



Newtonhill School
Standards & Quality Report
2021 - 2022
&
School Improvement Planning
2022 – 2023

School Introduction

We are pleased to present both our Standards and Quality Report for Session 2021– 2022 and our School Improvement plan for the current session 2022 -2023. 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

At Newtonhill School, we work together to create a safe and nurturing learning community, underpinned by positive relationships throughout, where children are inspired and supported to learn and to be respectful, compassionate and honest in their everyday lives.

Our goal is to equip our children with the skills, attitudes and confidence they need to be thriving, happy citizens in a global community.

Values that underpin our work

- **Happy**
- **Respectful**
- **Kind**
- **Honest**
- **Responsible**
- **Hardworking**

What do we aim to achieve for our children/pupils?

- To create a school climate which provides the best learning experiences, within and out with the classroom where teachers can teach, and children can learn and where we are continually looking towards new frontiers in teaching and learning.
- To provide a warm, welcoming, orderly learning environment which strives to meet the needs of its children and where individuals feel secure, nurtured and included and social and cultural diversity is celebrated.
- To provide a challenging academic environment which strives to continually improve our standards of education, celebrates achievement, encourages success and where children take responsibility and pride in their own learning.
- To encourage positive, valuable partnerships with parents and actively involving them in their child's learning whilst promoting high aspirations and a positive mindset.
- To develop a whole school culture of self-evaluation and reflection to ensure continuous improvement.

Our Motto

“Creating a community of learners”

Context

Newtonhill School is a non-denominational school with a role of 317. The school serves Portlethen catchment area.

Devolved budgets are managed in accordance with authority guidelines in order to support planned improvements in the school.

Newtonhill School provides education for children aged 3 – 12, from ante-pre-school nursery – P7. On leaving Newtonhill Primary School the children 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. Relationships and partnerships with the schools in our network are important and as a community we strive to develop these.

Newtonhill School is an open plan school. The staff team comprises of the Head Teacher, 1 full-time DHT. There are 16 class teachers of which 9 are part-time. The nursery is led by our Early Years Senior Practitioner (EYSP) and supported by an Early Years Lead Practitioner (EYLP). We have six Early Years Practitioners (EYP) and an Early Years Support worker. We have 2 Additional Support for Learning (ASL) Teachers, both of whom are part-time, and have responsibility for ASL across the school. Staff are supported by 1 school administrator, 1 admin support assistant, 8 pupil support assistants, 5 cleaners and a janitor.

We have a support area for children with Additional Support Needs (ASN). Children are successfully included in mainstream classes with support being provided by the ASL staff.

Our nursery operates within the 1140 model offering a range of sessions across the week. We have established a positive relationship with the visiting principal teacher for Early Years and she is supporting nursery development, staff and children.

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 progress is valued.

Input on school activities and achievements is 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 2021-2022.

Key priority 2021 -2022	Key actions undertaken	Impact (achieved throughout 2021-2022)
To improve pupil attainment in reading and writing	<ul style="list-style-type: none"> • Staff working groups identified areas for development • Big Writing reviewed and training delivered to all staff • In-service training on differentiation • Assessment criteria reviewed • Resources to support Big Writing purchased • Reading audit started • PEF PSA supported identified groups 	<p>All staff have agreed and implemented a consistent approach to writing. Learning, teaching and assessment have been agreed for writing. Tracking and quality assurance procedures and expectations have been updated and agreed protocols put in place to be reviewed October 2022.</p> <p>Initial staff feedback is very positive on the agreed LT&A. Tracking meetings with staff show early indications of writing improving in P4-7. Reading carried forward to session 22/23.</p>
To improve attainment in numeracy	<ul style="list-style-type: none"> • Numeracy Audit of resources by staff and SLT • In-service training on differentiation • Discussion and development on stage appropriate assessment • Resources to support learning and teaching purchased • PEF PSA supported identified groups 	<p>Greater understanding of Learning, teaching and assessment in numeracy and how resources and tracking can support LT&A . Quality discussion on assessment and procedures has brought consistency in approach and expectation. Targeted pupils have had improved attainment. Differentiation has improved.</p>
To improve HWB curriculum across the school with a focus on relationships and nurture	<ul style="list-style-type: none"> • Nurture training for whole school staff delivered over 6 sessions across the school year. • Nurture space developed in each class area • HT and DHT trained in CALM theory and hold training • LGBTQ+ training for all staff • School working parties developed a range of curriculum based initiatives • P7 SWP started a relationships working party to be further developed next session. 	<p>The school have started to embed a nurturing approach across the school. All classes have developed a nurture space. Pupils have responded positively to the nurture areas. Calm training is used as and when required and appropriate ensuring smooth transitions and support for pupils and staff.</p> <p>There is an increased awareness of LGBTQ+ education.</p>

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community

Strategic planning for continuous improvement

Implementing improvement and change

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Level of quality for core QI: Good

How well are you doing?

What's working well for your learners?

- There is a very positive ethos within Newtonhill school. All staff and most pupils can articulate the vision and values which are used daily in learning conversations. The vision and values are in line with GIRFEC and UNCRC and are embedded in our curriculum rationale and are embedded in the life of the school.
- The school have a curriculum rational that has worked well for a number of years but now requires reviewing.
- Strong partnerships with our Parent School Association group (Friends of Newtonhill F.O.N) this session has enabled families to engage in school improvement throughout the school year.
- All staff are effectively involved in school improvement planning drawing on a wide range of evidence. All staff are involved in self-evaluation activities throughout the year and draw on a range of evidence when identifying strengths and next steps.
- We continue to engage with HGIOS4 and HGIOELC to ensure that we monitor and evaluate the quality of our work as well as developing a shared understanding of our strengths and areas for development. Regular opportunities are planned to review the impact of changes and improvements on outcomes for learners.
- Regular CLPL opportunities are provided for all staff to access and link to improvement planning/next steps that have been identified.
- There have been opportunities for all staff to engage in moderation practices both within our own school as well as opportunities across the cluster.
- Pupil voice has been impacted by Covid restrictions; however, it remains a key feature of the school ethos. Pupils have had opportunities to be involved in planning for learning, feedback on changes to school routines as well as each class being involved in a school working party (SWiP). Pupil leadership in nursery continues to be developed through pupil involvement in planning and child led learning.
- Planning and tracking discussions continue to provide teaching staff and Early Years Senior Practitioner with regular opportunities to discuss improvements and next steps.
- All staff at Newtonhill school know their children very well and are very much aware of the socio-economic context of the community. All staff continue to strive to ensure they are supportive and understanding of all families.
- Weekly plans demonstrate high expectations for learners as well as encouraging regular self-evaluation. This is also supported by the use of planning floorbooks and planning in the moment in nursery.
- Professional Review and Development (PRD) and Personal Performance Planning (PPP) of all staff conducted annually taking into account personal development needs and school improvement priorities with agreed targets to improve outcomes.
- Newtonhill school works effectively with schools within the cluster to identify common areas for improvement.

- Cluster HTs engage in cluster capacity building activities to support leadership and improvement.
- Newtonhill continues to be committed to being involved in a self-improving school partnership with other schools in Aberdeenshire outside of the local cluster.

How do you know?

What evidence do you have of positive impact on learners?

- Values are part of classroom ethos and encouraged at all school assemblies
- Emails, newsletters, class Teams and our Twitter feed provide regular updates for all parents and families.
- There is an ethos of professional engagement and collegiate working from all staff. We have an annual calendar of staff meetings with focus areas linked to the school improvement plan. There are regular opportunities for all staff to engage with QI documentation to review practice and plan next steps.
- QA evidence informs next steps. Team planning sessions are conducted with a view to sharing standards and moderation practices. There has been a clear focus on learning intentions, success criteria and feedback.
- There are pupil groups (School Working Parties) in place for areas such as Rights Respecting, curriculum, outdoor learning, 1+2 Languages and DYW.
- Teaching staff have a range of leadership opportunities such as Outdoor Learning, Digital Leaders, 1+2 Languages and Internationalism, curricular areas and library amongst many others.
- Whole School QA calendar clearly documents processes to review and improve school.
- CLPL opportunities are linked to PRD and/or SQUIP.
- Moderation work carried out throughout the year.
- Working with two other schools, opportunities have been provided for colleagues to engage in self-evaluation opportunities to share practice as well as engage in VSE activities within each school.

What are you going to do now?

What are your improvement priorities in this area?

- Review our school vision, values and aims and our curriculum rational to ensure we have the best possible learning environment for our pupils and ethos for all current stakeholders.
- Work with all stakeholders to ensure we have united vision for Newtonhill
- Ensure that the UNCRC Rights Respecting School Award is further developed through the review of VVA and embedded throughout our curriculum.

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

QI 2.3 Learning, teaching and assessment

Learning and engagement

Quality of teaching

Effective use of assessment

Planning, tracking and monitoring

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: Good

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- The ethos of Newtonhill School is warm, positive, nurturing and promotes mutually respectful relationships. Most pupils engage well with learning experiences, are eager to learn, motivated and involved. There is growing evidence of appropriate pace and challenge across all classes.
- Pupils have opportunities to lead learning and share their ideas, what they want to learn and resources they will use.
- Numeracy and literacy developments have improved consistency, understanding and organisation of assessment.
- Most pupils can articulate what they are learning and why and know what they need to do in order to become successful.
- Most pupils are becoming increasingly independent in their learning.
- Most pupils are involved in self/peer assessment opportunities.
- Learning intentions and success criteria are well used to support pupils in their learning. This practice is consistent across the school. In most classes pupils are involved in co-constructing success criteria with staff.
- Almost all staff make effective use of questioning during learning and teaching experiences, extending learning as appropriate.
- All pupils have regular opportunities to work individually, in pairs and in groups. Most classes have opportunities to work with other classes
- Almost all learning experiences are planned to match pupils needs/abilities.
- All staff use a variety of assessment approaches, including high quality assessment, to allow pupils to demonstrate their learning.
- All staff know their pupils very well and identify potential barriers quickly. These are discussed with HT to ensure timely action is taken to reduce and barriers. Evidence of impact of interventions is sought in order to identify next steps.
- Most staff have confidence in using a wide range of assessment data including standardised assessment results.
- Termly tracking supports pupils progress in learning.
- Digital technology is used to support learning across all classes.
- All staff and pupils use a wide range of learning environments including the outdoors, the school woodland area and grounds as well as ensuring there are opportunities to develop skills for learning, life and work.

How do you know?

What evidence do you have of positive impact on learners?

- Newtonhill have developed an effective code to support literacy and numeracy marking and assessment and this can be used in self-assessment, peer assessment or teacher assessment.
- Pupils have regular opportunities to engage and lead assessment through self- and peer assessment approaches.
- Almost all staff implement appropriate learning feedback to discuss what pupils are learning, how they have been successful and identify their next steps.
- Pupils are developing their understanding of knowledge and skills as well as their identification of strengths/next steps.
- School and Aberdeenshire frameworks and national benchmarks are used to inform planning and identify appropriate next steps, thus ensuring progression in learning across the school. Staff plan collegiately to support moderation of practice and ensure a shared understanding of expected standards.
- National benchmarks and local frameworks are used to support professional judgements made and make informed decisions on where pupils are in their learning.
- Professional dialogue is ongoing throughout the session.
- Termly tracking meetings are held with staff.
- SNSA data is beginning to be used more effectively by staff.
- Consideration of trends in data are used appropriately to inform future improvement planning.
- All staff make effective use of laptops/iPad/Smart boards and all pupils have access to digital technology across the week. Targeted pupils having allocated devices or have access as and when it is required.
- Feedback from parents/carers around the use of Teams to share learning, progress and feedback is very positive.
- Twitter is used to promote everyday learning and achievements.
- All staff regularly plan for outdoor learning activities. The school woodland area is very well used as a learning resource.
- All classes have 1+2 embedded in their teaching and learning and L2 Spanish is used on a daily basis across all classes.

What are you going to do now?

What are your improvement priorities in this area?

- Embed agreed processes and practice in relation to the work developed last year for writing and numeracy to improve pedagogical practice and improve outcomes for all learners.
- Review the learning, teaching and assessment of reading across the school.
- Continue to develop moderation processes and practice looking beyond the school to promote effective learning and teaching going forward.
- Continue to familiarise all staff with the interrogation of SNSA data.
- As part of the UNCRC and Right Respecting Award improvements we will review and improve our relationship policy.

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

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

Relevant NIF priority: All

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

Level of quality for core QI: 4 Good

How well are you doing?

What's working well for your learners?

- All staff at Newtonhill have a very good knowledge of learners, families and their community. A supportive ethos exists across the school for all pupils.
- All are fully committed to ensure everyone is treated equitably and with respect. Due to the dedication of all staff almost all pupils build very positive relationships, allowing staff to identify and support individual needs.
- The school promotes positive behaviour and restorative approaches. There are high expectations of behaviour with incidents dealt with promptly and effectively.
- All staff are clear on the policies and procedures around child protection. Staff are vigilant and prompt in highlighting concerns and responding to issues.
- All staff are clear on principles and processes in relation to GIRFEC. Most pupils have an awareness of the wellbeing indicators and can discuss these appropriately.
- Our HWB programme promotes a shared understanding of physical, mental and emotional wellbeing and supports learners to develop self-respect and respect for all others.
- The school tracks Health and Wellbeing through tracking and monitoring discussions.
- PE progression and planning has been implemented with all classes having access to a comprehensive PE programme.
- Curricular work in class offers opportunities for reflection and appreciation of faith, diversity and wellbeing.
- A range of universal supports are available in all classes and targeted intervention is supported by PSAs and ASL teachers.
- Clear procedures are in place to identify, assess and plan for pupils with additional support needs. IEPs, Managing Accessibility Plans (MAPs), and risk assessments are in place for individual pupils as appropriate. They are developed with pupils as appropriate, and parents, to improve outcomes for learners.
- All pupils have chronologies in place. "Pastoral Notes" is used on SEEMIS to record these. This includes a particular area to record any incident of alleged bullying.
- Termly tracking meetings with a member of the SLT and individual class teachers have a focus on pupils' needs and discussion re targeted interventions. This supports the deployment of staff including Pupil Support Assistants (PSA) and ASL staff.
- Class teachers work closely with ASL teacher to plan targeted interventions. ASL teachers offer learning and teaching support, co-operative teaching, consultation, direct intervention and professional development. SLT, class teachers and ASL teachers have good relationships with families and outside agencies and are pro-active in addressing next steps.

- Transition programmes and activities are in place for Early Years/Primary/Secondary to ensure the well-being of pupils. A supported transition programme for identified P7 pupils is in place with our local secondary school.

How do you know?

What evidence do you have of positive impact on learners?

- Shared expectations in place across the school. Positive, supportive ethos throughout the school. School promotes the work towards the Rights Respecting Schools Award.
- An open-door policy is in existence for all comments/queries. A log is kept of any complaints/queries.
- Annual update of GIRFEC/Child Protection training carried out.
- Staff complete annual Data Protection, Equalities and Diversity training as provided by local authority
- ALEC/SCARF resources and planning are used to support our HWB curriculum
- ALEC Team visit the school every year to provide interactive sessions to all pupils and offer appropriate sessions to parents.
- Bikeability training takes place every year and targets the P6 year group.
- The Aberdeenshire Dyslexia Friendly toolkit and Autism Friendly toolkit have been utilised to provide ongoing support for all learners.
- Targeted support is provided by class teachers, Intervention and Prevention staff, Pupil Support Worker and others such as SALT/EAL. The Educational Psychology service take part in the planning and assessment for specific pupils.
- Outside agencies such as school nurse, doctor and CAHMS are also involved with the consideration of targeted support for individual pupils.
- Sensory support provides ongoing guidance and support for a staff member.
- All staff are nurture trained and use this to support pupils.
- SLT and ASL support classes with a range of ASN pupils and ensure positive relationships with parents to meet pupils needs.
- The school keeps an up-to-date audit of need to support the deployment of staff and consideration of interventions to be planned for to support pupils.
- Nesy is provided to all pupils who require it and all children who require Dyslexia /visual stress resources have coloured overlays, jotters etc.
- Child's Plan Multi Agency process is fully implemented. Regular meetings with staff, parents and other agencies to meet pupils' needs.
- Staff visit partner providers within the community to support transition from Early years setting to P1. A programme of fie visits is carried out each year to support transition to p1. P6 pupils act as buddies for new P1 pupils in term1.
- CLD provide support for Primary 7 pupils across multiple sessions and offer mindset support, Seasons for growth and other programmes as appropriate.
- The cluster has a comprehensive transition programme run in partnership with cluster primaries/Portlethen Academy and CLD. There are series of visits in place. There is an enhanced transition programme in place for any pupils who would benefit from this. Academy staff team provide a range of opportunities to engage with pupils and their families.

What are you going to do now?

What are your improvement priorities in this area?

- ASL staff to reviewing the impact of targeted interventions on our pupils over time and ensure planning, tracking and impact of intervention is monitored.

- Continue to build capacity as a team to ensure the needs of all pupils are met, as the number of pupils requiring targeted interventions has increased significantly over the last two years.
- Embed whole school nurturing approaches.
- Alongside the review of our Vision, Values and Aims we will review and update our Relationships policy.

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy

Attainment over time

Overall quality of learners' achievement

Equity for all learners

Relevant NIF priority: All

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

Level of quality for core QI: Satisfactory

How well are you doing?

What's working well for your learners?

- There is a steady picture of attainment for Newtonhill School. The majority of pupils are attaining expected national levels in literacy, numeracy and health and wellbeing. Some children exceed expected levels.
- Universal supports are in place and targeted interventions for identified pupils and groups are put in place for those who need support.
- Staff worked with ASL staff to identify pupils that could potentially close any learning gaps and plan a programme of support and intervention.
- The school has a robust TMR system in place which is discussed termly with staff to ensure individual pupil progress is tracked. Next steps are clearly identified and planned for. Interventions are also regularly reviewed for impact.
- All staff have a good understanding of expected standards in literacy and numeracy supported by the local frameworks and national benchmarks.
- Pupil Equity Funding has been used to support identified pupils through funding additional PSA hours and targeted resources.
- Newtonhill pupils are successful, confident and responsible. They contribute effectively to the life and work of the school. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community. All pupils are involved in whole school development groups and a strong pupil voice forms part of school initiatives and improvements.
- Achievements are recognised and shared across the school. The school use a Tracking of Wider Achievement document to ensure identification of any pupil at risk of missing out.
- Pupils are increasingly given opportunities for developing their knowledge and skills through a varied curriculum in a variety of learning and teaching contexts and environments.
- Attendance levels are generally high, exclusion rates are low, and inclusion is successful for most pupils.

How do you know?

What evidence do you have of positive impact on learners?

- Overall school professional judgements of CFE levels show good progress for the majority of learners. Through school tracking procedures a number of pupils are exceeding expectations in both literacy and numeracy. Staff are continuing to develop opportunities to promote challenge for all pupils.
- Our TMR system highlights that almost all pupils are making progress within their personal level and stage of ability.
- Universal supports exist in all classes. ASL supports are regularly reviewed in order to ensure all resources are deployed appropriately to meet need.
- TMR system and tracking meeting info is kept up to date termly. Conversations with staff continue to inform planning for next steps to support individuals, this includes Nursery Wellbeing Plans. Advice from the ASL team and partner agencies is sought where needed.
- HT regularly reviews the level of need across the school and ensures that all ASN have support where it is required.
- The school have engaged in moderation work in a variety of ways. This includes consideration of evidence linking to achievement of a level.
- Literacy training on the skills of writing, spelling and grammar have developed a more consistent approach.
- All pupils involved in pupil groups.
- Prior to Covid, school working groups (SWPs) met regularly and displayed work, developments etc on pupil group display boards in the school. A pupil friendly improvement plan has also been created. There were further opportunities for pupil leadership through buddies.
- Ongoing praise through HT awards and our High Flyer awards were issued in assemblies and house points were awarded for school values.
- All pupils are encouraged to share wider achievement. All pupils are developing their skills for learning, life and work through curricular activities.
- Tracking of attendance and late arrivals are followed up on a termly basis.

What are you going to do now?

What are your improvement priorities in this area?

- SNSA for P7 will take place at the beginning of the year rather than the end. The data will support the teachers to effectively target areas for development.
- Learning Teaching and Assessment of reading across the school will be school improvement priority and enable staff to develop a consistent approach and develop a cohesive assessment approach.
- Continue to work together to identify pupils that could potentially close the gap with targeted support.

PEF 2022-2023

Still to be completed

Identified gap	
Expenditure	
Expected outcomes	
Impact Measurements	

Capacity for improvement

School and Nursery staff are fully committed to the principle of continuous improvement. We wish 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.

Action plan 1

National Improvement Framework Priorities	HGIOS and ELCC		Aberdeenshire Priorities:	
<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 Information</p>	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability Specific to HGIOELC 3.2 Securing children's progress 3.3 Developing creativity and skills for life		1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.	
Priority 1 : To improve pupil attainment in reading and writing		Data/evidence informing priority: QA class obs and attainment results		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress On Track Behind Schedule Not Achieved
<p>Review data with teaching staff for reading across the school</p> <p>Develop Reading working groups to identify area of strength and area for improvement at early first and second level.</p> <p>Audit resources and identify gaps</p> <p>Review learning and teaching methods and reflect on consistency and pedagogical methods</p> <p>Review school guidelines and update as necessary</p> <p>Identify key pupils to target for closing the gap</p>	<p>All teaching staff</p> <p>Groups of staff</p> <p>Groups of staff</p> <p>All teaching staff</p> <p>All teaching staff</p>	<p>Term 1</p> <p>Term 2</p>	<p>Collegiate session Term 1 to look at reading records a, teachers assessment and SNSA data. Use this information as a starting point and base line.</p> <p>Groups to identify current practise and share good practice and identify area for</p>	

Share findings and ensure all staff are fully aware of the changes	All teaching staff	All year	development and improvement.	
Review progress at key points in the academic year	Individual class teachers and HT	Term 2, 3 and 4	Moderation Update guideline Assess at the end of the year to measure improvement and impact.	

Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <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 Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></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>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 		
<p>Priority 2 : Develop and renew VISION,Values and aims alongside Curriculum Rationale</p>		<p>Data/evidence informing priority: QA class obs and attainment results</p>		
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p>
				<p>On Track</p>
				<p>Behind Schedule</p>
				<p>Not Achieved</p>

<p>Review and update school values and curriculum rationale to ensure they are reflective of the context of the school and Newtonhill Learners</p> <p>School Values. Engage pupils, staff, parents to consider the positive aspects of school and goals for our young people.</p> <p>Work together to consider values that are relevant to our school, community and future.</p> <p>Curriculum Rationale Consider purpose, context of school, learning experiences, expectations. Consider the Curriculum Narrative, focusing on the 4 Capacities and 4 Contexts for Learning and what that means for Newtonhill.</p> <p>Draft new VVA and Curriculum Rationale from information gathered</p> <p>Agree Final version and begin to embed across school and community.</p>	<p>All</p> <p>Staff Pupils Families HT/DHT</p> <p>Staff Pupils Families HT/DHT</p> <p>HT/DHT</p> <p>All</p>	<p>By June 2023</p> <p>Term 1 & 2</p> <p>Term 3</p> <p>Term 4</p>		
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Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <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 Information</p>	<p><u>HGIOS and ELCC</u></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>	<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>
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Priority 3 : To review our current position around what constitutes high quality learning, teaching and assessment. (2 Years)		Data/evidence informing priority: Authority led priority and the need for improved attainment post Covid.		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p>Review current practice in</p> <ul style="list-style-type: none"> • Learning and Assessment • Quality of Teaching • Effective Use of Assessment • Planning Tracking and Monitoring. <p>Engage in CLPL with all staff to ensure an agreed understanding around what constitutes high quality learning, teaching and assessment.</p> <p>Use support resources from LT&A Aberdeenshire Glow page to support the review and development in the areas identified above.</p> <p>Year 1 Audit Learning and Engagement and Effective use of assessment.</p> <p>Identify areas for further development. Staff working groups will develop a procedures and guidelines to ensure a high quality and consistent approach. Guidelines and procedures will be developed as appropriate or necessary to ensure an agreed approach.</p>				

Wider Achievements and Memories Are Made Of This:

We celebrate success, progress and achievement throughout the year on our school Twitter account [.https://twitter.com/Newtonhill_Sch](https://twitter.com/Newtonhill_Sch)

All families can access the class Microsoft Teams pages where teachers also share success.

Our work on school playgrounds and the environment led to us being used as a showcase school for the new biodiversity and landscape management project.

In a year of Covid recovery it was joy to have some event return to normal and we enjoyed sports day as a school and community and followed this with a family picnic.

Transition events were reinstated and new families were welcomed into school. Primary 7 pupils visited our local academy, performed together in our school show and participated in an outdoor residential week at Dalguise.

The resilience of our pupils and the dedication of our staff and families has ensured that Newtonhill continues to thrive and move forward.