



Newhill Primary School Standards and Quality Report session 2019 - 20

Vision

Planting roots to bear fruits.

Values

Determination, Achievement, Respect, Responsibility and Self-belief.

Aims

To provide a caring, inclusive and supportive environment for our children to learn and grow

Self-evaluation

The school self- evaluates key aspects of its work in order to make continuous and sustained improvements over time. All staff understand the importance of looking inwards, looking outwards and looking forwards in order to improve and we feel we are in a strong position to do this. In March of this year our school community evaluated our progress as:

QI	Self-evaluation	
1.3 Leadership of change	4	Good
2.3 Learning, teaching and assessment	4	Good
3.1 Ensuring well-being, equity and inclusion	4	Good
3.2 Raising attainment and achievement	4	Good

ATTAINMENT, ATTENDANCE AND PROGRESS

Attendance

The overall attendance rate for pupils in session 2019-2020 up until March 23rd 2020, was 93.4% a drop of 1.3%. It should be noted that where a pupil's attendance drops below 80% then procedures are in place to discuss this with parents.

	June 2018	June 2019	June 2020
Attendance	95%	94.7%	93.4%

Attainment

Due to the Coronavirus Pandemic attainment is recorded up to March 23rd 2020.

Overall, across the school, children's attainment in literacy and numeracy is good. Almost all pupils have made progress from their prior levels. Attainment data shows that the majority of Primary 1 children achieved Early Level reading (75%) and writing (73%) with most children achieving Early Level listening and talking (80%) and numeracy and maths (83%) by the end of Primary 1.

In Primary 4, the majority of children have achieved First Level in reading (71%), writing (64%), listening and talking (74%) and numeracy and maths (66%).

In Primary 7, most children have attained Second Level, in line with National Expectations in listening and talking (82%) and numeracy and maths (78%). In reading the majority (74%) of pupils attained, whilst the majority of pupils (73%) attained National Expectations in writing.

Across the school most children are attaining the appropriate level for their age and stage in reading and a few children are demonstrating that they are working at a level beyond their age

and stage. We are pleased to note that almost all children in P7 have attained second level. Our Catch Up reading programme, Plus 1 Maths and Power of 2 Maths are having a positive impact on individual pupil progress and we intend to continue with these ventures next session.

Achievements

We are very proud of the achievements of all children at Newhill Primary School. We strive to provide a variety of stimulating activities and opportunities for children to experience success and celebrate personal achievement. There have been a variety of individual, group and class achievements this session, both within and out with school, and these are celebrated in a variety of ways such as Assemblies, Class Newsletters and in 'normal' circumstances, at the end of term prize giving. Unfortunately, the Covid 19 pandemic did put a stop to a number of planned activities and annual events. However, a few of our school achievements are detailed below.

The Rights Respecting Group within the school encourages pupils to develop a responsible, confident, caring and enterprising attitude towards our school and wider community. The RRS group have been very busy this year organising the Global Goals across all classes and sharing learning during class or stage led whole school assemblies. These have been very helpful in sharing the very important Global Goals message across our school community.

Our RRS Committee encouraged the whole school to take part in the World's Largest Lesson in November where classes across the school had to teach each other about their own selected Global

Goal – this was very positively received by all members of our school community encouraging our learners to think about how they can impact the global drive to reduce waste and recycle.

At the Rotary Club quiz competition in January our team of 4 competed against other schools across the local management group. I am delighted to say our team came first, the first time for a number of years. Unfortunately, due to the Covid 19 pandemic, the final, planned for Stirling University in March, had to be cancelled. Despite this disappointment our team of Bob Carter, Aria Dyson, Kristofors Pelekais, Matthew Stallard and our reserve Sophie Hill, did very well and we are all very proud of their achievement.

The school has continued to provide a wide range of opportunities, both within and out with the school day. A selection is included below:

- Wednesday Film Club was popular with pupils who preferred a quieter lunch time experience.
- Swimming, netball and football were provided to encourage an active and healthy lifestyle.
- The P4 Love Food Hate Waste Cooking Club produced an amazing three course meal for invited guests. This linked directly to RRS and Global Goals.
- The 'Reduce Reuse Recycle' club raised awareness amongst pupils of the more eco side of RRS.
- Lunch time clubs for early years pupils organised and led by P5 pupils.
- We have targeted support using our PEF funding to ensure excellence and equity for all learners in literacy and numeracy.

- Pupils shared information with parents/carers about their learning through Open Afternoons, Learning Assemblies, Seesaw and class organised activities.

LEARNING

The results from pupils, staff and parent evaluations during lockdown show that the school has a very positive ethos and almost all feel that Newhill Primary School provides a very good education, and that children are making progress in their learning. Almost all parents and carers were happy with the learning experiences provided for pupils during lockdown with a few expressing a desire for more 'live' teaching opportunities for pupils.

All staff have been included in improvement groups this session taking forward the three key areas of the school improvement plan including numeracy, literacy and health and wellbeing.

A programme is in place to monitor the learning and teaching across the school and nursery. This includes classroom observations, peer monitoring, sampling pupils' work, and scrutinising pupils' tracking information to ensure pace and challenge in learning. Staff are utilising various assessment sources including Scottish National Standardised Assessments to ensure that assessment judgements are consistent, evidence based and in line with National Benchmarks. Standardised assessments in literacy and numeracy, which were planned to be introduced across P2, P3, P5 and P6 this session, will be introduced at selected dates from August 2020.

All teaching staff engaged in 3 moderation sessions with colleagues across the local management group on moderation of a level activities ensuring a clear, shared understanding of the

definition of achievement of a level and increased confidence in professional judgements.

Teaching staff also engaged in the first year of the SSERC Primary Cluster Programme designed for primary teachers to raise their levels of confidence and expertise through participating in experiential STEM professional learning with a view to raising pupil engagement and attainment. This ongoing work will continue into session 2020/21.

All staff participated in the LMG Learning Festival where a range of learning workshops were provided to support the ongoing professional development of all staff.

Early Years staff attended training opportunities throughout the year as part of the practitioner enquiry to support Play in P1 initiative. This initiative will continue into session 2020/21.

Assessment for Learning approaches have ensured all classes and staff have enhanced their understanding of the process of assessment. Learners and staff have been motivated to engage with learning conversations which has supported effective and creative learning experiences.

LEADERSHIP

Several groups have been formed which ensure that pupils have opportunities to take on extra responsibilities and to be involved in some of the decision making processes within our school e.g. Rights Respecting Group, House and Vice Captains, Self-Evaluation Group.

All P1 children have an identified buddy to promote a positive, inclusive ethos for our youngest learners. Our House and Vice Captains took a lead role in organising House Meetings and

presenting at whole school assemblies. Each of these leadership activities have helped develop a range of interpersonal skills as well as contributing to the life and ethos of our school.

The ethos of our school is very much about shared involvement, shared leadership and shared responsibility. This is achieved through audits and self-evaluations involving staff, pupils and parents which help measure the school's performance and identify areas for improvement.

Our agreed Collegiate Calendar supports teaching staff to manage the pace of change needed to implement the initiatives identified in the School's Improvement Plan. Support staff have responsibility for a range of initiatives e.g. first aid, motor skills development, social skills group, Bikeability, sports clubs and library.

All staff have participated in relevant professional development such as Growth Mindset, Seesaw, Restorative Approaches, approaches to pedagogy and Global Goals and have had opportunities to share their learning with peers. All staff are encouraged to make improvements to the life and ethos of the school and to the quality of learning and teaching in all of our classes.

Our HOST Group continue to work hard to support our school, contributing to strategic direction, encouraging parental involvement and organising a variety of fund-raising activities. We are committed to continuous improvement therefore the support given to staff, pupils and the school is invaluable and is much appreciated.

Improvement Priorities for Session 2019/2020

These school priorities are in line with the National Priorities as outlined in the National Improvement Framework and take cognisance of Pupil Equity Funding which will be used to raise attainment with targeted groups of pupils. The last three points are areas for development as identified by Education Scotland.

- Health and Well Being – develop learners' understanding of and engagement in personal resilience, growth mindset and emotional regulation which in turn will positively impact on levels of resilience, emotional health and attainment.
- STEM – this is a Local Management Group priority whereby staff across the LMG will work and learn together to improve the STEM attainment of our learners.
- Develop a curriculum rationale which takes account of the local context of the school, and which improves approaches to interdisciplinary learning.
- Further develop approaches to planning, assessment and moderation
- Engage parents and the wider community more fully in the life and work of the school

This document has been collated in consultation with staff, pupils and parent representatives.

E Douglas June 2020