



### School Context and Overview

<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>
68	98	75	92.72%	0	0	18 %	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.

At Newmill Primary our vision is to **'climb the tower of learning together'**. Our vision statement is inspired by an important local feature: the clock tower in Newmill Square. Learners benefit from a strong sense of community, shared values and high expectations:

- **Belong** (We work together to ensure we all feel welcomed, included and experience equity of opportunity. We take care of each other's' buckets and protect the rights of everyone in our community.)
- **Support** (We work together to make and maintain positive relationships and promote emotional wellbeing. We learn from one another. We ensure our young people feel supported to do their best.)
- **Grow** (our learning community demonstrates a growth mindset, empowering all learners to be appropriately challenged and enjoy high quality learning experiences. We work hard to ensure learning is motivating, meaningful and well matched to the interests of all.)
- **Aspire** (We work together to meet our high expectations and aspire to take the 'road to awesome'. We motivate each other to take increasing responsibility for our own learning and apply maximum effort to achieve identified targets.)

The school works closely with parents to develop the learning environment for the benefit of all learner. Parent Council aims 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. [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 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.





### Priority 1

**RAISING ATTAINMENT IN LITERACY-1. All children to be making good progress from previous levels.**

**2. Learners will be able to articulate their progress and next steps. 3. Learners will experience increased support and challenge within their literacy curriculum.**

**Key links to Moray Education Priority Area(s):**

- Learning, Teaching and Assessment
- Empowering leadership at all Levels
- Curriculum
- Closing the poverty related attainment gap

#### NIF Priorities:

- Placing human rights and needs of every child and young person at centre
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in skills and sustained, positive school leaver destinations for all young people
- Improvements in attainment, particularly in Literacy and Numeracy

#### NIF Drivers:

- School and ELC Leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC Improvement
- Performance Information

#### Children's Services Plan:

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

#### HGIOS?4 QIs:

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

### Progress and Impact

Our pupil led improvement group 'Reading Leaders' are working towards 'Reading Schools' accreditation through implementation of their action plan. Parents are supporting the school's improvement journey in a variety of ways: organising library spaces and helping children to select books ensuring all children have access to up to date reading material at home. This partnership working is building an aspirational reading culture supporting attainment progress. As a result, most learners achieve expected milestones within reading. Data analysis demonstrates that almost all children are making very good progress in reading as a result of Daily 5 and Reading Schools Journey.

The school continues to use class novels as a 'hook' within IDL studies. Learners tell us these exciting and engaging projects are inspiring them to read, as well as, developing their knowledge of contemporary children's literature. We are developing an ASG approach to raising attainment in literacy and now have a 'Literacy Pedagogy team' with members from all feeder primary schools. We have focus group on creating ASG approaches to tools for writing, including spelling, grammar, handwriting and presentation to support attainment over time. This group will continue to be a central feature of our improvement journey into next session, providing opportunities for us to further develop moderation opportunities with a literacy focus. This session, we continue to embed whole school approaches to spelling to provide support and challenge for all learners and have been sharing this with ASG colleagues. We continue to evaluate and improve the programme as we measure impact with learners. Assessments data tells us that most learners are making good progress and working at expected levels. Pupils tell us the pen license initiative is motivating them to improve handwriting and presentation. All teachers at Newmill and Botriphnie have benefitted from CLPL to develop a shared understanding of best pedagogy to raise attainment in writing. CLPL undertaken this session will continue to inform our improvement priorities next session.

### Next Steps

- Continue to build on CLPL this session (Explicitly Teaching writing)-working with what we have been learning to raise attainment in writing, with a specific focus on 'tools for writing' in line with identified ASG attainment gap.
- Develop use of Daily 5 'Work on writing' to develop tools for writing (grammar focus) in line with CLPL-implementing drawing club
- Create writing progressions and assessments , with supporting tracking spreadsheet, to match Moray's Text Types Progression –look into resources to support
- Use the progressions top further develop Learner Pathway Profiles
- Continue to develop ASG raising attainment in literacy strategy



### Priority 2

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

**Key links to Moray Education Priority Area(s):**

- Learning, Teaching and Assessment
- Empowering leadership at all Levels
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- Closing the poverty related attainment gap

NIF Priorities:	NIF Drivers:	Children’s Services Plan:	HGIOS?4 QIs:		
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Placing human rights and needs of every child and young person at centre</li> <li><input checked="" type="checkbox"/> Improvement in children and young people’s health and wellbeing</li> <li><input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children</li> <li><input checked="" type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people</li> <li><input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School and ELC Leadership</li> <li><input checked="" type="checkbox"/> Teacher and practitioner professionalism</li> <li><input checked="" type="checkbox"/> Parent/carer involvement and engagement</li> <li><input checked="" type="checkbox"/> Curriculum and assessment</li> <li><input type="checkbox"/> School and ELC Improvement</li> <li><input type="checkbox"/> Performance Information</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing</li> <li><input type="checkbox"/> <u>Priority 2</u> – Safeguarding</li> <li><input type="checkbox"/> <u>Priority 3</u> – Poverty</li> <li><input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1.1</li> <li><input type="checkbox"/> 1.2</li> <li><input checked="" type="checkbox"/> 1.3</li> <li><input type="checkbox"/> 1.4</li> <li><input type="checkbox"/> 1.5</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 2.1</li> <li><input checked="" type="checkbox"/> 2.2</li> <li><input checked="" type="checkbox"/> 2.3</li> <li><input type="checkbox"/> 2.4</li> <li><input type="checkbox"/> 2.5</li> <li><input type="checkbox"/> 2.6</li> <li><input type="checkbox"/> 2.7</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 3.1</li> <li><input checked="" type="checkbox"/> 3.2</li> <li><input type="checkbox"/> 3.3</li> </ul>

### Progress and Impact

Our learners have a deeper understanding of our curriculum as a result of Term 1 IDL where we reconnected with our vision, values, UNCRC rights, global goals and four capacities via our IDL and assembly focus. We have created an interactive version of our curriculum rationale to support family and community members to deepen their understanding of what we aspire to achieve through our daily words and actions at Newmill Primary. Zones of Regulation has been introduced this session to empower our learners to recognise their emotions and apply strategies to ensure they are in the green zone and ready to learn, almost all of the time. As a result, almost all learners are eager and active participants in their learning and interact well during lessons. Teachers report zones of regulation is supporting the school’s bucket filling philosophy. This session we have introduced ‘Glasgow Wellbeing Profile’ as a tool to measure HWB and support target setting. This informs the work of Rights Respecting School leadership group-aiming to achieve gold, embedding children’s rights across our whole school community. Philosophy for children is being used across the school to promote wellbeing via exploration of current affairs. Through this vehicle we can explore diversity, multi-faith issues and challenge racism and religious intolerance. This approach is supporting attainment in literacy as well as HWB. Pupils tell us they find Philosophy lessons motivating and opportunities are being provided to reach families through reflection jotters. Targeted HWB support has been provided to support specific year’s groups through a specific focus on building empowering friendships. This was shared with families with the aim of providing a shared set of strategies and language to promote positive relationships and help resolve conflict.

### Next Steps

- Continue to develop leadership opportunities across the school-with all children accessing leadership opportunity –either through leading play or involvement in one of the leadership groups- RRSA, Reading Leaders, Language Leaders
- Continue to develop playful learning across the school-building on Play Pedagogy CLPL, moving to SDL from P3
- Improve the quality of teaching across the school through TLC focusing on ‘Power Up Your Pedagogy’ 12 x sessions



### Priority 3

#### Raising Attainment in Numeracy

**Key links to Moray Education Priority Area(s):**

- Learning, Teaching and Assessment
- Curriculum
- Empowering leadership at all Levels
- Closing the poverty related attainment gap

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|   | <input type="checkbox"/> 2.6            |   |
|   | <input type="checkbox"/> 2.7            |   |

### Progress and Impact

Teachers continue to build an ASG approach to assessment supporting the moderation process throughout session 22/23. All teachers have been able to provide feedback to Numeracy Pedagogy Group leaders to support the creation of a finalised ASG assessment bank and marking key. This is supporting staff to make more confident professional judgments based a shared understanding of standards and expectations. Newmill Primary School now hold individual data tracking attainment and progress across all maths and numeracy organisers. This is shared with parents to provide more detailed data around progress and next steps to support partnership working. P7 data will be shared with KGS this session to support an effective transition. Teachers tell us using the ASG assessment bank is key in improving learning and teaching. 'Cold' Assessments are used consistently across the school to explore students' prior knowledge and activate relevant schemata. 'Hot' assessments are used to assess progress and evaluate the impact of learning and teaching. Learners are fully involved in the process of assessing impact. The assessments are motivating them to take ownership of their learning. They are clear about where they are in their learning (E3, F1, etc) and able to see the progress they are making. This session we have been piloting the use of a new 'Problem Solving' resource to support the 'application' of numeracy skills. This is a 'next step' across the ASG as we continue to develop a high quality assessment programme to raise attainment in numeracy and maths. All staff benefited from participation in an ASG Moderation Event where our ASG Numeracy Pedagogy Team shared resources to support effective learning and teaching. We have two staff members who have undertaken QAMSO training this session (personal CLPL) and are supporting ASG moderation within this role.

### Next Steps

- PT to continue to Lead ASG Numeracy Pedagogy Team
- Continue to moderate resources created by Numeracy Pedagogy Team-building ASG approach
- Further develop the use of problem solving resources-to measure 'application' to develop conceptual understanding alongside procedural fluency
- Support learners to track numeracy strategies they know and are able to apply- to develop conceptual understanding alongside procedural fluency
- Ensure all learners build a numeracy and maths profile, including newly developed pupil strategy books, to support transitions and continued progress



# Newmill Primary School

Standards and Quality Report: Review of Session 2022-2023