

### **Moray Council – Education and Social Care Newmill Primary School - Progress Report – June 2019**

#### **1 Introduction**

Newmill Primary School was inspected in October 2017 by Education Scotland and the resulting report was published in November 2017. The report can be accessed from the school or on the Education Scotland website.

Since the inspection, the local authority has monitored progress and visited the school to assess the extent to which the school is continuing to improve using a clear set of target areas. This has ensured that the school has a robust self evaluation culture in the school, supported and led by the school community.

The original inspection findings were identified as follows:

##### Areas of Strength

- The strong leadership and clear direction provided by the head teacher in developing an effective learning community for all. Staff involvement in the learning community and the success in implementing the shared vision and values. This is beginning to have a positive impact on children's experiences.
- Children who are empowered, committed and active in evaluating and improving their school.
- The supportive relationships between staff and children and the partnerships with all stakeholders. They are working together to improve the learning experiences and outcomes for all children.

##### Areas for Improvement

- Continue to develop effective self-evaluation using robust tracking and monitoring approaches to improve attainment in literacy and numeracy for all children.
- Further improve learning, teaching and assessment. Agree shared expectations to enable all children to make appropriate progress from prior learning, raising their attainment and achievement.

#### **2 Continuous Improvement**

The headteacher continues to be a successful leader within a paired school system and distributes leadership across the school community where appropriate. This empowers the children to have a voice in their learning and next steps as well as in positive contributions in how to improve their school. The language of learning is well established within the school and supports a culture of success within the school.

The Tower of Learning is well established within the school where the children are encouraged inspired to 'Belong, Support, Grow and Aspire' in all aspects of their life at school and beyond. These are clearly seen on 'The Wall' in the school hall and related to the school's aim 'to climb the Tower of Learning together'. This ensures that aspirational learning is kept central to the ongoing success of the school.

The school effectively engages in the child planning process and ensures that the key adult responsibilities are carried out confidently using a positive partnership approach with parents/carers and allied professionals. Assessments which are carried out by a range of partners form the basis of targets set and programmes of work to support learning; the school successfully work along with partners who understand the principles of GIRFEC and work within agreed protocol to support individual children and their families.

### **3 Progress with Areas for Improvement**

The school is making good progress in ensuring that self-evaluation using robust tracking and monitoring approaches is helping to improve attainment in literacy and numeracy. The school has adopted the local authority Tracking and Monitoring spreadsheet tool. Most children make good progress from their previous level of attainment and the attainment over time for all stages is good with teachers using SNSA data to assist with judgments at the relevant stages. Further tracking of cohorts and individual pupils over time will support teachers further in assessing pupil needs and identifying the impact of interventions for raising attainment and closing the attainment gap.

The headteacher and staff work together with the pupils to facilitate change so that priorities are clearly identified and that these will benefit the needs of the learners and their families. There are positive relationships between all members of the school community which help to ensure that all work together to initiate and implement change in line with appropriate and measurable improvements for children and the school community. All members of staff take responsibility for aspects of the improvement plan and also promote the school vision and values. Staff are empowered to take forward school improvements which gives them a sense of ownership and staff strengths and development needs are recognised and progressed.

Most learners know what they are learning and why with a culture of pupil led learning which is being developed well with learning intentions and success criteria being used well across the school. A range of learning and teaching approaches with creative ideas are used to engage learners to ensure motivation and ownership of learning. Good quality planning of learning ensures that assessment is appropriate and accurately records pupil progress, supported by accurate teacher professional judgment using moderation activities exercises.

### **4 Conclusion**

The school had made good progress in addressing the areas for improvement in the original Education Scotland report and the local authority is confident in the headteacher's and school's commitment to continuous improvement. Consequently it is recommended that Newmill Primary School is signed off from ongoing local

authority post-inspection oversight and reverts to normal quality assurance processes. Parents and carers will continue to be informed of further progress through the school Standards and Quality Report.

## **5 Contact Details**

Any queries about this report should be addressed to:

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