September. This will raise awareness of increased and changing expectations for Care Inspections. <p>By reviewing physical education, physical activity and sport:</p> <ul style="list-style-type: none"> • Teachers will become more confident in the planning of learning, teaching and assessment of this area of the curriculum. • We will strive to provide learning experiences that enable pupils to develop the knowledge, motivation 	<p>Learning conversations with children and their reflections on their knowledge and skills development for aspects of HWB.</p> <p>Survey to stakeholders on HWB improvements</p>	
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	<p>and ability to lead a physically active life</p> <ul style="list-style-type: none"> • We aim to promote physical education and school sport • By developing this area of the curriculum we hope to boost confidence, encourage teamwork and reinforce the school's values. • DHT will support teachers and EYPs to become more familiar and confident in the experiences and outcomes for physical education. 		
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Wider Achievements

Memories are made of this:

As a school we place a high value on pupil achievement and strive to create opportunities for pupils to achieve and for us to recognise and celebrate achievements gained both through school activities and other pursuits.

Pupils at our school are also aware of the needs and plights of others and Global Citizenship reflects their caring attitude. Our school is not restricted to the four walls and a roof. Where possible the school has extended their sense of community to incorporate and assist with global issues.

Charities supported by the school over the last session included:

Children In Need

Sports Relief

Archie Foundation

We have also supported our local community by donating money raised in school and nursery to the local park improvement project.

This session we have had many different opportunities in order to promote the wider curriculum.

Pupils have benefited from a range of extra-curricular clubs and activities including Glee Club, Yoga, Jogging, Mancala and Felting run by staff from the school and Active Schools.

Active schools also provided many of our classes with taster sessions in Judo, rugby, golf, tennis and badminton.

All of our classes took part in enterprise activities. Senior pupils organised and ran our House Days. Other classes were involved in a range of enterprises including egg decorating competition, Anti-Litter campaign, Fair Trade, Outdoors Days, class newspaper, Spring Teas, recycling schemes and Community Cafes. In all of these enterprise initiatives there has been parental or community involvement.

All pupils from P5 to P7 took part in the certified First Aid course. This has given all pupils the chance to develop crucial life skills. We also worked alongside our school nurse to deliver a very effective programme for Primary 6 and 7 pupils around Living and Growing.

Our pupils have been involved in developing and organising a parental survey to gain their views and opinions on homework.

All classes took part in delivering a class assembly where parents and families were invited along. These were on a variety of topics from developing numeracy to Chinese New Year.

Pupils at Newtonhill also benefitted from a range of workshops and presentations including SPCA, Coastguard, RNLI and Generation Science.

We were very proud of two of our pupils winning Aberdeenshire Youth Volunteer Awards and one pupil representing the North east of Scotland at the Burns Federation Schools Competition National final.

After a lot of discussion and consultation we decided to replace the traditional Golden Time with something more inspiring and rewarding. Two new initiatives began this session. Masterclasses replaced our Golden hour and pupils now lead the majority of these classes, organising, leading and teaching new skills to their fellow pupils.

Some of our primary 7 pupils took part in a Rotary Quiz with the Rotary Club. They competed against a number of other schools in the area and did very well to win the first round and came 2nd in the regional section.

Nursery held a very successful daffodil Tea where all parents were invited.

Newtonhill was delighted that one of our teachers was a winner in the Inspiring Aberdeenshire awards. Aimee Bainbridge won the Beautiful Aberdeenshire Environmental title. She received the award for having “gone above and beyond her teaching role to drive forward environmental awareness among pupils, staff and parents at the school in a range of areas within her community”.

We had 3 very successful nativity performance. Primary 1 and 2 presented a traditional nativity, Primary 3, 4 and 5 performed a nativity with a Global theme and P6 and 7 performed their entire nativity in Spanish.

Primary 7 were all fully involved in their leavers show ‘A Night at the Movies’. The two performances were held at the Bettridge Centre in the village and were very successful.

Our Primary 7 pupils took part in a residential week to Lagganlia. They all had a thoroughly enjoyable experience.

Our Rights Respecting School Group organised a very successful International day. Almost all classes had parental/family visitors from around the world who came to share their culture, food and information about their countries with the pupils.

Wider Community Links

Football teams had a terrific year led by our parent volunteers. They did exceptionally well in their league. They should all be delighted with what they achieved.

Our joint Parent Council/Parent School Association – Friends of Newtonhill, organised our annual Christmas Fayre and Spring Fayre. Staff and pupils were involved and greatly benefitted from FON’s

support at these two events. FON organise the superb fundraiser for the school which was well attended by all in the community.

Parents from across our community came in to school to support several of our contexts for learning including P7 parents supporting our DYW curriculum by presenting and discussing their own jobs and careers.

The Head teacher held Curriculum, Cake, Coffee and Chat sessions for parents and carers on aspects of the curriculum. Parents were invited in for informal sessions to find out about aspects of the school curriculum, how and why they were taught and find out information in a less formal setting.

The school Glee Club were invited to perform at the Beach ballroom for Clic Sargent. This was very successful and a privilege to be invited.