



**New Machar School
Standards & Quality Report
2017-2018
&
School Improvement Planning
2018-2019**

School Forward

We are pleased to present both our Standards and Quality Report for Session 2017–2018 and our School Improvement plan for the current session 2018 -2019. This report forms part of our quality improvement framework and provides important information regarding our schools progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in New Machar School. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

How are we doing?

How do we know?

What are we going to do now?

Looking inwards to analyse our work

Looking outwards to find out more about what is working well for others locally and nationally

Looking forwards to gauge what continuous improvement might look like in the longer term

At New Machar School we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Brian Carle

Head Teacher (Acting)

The School and its context

New Machar School's Vision and Values communicate our philosophy and beliefs for New Machar School Community.

Our School Vision:

"Our Vision is to provide the highest quality educational experiences in a happy, safe and stimulating environment where learners are supported and challenged in order to maximise their potential. We want to equip our learners with the knowledge, skills and attributes to enable them to be the best they can be."

Our School Motto:

#aimtobeawesome

Our school values:

Commitment and Cooperation

Respect and Responsibility

Achievement and Ambition

Friendship and Fairness

Teamwork and Trust

What do we aim to achieve for our children/pupils

Within New Machar School, we aim to provide a curriculum that is both inclusive and ambitious for all – a curriculum which is both academically challenging and also provides opportunities to develop skills for learning, life and work. Our curriculum will be based around the four capacities of Curriculum for Excellence – to ensure our pupils are successful learners, confident individuals, effective contributors and responsible citizens. Our curriculum will also reflect the principles of curriculum design to ensure breadth, depth, personalisation & choice, challenge & enjoyment, progression, coherence and relevance. Therefore we will have a curriculum which we will adapt continuously over time to meet the needs of our pupils.

Following the principles of Curriculum for Excellence, achievement of children and young people is celebrated in its broadest sense. This means looking beyond formally assessed learning, to also recognise activities like volunteering and participation in arts, sports and community-based programmes. This approach complements the nurturing and aspirational outcomes of Getting It Right for Every Child, and our aim in Aberdeenshire to overcome inequality by Raising Attainment for All, promoting Equity and Excellence in schools, and Closing the Gap.

The curriculum within New Machar School is based around the national curriculum frameworks and benchmarks (<https://education.gov.scot/improvement/curriculum-forexcellence-benchmarks>), and also those of Aberdeenshire Council.

At New Machar School we encourage planning to be pupil led and responsive. We use floor books in our Early Learning and Childcare Centre. We have recently published a draft

curriculum rationale in which all of our pupils, parents and staff contributed toward. Our curriculum rationale will soon be available on the school website along with further information about our teaching and learning strategies. Termly learning leaflets are issued by class teachers outlining the main contexts for learning. Our school website is updated daily and provided a wealth of information to our wider community.

There are a wide range of teaching strategies and resources used throughout the school. Learning opportunities are developed through links to the local context and national priorities. Teachers work with pupils to plan a curriculum that is relevant and continues to build on successes and ensure progression

Context

New Machar School is situated in the village of Newmachar, 10 miles from Aberdeen city centre and 5 miles from Dyce. The school is non-denominational and has a current role of 351 P1-P7 pupils and 75 pupils in our Early Learning and Childcare Centre, most of whom live in deciles 8 or 9 using the Scottish Index of Multiple Deprivation data. The catchment area is the village of Newmachar and the surrounding rural area. A number of pupils out with the catchment area also attend the school. On leaving New Machar School, nearly all pupils transfer to Dyce Academy, an Aberdeen City school. Some pupils transfer to Meldrum Academy. The school building has 14 teaching areas available. The open-plan extension, completed in February 1982, has 6 teaching areas, a Nurture Room and a Medical Room. The original building has 8 teaching areas. There is also a Library, which has recently been renovated and updated and a Hall/Dining Room. Administrative offices and school meal facilities are situated in the middle of the school. A 2 class nursery extension and additional car park were completed in March 2003. A double Portacabin is sited in the playground area and currently houses 2 classes. The school has extensive grass and tarmac playground areas as well as the use of a multi-purpose court.

New Machar School currently has 16.0 full time equivalent staff including the Head Teacher and a Depute Head Teacher. Specialist teachers support the teaching of Expressive Arts and Physical Education. A team of teachers provide additional support for learning. The Management team consists of the Head Teacher (Acting) and 1 Depute Head Teacher. Our teaching team is supported by a number of Pupil Support Assistants, a School Administrator, a part-time Admin Support Assistant, 2 Early Years Lead Practitioners, 4 Early Years Practitioners, a Janitor and kitchen and cleaning staff.

Community links are a valued part of school life and the children make good use of the environment as part of their curriculum. An After School club runs during the week and school holidays, the school is also used for a variety of evening activities.

The school has a very supportive Parent Council which encourages involvement of parents in the life and work of the school. Through the Pupil Council, pupils are also involved in the work of the school and its improvement. Senior pupils operate as Play Leaders to support playground games and extra-curricular activities are supported by staff and parents.

Devolved updates are managed in accordance with authority guidelines in order to support planned improvement in the school.

Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2017-2018.

Priority 1: Assessment, Moderation and Profiling	
<u>Progress</u>	<p>Following a number of collegiate meetings and support from SMT, most staff have an increased confidence and understanding of progression within the levels. Bundling has been discussed and the initial stages have been planned for, however this is not yet embedded into the whole school planning. This will commence from August 2018. Bundles have been identified to ensure a clear progression within Curriculum for Excellent levels. Bundles for composite classes have also been identified to ensure equity for all.</p> <p>All staff have a sound knowledge of expectations within year groups and school and this is evident in forward planning. Staff are able to share relevant learning experiences through online profiling, linking evaluations to pupil next steps and targets. Pupils who are exceeding expectations are being challenged appropriately, more so within mathematics and numeracy.</p> <p>There is increased support for pupils who require it, working towards closing the attainment gap and raising standards. Through increased support from management, all teachers now have more of an awareness of data from SNSA's/INCAs and Emerging Literacy and how they can be used to support learning. Tracking meetings provided an opportunity to look at raw data as well as teacher judgement. Teachers have met the target of tracking pupil progress three times throughout the year – November, February and June. This allows for discussion during vital points within the year as well as an opportunity for class teachers to discuss the language used when tracking progress. A whole school tracker has been developed and is being used by SMT to track progress within numeracy, literacy and health and wellbeing.</p> <p>Staff have continue to use online profiling tools (Interactive Learning Diaries) to share snapshots of learning with parents across a number of curricula areas.</p>
<u>Impact</u>	<p>Teacher more able to make clear professional judgements, regarding individual children's progress and attainment, as planning and tracking for 2017-2018 is now aligned with current national advice.</p> <p>Parental engagement with their child's learning has improved, with most parents commenting on how positive this has been.</p>
<u>Next steps</u>	<p>Bundles to be distributed to all staff for the beginning of the 2018-2019 session for immediate use in Term 1.</p> <p>Continued focus on planning, monitoring and tracking attainment.</p> <p>Continue to use ILD's to share learning with parents.</p>

Priority 2: Learning and Teaching in Numeracy

<u>Progress</u>	<p>All staff are developing more familiarity with the benchmarks as the use them to support professional judgement. Our recent updated whole school planning document allows teachers to engage with the benchmarks on a daily basis.</p> <p>Early level practical support materials have been shared with P1 parents during induction talks and planned curriculum mornings. Numicon has been introduced to P1-P3 pupils. This has had some impact on learning and teaching, however staff require more training/time to familiarise themselves with numicon for it to become more successful in class.</p> <p>Staff have continued to use real life problem solving activities in class to develop real life mathematical skills. Whole school world of work week enabled children to develop skills required for certain professions. Close links with DYW working group – cluster incentive as part of cluster development plan.</p> <p>Nursery have introduced the use of Numicon through free play activities.</p>
<u>Impact</u>	<p>Teachers are more able to make clear professional judgements, regarding children’s progress and attainment within mathematics and numeracy as planning is now align with national advice. Continuity and progression in learning within numeracy and mathematics strengthened for all children.</p> <p>Some class teachers have made an increased effort to learn outdoors. Although not fully embedded across the whole school, some teachers have lead the way in learning outdoors with many reporting on how motivating they found the experience.</p>
<u>Next steps</u>	<p>Numeracy working group to be developed as part of the WTA. Staff will meet 2.5 hours per term to develop the use of mental maths and Numicon throughout P1-P3. Upper stages staff to consider manageable ways to incorporate the use of daily mental maths and some use of numicon in P4-P7 classes.</p> <p>Continued focus on planning, monitoring and tracking attainment.</p> <p>Incorporate a word of work focus – real life problem solving to take place in all classes.</p> <p>After receiving positive feedback from parents/pupils/staff on the use of Education City home access, we will enable access to Education City to all P4-P7 pupils to encourage home learning of mathematics and numeracy.</p>

Priority 3: Interdisciplinary Learning

<u>Progress</u>	<p>As a school we reviewed our planning process and assessment of interdisciplinary learning across all stages. We agreed as a staff that class contexts should be more specific to our local area and that a clear progression should be visible within Early → First → Second level.</p> <p>Following several collegiate meetings, staff were involved in looking at E's/O's across all levels and bundling them together along with suggested contexts.</p> <p>All staff are developing more familiarity with the benchmarks as they use them to support professional judgement and progression across and within levels of Curriculum for Excellence.</p>
<u>Impact</u>	<p>Staff have been involved in the creation of school bundles to ensure progression within the BGE framework. This will be implemented from August 2018 along with a number of whole school planning contexts. As a result, most staff are now confident in their understanding on bundles and recognise the importance of ensuring a clear progression from Early level to Second Level. The involvement of staff when creating bundles has strengthened departmental working.</p> <p>Some staff feel more comfortable suggesting contexts that could be covered to ensure progression within different levels.</p>
<u>Next steps</u>	<p>SMT to plan a whole school context so support staff with challenge and pace of different contexts.</p> <p>Curriculum working group will review and discuss suggested contexts. Add contexts to the already existing list.</p> <p>Consider skills for lifelong work and link them to bundles</p> <p>Continue to work with DYW working group.</p> <p>Consider use of digital learning to share learning.</p>

2. How good is our leadership and approach to improvement?

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Level of quality for core QI: 4 Good

(HGIOS?4 1-6 scale)

Overview:

All stakeholders have a shared understanding of the vision values and aims at New Machar School. There are clear tools for consulting with all on school improvement. Leadership roles are undertaken by both staff and pupils. There is a clear drive for school improvement and team work/sense of collective responsibility is evident across the school. The strategic direction of the school is based on a sound analysis of data and other feedback.

1.3 Key strengths:

- Staff are actively involved in improvement planning & school development work. Staff regularly audit the school to inform next steps for improvement. All staff members are involved in the evaluation of progress and the identification of future priorities.
- All collegiate activities are based upon working towards the outcomes on the school's improvement plan and provide a focus for regular reflection and discussion on progress made.
- A range of approaches are used to gather views and ideas in order to further improve the school. (Computer based questionnaires, carousel discussions, team meetings, individual meetings)
- Staff understand the value of self-evaluation and improvement planning.
- Attainment Meetings give teaching staff an opportunity to discuss improvements/next steps.
- Recent increased staff confidence in using a wide range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge.
- Planning formats encourage regular self-evaluation.
- The school's robust Quality Assurance calendar ensures there is focused attention on monitoring and evaluating learning and teaching. Classes are observed regularly and planning formats are monitored.
- Peer monitoring is encouraged and timetabled to further improve quality teaching and learning. Some class teachers are very reflective practitioners.
- CLPD opportunities are offered to staff. Staff are involved in CLPD activities linked to improvement planning.
- Pupils, parents and staff are consulted and actively involved in evaluating the school. (Examples include – electronic questionnaires, pupil/parent voice)
- All stakeholders are encouraged to share their views and influence school improvement.
- Staff engage in moderation exercises with cluster schools in order to share practice and developed a shared understanding of progression in Literacy and numeracy.

Identified priorities for improvement:

- Further develop the use of our tracking/monitoring tool
- Continue to support teachers in the administering of SNSA's.
- Continue to develop robust approaches to quality assurance – continue to carry out learning walks to each class. Aim to sample more jotters as a moderation exercise.
- Monitor our tracking of wider achievement and the impact it is having on individual learners. Link to Skills for Life project and DYW work which is currently being evaluated.
- Continue to upskill staff on interrogation of assessment results to inform planning of targeted support/pace & challenge.

3. How good is the quality of care and education we offer?

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

Level of quality for core QI: 3 Satisfactory

(HGIOS?4 1-6 scale)

Overview:

The ethos of New Machar School is positive and respectful of all. Almost all pupils engage well with learning experiences and there is evidence of appropriate pace and challenge for all. The quality of teaching is good. The school continues to develop the use of IT to support learning appropriately. Staff plan collegiately and they use assessment information in order to track progress and identify next steps in learning.

2.3 Key strengths:

- Almost all learners are motivated and eager to engage in their learning.
- There are positive, respectful relationships in evidence across all areas of the school
- The school is continuing to work on sharing the purpose of learning with pupils and the majority of pupils know what to do in order to be successful. This is especially evident in writing and numeracy tasks.
- All staff plan appropriately in order to meet needs and the Aberdeenshire frameworks and Education Scotland Benchmarks are used to plan effectively.
- All pupils contribute to the wider life of the school and its community. Their views are continually sought and acted upon.
- Learning and teaching in all classes is underpinned by the school's vision, values and aims.
- Digital technology is being used effectively to support learning. Interactive Learning Diaries are used for Profiling from N -P7. Consultation is ongoing with pupils, parents and staff in order to improve current profiles.
- Technology is used across the school in most classes on a weekly basis to enhance learning opportunities.
- Questioning and higher order skills are promoted.
- Ongoing formative assessment is evident in all classes.
- Aberdeenshire Frameworks/Benchmarks are being used to support Assessment opportunities.
- There are opportunities for some pupils to make choices in how and when they carry out their learning.
- Participation in Eco Schools Award as well as a range of school based focussed activities ensures that pupils are developing the skill for life learning and work
- The introduction of "Good to be Green", linked to the revised school vision and values, has had a very positive impact on the school ethos and pupil motivation
- Overall, our learners are successful and confident resulting from the many opportunities and responsibilities e.g. Pupil Council, Eco Committee, Health Group, ICT Group and Play Leaders
- Dedicated effort to develop pre-school curriculum through outdoor learning in nursery
- Shared responsibility of child protection reporting and procedures across the school with annual training updates to support this
- Investment of time to support pupils with targeted needs i.e. emotional, social, behavioural
- Range of external speakers and workshops provided in school to enhance the curriculum and ensure many opportunities for development of life skills

Identified priorities for improvement:

- Increase pupil awareness of ILDs and allow them to have a greater input of observations.
- Improve the use of technology in all classes – consider the use of Book Creator/Floorbooks to evidence learning of different contexts

- Develop our moderation practices both in school and with schools within the cluster in order to further develop a shared understanding of standards
- Develop the use of technology in supporting effective learning and teaching
- Increase pupil confidence in discussing their learning/identification of next steps
- Develop a more consistent approach to feedback across the school

4. How good are we at improving outcomes for all our learners?

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Level of quality for core QI: 3 Satisfactory
(HGIOS?4 1-6 scale)

Overview: Staff at New Machar School have a good knowledge of learners, their families and the local community. The school strives to ensure all are treated with respect and there are clear procedures in place to support pupils. Pupils have access to universal supports and there is a clear staged procedure in place with regard to targeted support.

3.1 Key strengths:

- Everyone in our learning community is treated fairly and with respect and we place importance on fostering positive, open & supportive working relationships based on trust.
- The School has an ASN audit of need which is used in regular tracking discussions with staff. Where staff identify learners who require support the school responds quickly accessing available resources to support.
- Throughout session 2016- 2017 a whole school understanding has been developed around GIRFEC including a shared understanding of SHANARI Indicators.
- All staff have completed annual update of Child protection training and GIRFEC principles ensuring a clear protocol is in place in order to meet individual needs.
- The school actively utilise opportunities to promote diversity and engage in global citizenship through curriculum and whole school activities including charity work led by pupils.
- The school's HWB programme promotes our inclusive ethos and has strong links to the SHANARI Indicators.
- The Aberdeenshire Dyslexia friendly toolkit has been used to support pupils across the school.
- Staff are vigilant and are prompt to raise concerns around pupil achievement and well being.
- Effective transition arrangements are in place for pupils. Enhanced provision is available and planned for pupils in relation to individual needs.
- Pupil friendly IEPs are in existence for pupils with pupils, parents, class teacher, SFL teacher and HT being involved in the process. In addition, staged intervention groups are used to boost skills
- Importance of early identification of needs given priority, with PSA time being weighted accordingly.
- Planning is differentiated to meet individual needs. SFL and PSA time is targeted appropriately and links to the Schools ASN Audit.
- Parents feel well-informed about pupil progress and events in school, and are happy with the accessibility of teachers and the HT.
- A programme which ensures effective pastoral transition from P7 to S1 is in place with strong links to the Guidance and ASL teams at Dyce Academy. Enhanced provision is available and planned for pupils in relation to individual needs,
- A draft curriculum rationale has been developed and shared amongst all stakeholders.
- Bundles will be introduced from August 2018 – ensuring coverage and progression of E's + O's across all stages of Curriculum for Excellence.

Identified priorities for improvement:

- Further develop approaches to measure fully the impact of targeted interventions over time for our learners, particularly our PSA support.

- Continue to build capacity as a team to best meet the needs of pupils with increased levels of need.
- Continue to target use of PEF appropriately in order to ensure pupil need is met – additional PSA to target specific PEF pupils
- Develop a nurturing approach across our school
- Train a member of staff as a LIAM mentor (Low Intensity Anxiety Measurement) – working with NHS Grampian to support pupils who have anxiety
- Improve the use of our nurture room

Evaluation of QI [3.2 Raising attainment and achievement](#)

Level of quality for core QI: Satisfactory
(HGIOS?4 1-6 scale)

Sources of evidence/ evaluation activities undertaken:
As per QA calendar
TMR system

Key strengths:

- Attainment in literacy and numeracy for all learners is central to the work of our school and features in annual improvement priorities.
- Rigorous tracking and monitoring of attainment highlights that most children at New Machar School attain or exceed expected levels for literacy and numeracy
- Attainment data is discussed and analysed at tracking/planning discussions as per QA calendar.
- Attainment is compared against local and national averages.
- Consistent average scores over previous 3 years in literacy and numeracy at the beginning of P1 highlights good practice within our nursery setting. Learners are beginning Primary 1 at the expected level of above.
- Attainment data from standardised assessments demonstrates that there is a very good match between this and teacher's professional judgements.
- Appropriate supports are put in place based on attainment conversations. Expertise is sought from ASN/partner agencies to select appropriate interventions
- Overall our learners are successful, show confidence, are responsible and contribute fully to the life of our school. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community.
- Pupil participation in their wider community is successful through partnership with a variety of different links including local football teams, local community centre and groups within New Machar.
- PEF money has been invested to improve attainment within numeracy and literacy
- Wider achievement is celebrated and shared within individual classes and at whole school level.
- Staff understand the need for equity within our learning and achievement. We strive to ensure barriers to learning, including poverty, are removed to allow learners to succeed and achieve

Identified priorities for improvement:

- Continue to track attainment, including attainment over time to pick up trends, evaluate and use for identifying improvement priorities.
- Staff development time to be used to familiarise themselves with SNSA information and use as appropriate
- Continue to develop moderation opportunities across the school and cluster to ensure shared expectations to bring greater consistency in teacher professional judgement
- Continue to embed the use of Aberdeenshire and Education Scotland's benchmarks to continue to make increasingly confident professional judgements.

New Machar School – PEF Funding Plan

Proposal Period	2018/19
Name of School	New Machar School
Amount of money allocated	£15,600

Data and analysis	Proposed Interventions	Impact measurement	Governance
<ul style="list-style-type: none">•Presentation of data in the local context•Analysis of what this reveals in terms of the attainment gap•Identification of target populations•Rationale behind proposals	<ul style="list-style-type: none">•Proposals to address identified issues•Rationale and evidence behind proposals•Aim and expected impact of proposals•Initial assessment of funding requirement•See Annex B for menu of interventions	<ul style="list-style-type: none">•Proposals for measuring impact•Data, new and existing, which will be required•Plans for how data will be collected and reported	<ul style="list-style-type: none">•Proposals for how the work will be managed locally•Plans for local governance and reporting

1. Data and analysis

Primary 1

No of Pupils	59
No of LAC Pupils	1
No of EAL Pupils	2
No of pupils at Stae2/3 of ASN audit	1
No of pupils in SIMD 1-3	0

Data	Number /%age of pupils achieved early level	Number /%age of pupils exceeding early level	Number /%age of pupils not yet achieving
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			expected standard
Reading	54 92%	0	5 8%
Writing	41 69%	0	18 31%
Listening and Talking	52 88%	0	7 12%
Numeracy and maths	49 83%	0	10 17%
Health and Wellbeing	54 92%	0	5 8%

Analysis of Professional Judgements and Standardised Data:

Professional judgement shows that children are performing well in most areas of literacy. SFL support in place for the children who are not yet achieving the expected standard. EAL pupil not making any significant progress. CT's in dialogue with the EAL service for advice and support. Concern over the number of children not yet achieving the expected standard within writing. CT's perhaps been overly cautious with professional judgement. Awaiting SNSA results to support. Emergent literary results not robust, however show improvement across the board. Support will be put in place to support writing across P1 stage.

Strengths:

High percentage of pupils achieving appropriate levels in most key areas.
LAC pupil is performing well and meeting expected standard.
Strong links with EAL service to provide support for EAL pupil – assessments due to take place to identify gaps in first/second language.
School has very good induction programme and has also put together prompts to support parents/carers with early literacy/numeracy homework.
Frameworks and benchmarks are used to support planning.

Areas for development/Plans for Improvement:

Very high score within reading – however this doesn't reflect with writing progress. Are children being given plenty opportunities to write. Increase play based situations, expose children to a variety of writing materials.
Taking forward further moderation work in school and across cluster using Early level benchmarks and also taking part in emergent Literacy.
Increased SFL/PSA time during P1 writing slots.

Primary 2

	P1/2	P2	P2/3	Combined
No of Pupils	11	29	19	59
No of LAC Pupils	0	0	0	0

No of EAL Pupils	0	0	0	0
No of pupils at Stae2/3 of ASN audit	1	3	1	5
No of pupils in SIMD 1-3	0	0	0	0
PEF		1		1

Data	Number /%age of pupils achieved early level	On Track	Require Support	Number /%age of pupils exceeding	Number /%age of pupils not yet achieving expected standard
Reading	N/A	40 67%	10 17%	9 15%	N/A
Writing	N/A	43 73%	13 22%	3 5%	N/A
Listening and Talking	N/A	55 93%	4 7%	0	N/A
Numeracy and maths	N/A	49 83%	10 17%	0	N/A
Health and Wellbeing	N/A	57 97%	2 3%	0	N/A

Analysis of Professional Judgements and Standardised Data:

Professional judgement shows that children are performing well in most areas of literacy. SFL support in place for the children who are requiring support. Emerging literary assessments were completed with children who were requiring support in Literacy- targeted support for these areas in place. A significant amount of children requiring support with writing across P2 year group. Children requiring support for HWB attend social skills groups weekly.

Strengths:

Frameworks and benchmarks are used to support planning.
A percentage of children are exceeding expectations within first level in reading. This group were receiving extended reading activities planned for by SFL delivered by a PSA.
SFL support for Numeracy group requiring support.

Areas for development/Plans for Improvement:

Taking forward further moderation work in school and across cluster using First level benchmarks and also taking part in Emerging Literacy.

Increased SFL/PSA time during P2 writing slots.

Primary 3

	P2/3	P3	P3/4	Combined
No of Pupils	6	25	16	47
No of LAC Pupils	0	0	0	0
No of EAL Pupils	0	2	0	2
No of pupils at Stae2/3 of ASN audit	0	3	1	4
No of pupils in SIMD 1-3	0	0	0	0
PEF	0	1	1	2

Data	Number /%age of pupils achieved early level	On Track	Require Support	Number /%age of pupils exceeding	Number /%age of pupils not yet achieving expected standard
Reading	N/A	43 91%	4 9%	0	N/A
Writing	N/A	38 81%	8 17%	1 2%	N/A
Listening and Talking	N/A	40 85%	7 15%	0	N/A
Numeracy and maths	N/A	31 66%	9 19%	7 15%	N/A
Health and Wellbeing	N/A	46 98%	1 2%	0	N/A

Analysis of Professional Judgements and Standardised Data:

Professional judgement shows that children are performing well in most areas of literacy. SFL support in place for the children who are requiring support. Emerging literary assessments were completed with children who were requiring support in Literacy. Two children in this year group with significant needs.

There is a dip in writing with 17% requiring support

Strengths:

Frameworks and benchmarks are used to support planning.

High percentage of reading on track for reading.

Numeracy-15% of children working above average.

Areas for development/Plans for Improvement:

Writing-Taking forward further moderation work in school and across cluster using First level benchmarks and also taking part in Emerging Literacy.

Reading- 12 children had INCAS standardised scores above 115 in reading. This does not reflect that they are exceeding expectations. Of the 11 children 45% had a high standardised developed ability which would suggest further challenge could be given.

Numeracy- Further extensions as 26% of children INCAS data had standardised scores above 115.

Increased SFL/PSA time during P3 writing slots.

Primary 4

No of Pupils	40
No of LAC Pupils	0
No of EAL Pupils	2
No of pupils at Stae2/3 of ASN audit	4
No of pupils in SIMD 1-3	0

Data	Number /%age of pupils achieved first level	Number /%age of pupils exceeding first level	Number /%age of pupils not yet achieving expected standard
Reading	12 30%	18 45%	10 25%
Writing	10 25%	18 45%	12 30%
Listening and Talking	33 83%	0	7 17%
Numeracy and maths	27 68%	8 20%	5 12%
Health and Wellbeing	35 88%	0	5 12%

Analysis of Professional Judgements and Standardised Data:

Consider Incas from P3 – only 1 pupil scored below average for General Maths. 75% of pupils have achieved or have exceeded expected standard. Group of P4's in P3/4 require obvious support. Not all teacher judgements are close to the developed ability scores. Are pupils being challenged appropriately?

Generally an able year group – we have identified a group of 7 boys who require support across the curriculum. SFL staff supporting, in class support in place and pupils have access to Nesy and other software to support.

Strengths:

Performance in Numeracy is positive – targeted support is in place to fill in some of the gaps missed from previous learning experiences. High participation in Sumdog/Ed City – has this maintained good results from INCAS.

PSAs are carrying out targeted intervention with pupils not making suggested progress and this is being led by the sfl teacher. Daily programmes in place.

Almost half of the year group is exceeding expectation within reading/writing. 10 pupils were above national average in P3 – shows an increased ability within P4. Consider literacy approach used in P4 and share amongst colleagues.

Areas for development/Plans for Improvement:

Further use of benchmarks and frameworks to ensure there is a shared understanding of levels achieved- moderation and development of holistic assessments will support this going forward.

Numeracy and maths on SIP for next session

Clear focus on expectations and a shared understanding of effective learning and teaching also on SIP

Consider literacy approach used in P4 and share amongst colleagues.

Use of whole school maths planning tool – encourage CT's to challenge pupils.

Primary 5

	P4/5	P5	P5/6	Combined
No of Pupils	13	30	7	

No of LAC Pupils	0	0	0	
No of EAL Pupils	0	1	0	
No of pupils at Stae2/3 of ASN audit	1	0	0	
No of pupils in SIMD 1-3	0	0	0	0
PEF				

Data	Number /%age of pupils achieved second level	On Track	Require Support	Number /%age of pupils exceeding	Number /%age of pupils not yet achieving expected standard
Reading	n/a	33 66%	17 34%	0	0
Writing	n/a	28 56%	21 42%	1 2%	0
Listening and Talking	n/a	34 68%	16 32%	0	0
Numeracy and maths	n/a	34 68%	10 20%	6 12%	0
Health and Wellbeing	n/a	42 84%	8 16%	0	0

Analysis of Professional Judgements and Standardised Data:

Writing seems to be an ongoing issue throughout the school – professional dialogue to take place between class teachers and SMT to ensure appropriate understanding of levels is in place. There are obvious gaps within literacy that will need to be addressed within middle/upper stages.

Strengths:

72% of P5 children are On Track or Exceeding Expectations within numeracy.

PSA is working with identified children in nurture groups to engage them with school.

Bags for books is engaging boys with literacy – children seem enthusiastic to read.

Areas for development/Plans for Improvement:

Intervention required within literacy – consider cross curricular opportunities to engage all pupils with literacy e.g. Charanga music.

Increase PSA time within middle/upper stages.

Focus on social skill groups to maintain high standards of learning.

Engage with class teachers through planning/tracking meetings to ensure correct levels are in place for all pupils.

Primary 6

	P5/6	P6	Combined
No of Pupils	17	30	47

No of LAC Pupils	1	0	1
No of EAL Pupils	0	1	1
No of pupils at Stae2/3 of ASN audit	4	0	4
No of pupils in SIMD 1-3	0	0	0
PEF	1	2	3

Data	Number /%age of pupils achieved Second level	On Track	Require Support	Number /%age of pupils exceeding	Number /%age of pupils not yet achieving expected standard
Reading	N/A	34 72%	11 24%	2 4%	N/A
Writing	N/A	24 51%	20 43%	3 6%	N/A
Listening and Talking	N/A	33 70%	12 26%	2 4%	N/A
Numeracy and maths	N/A	21 44%	18 38%	8 18%	N/A
Health and Wellbeing	N/A	41 87%	4 9%	2 4%	N/A

Analysis of Professional Judgements and Standardised Data:

Writing seems to be an ongoing issue throughout the school – professional dialogue to take place between class teachers and SMT to ensure appropriate understanding of levels is in place. There are obvious gaps within literacy that will need to be addressed within middle/upper stages.

Strengths:

Use of interactive presentations are engaging children during literacy lessons (Sway)

High number of pupils exceeding expectations within numeracy

Targeted PSA support for individual pupils who require additional support within literacy.

Regular dialogue with CT and SMT taking place/

Areas for development/Plans for Improvement:

Intervention required within literacy – consider cross curricular opportunities to engage all pupils with literacy e.g. Charanga music.

Increase PSA time within middle/upper stages.

Focus on social skill groups to maintain high standards of learning.

Engage with class teachers through planning/tracking meetings to ensure correct levels are in place for all pupils.

Primary 7

No of Pupils	37
No of LAC Pupils	1
No of EAL Pupils	2
No of pupils at Stae2/3 of ASN audit	2
No of pupils in SIMD 1-3	0

Data	Number /%age of pupils achieved early level	Number /%age of pupils exceeding early level	Number /%age of pupils not yet achieving expected standard
Reading	10 27%	24 65%	3 8%
Writing	9 24%	25 68%	3 8%
Listening and Talking	30 81%	0	7 19%
Numeracy and maths	23 62%	13 35%	1 3%
Health and Wellbeing	34 92%	0	3 8%

Analysis of Professional Judgements and Standardised Data:

3 pupils who are below average in reading/writing have clear barriers to their learning – EAL, dyslexic and Autistic. Support is in place by SFL/EAL service. Generally a very able year group – high number of children are exceeding expectations within reading and writing. This has increased from middle stages. P5 INCAS show some very bright, talented young learners. They are still performing as well in P7. Teacher judgement re: L+T – challenge this, can the pupils’ recite/explain/discuss relevant parts of a text and transfer skills and knowledge. If they can do this they should be on track, requiring support.

Strengths:

- Almost all pupils achieving expected levels in Literacy and numeracy.
- Introduction of profiling has supported pupils’ motivation and ownership of learning.
- 97% of pupils have achieved or are exceeding expectations for numeracy – CT support/SFL support are in place for Dyslexic child who used to attend Dyslexic unit.
- ERIC tine is also having an impact on the attainment and motivation in reading. SFL/PSAs are doing a great job supporting our young learners.

Areas for development/Plans for Improvement:

- Writing is a whole school development area – BIG writing to be used going forward. .
- Maths – consider the strategies and techniques used in P7 to share amongst colleagues. Increased feedback has allowed children to engage further with their work.

Whole school notes:

Moderation is a key area of work going forward using the frameworks and benchmarks.

Review of planning formats

Visible learning being promoted in all classes.

Numicon resources to support teaching of numeracy in early stages up to P3

Whole school tracking system and ongoing QA activities support improvement priorities.

Continue to use SFL team as an advice service as well as a physical presence.

SFL teachers to work more in class

AIFL/Feedback and shared expectations around good learning and teaching at heart of next session SIP

Continuing with development of Sumdog and Education City

Wider achievements

Celebrated through weekly assemblies

Café Awesome

Good to be Green

Classroom displays, notes home

Wider achievement is tracked and SMT continue to consider improvements as well as ensuring pupils at risk of missing out are given appropriate opportunities.

Next Steps

Regular tracking sessions throughout the school year 3-4 times per session to inform teacher judgment for writing reports

Celebrate success more as a whole school

Develop a robust QA calendar – learning visits with a purpose.

In Summary:

- Results identify gaps within literacy – specifically writing (for a purpose).
- Girls seem to be “On track” with most areas however there are gaps and trends that highlight boys are performing less well in literacy.
- High number of pupils exceeding expectations within numeracy – this may be due to the additional numeracy resources purchased from previous PEF funding
- Significant need in literacy, social skills and nurture required within middle/upper stages
- Following staff engagement in emerging literacy, a play based approach to Early Level literacy will be continued this year.

2. Proposed interventions

- PEF funded PSA 16.5 hours per week – to work specifically with PEF identified children needs
- Continue to resource the school nurture room so it is equipped with appropriate resources for the age groups accessing the area
- Consider options to raise engagement in writing through the use of expressive arts.
- Consider the use of a grammar programme for P4-P7 to consolidate literacy skills through a consistent approach
- Extend play opportunities in Early Years to engage pupils in writing – possible training for early years staff around the importance of play

3. Impact Measurement

- Regular tracking meetings with class teachers to ensure pupil attainment is being monitored.
- Use of SNSA data – training opportunities for class teachers will allow them to interpret data and use it effectively.
- Emerging literacy data will be tracked and play opportunities encouraged
- Regular dialogue with PSA – SMT to work specifically on an adapted timetable for the pupils the PSA will support – this will be reviewed termly and adapted where required.
- Through the use of nurture groups, we will hopefully see an improvement in attendance and lateness of those pupils who find school challenging
- Attainment in writing would increase through the use of cross curricular approaches – use of camera traps, charanga music would provide pupils with a stimulus to write for a purpose
- Review whole school planning formats to ensure data/professional judgement is being used appropriately – this could be encouraged through the use of a staff
- March 2019 – SMT will review expenditure of PEF money using data collected throughout the year to set next steps/interventions.

4. Planned Expenditure

	Details	FTE/Hours/ No.	Cost 2018/19
Teaching staff			
Support staff	PSA `	16.5	£6500
Supported study			
Transport			
Lets			
Resources/Equipment/ Materials			
Commissioned/purchased services/partners			

Other			
Total			

Education and Children's Services							
PEF Spending Plan 2018/19							
School	Sector	Cluster	Supplier	Amount	Commentary		Total Authority PEF Budget
New Machar	ECS	Inverurie	Browns Books/OUP	£2700	Grammar books		£15,600
			Charanga Music	£400	Expressive arts		Expenditure
			Hope/Consortium/YPO	£1000	Nurture Resources		£15,600
			Hope/Consortium/YPO/ Community Play	£2500	Play resources		Variance
			Live literature/Scottish Book Trust/Browns Books	£2500	Writing opportunities		

Capacity for improvement

School and Nursery staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

Key priorities for session 17-18

Priority 1: Raising attainment and achievement in literacy – particularly within writing

Priority 2: Promoting the importance of play within our Early Years settings

Priority 3: Closing the attainment gap – develop a curriculum that is relevant to our local area and meets the needs of all of our learners.

Action planning

National Improvement Framework Priorities		HGIOS and ELCC	
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance</p>		<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	
Improvement Priority	Outcomes for learners	Impact Measurement	PEF
<p><u>Priority 1</u></p> <p>Raising attainment and achievement within literacy, with a particular focus on writing.</p> <p>1.3</p> <p>2.3</p> <p>3,2</p>	<p><u>Children at New Machar School will</u></p> <ul style="list-style-type: none"> Experience a strongly researched approach to the teaching of early literacy (emergent literacy) in Primary 1 which will impact on attainment for all learners Experience a refreshed literacy curricular pathways, which will support teachers to more effectively monitor and track their children's attainment to ensure we intervene sooner to support and extend learners <p><u>Assessment:</u></p> <ul style="list-style-type: none"> Children will experience opportunities to demonstrate and 	<p><u>Evidence of impact:</u></p> <p>Critical analysis of attainment and achievement data. Looking at what is working well in P1 and thread this through future developments.</p> <p>Continued identification of children requiring targeted support and interventions in place, measured and evaluated.</p>	<p>Fund author/writer visits to engage children with writing across the school.</p> <p>Support writing lessons/children with PEF funded PSA</p>

	apply their learning within planned Holistic Assessments		
<p>Priority 2 Promoting the importance of play within our Early Years settings</p> <p>2.2 2.3 2.6 3.3 (HGIOLEC)</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • Continue their play based approach established within Nursery. • Have opportunities for both structured and unstructured play. • Develop their Listening and Talking skills through play situations such as construction and roleplay. 	<p>Evidence of impact:</p> <ul style="list-style-type: none"> • Increased staff awareness of the importance of play and attendance at relevant CPD events will increase opportunities for play based P1 curriculum. • Increased opportunities for mark making will support early level writing development in line with Emerging Literacy documentation. 	<p>PEF Funds to buy new play equipment to enhance play opportunities within our Early Years setting.</p>
<p>Priority 3 Closing the attainment gap – develop a curriculum that is relevant to our local area and meets the needs of all of our learners.</p>	<ul style="list-style-type: none"> • Staff to familiarise themselves with new data from SNSA and ensure this is used to support planning etc. • Ensure TMR system is robust and allows for effective analysis of data – continue to liaise with staff during tracking meetings regarding pupil progress. • Continue to monitor attendance/lates – appropriate interventions • Develop use of Nurture room to support pupils who may find school life challenging • Work closely with NHS Grampian to develop a LIAM (low intensity anxiety management) mentor in school. 	<p>Evidence of impact</p> <p>Pupil need is more appropriately supported.</p> <p>Data is used effectively to target resources for impact</p> <p>Raised attainment for pupils.</p> <p>Increased staff awareness of using a nurturing approach</p>	<p>PEF</p> <p>Resource nurture room to ensure it is pupil friendly and fit for intended use.</p> <p>Invest in robust spelling/grammar resources to consolidate approach to writing to ensure equity for all.</p>

Wider Achievements

Memories are made of this:

As a school we place a high value on pupil achievements and strive to create opportunities for pupils to achieve and for us to recognise and celebrate achievements gained both through school activities and other pursuits.

Pupils at our school are also aware of the needs and plights of others and Global Citizenship reflects their caring attitude. Our school is not restricted to the four walls and a roof. Where possible the school has extended their sense of community to incorporate and assist with Global issues.

Charities supported by the school over the last session included:

Children In Need

Macmillan Cancer

Charlie House

Sport Relief

SSPCA

Books Abroad

This session we have had many different opportunities in order to promote the wider curriculum.

Pupils have benefited from a wide range of extra-curricular clubs and activities including Tennis, Jogging, Lego (Lego Technology), Reading and Coding club run by pupils/parents/staff from the school.

Some of our classes took part in Enterprise Activities and gave the opportunity for Parents/carers and extended friends in the community to engage with the school showcasing learning that had been taking place over a term. This included a number of class assemblies as well as our P5/6 and P6 New Machar Bake Off.

All pupils from P5 to P7 took part in the certified First aid Course funded to us by our Parent Council. This has given all the chance to develop crucial life skills. We also delivered a very effective programme for Primary 6 and 7 pupils around Living and Growing.

Our pupils have been involved in improving our school through various audits including the playground, library and behaviour.

Our nursery pupils had an amazing experience closely linked to Wynford farm. They learned about a number of different animals and even got a visit from some lambs, which they all thoroughly enjoyed.

Some of our primary 7 pupils took part in a Rotary Quiz with the Rotary Club. They competed against a number of other schools in the area and did very well.

Some of our P6 pupils took part in the Aberdeenshire Euroquiz. They also competed against a number of other schools in the area and did very well to win all of their rounds.

Our p3/4 pupils took part in an online competition called SumDog and were very enthusiastic about this learning opportunity. Some of our pupils were exceptionally well placed nationally.

This year also saw some of our usual activities taking place.

Our Primary 7 pupils took part in a residential week to Dalguise. They all had a thoroughly enjoyable experience.

Our P6 pupils took part in a residential week to Glenshee Ski Centre. This was a great year for snow and plenty of skiing was enjoyed by many of our pupils.

We had a very successful nativity performance which raised considerable funds for the local SSPCA.

Wider Community Links

We are fortunate enough to have a positive link with the Axis Centre which provide good support to the school. They let us use their facility for a number of sporting events as well as cater for our whole school Christmas performance.

The school continues to work alongside the community and regularly provides news for the local Newmachar News.

Football teams had a terrific year led by our parent volunteers. They did exceptionally well in their league and have represented the school proudly. They should all be delighted with what they achieved.

Our Parent council, pupils and staff got involved in our annual Summer Fayre. The parent council organise the superb fundraiser for the school which was well attended by all in the Community.

We have re-established a good relationship with Summerhill House. Summerhill house is a sheltered housing complex within Newmachar. Some of our classes visited the residents of Summerhill house during the Christmas period, which was well received within the community.

The school invited local senior citizens to a whole school Christmas sing-song. This was the first of its kind and feedback was very positive. Our pupils really enjoyed the event and we hope to continue this as part of our annual events.

We held our first "World of Work Week" in March 2018, in which we invited local residents in to our school to discuss their job and the skills required for it. All of our pupils experienced workshops, demonstrations and talks from a number of professionals.