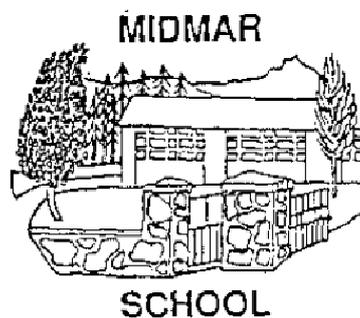




## **STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN**

**FOR**

# **Midmar School**



**LAST UPDATED: Tuesday 13 September 2016**

**Aberdeenshire Council Education & Children's Services**

"Education & Children's Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire"

## 1. Context of the School

- Values and vision of the school

### Our Vision:

**We will lead happy, healthy lives as active citizens and life-long learners**

### Our Values:

(‘a thirst for learning THE 3Rs’)

**LEARNING, TRUST, HONESTY, EQUITY, RESILIENCE, RESPONSIBILITY, RESPECT**

### Our Aims:

All learners will be happy, safe, included and inspired in school to develop knowledge, skills, attitudes and qualities so they become:

Successful Learners

Confident Individual

Responsible Citizens

Effective Contributors

*Ref: UN Convention on the Rights of the Child: Articles 28 and 29*

- Ethos of the school and wider learning community

Midmar School is situated in rural Aberdeenshire, approximately 18 miles west of Aberdeen between the B9119 Aberdeen to Tarland Road and the A944 Aberdeen to Alford Road. It is a rural school in a mainly agricultural area facing south to the Hill of Fare. Midmar is an area made up of small hamlets which include Glenwwod, Tillybirloch and Comers. The school is situated in Glenwood. Midmar also has a Hall and Church. The nearest shop is in Echt or Torphins.

Our catchment area comprises mostly of private housing spread over a wide rural area. Nearly all parents commute to work.

Midmar school is set in extensive grounds which provide excellent opportunities for outdoor learning. These include a tarred front playground a football pitch with floodlights, grass play area, raised vegetable beds and a millennium garden with a plastic bottle greenhouse and willow tunnel. We also use the neighbouring wood for Forest School activities

The main school building dates from 1963, with an extension being completed in December 2013. There are three classrooms, one of which is a detached mobile unit. The extension provides a reception / waiting area, disabled toilet, Office, staffroom, small store and Head Teacher’s Office.

Pre-school children attend Echt Nursery or partner provider nurseries. A Rising 5s Group usually meets throughout the session on Monday mornings. However, due to small numbers it will only meet from April 2017 this session. Children transfer to Alford Academy at the end of Primary 7.

Midmar After School Club (MASC) meets in school on Tuesdays, Wednesdays and Thursdays from 3.15pm – 6.00pm. It is run by a parent committee. A copy of the latest Care Inspectorate Report can be found at [www.careinspectorate.com/berengCareservices/html/reports](http://www.careinspectorate.com/berengCareservices/html/reports)

Our current role is 58 pupils, divided in to 3 classes with the head teacher having a teaching commitment. These classes are P1-P3, P4-P5, P6-P7.

Our team consists of a Head Teacher, 1 full time teacher, 2 part-time teachers, 2 PSAs, an Administrator / Clerical Assistant, 2 kitchen assistants, a cleaner and a janitor (who is based at Alford Academy and visits school weekly). We currently have a vacancy for a Teacher of Flexible Days. Our SFL teacher is based at Alford Academy and visits one afternoon per week. Specialist teachers help deliver experiences in Art, Music, Physical Education and ICT. In 2016 we also have Core Staffing hours to cover teachers' Non class contact time. Our Active Schools Co-ordinator supports our netball and football groups and also organises at wide range of activities, in Alford or across Aberdeenshire, which children can choose to attend. Many of our children take part in the Cross Country Events.

Midmar Primary is part of the Alford Cluster, which comprises of 13 primary schools as well as Alford Academy. This Cluster is very widespread, covering a 25 mile radius of Alford. Midmar School is also part of the smaller. More localised MCMEDS Cluster. Other members are Cluny, Monymusk, Echt, Dunecht and Skene schools.

We work closely with a range of support agencies and volunteers to provide the best possible experience for our children. There is a strong collegiate ethos between staff, parents and pupils with a strong culture of learning and school improvement.

The school benefits greatly from strong, supportive and purposeful parental involvement through the Parent Forum and Parent Council. Parent Council support the curriculum by providing funds for resources such as Accelerated Reader and Junior Librarian. They also support transport costs enabling us to extend learning beyond the classroom.

Our work on The Sustainability Global Goals links our work on Children's Rights and Eco Schools. Midmar School achieved The Level 2 Rights Respecting School Award in March 2016. Midmar has been an Eco School since 2008. To maintain our Eco School status our current focus areas are Sustainability, Water and Litter.

• **SIMD (Scottish Index of Multiple Deprivation)**

All our pupils are in decile 7

• **Overall strengths of the school**

In Midmar School we have a lot to be proud of but in particular we have noted the following key strengths:

- A Commitment from all to School Improvement
- Attainment and achievements of pupils
- The ethos of the school
- Effective collaborative working practices and collegiality across the school
- Partnership working – pupils groups, staff, parents and with the wider community
- Effective Community Links

## 2. How good is our .....

### How good is our leadership and approach to improvement?

<b>QI 1.3 Leadership of Change</b>
a) <b>Evaluation:</b> Good
b) <b>Summary</b> – approaches used / key features, etc
<ul style="list-style-type: none"><li>• Staff have high expectations of all learners which impacts positively on attainment and achievement</li><li>• Pupils, parents and staff were involved in the review of our Vision, Values and Aims (Feb. March 2016), which impact on ethos and learning and teaching</li><li>• Pupils, parents and staff were involved in the review of our Climate for Learning Policy – March 2016, meaning they all have ownership and clear understanding</li><li>• Our vision focuses on active citizens and life-long learning, aiming to develop a new generation of citizens and workers</li><li>• Our vision, values and aims link to our School and Class Charters, the Rights of the Child and the four contexts for Learning, making them relevant to today's society</li><li>• Staff understand the social, economic and cultural context of our community which enables them to support and develop learners</li><li>• Staff and learners engage in regular evaluation of progress and the identification of future priorities, ensuring continual improvement.</li><li>• Staff are committed to change which directly impacts learners</li><li>• There is an ethos of Leadership at all levels across the school, empowering the whole school community to take ownership and responsibility for improvement</li><li>• Self-evaluation looks both inwards and outwards giving consideration to both the local and national agenda, ensuring it is relevant and in line with developments.</li><li>• Teaching staff and PSAs engage in yearly reviews through Professional Review and Development (teachers) and Employee Annual Review (non-teaching staff) ensuring professional development impact on learning and teaching and raises attainment</li><li>• Teachers use GTCS standards for staff professional development, leading to targets for development, which will impact on both the teacher and school</li><li>• Our Quality Assurance self-evaluation calendar provides a robust tool for evaluating the work of the school, identifying strengths and next steps.</li><li>• Our tracking of attainment through PIPs/INCAS and Curriculum for Excellence allows us to evaluate work carried out and identify priorities for development</li><li>• Target Setting ensures that we continue to focus on pace and challenge.</li><li>• Some children can talk about their strengths, progress and plan next steps in learning</li><li>• The School Improvement plan is created following an audit involving staff, pupils and parents, ensuring it is relevant to the school, local and national priorities</li><li>• 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.</li></ul>

<b>c) How do we know?</b>
<b>“Looking Inwards”</b> (ie, sources used for self-evaluation in the school)
<ul style="list-style-type: none"> <li>• QA calendar</li> <li>• Results of monitoring</li> <li>• School Improvement plans</li> <li>• PRD</li> <li>• EAR</li> <li>• Parent, pupil and Staff questionnaire’s / feedback from Workshops</li> <li>• Vision, values, aims</li> <li>• School Charter</li> <li>• Climate for Learning Policy</li> <li>• Collegiate discussions</li> <li>•</li> </ul>
<b>“Looking Outwards”</b> (ie, self-evaluation via collaboration with partners)
<ul style="list-style-type: none"> <li>• HGIOS 4</li> <li>• National Improvement Framework</li> <li>• Alford Cluster Improvement Plan</li> </ul>
<b>d) Key evidence details – to satisfy E&amp;CS / NIF demands</b>
<ul style="list-style-type: none"> <li>• INCAS results</li> <li>• ePIPS results</li> <li>• CfE attainment</li> <li>• Assessment of Children’s Progress – School Tracking and Target Setting</li> <li>• School Leadership – staff roles, School Groups, opportunities for leadership in classes, parental involvement</li> </ul>
<b>e) Identified Strengths</b>
<ul style="list-style-type: none"> <li>• Use of data to inform improvement, support and challenge</li> <li>• Collegiate working</li> <li>• Pupil voice</li> <li>• Development of shared vision, values and aims</li> <li>• Rights Respecting School Level 2 Award</li> <li>• Management and organisation of resources</li> </ul>
<b>f) “Looking Forwards” – aspects for improvement : headline next steps</b>
<ul style="list-style-type: none"> <li>• All staff to engage with HGIOS 4; use to audit current practise and inform development</li> <li>• Create a 3 year programme for the evaluation of the school – rolling programme of focus QIs</li> <li>• Use the National Improvement Framework priorities to plan the school improvement agenda</li> <li>• Create a long-term strategy to guide improvements and the pace of change. Ensuring there is time for change to impact on learners</li> <li>• Create effective systems to evaluate and monitor the impact and sustainability of professional learning</li> <li>• Review tracking of wider achievements and the impact of wider achievements on individual learners.</li> <li>• Continue to develop opportunities for children to take responsibility for their own learning and progress</li> </ul>

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

<b>QI 2.3 Learning, Teaching and Assessment</b>
a) <b>Evaluation:</b> Good
b) <b>Summary</b> – approaches used / key features, etc
<ul style="list-style-type: none"><li>• Staff are positive and caring, providing support and challenge to their pupils which leads to quality learning outcomes</li><li>• Children confidently share their achievements at Assemblies; Recognising skills and knowledge they have gained</li><li>• The school is beginning to track pupil's wider achievements in Pupil Profiles</li><li>• Standardised assessments (ePIPS and INCAS) in P1, P3, P5 and P7 are used and analysed to discuss next steps for learners. – support, challenge, deployment of resources</li><li>• The majority of learners are achieving within or above the expected level for their ages and stage.</li><li>• Our Tracking, Monitoring and Review system tracks whole school attainment, identifying next steps and supporting pace and challenge.</li><li>• Teachers work together to develop a clear understanding of CfE levels. They have used the Aberdeenshire Progression Frameworks to support Literacy, Numeracy and Health and Wellbeing.</li><li>• Teachers use the benchmarks from the Aberdeenshire Frameworks to plan learning and evaluate progress</li><li>• We use our community and outdoor space to create learning opportunities, developing excellent community links</li><li>• Most learners are motivated and take an active part in school life</li><li>• Positive behaviour systems linked to the School and Class Charters have impacted on the school ethos and pupil motivation.</li><li>• Restorative Practices are used to support learners</li><li>• Teachers have attended CPD training in co-operative learning and P4C, which they are developing with pupils</li><li>• Overall, our learners are successful and confident resulting from the many opportunities and responsibilities provided eg. class and school monitors, Rota Kids, School Groups, Sports Leaders, Play Leaders, Junior Road Safety Officers</li><li>• Every child is a member of a School Group – Health Group, Pupil Council, Community Group and Eco Group, ensuring the development of skills and achievement in the broad general education</li><li>• Senior pupils lead School Groups supported by a member of Staff. This develops leadership and life skills</li><li>• All classes are now beginning to use digital technology to motivate learners. A Book Creator app is being used in order to showcase their learning. Parents have been involved in this process and pupils support each other in their learning,</li><li>• Pupils enjoy a variety of learning activities, which are differentiated and active, providing both support and challenge</li><li>• Our Reporting Calendar provides a framework for sharing learning with parents</li><li>• All classes learn French as their L2 language</li></ul>

c) **Other QI's / themes ex. QI's** from within same category (selected by school / service)

Q.I. 2.2 Curriculum

- Our curriculum rationale takes account of local and national policies
- Our curriculum takes account of the uniqueness of our school
- The design of our curriculum reflects the uniqueness of our school

Q.1. 2.4 Personalised Learning

- Staff know learners as individuals allowing for support and challenge
- Staff use information from data to discuss learners and identify support and challenge

QI 2.5 Family Learning

- Staff have a shared understanding of GIRFEC and the Wellbeing indicators to meet the needs of families

QI 2.7 Partnerships

- Curriculum workshops in reading and numeracy were well supported
- Strong, effective partnerships with parents and the community enhance learning and teaching e.g. fam visit, Echt Show, Alford Rotary Club, Local estate owner
- Reporting calendar introduced and book creator app used for reporting and profiling
- The Parent Council is representative of all parents
- The Parent Council is very supportive of the school

d) **How do we know?** – reference to:

**“Looking Inwards”** (ie, sources used for self-evaluation in the school)

- Tracking systems
- Standardised Assessment data
- QA procedures
- Pupil Groups
- Forward planning
- Achievement wall/displays
- Collegiate discussion

**“Looking Outwards”** (ie, self-evaluation via collaboration with partners)

- Parental feedback following events
- Surveys
- Wider achievement tracking
- Feedback from community members

e) **Key evidence details** – to satisfy E&CS / NIF demands

- Standardised Assessment Data
- CfE levels
- Teacher Professionalism – impact of collegiate working and professional learning. Moderation of writing
- Parental Engagement – Impact of Parent Council enables school to access wider curriculum. Parental Involvement in their child's learning.
- Child Protection Policy – updated August 2016

f) **Identified strengths**

- Partnerships with parents and the community
- Children's involvement in School Groups and school development through these Groups

- Children’s learning experiences
- The use of the Aberdeenshire Curriculum Frameworks to support learning and teaching = Literacy, Numeracy, Health and Wellbeing

g) **“Looking Forwards”** – aspects for improvement : headline next steps

Q.1. 2.2

- Continue to develop curriculum rationale and design
- Continue to review and develop learning pathways – 1+2, Science, Technology, Health and Wellbeing
- Develop international education by creating international links
- Develop sustainability, focusing on the Global Goals for Sustainability through Eco Schools and Right Respecting Schools Plans

Q.1. 2.3

- Continue to develop digital technologies
- Develop our Forest School and outdoor learning
- Embed co-operative learning and P4C
- Continue to develop systems for children to engage in self and peer assessment to improve learning

Q.1. 2.4

- Create systems for learners to review their learning and plan next steps with their teacher
- Continue to develop profiles using the book creator app on the ipads

Q.1. 2.7

- Review use of book creator reports –use for profiling learning
- Create a summative report for parents to be issued in May 2017

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

<b>QI 3.1 Ensuring Wellbeing, Equality and inclusion</b>
a) <b>Evaluation</b> – Good
b) <b>Summary</b> – approaches used / key features, etc
<ul style="list-style-type: none"> <li>• Our key value is Respect, which underpins the ethos of our school</li> <li>• Staff have an understanding of the GIRFEC indicators and the articles in the UN Convention on the Rights of the Child</li> <li>• Staff and pupils engage with the UNICEF Launchpad to develop understanding of the articles of the Convention</li> <li>• The Launchpad motivates the children to learn about Rights both here in Scotland and across the World.</li> <li>• Our School and Class charters have developed a very positive ethos</li> <li>• Children feel safe and secure in school</li> <li>• Hopscotch theatre production on Children’s Rights and wellbeing indicators helped develop children’s understanding</li> <li>• Children feel listened to and know who they can talk to if they feel upset</li> <li>• There is a strong sense of community</li> <li>• Children have a strong sense of justice and fairness</li> <li>• We have a whole school approach to promoting positive behaviour and sanctions and consequences are consistent throughout the school, with the flexibility to support individuals where necessary.</li> <li>• We use a staged procedure for pupils with Additional Support Needs in order to reduce barriers to learning. This includes the use of Individual plans for those who would benefit from them.</li> <li>• Global citizenship is reinforced through extensive charity work carried out by pupils across all stages in the school e.g. Water Aid, UNICEF day for Change, Fair Trade, Children in Need, Charlie House, Smile Train</li> <li>• Clear procedures are in place regarding child protection. There are annually reviewed and all staff are involved in this. Staff have received training around GIRFEC in order to ensure we are working to support pupils appropriately.</li> </ul>
c) <b>How do we know?</b> – reference to:
<ul style="list-style-type: none"> <li>• “Looking Inwards” (ie, sources used for self-evaluation in the school) <ul style="list-style-type: none"> <li>• School values, Charter</li> <li>• Questionnaires</li> <li>• Feedback from pupils, parents and staff</li> <li>• Meeting needs audit</li> <li>• Climate for Learning Policy</li> <li>• Minutes of collegiate meetings</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• “<b>Looking Outwards</b>” (ie, self-evaluation via collaboration with partners) <ul style="list-style-type: none"> <li>• Rights Respecting Schools Evaluation</li> <li>• Parent questionnaires</li> </ul> </li> </ul>
d) <b>Key evidence details</b> – to satisfy E&CS / NIF demands
<ul style="list-style-type: none"> <li>• Attainment data</li> <li>• Health and Safety Policy</li> </ul>

<b>e) Identified strengths</b>
<ul style="list-style-type: none"> <li>• School ethos</li> <li>• Happy, respectful pupils</li> <li>• Positive, caring staff</li> <li>• Rights Respecting School Level 2 Award</li> <li>• Use of UNIFEC Launchpad to develop understanding of Children’s Rights</li> </ul>
<b>f) “Looking Forwards” – aspects for improvement : headline next steps</b>
<ul style="list-style-type: none"> <li>• Review our RME Social Studies and HWB programmes to ensure there are opportunities to explore diversity, multi faith issues, discrimination and intolerance.</li> <li>• Ensure staff are fully up-to-date with local and national legislation affecting the rights, wellbeing and inclusion of all children</li> </ul>

<b>QI 3.2 Raising Attainment and Achievement</b>
<b>g) Evaluation – Good</b>
<b>h) Summary – approaches used / key features, etc</b>
<ul style="list-style-type: none"> <li>• Most learners make good progress from their prior levels of attainment in literacy and numeracy</li> <li>• Tracking meeting between class teachers and the Head Teacher are planned each term to review attainment and identify next steps</li> <li>• Tracking of attainment informs areas for support and challenge</li> <li>• INCAS and ePIPS data show learners are making good progress</li> <li>• Staff are developing their understanding of, and confidence in, expected standards in literacy and numeracy through engaging with the SALs and the benchmarks within the Aberdeenshire Curriculum Frameworks.</li> <li>• Curriculum workshops give parents a clearer understanding of what, why and how we deliver the curriculum.</li> <li>• Importance of early identification of needs given priority, with PSA time being weighted accordingly.</li> <li>• Planning is differentiated to meet individual needs. SFL and PSA time is targeted appropriately and links to the Schools ASN Audit.</li> <li>• Parents feel well-informed about pupil progress and events in school, and are happy with the accessibility of teachers and the HT.</li> <li>• The school are continuing to develop skills for learning, life and work.</li> <li>• Eco School Green Flag Award since 2008</li> <li>• Rights Respecting School Level 2 Award since March 2016</li> <li>• Children in P4-P7 engage in Adventure Service Challenge Scheme</li> <li>• Use of Dyslexia Friendly Toolkit to identify areas for support</li> <li>•</li> </ul>
<b>i) How do we know? – reference to:</b>
<ul style="list-style-type: none"> <li>• <b>“Looking Inwards”</b> (ie, sources used for self-evaluation in the school)</li> <li>• Pupil Profiles</li> <li>• School Newsletters</li> <li>• Midmar Community Newsletter</li> <li>• Epips and INCAS Data</li> <li>• Tracking and Monitoring Data</li> </ul>

<ul style="list-style-type: none"> <li>• <b>“Looking Outwards”</b> (ie, self-evaluation via collaboration with partners)</li> </ul>
<ul style="list-style-type: none"> <li>• Adventure Service Challenge</li> <li>• Rights Respecting School</li> <li>• Eco Schools</li> </ul>
<p>j) <b>Key evidence details</b> – to satisfy E&amp;CS / NIF demands</p>
<ul style="list-style-type: none"> <li>• INCAS / Epips</li> <li>• CfE attainment</li> </ul>
<p>k) <b>Identified strengths</b></p>
<ul style="list-style-type: none"> <li>• Attainment over time</li> <li>• Use of data to raise plan support and challenge to raise attainment</li> <li>• Differentiated learning to meet needs</li> <li>• Sharing of achievements</li> </ul>
<p>l) <b>“Looking Forwards”</b> – aspects for improvement : headline next steps</p>
<ul style="list-style-type: none"> <li>• Further develop systems for tracking achievements</li> <li>• Agree as a school community a progression of Wider Achievements</li> <li>• Further develop digital literacy – progression of skills</li> </ul>

### 3. What is our capacity for improvement?

<ul style="list-style-type: none"><li>• <b>Teacher professionalism / opportunities for professional learning</b></li></ul>
<ul style="list-style-type: none"><li>• Number talks</li><li>• 1+2 support</li><li>• Big Writing</li><li>• Learning and Teaching - Targeted sessions</li><li>• Technologies – GLOW, ipads, Computing Science</li><li>• Wellbeing Alford Cluster In Service Day</li><li>• Staff development – Aberdeenshire Curriculum Frameworks – Science, RME, Social Studies, Expressive Arts, IDL, Skills for Learning, Life and Work</li><li>• Staff development sessions – moderation</li><li>•</li></ul>
<ul style="list-style-type: none"><li>• <b>Leadership at all levels</b></li></ul>
<ul style="list-style-type: none"><li>• All staff and learners engage in regular evaluation of progress and the identification of future priorities</li><li>• R. Cameron is our 1+2 Ambassador and leads Eco School work in sustainability</li><li>• J. Jansen support our Health and Wellbeing work and leads our Global Citizenship work</li><li>• Staff are asked to reflect, evaluate and identify good practice in moving forward the School Improvement Plan.</li><li>• Learners will continue to develop skills to evaluate and lead their learning</li><li>• New initiatives and their impact are reviewed using appropriate data, with amendments made where necessary.</li></ul>
<ul style="list-style-type: none"><li>• <b>Engagement with parents and partners</b></li></ul>
<p><b><u>Parents</u></b></p> <ul style="list-style-type: none"><li>• Strong, supportive Parent Council</li><li>• Parent Volunteers to support learning</li><li>•</li></ul> <p><b><u>Future Priorities</u></b></p> <ul style="list-style-type: none"><li>• Review Homework Policy</li><li>• Further engage families in sharing learning</li><li>• Identify areas parents feel they require support and plan workshops, support materials</li></ul> <p><b><u>Partners</u></b></p> <ul style="list-style-type: none"><li>• Continue to work with partner agencies and the wider community to reflect on the work of the school and identify future opportunities to work together.</li><li>• Establish new partnerships to support the curriculum</li></ul>