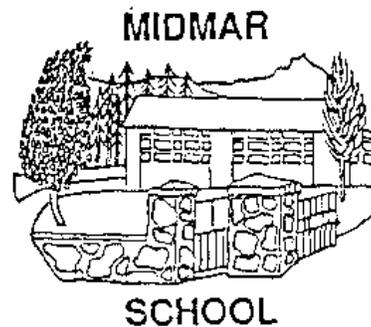




Midmar School
Standards & Quality Report
2018-2019
&
School Improvement Planning
2019-2020



School Forward

We are pleased to present both our Standards and Quality Report for Session 2018- 2019 and our School Improvement plan for the current session 2019 -2020. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date. It also identifies our next steps in school improvement.

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

The questions that lie at the heart of self-evaluation are:

- 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 Midmar School we continue to be committed to working closely with our community and all other stakeholders who 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.

Elizabeth J Shepherd

Head Teacher

The School and its context

Vision for the school: 'Stars of our own Stories'

All learners will feel happy, safe and included. Learning will inspire them to develop knowledge, skills, attitudes and qualities so they become:

Successful Learners, Confident Individuals, Responsible Citizens, Effective Contributors

Values that underpin our work

Our starting point for learning is a positive school ethos and a climate of respect and trust, which is based on our shared values of:

Kindness, Trust, Honesty, Equity, Responsibility, Resilience, Respect.

(Knowing THE 3Rs)

What do we aim to achieve for our children?

We aim to 'Get it Right for Every Child' by working in partnership with staff, children, parents, other agencies and our local, national and global community to deliver learning in an active, relevant and engaging way. Our work is underpinned by our curriculum rationale.

Context

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 of small hamlets which include Glenwood, Bankhead, Tillybirloch and Comers. The school is situated in Glenwood. Midmar also has a Hall and Church. The nearest shops are in Echt or Torphins.

Our catchment area comprises mostly 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 floodlit football and rugby pitch, grass play area, raised vegetable beds and the millennium garden with a plastic bottle greenhouse and willow tunnel. The neighbouring wood is used 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 and small store.

Pre-school children attend Echt Nursery or partner provider nurseries. A Rising 5s group meets throughout the session on Monday mornings from 10.00 - 12.00. 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

Our current roll (August 2019) is 38 pupils, divided in to 2 classes with the head teacher having a teaching commitment. Our classes are P1-P4 and P5-P7. Our roll dropped in October 2018, meaning a move from 3 classes to 2 classes.

Our team consists of a Head Teacher, 1 full time teacher, 1 teacher of flexible days, a Pupil Support Assistant (PSA), an Administrator, a kitchen assistant, a cleaner and a janitor (who is based at Alford Academy and visits the school weekly). Our Additional Support Needs (ASN) teacher is based at Alford Academy and visits one day per week. Non-class contact time is covered by a teacher who works with the class teacher to enhance the curriculum. Our Active Schools Co-ordinator supports our netball, football, Jog Club and Touch Rugby clubs. The Active Schools Co-ordinator also organises a wide range of activities, in Alford, the surrounding area and across Aberdeenshire, which children can choose to attend. Some of our children take part in the Active Schools Running Events.

Midmar Primary is part of the Alford Cluster, which comprises of 13 primary schools and 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 (Midmar, Cluny, Monymusk, Echt, Dunecht and Skene schools).

Midmar School works 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.

Midmar School enjoys close community links. We help run the community café 3-4 times a year. We have a STEM partnership with TEEKAY, Westhill.

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, Junior Librarian, ipads and laptops. They also help pay bus costs. All these things enhance children's learning experiences and add to attainment and achievement.

The Sustainable Global Goals are key drivers for our curriculum. Midmar School achieved the Level 2 (Gold) Rights Respecting School Award in March 2016. We are currently awaiting re-accreditation. Midmar has been an Eco School since 2008 and now has five Green Flags; the most recent achieved in November 2017. Midmar School was awarded the Gold School Sports Scotland Award in September 2018. Midmar is also a Fairactive Fairtrade school and is working to become a Fairachiever school.

Pupil voice is central to our ethos. Midmar has a Rotakids Group which links to, and is supported by, Alford Rotary Club. Children in Primary 3 - 7 are members with children in Primary 1 - 2 joining meetings. For session 2019-2020 we have 3 pupil groups. They are Pupil Council, Technology Group and Eco Group. Each Group has its own focus: Eco Group - Eco Schools Green Flag and will focus on transport this session as well as health and wellbeing. Pupil Council will lead on Rights Respecting Schools and School Sports Award. Technology Group will lead on the Digital Schools Award, developing food technology and developing craft and design.

SIMD (Scottish Index of Multiple Deprivation) - Nearly all Midmar Pupils are in decile 8 with a very small minority in decile 9.

PEF (Pupil Equity Fund) - Midmar School does not receive PEF funding.

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 2018 - 2019

In session 2018 - 2019 Midmar School had a big turn over of staff. Two permanent teachers left in December 2018 and the permanent teacher flexible days went on maternity leave on 5th December 2018. A decrease in school roll also meant a move from 3 classes to 2 classes in October 2018. We were fortunate to recruit a temporary Teacher of Flexible Days but the full time vacancy was not filled until 7th May 2019, resulting in the P1-P4 class having supply staff from January - May.

Priority 1 - Curriculum - Review and further develop Learning Pathways, Skills for Learning, Life and Work.

Progress

- Revised Aberdeenshire Numeracy Framework used by all teachers to support and develop learning and teaching.
- Highland Literacy site being used to support Early Literacy. A revised format is to be issued August 2019 through the Northern Alliance. This will be reviewed and implemented session 2019-2020.
- Health and Wellbeing Pathway reviewed. Agreed to implement programme www.healthyschools.scot This was trialled in May and June with full implementation from August 2019.
- Social Studies Pathway - 4 / 3 year rolling programme reviewed and amendments made to take account of the new class structure.
- Science Pathway reviewed according to new class structure.
- RME - agreed to implement Discovery RE Programme from August 2019.
- Art - use of Aberdeenshire Progression Framework and Progression Pathway to be built through the years. 2018-2019 = Year 1.
- Modern Languages - use of revised Aberdeenshire Framework and Power Language tool agreed. Still to finalise L3 languages on a rolling programme. Current options: Scots Language, Gaelic, German, Spanish, British Sign Language / Makaton.
- Sustainable Global Goals, Skills for learning, life and work and Rights of the Child are linked to learning and are being tracked.
- Opportunities have been planned for learners to develop awareness of the world of work.
- Our curriculum rationale permeates the development of our curriculum.

Impact	<ul style="list-style-type: none"> • Clearer pathways support teachers in their planning of learning and ensure progression. • Revised pathways allow coherence, breadth and depth in learning and teaching, building on prior learning. • Children are challenged in their learning. • Children have opportunities for personalisation and choice. • Contexts for learning are relevant and reflect the school and its community. • Children are becoming more aware of the world of work.
Next steps	<ul style="list-style-type: none"> • Evaluate the implementation of www.healthyschools.scot and Discovery RE pathways • Further develop MLPS pathway - P1-P7, making links with wider learning • Review learning and teaching in writing • Review and implement Early Literacy (Northern Alliance) • Review pathway in music and drama • Development of pathway in Technology - IT, Food Technology and Craft and Design. • Further develop opportunities for interdisciplinary learning. • Continue to link learning to Sustainable Global Goals and Children's Rights. • Continue to embed skills for learning, life and work. • Continue to develop learning in the World of Work.

Priority 2 - Raise attainment and achievement

Progress	<ul style="list-style-type: none"> • Maths Mastery continues to be implemented. Changes in teaching staff limited progress from January to May in P1-P4 as supply teachers were less skilled in Mastery. • Changes in staff and maternity leave meant that only the Head Teacher completed the Maths Mastery course of CPD sessions. • Pupils in P5-P7 were taught in their year groups in Maths, with differentiation of support. • A revised Mental Maths pathway was compiled but has not yet been fully implemented. • Revised pathways in Phonics, Spelling and Handwriting were implemented P1-P7 using the Alphabetic Code. • Opportunities for holistic assessment - no progress - become focus for 2019-2020. • Use of reflective reading strategies P3-P7 to raise attainment- this was only developed in P5-P7.
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	<ul style="list-style-type: none"> • Raising attainment in Phonics and spelling - The revised pathway was implemented and is progressive. But progress in P1-P4 was less than expected - lack of reinforcement / depth in teaching due to changes in teachers. • Aberdeenshire Tracking Tool used by staff for literacy, numeracy and health and wellbeing. Starting to track participation and engagement and wider achievements.
Impact	<ul style="list-style-type: none"> • SNSA results and teacher professional judgement show all children have made progress in literacy and numeracy. Children who received learning interventions have achieved higher than expected. • Maths Mastery teaching has challenged and supported learners with all Maths attainment higher than previous years. • In P5-P7 attainment in Maths has increased with deeper understanding of concepts. • Children in P1-P2 did not make the expected progress in phonics, spelling and reading. This was due mostly to the teaching situation (January - May) and to some extent October - December which meant there was a lack of reinforcement and links to prior learning to build and reinforce skills.
Next steps	<ul style="list-style-type: none"> • SNSA results in Writing are lower than other areas - revise pathway in Grammar and Punctuation. • Review learning and teaching in writing - fiction and non-fiction • Identify areas for holistic assessment - year plan • Plan regular opportunities for moderation

Priority 3 - Self-evaluation and school improvement - with focus on pupil participation

Progress	<ul style="list-style-type: none"> • How Good is OUR School Part 1 used to audit school culture for effective participation. • School and Class Charters are reviewed annually and focus Rights identified • All children continue to be part of School Groups - each Group has a focus / task to take forward. • There is a shared understanding of the importance of Children's Rights in relation to equality, wellbeing and inclusion in the school community • Children's Rights are central to our school ethos • There are links to Children's Rights across all learning • Children share knowledge of Rights with parents
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	<ul style="list-style-type: none"> • Staff encourage active participation and evaluation by all pupils in their learning and the life of the school • All pupils are active members of a School Group: Pupil Council, Health Group, Eco Group, Community Group • Pupils' views are gathered from focused discussion (e.g. Assemblies), annual questionnaire, class visits and School Groups.
Impact	<ul style="list-style-type: none"> • Children feel they can freely give their views and they have a voice in decision making. • Children can discuss Rights and identified how their Rights are being met. • Audit using How Good is OUR School Part 1 - shows school community is ready for level of learner participation. • Evidence from pupil evaluations identify areas for development e.g. ethos, learning.
Next steps	<ul style="list-style-type: none"> • Use How Good is OUR School Part 2 to support learner participation in self-evaluation and school improvement. • Agree focus areas from document. • Continue to develop self and peer evaluation skills and vocabulary with all pupils - link to Visible Learning and Feedback.

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:

(narrative across this theme and various QIs)

All stakeholders have a shared understanding of Midmar School's vision, values and aims. There are clear tools for consulting with all stakeholders on school improvement. Staff and pupils undertake leadership roles. There is a clear drive for school improvement and a 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 (Leadership of Change)

Key strengths:

- Staff are actively involved in improvement planning and school development work.
- All collegiate activities centre on the outcomes of the school's improvement plan and provide a focus for regular reflection and discussion on progress made.

- Staff understand the value of self-evaluation and improvement planning.
- Within the school community there is a culture which promotes a need for a shared vision for meaningful and relevant change and improvement.
- Pastoral and Attainment Meetings give teachers an opportunity to discuss improvements and next steps for learners.
- Staff are more confident using a wide range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge.
- Our Quality Assurance calendar ensures focus on monitoring and evaluating learning and teaching. Classes are observed regularly, jotters are sampled, and planning is moderated.
- Staff take lead roles in school improvement initiatives.
- Staff are actively involved in CLPD activities linked to improvement planning.
- Parents have regular opportunities to support improvement by participating in workshops, open mornings, engaging with home learning tasks and through Parent Council initiatives.
- Pupils, parents and staff are consulted and actively involved in evaluating the school; questionnaires, pupil/parent voice, written feedback forms.
- All stakeholders are encouraged to share their views and influence school improvement.
- Wider achievements are shared at Assemblies and profiled on Seesaw.
- Staff have engaged with Cluster colleagues to moderate learning and teaching. MCMEDS focus - reading, writing.

Identified priorities for improvement:

- Develop peer visits across the school and within the MCMEDS Cluster to further improve quality teaching and learning.
- Start to record and track wider achievements on the school Tracking and Monitoring System.
- Continue to upskill staff on analysis of assessment results to inform planning of targeted support/pace & challenge.
- Staff continue to engage in moderation exercises with cluster and mini cluster schools to share practice and develop a shared understanding.

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: 4 - Good
(HGIOS?4 1-6 scale)

Overview:

The ethos of Midmar 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 most pupils. 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 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 evident across all areas of the school.
- The school's ethos and culture is underpinned by a commitment to children's rights and positive relationships
- The everyday language used across the school links clearly to our rights respecting ethos.
- The purpose of learning is shared with pupils by teachers most of the time
- Teachers are beginning to co-construct success criteria with pupils and the majority of pupils know what to do in order to be successful. This is most evident in writing.
- All staff plan appropriately to challenge and support children
- The Aberdeenshire Frameworks and Education Scotland Benchmarks are used to plan effectively and support assessment opportunities.
- Digital technology is used to support and enhance learning.
- The Seesaw app is used for profiling. Parent feedback has been very positive.
- Questioning and higher order skills are promoted and there is some evidence of this in practise
- Learning and teaching in all classes is underpinned by the school's vision, values and aims
- All pupils contribute to the wider life of the school and its community through membership of School Groups and participation in whole school discussions / improvements
- Pupils' views are continually sought and acted upon.
- Ongoing formative assessment is evident in all classes.
- Participation in Rights Respecting Schools, Eco Schools, Fairtrade, Sports Scotland Schools Awards and Young Aberdeenshire Volunteering Award as well as a range of global citizenship focussed learning activities ensures that pupils are developing skills for learning, life and work.
- Impact of Maths Mastery approach is becoming more evident
- Reviewed pathways in Spelling, Phonics, Handwriting, Maths, Social Studies, Science and Health and Wellbeing support teachers to ensure progression, depth and coherence.

Identified priorities for improvement:

- Continue to develop our moderation practices both in school and between schools in the cluster to further develop a shared understanding of standards.
- Teachers to attend training - Maths Mastery and apply in teaching and learning.

- Review Writing and Knowledge of Language pathways and modify as appropriate.
- Continue to implement reflective reading approaches to deepen teaching and learning in reading.
- Continue to engage with revised Aberdeenshire Frameworks / Northern Alliance documents as they are published and implement.
- Use of My World of Work resource to enhance profiling process.

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: 4 - good
(HGIOS4 1-6 scale)

Overview:

Staff 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 and supportive working relationships based on trust.
- Relationships across the school community are positive and supportive, founded on a climate of mutual respect, a strong sense of community, shared values and high expectations.
- Staff are proactive in promoting positive relationships in the classroom, playground and wider learning community
- Staff understand and use the wellbeing indicators as an integral feature of school life.
- Pupils needs (support and challenge) and progress are clearly tracked, interventions are monitored and impact assessed. The school responds quickly to need accessing available resources.
- All staff have completed an annual update of Child Protection training and GIRFEC principles ensuring a clear protocol is in place 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 Dyslexia Friendly Toolkit is used to support pupils across the school.
- Staff are vigilant and prompt to raise concerns about pupil achievement and wellbeing.
- Effective transition arrangements are in place for pupils; both to Academy or their new year group.
- Planning is differentiated to meet individual needs. SFL and PSA time is targeted appropriately and links to the Schools ASN Audit.
- Classroom 'toolkits' support barriers to learning.
- Parents feel well-informed about pupil progress and events in school, and are happy with the accessibility of teachers and the HT.

Identified priorities for improvement:

- Develop an understanding of the wellbeing indicators with pupils and parents.
- Further develop approaches to measure fully the impact of targeted interventions over time for our learners, particularly our PSA support.
- Assess the impact of the Health and Wellbeing programme - www.healthyschools.scot
- Further develop the use of outdoor spaces to promote positive relationships and wellbeing
- Restart forest classroom work.

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

Level of quality for core QI: 4 - good
(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.
- Tracking and monitoring of attainment highlights that most children at Midmar School attain expected levels for literacy and numeracy and some exceed levels.
- Attainment data is discussed and analysed at tracking/planning discussions as per QA calendar.

- Attainment is compared against local and national averages - use of BGE (Broad General Education) Toolkit
- Attainment data from standardised assessments demonstrates that there is a good match between this and teachers' professional judgements.
- Appropriate supports are 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 Alford Rotary Club, Teekay Westhill and Midmar Hall Committee.
- Wider achievement is celebrated and shared within individual classes and at whole school Assemblies
- 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.
- Track wider achievements using Aberdeenshire Tracking Tool
- Continue to develop moderation opportunities across the school and cluster to ensure shared expectations which bring greater consistency in teacher professional judgement.
- Continue to embed the use of Aberdeenshire Frameworks and Education Scotland's benchmarks to enable teachers to make increasingly confident professional judgements.
- Empower children to participate in self-evaluation and school improvement.

Capacity for improvement

The School is now fully staffed again. School 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 2019-2010

1. Curriculum: Development of coherent pathways in Technology - Computing, Food Technology and Craft and Design.
Focus QIs -
 - 2.2 Curriculum - Key Themes: Development of the Curriculum, Learning Pathways, Skills for Learning, Life and Work
 - 2.3 Learning, Teaching and Assessment - Key Themes: Learning and Engagement, Quality of Teaching, Effective use of assessment, Planning, Tracking and monitoring
 - 3.3 Creativity and Employability - Key Themes: Digital innovation, Digital literacy

2. Literacy: Improve attainment in writing across all year groups - focus on the writing process, grammar and punctuation and Listening & Talking skills
Focus QIs -
 - 2.2 Curriculum - Key Themes: Development of the Curriculum, Learning Pathways
 - 2.3 Learning, Teaching & Assessment - Key Themes: Learning & Engagement, Quality of Teaching, Effective use of assessment, Planning, Tracking and Monitoring
 - 3.2 Raising attainment and achievement - Key Themes - Attainment in Literacy, Attainment over time

3. Raise attainment by ensuring assessment is effective, valid and reliable.
Focus Qis -
 - 3.3 Learning, teaching and assessment - Key themes: Effective use of assessment
 - 2.6 Transitions - Key Theme: Continuity and progression in learning
 - 3.2 Raising attainment and achievement - Key Themes: Attainment in literacy and numeracy, Attainment over time, Overall quality of learners' achievement, Equity for all learners

Wider Achievements

Memories are made of this:

At Midmar School pupil achievements are valued and shared. We strive to create opportunities for all pupils to achieve. Achievements in and out of school are celebrated and shared in Assemblies, in our weekly Newsletter and displayed in the reception area. Children participate in a wide range of sporting activities achieving many successes. Some children are also members of uniformed organisations. Such achievements develop children as successful learners,

confident individuals, effective contributors and responsible citizens; making them 'Star of their own stories'.

Midmar School is awaiting reaccreditation to retain the Gold Rights Respecting School Award. We were awarded the Gold Sport Scotland School Award in September 2018, We are a Fairaware School and have five Eco School Green Flags. We are due to submit evidence for our sixth Flag by November 2019.

Pupils are aware of the some of the needs and plights of others and Global Citizenship reflects their caring attitude. Where possible we have extended our sense of community to incorporate and assist with Global issues. Old shoes were collected for UNICEF Shoeshare. Pupil Council organised a collection of 1p and 2p (pee) coins for World Toilet Day with the money raised being sent to Life Straws. Children also took part in the UNICEF Outright campaign for clean air.

Charities supported by the school over the last session included:

- Children in Need
- Poppy Scotland
- Shelterbox
- Lifestraws
- UNICEF
- CLAN Cancer Support
- Chest Heart and Stroke
- South Aberdeenshire Food Bank
- Cash for Kids
- Fairtrade Foundation

Pupils have benefited from extracurricular clubs in netball, football, running (Jog Club) and Touch Rugby. Touch Rugby is a MCMEDS club, based in Midmar and started in May 2019. These clubs are run by parent volunteers and supported by Active Schools.

All pupils took part in our Christmas Concert; P1-P4 performing Hey Ewe and P5-P7 Snow White

Children in P5 to P7 took part in First Aid training. This has given all the chance to develop crucial life skills.

Children in primary six and seven took part in the Alford Rotary Quiz.

Katie (P5) organised an enterprise to knit and sell poppies to raise money for Poppy Scotland.

Primary 6 and 7 organised and ran a very successful Craft Fair in November 2019.

Children Primary 1 - 4 set up a company, called Titanic Tea towel, which designed and sold tea towels.

Children in Primary 5 - 7 took part in the Press & Journal Young Journalist competition with Shannan and Stefanie, both P7, winning 'Best of the Rest' and £250 for the school.

Cameron (P6) won a competition to design the cover for the 2020 Spring Show ran by the RNAS.

The P5-P7 entry 'Farming through the Years' won the schools competition at Echt Show 2019.

Many children won prizes at the Echt Flower Show.

Wider Community Links

Midmar School continues to work alongside the community and contributes to the quarterly Midmar Community Newsletter. We helped run monthly Community Cafés in November, March and June.

Netball and football teams competed in inter school tournaments and festivals. Our netball teams did exceptionally winning a number of trophies. Success included joining with Cluny School players to form a team in the Press and Journal Rosebowl; which they successfully won for a second year in succession. Primary 6 and 7 organised and ran our first Christmas Craft Fair in November; providing an opportunity for the wider community to come together.

Parent Council organised our annual Fun Day in May; with schools taking part in netball and football tournaments. Parent Council also organised a Family Ceilidh and Beetle Drive. A Duck Race and Orienteering Festival is being organised for 8 September 2019. These events give parents and pupils an opportunity to socialise together as well as raising money to develop the school and support children's learning.

Teekay continue to support our entries in the Goblin Green Car event. Their engineer, Siri, supports the development of STEM learning in Primary 5-7.

Some children participated in the Hamewith Concert in September, reciting doric poetry, singing and playing violins and the chanter.

Midmar School has a Rotakids Groups which links closely to Alford Rotary Club. We received a Presidential Citation for the school's work in supporting others.