



**Newhill Primary School
Standards and Quality Report for 2022-23**

Our Vision for our school community:

Planting roots to bear fruits.

Our Values:

Kind, Included, Nurtured, Determined (KIND)

Our Aims:

- Value individuals and build positive relationships.
- Nurture our pupils to achieve their full potential.
- Provide high quality learning and teaching.
- Ensure respect is part of our ethos.

Reviewed during session 2022-23 with staff, parents and pupils.

Self-evaluation:

Newhill Primary School has a good capacity for continuous improvement and will continue to work with its school community as it strives to make continuous and sustained improvements over time. All staff understand the importance of looking inwards, outwards and forwards in order to improve, and we feel we are in a strong position to do this.

In May 2023, our school community evaluated our progress as:

Quality Indicators from HGIOS4?	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 2022-2023 up until June 9th 2023, was 93.77%, a slight increase of 0.73% from last session. The majority of absences can be attributed to holidays being taken during term time. During session 2023-34, school will continue to support parents and carers to ensure our attendance figures continue to improve.

It should be noted that where a pupil's attendance drops below 80% then procedures are in place to discuss this with parents.

	June 2021	June 2022	June 2023
Attendance	93.9%	93.04%	93.7%

Attainment

Attainment in Literacy and Numeracy is reported at P1, P4 and P7, in line with National Expectations.

Curriculum Levels – there are national levels to describe different stages of learning and progress. For most* children, the expectation is:

- Early Level – pre-school to the end of P1
- First Level – to the end of P4
- Second Level – to the end of P7

(*but can be earlier/later for some as applicable, depending on individual needs and aptitudes).

Overall, across the school, children's attainment in literacy and numeracy remains good. Most pupils have made progress from their prior levels of attainment.

Attainment data shows that the majority of children in Primary 1 achieved Early Level reading (70%), whilst most achieved listening and talking (82%) and numeracy (80%) with the majority of children achieving Early Level writing (70%).

In Primary 4, most children have achieved First Level in reading (77%). In writing, the majority of children (74%) have achieved First Level with the majority (72%) also achieving First Level in listening and talking. In numeracy and maths the majority of children (68%) achieved First Level in line with National Expectations

In Primary 7, the majority of children have attained Second Level, in line with National Expectations. In reading, the majority of children (74%) achieved Second level, in writing the majority of children (69%) achieved Second Level with the majority again achieving in numeracy and maths (59%). Data shows that almost all children achieved national expectations in listening and talking (91%).

Across the school most children are attaining the national expectation for their age and stage in reading and numeracy and maths. The majority of children are attaining the national expectation for their age and stage in writing whilst almost all children are attaining national expectations in listening and talking. Our Catch-Up Literacy Programme, National Attainment in Writing Programme, Plus 1 Maths and Power of 2 Maths in conjunction with Hard Rock Maths all continue to have a positive impact on individual pupil progress and we intend to continue with these targeted supports next session.

Achievements

We are always very proud of the achievements of all children at Newhill Primary School. As a school we strive to provide a variety of stimulating activities and opportunities for children to experience success and celebrate personal achievement.

Feedback during school self-evaluation activities during session 2021-22 highlighted a demand for after school activities. This year, learners were offered a range of after school activities organised by teaching staff as part of their planned collegiate activities. Skills for learning, life and work were a focus for these events. These activities have received very positive feedback from parents and pupils and as a result will be offered during session 2023-24. We plan to add these successes to the recognition of the wider achievements of our pupils.

All classes experienced skills sessions from Cricket Scotland, which proved to be very popular. Opportunities to experience tennis were enjoyed by primaries 3 and 4. Our learners developed a range of skills and capabilities and representatives from Newhill participated in an LMG tournament at Blairgowrie Tennis Club where Newhill PS competitors equipped themselves very well. We are very proud of their achievements.

We were delighted our Primary 6 classes had the opportunity to go skiing this year, even if the opportunity to advance to the more difficult slopes was limited. Well done to all participating pupils who developed or improved new skills and showed determination, courage and responsibility.

Participation in sports activities promotes health and wellbeing and physical development. Evidence from Unicef now suggests that participation in sport can have a powerful impact on overall education and life-skills development. With these positive benefits for our learners we are delighted by the levels of

participation from senior pupils in after school competitive netball and football and after school training opportunities. We hope in the coming session with the addition of Mr Hastie, our Active School Assistant, and parent helpers, we will be able to increase the number of pupils able to participate in these very popular activities.

Research has shown that choral singing improves memory, emotional wellbeing and self-esteem. This has been evidenced by our singers this year. Our Junior Choir participated in the Perform in Perth competition and won the Coates Shield. Our Senior Choir participated in the Tayside round of the National Glee Choir and won the coveted Esprit de Glee award. Feedback from learners highlight their fun and enjoyment whilst helping them to connect and make friends with children from other classes and year groups.

Our P4-7 school show, the first for several years, was very warmly received by our parents and wider school community. We were delighted by the dedication and hard work demonstrated by all who gave up their own time to attend rehearsals and participate fully in the show. Pupils demonstrated improved oracy skills, improved self-esteem and self-confidence and for a majority, an opportunity to challenge themselves to do something outside their comfort zone.

Our P6 and P7 classes have taken part in intergenerational learning through a series of visits to one of our local care homes. Learners and residents have been involved in arts and crafts activities, games, reading sessions and some drama. During these visits our learners have developed and promoted our school values of kindness, inclusion and determination. Links between generations have been strengthened which encourages active citizenship and personal development across the generations.

Congratulations to the P7 Newhill Team of Cameron, Hamish and Holly who won the Perth and Kinross Council Maths Challenge. Their computation and problem solving skills, together with their team-working, earned them a very well deserved first place out of all the PKC Primary Schools. Well done to our maths champions!

Learning

The results from pupils, staff and parent evaluations during this academic session again evidenced that the school continues to have a positive ethos and almost all stakeholders feel that Newhill Primary School provides a very good

education, and that children are making progress in their learning. Less than half of parents reflected positively on the increased opportunities for extra-curricular experiences. A few parents commented positively that our refreshed vision, values and aims "*Sounds great and is easy to remember and understand for families.*"

School improvement groups have focussed on the key areas outlined in our School Improvement Plan i.e. developing a curriculum rationale, readiness to learn and approaches to planning and assessment.

Our curriculum rationale group have focussed on reviewing our school Vision, Values and Aims. The group consulted with HOST, staff, parents and pupils. The refreshed school vision, values and aims were shared with parents following the November parent contact events. The development of our curriculum rationale, which outlines our goals, aspirations and vision for the future of our school, was delayed somewhat due to strike action and is currently being shared with pupils and the wider parent forum. It is hoped our shared understanding of our curriculum rationale and vision, values and aims will resonate with all members of our school community and will be shared and referred to regularly in school /home interactions.

Almost all teaching staff utilised various assessment resources including Scottish National Standardised Assessments in literacy and numeracy to ensure that assessment judgements were consistent, evidence based and in line with National Benchmarks. Standardised assessments in reading for Primaries 2,3,5 and 6 have proved effective in the provision of formative and diagnostic data.

As part of our readiness to learn outcome, a few staff were involved in the National Improvement Writing programme. Identified staff attended training and feedback sessions throughout the academic year to support their use of data to improve writing outcomes for our learners. Results show significant improvements in writing for a few pupils and improvements for almost all learners involved. The success of this approach has been recognised by Perth and Kinross and we will continue to work with PKC to roll out this approach across all P4-7 classes during session 2023-24.

All teaching staff have engaged with the Circle resource. This resource is a Perth and Kinross wide initiative that provides practical strategies to support the underlying skills that pupils require to enable them to participate in school. All

staff have promoted the CIRCLE Inclusive Classroom Scale within classrooms to better support learners, including those with additional support needs. Staff have attending training courses, shared good inclusive practice, focusing on approaches to improve the engagement and achievement of all learners, including those who require additional support. Positive outcomes have been identified in conjunction with whole school next steps.

Leadership

Participation in our pupil leadership groups, 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, have returned to a face-to-face focus for this session. House Captains have developed their leadership skills as part of presenting at whole school assemblies and through their involvement in the organisation of both Potted Sports and Sports Day events. Our House Captains have also taken on the planning, resourcing, financing and purchasing of a Buddy Bench as a legacy for the school when they leave us. They have demonstrated commitment to their election promises of ensuring a more inclusive playground.

P6 and P7 Bookworms and Playground Rangers have demonstrated their leadership and problem-solving skills in combination with teambuilding and oracy skills through their regular presenting at whole school assemblies. Well done to all for their hard work throughout the year.

Pupil Council representatives have participated in designing and collating evaluative evidence for sharing with our school community.

	Strongly agree		Agree	Disagree
Do you know where you are in your learning?	20%		80%	
Do you know from teacher comments, stampers or Seesaw?	22%		63%	15%
Lets' Write has helped me improve my writing	50%		50%	
Do you feel more confident in writing using Let's Write?	17%		71%	12%

Do you like the extra-curricular activities on offer?	90%			
---	-----	--	--	--

The results of the survey show the percentage of pupils who agree or strongly agree with the questions. Less than half of our pupils commented that they would like an IT club such as coding, to further improve wider achievements.

Early Years Staff have been developing approaches to increase outdoor learning as part of learning through play. Our learners have developed fine and gross motor skills through the manipulation of the new water play resources.

Our Literacy working group have developed aspects of a literacy strategy for the development and assessment of literacy to ensure progression and achievement of a level. Almost all teaching staff have participated in peer observation visits to highlight challenge and differentiation in aspects of writing.

Support staff continue to demonstrate leadership roles across First Aid, speech and language, Makaton signing, particularly in the Early Years classes, supporting Play Rangers, library support and Rock Hard maths support for senior pupils. Our support staff continue to add to the life and ethos of our school by their contributions to learning and whole school attainment.

Our Bookworms, supported by our Pupil Support Teacher, have been successful in attaining the Bronze Reading Schools Award as part of our drive to increase attainment in literacy.

Members of the SMT have worked with comparator schools and representatives from Perth and Kinross Council to develop a tracking toolkit which will meet the attainment needs of schools across the authority. Initial, informal feedback from pilot trials is that this toolkit has encouraged closer scrutiny of learners needs and has produced positive improvements in attainment figures. This toolkit will be further developed across all classes during academic session 2023-2024.

Pupil Equity Funding was used to fund an Early Years Practitioner to support Play and Learning across Early Years classes. Self -evaluation indicates improvement in literacy outcomes and positive social interactions amongst our learners. This is an initiative which will continue across session 2023-2024.

From November 2022 to March 2023 PEF also supported an Active Schools Assistant within the school. With a focus on increasing participation in sports and wider achievements our ASA focussed on identified year groups. Feedback from self-evaluation activities demonstrate the success of this initiative. Pupil Voice comment very positively on the range of lunch time and after school activities

available to learners, they comment that football is becoming less competitive and more inclusive. The impact of our ASA on readiness to learn for some learners has been very positive with a focus on motor and social skills whilst improving self esteem and self-confidence for others. I am pleased to report that the involvement of our ASA in the life and ethos of our school will continue during session 2023-2024.

Our HOST Group continued to support our school through fundraising, involvement in the strategic direction of the school and in maintaining financial support for the school. Our HOST group are committed to continuous improvement for our school, therefore the support given to staff, pupils and the school is invaluable. The impact of this support can be evidenced in improved opportunities for learners across Early and First Level and improvement in wider opportunities for learners across Second Level. This ongoing support is invaluable and is much appreciated.

Improvement Priorities for Session 2023/2024

Self-evaluation and tracking and monitoring data evidence the following priorities:

- Raise attainment in Reading across the school.
- Raise attainment in Writing across Primaries 3-7.
- Develop a Digital Culture to Improve the Learning Experiences and Outcomes for the Majority of Learners.

These school priorities are in line with Local and National Priorities. They ensure the use of Pupil Equity Funding to raise attainment of targeted groups of pupils. These action points are areas for development as identified by a range of stakeholders during self-evaluation activities and tracking and monitoring data.

*This document has been collated in consultation with staff, pupils and parent representatives.
E Douglas, HT, June 2023.*