

Parent Summary of STANDARDS & QUALITY REPORT August 2019

Vision

- Learn today for a brighter tomorrow and be your best self

Values

- To provide a stimulating environment in which the pupils take responsibility for their own learning and make informed choices and decisions
- to work in partnership with parents and the wider community
- to provide a broad and balanced curriculum to ensure that all children become successful learners and attain their full potential
- to encourage the children to pursue a healthy and active lifestyle
- to ensure the curriculum supports responsible citizens who have a developing knowledge, understanding and interest in the world around them
- to ensure effective use of resources to accommodate and complement individual learning preferences
- to encourage participation, communication and critical thinking in a variety of settings
- to ensure our learning community nurtures successful learners, confident individuals, responsible citizens and effective contributors
- to enhance educational links and learning through our partnership with Invergordon Associated Schools Group

Aims

Context of the school

- Newmore School has, for over a hundred years, been the hub of an essentially farming community. The families of our catchment area are now from widely differing backgrounds but it is hoped that our school still remains the vital hub of this friendly community. It is our community's school where staff and parents endeavour to provide our children with a happy, secure education of a high quality. Some of our pupils have joined us from other catchment areas and we welcome them into our community.
- The current roll of Newmore School is 36 pupils. There are 2 full time teachers who teach the children in composite groups. The make-up of these groups may vary from year to year depending on class sizes. Newmore is part of a cluster arrangement with Ardross Primary.
- Our Head Teacher is a cluster head who splits her time equally between the two schools. She is supported by the Principal Teacher who is based at Newmore but does duties for the whole cluster.

School Improvements for 2019/20

What are we going to do?

Numeracy

- Support and staff training from the Numeracy Development Officer
- Pupil focus groups to evaluate Maths teaching and learning
- Learning conversations will be held with every pupil at least once a term to discuss progress and next steps
- Principal Teacher will have half a day a week out of class to measure and assess progress, identify next steps for learners and support class teachers
- Incorporate the benchmarks (the standards expected for each level) into planning - we will work on this as an ASG
- Moderation activities across the ASG (local schools) - looking at assessments, linking these to the benchmarks and discussing levels for achievement discussions
- Monitor and track pupil progress to measure the impact of the development

Skills

- Identify how and when we already discuss skills and the vocabulary that is used when discussing skills
- Staff to complete a skills audit
- Undertake a project with Invergordon schools which will focus on skills
- Read and use relevant research to aid our progress and understanding
- Create a skills framework that is suitable for our cluster to use for tracking, this should also make links with the Academy and the ASG so we all have a shared understanding of skills and the progression
- Staff will work together to think about how best to implement skills into lessons
- Pupil focus groups will measure our progression how well children use and understand the vocabulary connected with Skills
- Collaborate with parents to compile a list of what are seen as "important skills"

Equalities and Diversity

- Identify where we currently are in relation to Equalities and Diversities and ensure that our current policy is meaningful
- Carry out Highland Bullying Survey for P5-7. Staff training will follow.
- Create an inclusive culture (policy, training and curriculum) linking it to our vision, values and aims
- Staff will be given clear guidance on how standards of conduct, policies and strategies are to be used to ensure equality and anti discrimination permeate the work of the school
- Staff will be clear on how they can and are expected to contribute to equality and antidiscrimination
- The school will work with and learn from local, national and international groups/organisations who are working to address discrimination and inequality
- Parents, carers and families will be given clear guidance on the school's aims, values and actions relating to equality
- Parents, carers and families will be given opportunities to contribute to the development, delivery and evaluation of the school's gender equality initiatives

QI 1.3 Leadership of change

What is
going well?

- A new Vision for the school was created following submissions from every family which was voted on by all families, pupils and staff
- We are regularly looking outwards by visiting other schools, speaking to other Head Teachers and other school staff. This session we looked at Writing and how it is assessed across the Invergordon schools. We moderated pieces of writing with our colleagues from other schools.
- Staff are consistent across the school on boundaries for and expectations of children. All staff know the children well and work to make sure their needs are met.
- Careful analysis of data in Attainment Meetings leads to new developments. We are increasingly focussed on data analysis.
- Regular staff meetings ensure that current issues are raised, pressures are shared and advice from colleagues is sought
- The Pupil Council are evaluating the school by using the questions in "How good is OUR School?". They are looking at all aspects of the school including teaching and learning

How do we
know?

- Collection of submitted responses to questionnaires
- Minutes of meetings (e.g. Pupil Council, Staff, Parent Council etc.)
- Classroom observations
- Attainment Meeting discussion records
- Speaking to staff and pupils

What will
we do next?

- Develop our Values and Aims in the same way to ensure that they are relevant to our school
- Continue to monitor children's attainment and target support to pupils who need it most
- Ensure staff continue to build good relationships with children, know them well and can identify where each pupil is within their learning
- Carry out self evaluation questionnaires with all stakeholders (parents, carers, partner agencies, pupils etc.)
- Continue to work with our colleagues from other schools to improve teaching and learning at our own school

QI 2.3 Learning, Teaching and Assessment

What is going well?

- Our children are highly valued and we strive to create positive relationships in the school. We aim to create learning experiences that encourage independence and creativity, which children find stimulating and enjoyable
- We engage all learners in all aspects of school life through pupil council, assemblies, class votes/discussions and more formal audits. Children know their views are valued.
- Classrooms are organised to allow children to be independent and access their own resources for activities. Teachers are regularly making new games and activities to support current theme/topic. ICT is used to enhance lessons when appropriate through the smart board and use of chromebooks/iPads/tablets. Children are taught how to use ICT responsibly. Children, mostly the older children, are allowed choice of whether or not to use technology to complete their homework tasks. Seesaw is used as a tool to engage parents so they know what is happening in the classroom. The children can upload to this app themselves onto their own profile. It is one of the many ways where pupils can celebrate personal achievement. Achievements out of school are monitored **on** and celebrated at monthly assemblies. HT also uses as a monitoring tool across the cluster and checks it almost daily to gain insight as to what is happening in the classrooms and how pupils and parents are reacting.
- Pupil profiles, supported by learning conversations and tracking, and our online app help parents to be involved in their children's learning
- Our curriculum is increasingly progressive and is well planned by teachers
- We use assessment data to help us make sure children are supported and challenged
- We seek support from partners to improve learning experiences for the pupils
- Parents are issued with a termly plan of proposed learning experiences for their child
- Attainment meetings with staff – focus on achievement of a level in relation to CFE
- Looking at the attainment data with a view to upping the performance for children
- Consultation and advice from ASN teacher on how to improve attainment
- Pupil Support Assistants are used effectively to challenge and support targeted pupils in both classes as well as across the school.

How do we know?

- Evidence in pupil profiles including learning conversations and classwork
- Uploads on Seesaw
- Classroom observations
- Programmes of work and planning folders
- Attainment data and trackers
- Termly plans and snapshots
- PSA time table and target intervention groups – link to attainment meetings

What will we do next?

- We are looking into ways to expand on our use of digital technologies, especially in the outdoors. We will be working with the Digital Citizenship Leader to explore ways on how to do this. We will continue to develop our assessment and tracking of pupil progress across the wider curriculum. Children who are at risk of 'missing out' are given more opportunities to succeed in school. We will look and see if these are children who would at risk of underachieving.
- Children will understand how their achievements help them to develop knowledge for skills for learning, life and work. We will focus on skills in session 19/20 (SIP 19/20 - priority 1)
- Termly plans will be reviewed and evaluated throughout the term with the pupils so they know what they have covered and what is yet to be covered. This can then be shared at home with their parents. We will assess the impact of these using surveys and face to face discussions with families
- Staff to become more confident in asking and developing higher order questions. This will be a focus for observations.
- We will continue to develop our assessment and tracking of pupil progress across the wider curriculum to include the national Benchmarks

QI 3.1 Ensuring wellbeing, equality and inclusion

What is going well?

- Health and wellbeing is at the heart of our work and the school has a supportive and caring ethos
- Children's needs are met and we work in line with Highland Council's Policies
- We involve parents in discussions about their children's needs
- We seek people's views about how to improve health and wellbeing
- We promote inclusion and respect for diversity
- We have an open door policy and have good communication links with parents

How do we know?

- Evidence of improvement from attendance letters
- Child's plan review meetings
- Attainment Meetings
- Learning conversations with children
- Pupils tell us they prefer to work outdoors
- Positive Behaviour Policy
- There are rarely incidents where children need adult intervention as they are good at self- and peer-regulation. There is little low level disruption due to interesting classroom activities and positive ethos.
- A communication log with parents records all interactions.
- Classroom observation
- Surveys from parents and focus groups from pupils
- Staff talk regularly about pupils to keep up to date with what is happening
- Good communications with home – (evidence in communication folder on shared drive)
- Seesaw

What will we do next?

- Continue to ensure wellbeing indicators are known and understood as an integral feature of school life.
- As part of our HWB programme we are going to develop progressive programmes of work for Mental Health and Equality and Diversity and racism. (SIP 19/2 improvement #2)
- Children, after developing our equalities and diversities programme, children will feel equipped to challenge discrimination.
- Personal choice for attending assemblies
- Whole school events – children can all work together
- We need to embed skills in to our lessons and promote the world of work (SIP 19/20 Improvement #1)
- The whole learning community needs a shared understanding of wellbeing and children's rights. We will endeavor to improve parent understanding of the wellbeing indicators.
- Begin to record everything on SEEMiS

QI 3.2 Raising Attainment and Achievement

What is going well?

- The work the pupils do in school helps them to progress in their learning and help them to overcome barriers. Moderation takes place across the ASG cluster to ensure that teachers are confident in their expectations and assessment judgments and have a shared understanding of criteria for a level.
- HT has attainment meetings with all teaching staff to discuss all pupils, where children are identified as not working at age/stage, interventions are put in place to try and target these children.
- We increasingly use data and other information to know and understand our pupils' attainment
- Our Pupil Profiles help children to understand their own progress and to share it with their parents/carers which helps to inform next steps in learning
- We work with many partners beyond the school walls to support our children's learning
- We use continuous reporting and profiling in our cluster, and this allows and helps the children to be confident about where they are within their learning. It also allows parents further opportunities to become involved and engaged.
- HT works with focus groups so that children have a say in their learning and how to improve.
- Visitors to the school and trips out with provide pupils with a variety of contexts for learning.
- Partner agencies are instrumental in ensuring that children are progressing and achieving.
- Outdoor learning provides pupils with motivating contexts for learning in a natural environment. There are opportunities for accreditation through John Muir, Junior Sports Leaders, Bike Ability, etc.
- Children are applying and increasing their achievements through active participation in their local community.
- We identify barriers on an individual basis, and we seek to involve families fully in discussion about barriers to learning and are guided by professional advice by area staff.
- All staff know their children well, what they need to succeed and the factors that may be in place which impact learning.
- There are excellent transition links between Nursery and P1 and between P7 and Secondary.
- Attendance is closely monitored and letters and reminders go home if attendance drops below 90%. Those who have had letters, their attendance is slowly improving.
- There are no exclusions in the school, we promote inclusion and all staff have consistent approaches to behaviour management.

How do we know?

- Attainment data and tracking
- Moderation on various levels to ensure consistency
- Assessments to help inform teacher judgement
- Pupil profiles and dialogue
- Feedback from collaboration with professional assessments and meetings

What will we do next?

- Targets – devise a way for children to know and evaluate what they need to work on – children need to be able to discuss. School Improvement #1 for Session 19/20 is on Skills for learning life and work – this will allow children to know what skills they have and need for now and their future aspirations
- Continue Maths development – School Improvement Priority #3
- Wider achievements – track to monitor if all children are having access to wider achievements - and possibly provide opportunities so that all children are achieving in extracurricular areas