



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>
71	98	75	94%	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. [24/25 Parent Council Report](#)

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.

- ACEL data 21/22 P1 - 88% all areas, P4- LT 85%, R 85% W 78%, N 78%, P7- LT 85%, R 85%, W 85% N 85%
- ACEL data 22/23-P1 83% all areas, P4-LT 80%, R 80%, W 60%, N 90%, P7-Literacy all areas 75%, N 62%
- ACEL 23/24 – P1- 100% across all areas, P4-LT 100% R 100% W 88% N 88%, P7- LT 100%, R 100%, W 88% Numeracy 75%
- ACEL 24/25-P1 100 % across all areas, P4- LT 90%, R 80%, W 80%, N 70%, P7-LT 100%, R 100%, W 94%, N 76%





Newmill Primary School

Standards and Quality Report: Review of Session 2024-2025

Priority 1

- ⦿ Aiming for at 80% of each year group to be achieving expected standards in reading.
- ⦿ The whole school community will build and sustain a whole school reading culture to support and raise attainment in literacy
- ⦿ Learners to experience increased support and challenge within their literacy curriculum-with a specific focus on writing based on change in pedagogical approaches to raise attainment.

Key links to Moray Education Priority Area(s):

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

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:
<input type="checkbox"/> Placing human rights and needs of every child and young person at centre <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy	<input type="checkbox"/> School and ELC Leadership <input type="checkbox"/> Teacher and practitioner professionalism <input type="checkbox"/> Parent/carer involvement and engagement <input type="checkbox"/> Curriculum and assessment <input type="checkbox"/> School and ELC Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity <input type="checkbox"/> <u>P2</u> : Tackling child poverty <input type="checkbox"/> <u>P3</u> : Improving CYP mental wellbeing <input type="checkbox"/> <u>P4</u> : Strengthening family support <input type="checkbox"/> <u>P5</u> : Improving CECYP outcomes	<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input 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 type="checkbox"/> 3.2 <input type="checkbox"/> 3.3

Progress and Impact

Newmill Primary School continues to benefit from the work of the pupil leadership group 'Reading Leaders. 'Together with parents and partners, they work towards Reading Schools' accreditation through implementation of a clear strategic action plan to implement change. As a result, we continue to build and sustain a strong whole school reading culture to support and raise attainment in literacy, with reading for pleasure at the heart of our approach. In May 2025, Newmill Primary achieved Gold Reading Schools Status. As a result of 'Reading School' activity, most children identify as readers and are able to choose and find books they enjoy. We now recognise and reward pupil and family reading achievement to sustain motivation. Reading is important within our school community and there are safe and comfortable places for our children to read, as well as access to books throughout our community. Across the school, almost all children attain national levels in reading. In writing, there is evidence all children's narrative and storytelling skills are developing as a result of their exposure to stories and books. We continue to build on last session's professional learning and are in our second session of reviewing, refreshing and implementing a new writing curriculum, in line with our informed awareness of current educational thinking. To support professional judgments and clarify expectations around standards, we have been creating levelled progressions for each text type and creating a bank of moderated pieces of pupil work to exemplify expectations at each level for three genres. All staff report to feel more confident in their professional judgment. The majority of children demonstrate a growing ability to identify key features of genres. Most children demonstrate a clearer understanding of the levels they are achieving in writing through the introduction of 'cold' and 'hot' assessments this session. All teachers report to have a clearer understanding of how to provide feedback to move learning forward. As a result, most children are developing their ability to set appropriate targets within a variety of genre (exposition, discussion, recount). The majority of children report the approach is supporting them to produce more high quality pieces of writing, demonstrating a developing ability to articulate word level and sentence levels decisions they have made, based on teaching input.

Next Steps

- Continue to develop our writing curriculum through listening and talking –there has been a delay in accessing new listening and talking resources to support 'talk for writing' –impacting on progress within this area of literacy- review use of Daily 5 to develop talk for writing
- Continue to create our bank of moderated pieces of pupil work to exemplify expectations at each level- remaining text types. Use these to continue to support learners to develop skills to self and peer assess- supporting target setting and progress-aiming to move to almost all
- Develop holistic assessment- more opportunities for children to apply writing skills (genre) - create a bank of visuals to support
- Spelling Data demonstrates a greater need to - focus on tools- early intervention to support tools for writing through a focus on parental engagement in 25/26 at P1 and P4



Priority 2

Second year of enquiry based approaches to establish a shared understanding of what makes great teaching (PUP).

Aim- All learners develop and become confident in the use of vocabulary to describe their learning.

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:

- P1: Overcoming challenges – disability, neurodiversity
- P2: Tackling child poverty
- P3: Improving CYP mental wellbeing
- P4: Strengthening family support
- P5: Improving CECYP outcomes

HGIOS?4 QIs:

- | | | |
|---|---|---|
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.1 | |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 3.1 |
| <input checked="" type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> 2.3 | <input checked="" 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

Newmill’s Interactive Learning Pit was launched in Oct 2024. It empowers all children to have a say in the quality of their learning experience and how to improve. It is effectively promoting a whole school approach to measuring progress leading to sustainable improvement in learning and wellbeing. Throughout 24/25 we continue to develop a sustainable approach to ensuring UNCRC Rights sit at the heart of school life via the introduction of ‘Rosie the Rights Rabbit’. As a result, our evaluation of wellbeing tells us that almost all children feel they learn in a safe and inspiring place, where they are respected, their talents are nurtured and they are able to thrive. All learners are able to identify and describe their learning qualities, using ninjas, to articulate progress and achievement. Teachers continue to commit to professional learning through a focus on ‘Power Up Your Pedagogy’. As a result of professional development activity, all teachers have developed their understanding of the stages of ‘practice’, how this links to solo taxonomy and how we can use this to support independence in learning across all stages. As a result, most learners feel empowered to influence and participate in decisions about approaches relating to ‘how’ they learn as well as to describe the progress they are making with ‘what’ they are learning via the use of ‘the learning pit’ and the PUP differentiation grid. Almost all learners report on whether learning experiences achieve the ‘goldilocks effect’ and demonstrate a growing ability to identify next steps using learning pit. Teachers have made videos for the Northern Alliance Learning, Teaching Toolkit, sharing our approach to learner participation and engagement. Teachers identify individual professional learning needs and take part in professional learning to improve their practice. All staff have taken part in professional learning this session to support transition to digital profiling from Moray LearnTech Team. Digital Profiles for each profile have been created and a learning session for pupils planned to track progress through the pit across the four contexts.

Next Steps

- Next – continue to develop learner participation and ownership via the development of digital profiles. This aim is to document progress, across the four contexts, using individual profiles to record attainment and achievement over time- throughout 25/26.
- Continue to improve, build and sustain the quality of learning and teaching across our school (commitment to ‘Power Up Your Pedagogy’) using peer observation toolkit and pedagogical coaching. Whole school focus to ensure our vision is a sustainable reality- focus next session will be:-Expectations, Behaviour and Relationships- focus on use of non-verbal cues, Questioning, Spotlight Assessment, Plenary Review.



Priority 3

ASG approach to raising attainment in numeracy

- ⦿ All staff to make effective use of data to inform learning, teaching and professional judgements.
- ⦿ All learners to experience increased support and challenge within their numeracy curriculum.

Key links to Moray Education Priority Area(s):

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Progress and Impact

Newmill Primary School now hold individual data tracking attainment and progress across all maths and numeracy organisers for the last four sessions. This session, the ASG spreadsheet has been updated further, based on teacher feedback, to support teacher professional judgement at ASG level. This is supporting data driven dialogue around progress and attainment over time. Teachers report increased confidence levels and can articulate how their planning is more responsive using assessment results. To support partnership working, this is shared with parents via reports and reflection jotters to provide more detailed data around progress and next steps. This session, the ASG is in a position to share P7 data to support an effective numeracy 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 and take responsibility for the progress they are making. Learners can articulate whether their numeracy and maths lessons have had the 'goldilocks' effect and set targets based on performance. 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 at first level. We recognise that application of numeracy and maths skills will continue to be a focus of our moderation activity as will further development of numeracy profiles to include tracking strategy development.

Next Steps

- Develop our curriculum to ensure children are offered the opportunity to problem solve through rich tasks- via play pedagogy. Develop curriculum offer to provide all learners with the opportunity for creativity and enjoyment whilst reinforcing the use of mathematics in the outside world.
- Moderation- planning for high quality assessment -Plan to create holistic assessments across early and first level- thinking about the role of play pedagogy.
- Ensure all learners build a numeracy and maths profile to support transitions and continued progress –use strategy booklets and overviews with pupils
- Mirror Reading Schools success- consider- how do we promote and celebrate success and achievement with numeracy and maths?