# Newtonhill School
# Standards & Quality Report
# 2022 - 2023
# &
# School Improvement Planning
# 2023 – 2024

# School Introduction

We are pleased to present both our Standards and Quality Report for Session 2022– 2023 and our School Improvement plan for the current session 2023 -2024.  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

- **S**elf belief – be determined and persevere, you can do it!
- **H**onest- be truthful, genuine and trustworthy
- **I**ntegrity - be responsible, accountable , do the right thing.
- **N**urture – be inclusive, be encouraging, be supportive
- **E**mpathy – compassionate, helpful, kind and caring

## 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.

## Context

**Newtonhill School** is a non-denominational school with a role of 318 in Primary 1-7 and 70 in the nursery . 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 6 are part-time. The nursery is led by our Early Years Senior Practitioner (EYSP) and supported by 2 Early Years Lead Practitioner (EYLP). We have eight Early Years Practitioners (EYP) and an Early Years Support worker. We have 1 Additional Support for Learning (ASL). Staff are supported by 1 school administrator, 1 admin support assistant, 6 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 teachers and 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 in our school working parties 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 2022-2023.

| Key priority 2022 -2023 | Key actions undertaken | Impact (achieved throughout 2022-2023) |
|---|---|---|
| **To improve pupil attainment in reading and writing** | <ul><li>Staff collegiate group identified areas for development and improvement</li><li>One class and teacher identified Reading as their SWP (School Working Party) and targeted several aspect of reading across the school including :<ul><li>➢ Improving the library</li><li>➢ Raising reading awareness</li><li>➢ Working to support reading across the school and aim for the Bronze Award with the Scottish Book Trust</li><li>➢ Develop reading buddies with certain classes.</li></ul></li><li>In-service training on Reflective Reading</li><li>Reflective Reading strategies initiated</li><li>Assessment of Reading discussed/reviewed.</li><li>Resources audited.</li><li>Review and change the teaching of phonics for next session.</li><li>PSA supported identified groups</li></ul> | <ul><li>The most significant impact is the increase in pupil attainment in reading.</li><li>For Primary 6 and the year group that led the reading working party across school the attainment increased from the majority in P5 (57%) attaining expected levels to almost all for the same cohort in P6 (90%).</li><li>Almost all of the staff that fed back on school improvement mentioned reading as the improvement with the most positive impact.</li><li>*"Reading in-service and personal research has broadened staff understanding of the teaching of reading and helped to raise standards. Pupils have commented on how much more fun the reading activities are and the reading trios/paired reading with other classes has improved confidence."*</li><li>*I think learning and teaching of reading, and probably literacy across the board, has improved due to the work everyone has previously done on writing, the INSET training on reading and follow up work on phonics.*</li></ul> |
| **Develop and renew Vision, Values and aims alongside Curriculum Rationale** | <ul><li>The main focus from this priority has been the review, development and embedding of school values.</li><li>Pupils, staff and parents surveyed</li><li>Pupil voice and decision making on new school values</li><li>Embed new values across school in all aspect of school - learning, teaching, Health and wellbeing, GIRFEC and UNCRC</li><li>Begin discussion on Curriculum Rationale</li><li>Involve parents in feedback on Newtonhill Curriculum</li></ul> | |

| | | |
|---|---|---|
| | • Involve Pupils in School Working Parties to develop multiple aspects of Curriculum | |
| **To review our current position around what constitutes high quality learning, teaching and assessment** | Authority input from<br>Shirley Clark - create an environment for pupils to be active learners, constant reviewers and self-assessors.<br>Bruce Robertson- transforming teaching practice.<br>Mark Burns - supporting learners with working memory limitations<br>Pedagogy of Phonics and reading by Anne Glennie through Reflective Reading Practices. | The main impact from the professional input and support came from Anne Glennie. The candid message and vision she described for Learning Teaching and assessment of reading was inspirational for all teaching staff. Almost all staff took this development forward and it will be the starting point of our rading journey with LTA in session 23/24.<br><br>As we worked through other aspects of our school improvement we realised this priority in 2022/2023 (no.3) also linked to our curriculum rationale.<br>The discussion that transpired suggested that we needed to take a closer look at Learning and Engagement and quality of teaching rather than assessment at this stage.<br>It was recognised that whilst the teaching the curriculum was thorough it had lost its spark. Before we could prioritize our Curriculum Rationale we had to evaluate our current practice and how we deliver and prioritise Learning Teaching and assessment. This LTA focus will be a priority in 2023/2024. |
| • **RRS** | Whilst not on our original improvement plan for 22/23 the RRSA became a greater focus as we recognised where we were in our journey .<br>Our Pupil Parliament with representatives from each class have worked hard to ensure that: the United Nations Convention on the Rights of the Child (UNCRC) underpins our values and decision making in school · the whole school learns about the UNCRC and respects the rights of others · children are empowered to become active learners and active local and global citizens. | We were awarded the Rights Respecting School Silver Award in May 2023.<br>It highlighted the commitment the school has to the UNCRC and the work done by all pupils, families and staff to ensure we create the best possible learning environment for our children.<br>By promoting the values of respect, dignity and non-discrimination our pupils recognise how they and others should be treated and their sense of self-worth is strengthened. |

| | The key actions undertaken were outline in our action plan for the silver award and focussed on the three main strands. Strand A: Teaching and learning about rights<br><br>Strand B: Teaching and learning through rights – ethos and relationships<br><br>Strand C: Teaching and learning for rights – participation, empowerment and action | |
| --- | --- | --- |

## 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 new values which are used daily in learning conversations.The vision and values are in line with GIRFEC and UNCRC and are embedded in the life of the school.
- 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 and pupil participation is a considerable strength. 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 staff is 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.. There has been a clear focus collegiate planning, targeting need and addressing areas for development in all classes. Assessment and moderation is given a priority focus each term.
- Each class has led a School Working Party. This year we have had classes work on and develop
    - *P1 and P2/3 – Our Playground*
    - *P1/2B – JRSOs*
    - *P1/2M and P5 – DYW*
    - *P3 – Eco*
    - *P3/4 – Maths is Fun*
    - *P4 – We Love Languages (1plus2 and Internationalism)*
    - *P5/6 – Positive Relationships in the Community*
    - *P6 – Reading is for Everyone*
    - *P7A – Digital Technologies*
    - *P7H – Positive Relationships in School*
- Teaching staff have a range of leadership opportunities to support the pupils in the above groups but also lead at a professional level sharing their developments with staff
- 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?

- Continue with our School Working Parties
- Continue to develop Vision and curriculum rationale through all aspects of the school improvement plan
- Ensure that GIRFEC, UNCRC and Learning, Teaching and Assessment are at the core of all developments .
- Recognise that these are not stand alone improvements but that they are part of all aspects of school and as such cannot be singled out but must be the thread that runs through leadership and improvement.
- Our priority is to build on the work we have done, embed and move forward to develop a rationale that reflects who we are and what we do , a curriculum that meets the needs of all and a school that is fully inclusive.

# 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.
- In this past session pupils have had increased 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.
- All classes have been involved in leading learning on a specific theme/context throughout the school. (School Working Parties)
- 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.
- The majority of 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?

- Training and in-service events on Learning, teaching and assessment had a positive impact on almost all teachers. This enabled a review of learning, teaching and assessment and staff reported positive improvements.
- The review of teaching methods in reading had a positive impact on most pupils and attitudes and engagement improved.
- Pupils have regular opportunities to engage and lead assessment through self- and peer assessment approaches.
- Most staff implement appropriate learning feedback to discuss what pupils are learning, how they have been successful and identify their next steps.
- Pupils continue to develop 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 used of laptops/iPad/Smart & Clevertouch 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 reading and phonics to improve pedagogical practice and improve outcomes for all learners.
- Review and improve the assessment of reading across the school.
- Revisit the moderation processes and in particular the use of benchmarks to support teacher judgement
- Pupils asked for feedback to be reviewed and developed.

# 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:  5 Very 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.

- 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.
- Support is sought im a timely manner, and in consultation with families, from outside agencies such as school nurse, doctor and CAHMS for identified 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.
- Nessy 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.

- As a school we will undertake training and review policies, practice and resources to to ensure Newtonhill proactively includes LGBTQ+ people through developing and implementing the LGBTQ+ School Charter.

- We will undertake training to develop and promote effective inclusive practice using the CIRCLE Framework of inclusion and support the development of 'Inclusive Classrooms' as best practice in our school.

## 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: 4 -good**

### 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 writing and numeracy whilst most are attaining expected national levels in Listening and Talking and Reading. 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 SLT and 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.
- Most 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 in Session 22/23.
- 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 through school working parties and our pupil parliament.
- 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 ad 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 support is targeted appropriately.
- The school has engaged in moderation work in a variety of ways.  This includes consideration of evidence linking to achievement of a level.
- All pupils involved in pupil groups through School Working Parties. Learning is shared  through displayed work, assemblies and Teams. There were further opportunities for pupil leadership through buddies.
- Ongoing praise through HT awards and our S.H.N.E. 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 data to be compared to ACEL and teacher judgement at the start of Term 1 in order that new class teachers have an understanding of new class.
- Moderation of Literacy and Numeracy to have a greater focus on the benchmarks.
- SEF funding to target gaps in Primary 3 and 4 in literacy as lost learning from Covid in their early school years still impacts on some learners.
- Review how and what we feedback to pupils about their learning.

# PEF 2023-2024

**Newtonhill have not been allocated any PEF funding for 2023/2024**

| | |
|---|---|
| **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: |
|---|---|---|
| • Placing the human rights and needs of every child and young person at the centre of education<br>• Improvement in children and young people's health and wellbeing<br>• Closing the attainment gap between the most and least disadvantaged children and young people<br>• Improvement in skills and sustained, positive school-leaver destinations for all young people<br>• Improvement in attainment, particularly literacy and numeracy.<br>**Key drivers of improvement**<br>School and ELC leadership<br><br>Teacher and practitioner professionalism<br><br>Parental/carer involvement and engagement<br><br>Curriculum and Assessment<br><br>School and ELC improvement<br><br>Performance Information | 1.1 Self-evaluation for self-improvement<br>1.2 Leadership for learning<br>1.3 Leadership of change<br>1.4 Leadership and management of staff/ practitioners<br>1.5 Management of resources to promote equity<br>2.1 Safeguarding and child protection<br>2.2 Curriculum<br>2.3 Learning teaching and assessment<br>2.4 Personalised support<br>2.5 Family learning<br>2.6 Transitions<br>2.7 Partnerships<br>3.1 Improving/ ensuring wellbeing, equality and inclusion<br>**Specific to HGIOS 4**<br>3.2 Raising attainment and achievement<br>3.3 Increasing creativity and employability<br>**Specific to HGIOELC**<br>3.2 Securing children's progress<br>3.3 Developing creativity and skills for life | 1. Improving learning, teaching and assessment.<br>2. Partnership working to raise attainment.<br>3. Developing leadership at all levels.<br>4 Improvement through self-evaluation. |

| Priority 1 : To improve our universal and targeted approaches in supporting learners at Newtonhill School<br>In line with local authority priorities for session 2023-2024, it is important we reflect and strengthen our whole school approach to inclusive practice. Through observations, quality assurance, targeted intervention data and needs analysis information, we know that there is an increasing need to develop universal strategies in order to support the experience of all children within the classroom environments.<br>We will undertake training to develop and promote effective inclusive practice using the 'CIRCLE Framework of Inclusion' and support the development of 'Inclusive Classrooms' as best practice in our school. | **Data/evidence informing priority: Authority request for The Circle resource to be developed and implemented by end of session 24/25** |
|---|---|

| Key actions | By whom | When? | How will we evaluate impact? (Measurements of success) | Progress<br><br>On Track<br>Behind Schedule<br>Not Achieved |
|---|---|---|---|---|
| To discuss and develop 'Display and Learning Environment Guidance' for Newtonhill learning areas and agree 'non negotiables' in terms of visual supports that will support classroom development in August. Agree what should be available, ensure this is in all classes and other areas where appropriate. | LT<br>Class Teachers | Aug/ Sept | Physical learning environments will improve and are consistently inclusive to a range of learners needs. | |

| | | | | |
|---|---|---|---|---|
| To review and improve a shared understanding of Newtonhill's School's whole school approaches to inclusion.<br>Review definition of inclusion in Scottish Context/ linked to GTCS/ Policy<br>Collegiate session on 'Working within an inclusive classroom' (Circle Framework pg11)<br>What policies, guidance, procedures, approaches do we have that links to this?<br>Set professional reading (Circle Framework pg1-17)<br><br>Share and explain staged intervention process/flowchart for universal and targeted approaches. | All staff | | Staff can confidently share their understanding of inclusion and what that looks like at Newtonhill at the start of the session and how this improves changes as development work progresses.<br><br>Staff survey pre Circle framework and post circle framework<br><br>Pupils survey | |
| Introduce and develop The Circle Framework through professional reading and collegiate discussion.<br>Staff 'road map' of how we plan to approach The Circle Framework.<br>Collegiate meeting around rationale for The Circle Framework and how to move forward in Year 1<br>Key priorities for staff will be updated following initial collegiate discussions.<br>SLT to attend Aberdeenshire Council 'Train the Trainer' Event.<br><br>*Staff to familiarise themselves with The Circle Framework Participation Scale and complete an individual case study using a pupil in their class. Action plans to be created and evaluated - pupil progress measured.*<br><br>Professional learning on inclusive skills, supports and strategies.<br>- The Circle Framework<br>- Staff engagement with dyslexia toolkit | LT<br>All Staff | | Pupil focus group<br><br>SLT environmental audit<br><br>Examples of Staff Action Plans/Evaluations (The Circle Participation Scale and The Circle Inclusive Classroom Scale)<br><br>Learning Visits | |
| As part of develop inclusive approaches Newtonhill will participate in the LGBTQ charter (Bronze Level) This is an 18 -24 month process. The following areas will be addressed<br><br>• Policy – review and update relevant policies with a particular focus on homophobic, biphobic and transphobic bullying and the Equality Act 2010.<br>• Practice – using the LGBTQ Youth Scotland action plan start to put policies into action, visit the LGBTQ+ cultural calendar, engage with school community and ensure the values of the school are inclusive for all. | WAC<br>All Staff | | Policy updated and shared with staff and parents<br><br>Evidence of policies in action | |

| | | | LGBTQ charter under way and evidence of this journey visible and in action<br><br>All staff trained | |
|---|---|---|---|---|
| • Visibility – promote our LGBT Charter journey and make sure relevant resources are inclusive.<br>• Training – Bronze/Silver level: a self-directed LGBTQ+ Awareness training (120 minutes) and Charter Manager led live workshop (90 minutes) will support practitioners to increase LGBTQ+ Education knowledge & understanding.<br>• Monitoring and Evaluation – have processes in place to monitor our progress and consult with staff, parents and young people about their awareness and understanding of LGBTQ+ matters. | | | | |

## Action plan 2

| National Improvement Framework Priorities | HGIOS and ELCC | Aberdeenshire Priorities: |
|---|---|---|
| • Placing the human rights and needs of every child and young person at the centre of education<br>• Improvement in children and young people's health and wellbeing<br>• Closing the attainment gap between the most and least disadvantaged children and young people<br>• Improvement in skills and sustained, positive school-leaver destinations for all young people<br>• Improvement in attainment, particularly literacy and numeracy.<br>**Key drivers of improvement**<br>School and ELC leadership<br><br>Teacher and practitioner professionalism<br><br>Parental/carer involvement and engagement<br><br>Curriculum and Assessment<br><br>School and ELC improvement<br><br>Performance Information | 1.1 Self-evaluation for self-improvement<br>1.2 Leadership for learning<br>1.3 Leadership of change<br>1.4 Leadership and management of staff/ practitioners<br>1.5 Management of resources to promote equity<br>2.1 Safeguarding and child protection<br>2.2 Curriculum<br>2.3 Learning teaching and assessment<br>2.4 Personalised support<br>2.5 Family learning<br>2.6 Transitions<br>2.7 Partnerships<br>3.1 Improving/ ensuring wellbeing, equality and inclusion<br>**Specific to HGIOS 4**<br>3.2 Raising attainment and achievement<br>3.3 Increasing creativity and employability<br>**Specific to HGIOELC**<br>3.2 Securing children's progress<br>3.3 Developing creativity and skills for life | 1. Improving learning, teaching and assessment.<br>2. Partnership working to raise attainment.<br>3. Developing leadership at all levels.<br>4 Improvement through self-evaluation. |

| Priority 2 : To improve assessment by developing knowledge and understanding in <br> • Feedback <br> • Moderation | Data/evidence informing priority: <br> • Pupil request for improved feedback <br> • Teacher judgement and SNSA misaligned. |
|---|---|

| Key actions | By whom | When? | How will we evaluate impact? (Measurements of success) | Progress |
|---|---|---|---|---|
| | | | | **On Track** |
| | | | | **Behind Schedule** |
| | | | | **Not Achieved** |
| Effective Feedback <br> Hattie's research shows that feedback is one of the most powerful factors influencing learning with an effect size of 0.73. <br> to reduce the 'gap' between where the student is and where they are meant to be. To develop effective feedback teachers must have a good knowledge of these two positions and they must be able to make this 'gap' visible to the student. <br> Hattie identifies three questions which will form the basis of our feedback improvements <br> • Where am I going? Feed up <br> • How am I going? Feed back <br> • Where to next? Feed forward <br><br> **https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1688645665** <br> Use Education Endowment Foundation (Link above) on teacher feedback to improve pupil learning . <br><br> In collegiate and/or in-service review where we are and what we think feedback looks like at Newtonhill. Gather examples of different types of feedback and discuss effectiveness. <br><br> Review the EEF principles, methods and implementation guidance and consider the 6 key questions in the guidance <br><br> 1. Are you clear on the purpose of your feedback policy and is it designed with pupil learning in mind, rather than teacher observation or parental expectations? <br> 2. Is your feedback policy designed to promote and exemplify the principles of effective feedback? | Led by SLT All staff | Nov-Feb | Survey staff and pupils pre and post training <br><br> All classes to identify a pupil at RS but that has potential to close gap and monitor if and how feedback affects attainment. | |

| | | | | |
|---|---|---|---|---|
| 3. Is your policy overly specific about features such as the frequency or method of feedback?<br><br>4. Have you considered the 'opportunity cost' of your feedback policy? Will teachers spend excessive time delivering feedback (which may prevent them from improving other areas of practice, such as planning)?<br><br>5. How can you effectively manage the expectations of pupils and parents in terms of the frequency and quantity of written marking?<br><br>6. Are teachers clear on the principles of effective feedback, and on how your policy aligns with these? Will training be needed to support this understanding? | | | | |
| Visit school within VSE trio who have already made significant changes and improvement to feedback. Observe feedback in action.<br>Report back on observations and action any good practice that would be appropriate in classes at Newtonhill. | Different staff members and SLT | Sept-March | | |
| School to write/update Feedback policy | LT with staff input. | April | | |

## Action plan 3

| National Improvement Framework Priorities | HGIOS and ELCC | Aberdeenshire Priorities: |
|---|---|---|
| • Placing the human rights and needs of every child and young person at the centre of education<br>• Improvement in children and young people's health and wellbeing<br>• Closing the attainment gap between the most and least disadvantaged children and young people<br>• Improvement in skills and sustained, positive school-leaver destinations for all young people<br>• Improvement in attainment, particularly literacy and numeracy.<br>**Key drivers of improvement**<br>School and ELC leadership<br><br>Teacher and practitioner professionalism<br><br>Parental/carer involvement and engagement | 1.1 Self-evaluation for self-improvement<br>1.2 Leadership for learning<br>1.3 Leadership of change<br>1.4 Leadership and management of staff/ practitioners<br>1.5 Management of resources to promote equity<br>2.1 Safeguarding and child protection<br>2.2 Curriculum<br>2.3 Learning teaching and assessment<br>2.4 Personalised support<br>2.5 Family learning<br>2.6 Transitions<br>2.7 Partnerships<br>3.1 Improving/ ensuring wellbeing, equality and inclusion<br>**Specific to HGIOS 4**<br>3.2 Raising attainment and achievement<br>3.3 Increasing creativity and employability | 1. Improving learning, teaching and assessment.<br>2. Partnership working to raise attainment.<br>3. Developing leadership at all levels.<br>4 Improvement through self-evaluation. |

| Curriculum and Assessment<br><br>School and ELC improvement<br><br>Performance Information | **Specific to HGIOELC**<br>3.2     Securing children's progress<br>3.3     Developing creativity and skills for life | |
|---|---|---|

| Priority 3 : To develop a consistent understanding of high-quality Learning, teaching and assessment through developing our Newtonhill Learning, Teaching and Assessment Framework. The priority curriculum focus will be Reading but ensuring the development work can be applied to all areas of the curriculum moving forward | Data/evidence informing priority: Continuation of reading development. SNSA data. SWiP questionnaires from session 22/23. ACEL data. |
|---|---|

| Key actions | By whom | When? | How will we evaluate impact? (Measurements of success) | Progress<br><br>**On Track**<br>**Behind Schedule**<br>**Not Achieved** |
|---|---|---|---|---|
| Review year 1 (22/23) progress of reading.<br>Identify area that require further development.<br>Use LTA statement to consider gaps in Reading curriculum.<br><br>Analyse available, recent data for all pupils/classes.<br><br>Identify target pupils<br>Identify resources that will improve and support reading. (Phonics, comprehension etc)<br>Look at current planning model for reading, current teaching model. Identify the strengths (improvements made last academic session)<br><br>Create a plan for the learning, teaching and assessment of reading at Early, First and second level.<br><br>Link to Priority improvement 2 on feedback<br><br>Review reading policy statement and update.<br><br>Identify the good practice of LTA through reading development and create a strategy to ensure all areas of the curriculum can be addresses and improved in this way. | All Staff<br><br><br>HT and class teacher at attainment review meetings<br><br><br>All staff<br><br>Stage groups | August/ September<br><br><br>October<br><br><br>November<br><br><br>February | Staff able to identify pupils that could be supported and potentially close the gap.<br><br>Almost all learners will demonstrate high levels of engagement in their learning<br><br>Evidence<br>Class visits<br>Pupil Audit Data<br>Pupil Attainment<br>Pupil Engagement<br>Teacher Planning<br>QA Visits<br>Feedback<br><br>Data and teacher judgement will show improvement. | |

| | | | | |
|---|---|---|---|---|
| Review attainment and impact.<br><br>~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~<br>**Through all improvement priorities key aspects of all develops will be to ensure that UNCRC, Digital Technologies, Learning, Teaching and Assessment and GIRFEC run through them all as standard actions and areas to be considered in the development. Theses areas are vital in all aspects of school improvement and are the thread that holds our curriculum together and vital in moving forward.** | ~~~~~~~~<br>**All staff** | ~~~~~~~<br>**All Year** | ~~~~~~~~~~~~~~ | |

## Wider Achievements

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

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

Other significant achievements in 2022/2023 include P7 pupils winning the Aberdeenshire Minecraft challenge on 2 separate occasions. A group won the initial competition in term 1 with another two groups winning in Term 4. Pupils from th P7 class were invited to showcase their learning with their teachers at the Learning Plaza in-servce event in February.

P7 pupils winning the Design a Flag competition for Aberdeenshire. After receiving a visit to school from Scotland's top flag expert and Lyon Court Vexillologist Philip Tibbetts all pupils were invited to submit their flag designs. Over 800 designs were submitted. A group of our P7 girls had their design chosen for top 5 and over 4000 people took part in a public vote.

On April 22nd the girls were invited to the unveiling ceremony and were completely unaware up until they arrived at Castle Fraser that their flag was the overall winner.

They were thrilled to be fully involved in the ceremony, presented the flag to the Lord Lieutenant and raised the flag for all to see. It was an honour and a privilege for the school to be involved and we delighted that the girls also presented Flags to be raised in Braemar, Fraserburgh, Huntly, Inverurie, Peterhead and Turriff.

One of our Pupils also design the village Welcome Stone at the entrance to Newtonhill. This has been carved and will remain in place for all to see. It was a great honour for the school to be involved in a community project and that one of our pupils has created the design t6hat will be there forevermore.

This year our school worked hard to share how we embed the rights set out in the UN Convention on the Rights of the Child into a school's everyday practice and policies. Our school always strives to create the best possible learning environment for our children and this year we were awarded **Silver** award for Unicef's Rights Respecting Schools Award (RRSA). This achievement shows that we are committed to promoting and realising children's rights and encouraging adults, children and young people to respect the rights of others in school.

This year through our pupil groups led all the school working parties. We had successful community links with Brio at Chapelton, we hosted community cafes for languages, playground improvement and transition etc We worked with the police to try and improve safety around the school and to make families aware of traffic hazards. Primary 6 led the school improvement on reading and we continue to make improvement in this curricular area.

Primary 5, 5/6 and 6 were amazing performers when they worked with Scottish Opera to perform The Curse of MacCabbra Opera House. He experience gave pupils a greater understanding of the arts and creative industries. Learning activities covered marketing and publicity, ticket pricing and gave them an insight into all the different work that goes on behind the scenes to bring an opera to the stage. It was a fabulous experience for all involved.

Our coin trail to celebrate the King's Coronation was an incredible example of team work throughout the school. The heavens opened and we had to move to Plan B changing the trail to inside. Pupils pulled together and worked together raising nearly £600 for playground improvements and creating incredible coin art in the process.

We successfully applied for sponsorship and to be part of The Wee Hop Trail which is part of Wild in Art and Clan Cancer Support Big Hop Trail. Our hare sculpture is one 47 designed by schools. Our Moongazer Hare is on display at Stonehaven Library from July to September 2023.

Transition events were successful 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 Lagganlia.

## Memories are made of this:

Our Wee Hop Moongazer hare sculpture is proudly named S-H-I-N-E because here at Newtonhill Primary School we always encourage everyone to work hard towards our shared school values. S – Self-belief, H –

Honesty, I – Integrity, N – Nurturing, E –
Empathy. We believe that all our learners at
Newtonhill Primary School are Shining Stars

## Wider Community Links