



School Name :Newmill Primary School

Standards and Quality Report: Review of Session 2021/22

Context of the School

<u>Roll</u>	<u>Physical Capacity</u>	<u>Functional Capacity</u>	<u>Attendance</u>	<u>Exclusions</u>	<u>LAC</u>	<u>ASN pupils</u>	<u>SIMD profile</u>	<u>Staffing</u>	<u>Vacancies</u>
67	98	75	94%	0	0	37 %	7	7	0

Newmill Primary is a small, rural school. The Headteacher has leadership responsibility across two schools. Newmill and Botriphnie became schools within a paired headship in May 2016, with both schools working closely together. There are three multi-composite classes: P1-3, P3-5, and P5-7. Newmill Primary has a Principal Teacher and two class teachers who are well established, having been in post for some time.

The school works closely with parents to develop the learning environment for the benefit of all learners. Throughout August 2019, teaching spaces were reorganised, to maximise use of the outdoor courtyard area, in line with the school development of play pedagogy. Children in the early stages utilise the outdoor area on a daily basis, providing free flow self-directed play opportunities for all. Most recently, the Parent Council has been reevaluating their aims to demonstrate the interconnectedness of the school and community in improving learning and outcomes for children. We aim to align values for the benefit of our learners, providing a shared moral purpose, ensuring our shared vision is ambitious and focuses on improvements in outcomes for all.

The vision for Newmill Primary School is 'Climbing the tower of Learning Together' which is featured on school uniforms. The clock tower is a local landmark located in Newmill Village Square.

Newmill Primary regularly update their website to share information with our families, as well as provide opportunities for family learning. The school has an active Parent Council. Parent Council has benefited from grants from Hill of Towie Windfarms and TESCO. As a result, the school have access to iPads and a charging station to develop digital literacy skills. Newmill Parent Council have recently reviewed their values to create a whole school community shared vision and language for improvement. See link for more details of how the Parent Council and school community work together to improve outcomes for all learners. Most recently, Parent Council has been supporting school improvement via Pupil Led Pen License Initiative designed to improve presentation of work across the whole school. [Go to this Sway](#)

The population of Newmill is increasing. A high proportion of residents are economically active. Employment in the manufacturing industry is 5% higher compared to Moray and almost double that of the National Average; a significant number of these jobs will be linked to the whisky industry. Construction industry employees are around 12% of workers, while agriculture fishing and forestry are also important to the local area with over 10% of employees in this sector, five times the national average and over three times the Moray average. The Botriphnie/Newmill area has a strong farming community. There is low unemployment.

98.4% of the residents aged three and over speak English well or very well. Notably the villages have a high proportion of people who are able to speak Scots with 60.4% compared to 30.1% nationally, and 45.3% for Moray. Doric is by far the main dialect spoken in the local area, with the neighbouring town of Keith declared the first winner of the Scots Toun Prize, an award established in 2014 to recognise communities which support and encourage the use of the Scots language.

Botriphnie/Newmill have the lowest proportion of residents walking to work with a high proportion choosing to travel to work by car. Limited public transport services connecting the villages to towns and places of work necessitate the need for personal transport. Due to the rural location of Newmill, access to services is limited.

Newmill Primary was visited under short inspection model in October 2017.



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Priority 1

Raising Attainment in literacy-80% of children will be working at the expected standard across all areas of literacy by June 2021.

Key links to Moray Education Priority Area(s):

- | | |
|--|--|
| <input checked="" type="checkbox"/> Raising Attainment and Achievement | <input checked="" type="checkbox"/> Self-evaluation for Self-improvement |
| <input checked="" type="checkbox"/> Learning, Teaching and Assessment | <input checked="" type="checkbox"/> Supporting All Learners |
| <input checked="" type="checkbox"/> Curriculum | <input type="checkbox"/> Leadership at all Levels |

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
<input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input type="checkbox"/> Improvement in employability skills and sustained, positive school leaver destinations for all young people	<input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assessment of Children's Progress <input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> Performance Information	<input type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing <input type="checkbox"/> <u>Priority 2</u> – Safeguarding <input type="checkbox"/> <u>Priority 3</u> – Poverty <input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting	<input type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5	<input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7	<input type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3

Progress and Impact

ACEL data demonstrates the schools progress in raising attainment in reading with over 80% working at the expected target in reading across P1.P4 and P7. Staff and learners report that Daily 5 approach, embedded across the whole school community, is supporting all learners and raising attainment. Staff have effectively developed a whole school approach, building on professional learning (Emergent Literacy), ensuring our learners experience a developmental approach to literacy. Covid and PEF funding has been used to support this approach with support staff leading areas. All classes have benefited as is reflected in attainment data. The school are effectively using whole class novels and matching tasks, created using SOLO taxonomy, to provide support and challenge. Learners tell us this is helping build a reading culture across the school, with all children able to talk about authors they enjoy. Almost all pupils are able to articulate their progress in Solo tasks using the learning pit. This is evident in jotters. This session we have refreshed and reviewed our approaches to teaching spelling, developing a robust spelling pathway to support all learners and ensure appropriate progression for all. The Spelling Pathway is underpinned by a coherent whole school approach to learning for sustainability and all staff feel more confident in their practice as a result of ongoing collaboration to create. There is scope to review and refresh approaches to learning and teaching of grammar and this will form part of our school improvement focus next session, with a more in depth look at raising attainment in writing. Supporting all learners has been a key focus of our newly appointed SfL teacher via use of PEF purchased dyslexia screeners and professional learning. As a result, some learners are benefiting from more targeted support. As a result of extra teaching staff this year, our trained (P4C) teacher has been able to model sessions with P1-3 and P4/5. This is going to be rolled out as a whole school approach to listening and talking next session. All staff benefited from high quality professional learning around 'explicitly teaching writing' and have requested to continue this as a SIP action.

Next Steps

- Continue to embed Daily 5 approach maximizing use-focusing on 'work on writing' via latest professional learning –Explicitly teaching writing.
- Reading-explore accreditation- Reading schools-linking with KGS librarian and Book Trust.
- Class Novel mapping- creating rolling programme and sustainable sets of resources.
- Development of 'My Grammar Pathway' in conjunction with approaches to teaching writing based on CLPL
- Data analysis –impact of spelling programme
- Continue to develop Pupil Led Pen License Initiative in conjunction with Parent Council.



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Priority 2

Excellent Learning and Teaching-Children’s engagement with and leadership of their learning.

Key links to Moray Education Priority Area(s):

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|--|---|
| <input checked="" type="checkbox"/> Raising Attainment and Achievement | <input type="checkbox"/> Self-evaluation for Self-improvement |
| <input checked="" type="checkbox"/> Learning, Teaching and Assessment | <input type="checkbox"/> Supporting All Learners |
| <input type="checkbox"/> Curriculum | <input checked="" type="checkbox"/> Leadership at all Levels |

NIF Priorities:	NIF Drivers:	Children’s Services Plan:	HGIOS?4 QIs:		
<input type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input checked="" type="checkbox"/> Improvement in children and young people’s health and wellbeing <input type="checkbox"/> Improvement in employability skills and sustained, positive school leaver destinations for all young people	<input checked="" type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assessment of Children’s Progress <input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input checked="" type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing <input type="checkbox"/> <u>Priority 2</u> – Safeguarding <input type="checkbox"/> <u>Priority 3</u> – Poverty <input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting	<input type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5	<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7	<input type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3

Progress and Impact

This session we continue to embed our ‘Learning to Learn’ approaches to maintain, and extend existing practice. We have developed ‘Newmill Mindset Qualities’ to provide a shared language of learning and ensure consistency in how we promote, maintain and measure attitudes to learning. Teachers continue to develop the use of the SOLO taxonomy (via refreshed learning pit) to differentiate to increase challenge, choice and independence in learning. SOLO verbs are now used regularly to design learning experiences and improve classroom dialogue, enabling higher order thinking skills. We have agreed whole school shared formats to guide learners, providing a consistent approach across our school community. As a result, teachers feel more confident in their approach and report that the use of SOLO is providing a good model for differentiation within multi-composite classes. They report that use of the learning pit supports learners to recognise and articulate progress in learning. This will continue to be a development focus as we work to embed use of solo across our curriculum, particularly around SDL and IDL. Teachers report working together to plan IDL challenges, linked to Newmill Ninjas and four capacities are supporting develop a deeper understanding of progression and keep the four capacities as a central focus for all learners. Additional staffing has provided opportunities for team teaching to support the roll out of SDL into P4/5. This is providing increased opportunities for learners to be involved in the leading learning and provides a context to promote children’s curiosity and independence, whilst maintaining our focus on pace and challenge via personalisation and choice. As a result, teachers report more instances of authentic engagement and leadership of learning.

Next Steps

- Review and refresh our approaches to tracking wellbeing-how do we know our Newmill Ninjas are supporting learners to develop attitudes as lifelong learners?
- Introduce Zones of regulation as a whole school- a tool to build on bucket filling philosophy but with more of a focus on mental health via explicitly teaching about wellbeing entitlements, emotions and self-regulation strategies.
- Revisit and review SHANARRI planners to incorporate UNCRC, SDGs and include all HWB outcomes-consider role of RME.
- Use ‘Philosophy for Children’ as a vehicle to raise attainment in literacy whilst also promoting well-being via equalities and inclusion. Teachers to plan progressive opportunities to explore current affairs, explore diversity, multi- faith issues, and to challenge racism and religious intolerance.
- Continue to develop the role of newly appointed Wellbeing Ambassadors to promote through working knowledge of UNCRC and Sustainable Development Goals.



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Priority 3

Raising Attainment in Numeracy

Key links to Moray Education Priority Area(s):

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|--|--|
| <input checked="" type="checkbox"/> Raising Attainment and Achievement | <input checked="" type="checkbox"/> Self-evaluation for Self-improvement |
| <input checked="" type="checkbox"/> Learning, Teaching and Assessment | <input type="checkbox"/> Supporting All Learners |
| <input checked="" type="checkbox"/> Curriculum | <input type="checkbox"/> Leadership at all Levels |

NIF Priorities:

- Improvements 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 school leaver destinations for all young people

NIF Drivers:

- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assessment of Children's Progress
- School Improvement
- Performance Information

Children's Services Plan:

- Priority 1 – Improve Wellbeing
- Priority 2 – Safeguarding
- Priority 3 – Poverty
- Priority 4 – Corporate Parenting

HGIOS?4 QIs:

- | | | |
|---|---|---|
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.1 | |
| <input checked="" type="checkbox"/> 1.2 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 3.1 |
| <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> 2.3 | <input type="checkbox"/> 3.2 |
| <input type="checkbox"/> 1.4 | <input type="checkbox"/> 2.4 | <input type="checkbox"/> 3.3 |
| <input type="checkbox"/> 1.5 | <input type="checkbox"/> 2.5 | |
| | <input type="checkbox"/> 2.6 | |
| | <input checked="" type="checkbox"/> 2.7 | |

Progress and Impact

Our approach to raising attainment in numeracy is via a refreshed focus on assessment. This is something we have shared with a view to building an ASG approach. PTs (Newmill and Botriphnie) have collaborated to develop of 'cold' and 'hot' assessments (E3, F1, F2, F3, S1, S2, S3) for each organiser. Working with these and providing feedback has been an ongoing focus of our school improvement work this session. All staff are using assessments to inform learning and teaching and evaluate impact. Achievement /progress quadrants are being used to ensure appropriate progressions for all learners and inform next steps for learning and teaching and the use of targeted interventions. Teachers report it is a useful visual in tracking the quality of teaching. Throughout the session, PTs (Newmill and Botriphnie) have collaborated to create a spreadsheet to track progress and achievement across all organisers. This has been populated throughout the session. As a result, we now have a more robust system to effectively track attainment over time. Learners are benefitting from more regular opportunities to revisit numeracy strategies via the creation of sustainable, differentiated support booklets at each level for number, addition and subtraction, multiplication and division, fractions, percentages and decimals. We are in a position to share more accurate P7 data with KGS. As a result of collaborative planning to develop a shared understanding of progression, learners will benefit from continuity in learning as they move between classes and into secondary. As a result of our school improvement focus this session, teachers report feeling more confident making professional judgements. ACEL data at 85% at P1, 71% at P4 and 85% at P7.

Next Steps

- Continue to develop ASG approach to assessment in numeracy and provide Moderation opportunities-to review and evaluate assessment results. See ASG SIP.
- Continue to develop Pupil participation- via use of ASG assessments to identify and report on their progress and next steps in learning.
- Partnership working with parents-focusing on raising attainment in numeracy-using videos and support booklets and offer face to face drop ins.
- Solo level 3 and 4 questions-explore resources to support problem solving skills.
- Data analysis-built into WTA as part of attainment meetings-populating spreadsheet