



Midmar School
Standards & Quality Report
2019 - 2020
&
School Improvement Planning
2020 – 2021

School Forward

We are pleased to present both our Standards and Quality Report for Session 2019–2020 and our School Improvement plan for the current session 2020 -2021. 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 Midmar 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 Midmar 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.

Elizabeth Shepherd

Head Teacher

The School and its context

Vision for the school: Working together to grow, inspire and achieve'

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:



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

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 (approximately 3 and 6 miles respectively). The nearest shopping centre is Westhill, 11 miles away.

Our catchment area comprises mostly private housing spread over a wide rural area. Until the pandemic most parents commuted 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 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 will restart in November. This Group is for children who will start in Primary 1 in August 2021. It is self-funding. 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 (October 2020) is 34 pupils. An additional teacher has allowed us to have 3 teaching groups. Our teaching groups are P1-P3, P4-P5 and P6-P7. The head teacher has a teaching commitment of 2.5 days.

Our team consists of a Head Teacher, 2 full time teachers, 1 teacher of flexible days, a Pupil Support Assistants (PSA), an Administrator, a kitchen assistant, a cleaner and a janitor (who is based at Alford Academy and visits the school 3 hours 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.

Until March 2020 our Active Schools Co-ordinator supported our netball and football clubs. Jog Club and Touch Rugby Club stopped running in October as we did not have parents to support them. It is hoped to restart clubs in Spring 2021. The Active Schools co-ordinator also organises clubs and an orienteering festival for local schools. Most clubs are held in the Alford Community Campus.

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 usually enjoys close community links. We helped run the community café 3-4 times a year. We also 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 and is due for re-accreditation in 2021. Midmar School is also working towards Fairtrade School Awards. We have restarted our journey; working at 'Fairware'.

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 2020-2021 we have 4 pupil groups; Eco Group, Pupil Council, Health Group and Technology Group. Each Group has a focus in improving the school: - Eco Group - Green Flag Award,

Health Group - Fairtrade Award and Sport Scotland Schools Award, Pupil Council - Rights Respecting Schools Award, Technology Group - Digital Schools Award.

SIMD (Scottish Index of Multiple Deprivation) - All Midmar Pupils are in decile 8.

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 2019-2020.

Key priority 2019-2020	Key actions undertaken	Impact (achieved throughout 2019-2020)
<p>Raise attainment in Technology – compile progression pathway, use digital technology to enhance learning, work towards Digital School Award.</p>	<p>Technology Group (pupil led) established and supported by teacher – Mrs Sutherland. Digital School Award -</p> <p>CLPL – reading and discussion at November In Service Day (2019) – Progression Pathway started.</p>	<p>Progression Pathway started but unfinished – due to staff absence, staff changes and Covid lockdown. No impact for pupils.</p>
<p>Literacy 1: Raise attainment in Writing – implement Talk for Writing approaches. Focus = Fiction Writing. Create a grammar progression pathway. Engage with Highland Literacy Progression.</p>	<p>3 teachers and PSA attended CLPL training – August In Service Day 2019.</p> <p>Resources purchased to support implementation. All classes introduced Talk for Writing approaches in August 2019. Talk for Writing approaches shared with parents at Open Morning workshop led by pupils. Jolly Grammar – spelling / phonics and grammar resource introduced P2-P7. P5- P7 from September 2019, P2-P4 from April 2020. Resource aligned to CfE and progression pathway created. P1 = Jolly Phonics.</p>	<p>Clear evidence of increased attainment in fiction writing P5-P7 – teacher fully engaged with the approaches. Initial improvement in attainment P1-P4, however teacher absence and lack of teaching and learning in P1-P4 meant that there was no long-term evidence of improvement. The timing of lock down also impacted this.</p> <p>Grammar – Evidence of raised attainment in P5-P7 but not in P2-P4. This was due to the late introduction of the programme. We will continue to evaluate the impact during 2020 – 2021.</p> <p>Staff still to engage with Highland Literacy Progression.</p>

<p>Literacy 2: Raise attainment in listening and talking. Create a progression framework to support staff – MCMEDS Cluster.</p>	<p>2/3 MCMEDS collegiate meetings held. Opportunities to familiarise staff with Es and Os and Benchmarks. Moderation of listening and talking learning and teaching activities across the Cluster discussed. Staff identified assessment activities – focus benchmarks. Staff identified links with Talk for Writing approaches but this needs further work.</p>	<p>Staff better understanding of Es and Os and Benchmarks.</p>
<p>Assessment and Moderation – cohesive approaches to feedback and assessment across the school. Planned moderation impacts attainment and achievement. Triangulation of assessment evidence. Opportunities identified for holistic assessment.</p>	<p>Collegiate meetings held – self evaluation assessment and moderation to get starting point.</p>	<p>No impact. Lockdown meant the results of the self-evaluation were not used.</p>

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community
Strategic planning for continuous improvement
Implementing improvement and change

Relevant NIF priority: All

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

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

How well are you doing?

What's working well for your learners?

- There is a positive ethos within Midmar School. Pupils generally coped well during lockdown and were happy to return to school in August. The majority
- The vision, values and aims are in line with GIRFEC and UNCRC. 2 new teachers started in August / September 2020 which meant that less than half of staff can articulate the vision, values and aims. The majority of pupils can articulate aspects of the vision, values and aims.
- Midmar School has a clear curriculum rationale in place which ensures the uniqueness of our community. Less than half of stakeholders have an awareness of our rationale.
- There are effective mechanisms in place to ensure that all families are consulted in the life and work of the school.
- All staff are involved in school improvement planning drawing on a wide range of evidence. All staff are involved in self-evaluation activities and draw on a range of evidence when identifying strengths and next steps.
- There have been some opportunities for staff to engage in moderation practices in school and with colleagues from the MCMEDS Cluster.
- Pupil voice is used to identify areas of strength and development across the school.
- There are opportunities for pupils to drive forward improvement and ensure their voice is heard. All pupils have focused responsibilities linking to skills for learning, life and work.
- All staff know their children well and are aware of the socio-economic context of the community. All staff continue to strive to ensure they are supportive and understanding of all families.
- Professional Review and Development (PRD) and Personal Performance Plan (PPP) of all staff conducted annually considering personal development needs and school improvement priorities with agreed targets to improve outcomes.
- Midmar School is starting to work with schools in the MCMEDS Cluster to identify common areas for development.
- Cluster HTs engage in cluster capacity building activities to support leadership and improvement.

How do you know?**What evidence do you have of positive impact on learners?**

- Vision, values and aims were reviewed with stakeholders. Kindness was added as a value. Work continues to embed these in daily classroom practice.
- Midmar School Curriculum rationale was reviewed with pupils, staff and parents. Not the wider community.
- Weekly Newsletters provide opportunities for parents to be involved in the school.
- Focus pupil groups, supported by staff, are working well.
- Pupil Groups have a clear development goal and are linked to the School Improvement Plan.
- Workshops for parents are planned which centre around aspects of the school improvement plan.
- There is an ethos of professional engagement and collegiate working from all staff. Annual calendar of staff meetings with focus areas linked to the school improvement plan. A three year cycle has been created to ensure all aspects of HGIOS is considered when evaluating and improving practice.
- QA evidence informs next steps. Teacher planning sessions are beginning to be conducted with a view to sharing standards and moderation practices.
- Whole School QA calendar documents processes to review and improve school work.
- CPD opportunities are linked to PRD and SQUIP.

What are you going to do now?**What are your improvement priorities in this area?**

- Review of Vision, Values and Aims – 2 new teachers, new families, following lockdown
- Embed revised Vision, Values and Aims
- Develop meaningful pupil participation in learning and teaching experiences as well as in the life and work of the school.
- Revisit the Curriculum Rationale - review as appropriate and continue to embed.
- Identify ways to engage with the local community to seek their views and ensure they have opportunities to contribute to school life and improvement.
- Develop robust quality assurance processes to ensure there is a focussed attention on monitoring and evaluating learning and teaching.
- Identify opportunities for staff to take on leadership roles.
- Continue / further develop opportunities to work with Cluster Schools.

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

QI 2.3 Learning, teaching and assessment

Learning and engagement

Quality of teaching

Effective use of assessment

Planning, tracking and monitoring

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: Satisfactory

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- The ethos of Midmar School is warm, positive, nurturing and promotes mutually respectful relationships. Most pupils engage well with learning experiences, are eager to learn, motivated and involved.
- Some pupils have opportunities to lead learning and share their ideas, what they want to learn and resources they will use.
- A minority of pupils can articulate what they are learning and why and know what they need to do in order to become successful.
- A majority of pupils are becoming increasingly independent in their learning.
- Learning intentions and success criteria are used to support pupils in their learning in some classes but this is not consistent across the school.
- A majority of pupils have regular opportunities to work individually, in pairs and in groups.
- Most learning experiences are planned to match pupils needs/abilities.
- Almost all staff know their pupils very well and identify potential barriers quickly. These are discussed with HT to ensure timely action is taken to reduce and barriers. Evidence of impact of interventions is sought in order to identify next steps.
- A majority of staff have confidence in using a wide range of assessment data including standardised assessment results.
- Termly tracking supports pupils progress in learning.
- Digital technology is used to support learning across all classes.
- Parents/carers and pupils share learning through the use of a digital platform - Seesaw
- Almost all staff and pupils use a wider range of learning environments including the outdoors, the local woodland area as well as ensuring there are opportunities to develop skills for learning, life and work.

How do you know?

What evidence do you have of positive impact on learners?

- QA processes taking place throughout the school year.
- Midmar School have developed a feedback code to ensure there is consistency across the school. Materials from Shirley Clark and John Hattie have been used as a focus for development in this area.
- Pupils' are developing their understanding of knowledge and skills as well as their identification of strengths/next steps
- Aberdeenshire frameworks and national benchmarks are used to inform planning and identify appropriate next steps thus ensuring progression in learning across the school.

- National benchmarks and local frameworks are used to support professional judgements made and make informed decisions on where pupils are in their learning.
- Professional dialogue ongoing throughout the session.
- Termly tracking meetings are held with staff.
- SNSA data is considered by all staff. This is used to inform next steps in learning by class teachers.
- Consideration of trends in data are used appropriately to inform future improvement planning. Session 19-20 there has been a key focus on Writing following interrogation of data.
- Staff have been involved in development work for the MCMEDS cluster around non negotiables in listening and talking .
- Midmar School has digital leaders within the Technology Group. Technology is also used to support targeted interventions.
- Feedback from parents/carers around the use of Seesaw to share learning, progress and feedback is very positive.
- The Head Teacher is Forest school trained and plans outdoor activities with staff. The local woodland area is used as a learning resource.

What are you going to do now?

What are your improvement priorities in this area?

- Provide further opportunities for pupils to lead learning and share their ideas, what they want to learn and resources they can use.
- Facilitate opportunities for pupils to become increasingly independent in their learning
- Staff to agree a bank of AiFL approaches across the school
- Further develop approaches feedback - self and peer assessment.
- Ensure learning intentions and success criteria are used to support pupils in their learning across the school. Develop practices of co-constructing success criteria with staff.
- Staff to agree a variety of assessment approaches across the school, including opportunities for holistic assessment.
- Further develop the use of digital technology to support learning.
- Continue to develop moderation processes and practices.
- Identify DYW links within the community in a planned way.

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

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

Relevant NIF priority: All

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

Level of quality for core QI: Good

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- All staff at Midmar School have a very good knowledge of learners, families and their community. A supportive ethos exists across the school for all pupils.
- All are fully committed to ensure everyone is treated equitably and with respect. Due to the dedication of all staff almost all pupils build very positive relationships, allowing staff to identify and support individual needs.
- The school has a whole school Climate for Learning Policy which is underpinned by the UNCRC. High expectations of behaviour with incidents dealt with promptly and effectively.
- All staff are clear on the policies and procedures around child protection. Staff are vigilant and prompt in highlighting concerns and responding to issues
- All staff are clear on principles and processes in relation to GIRFEC. The majority of pupils have an awareness of the wellbeing indicators and can discuss these appropriately
- Our HWB programme promotes a shared understanding of physical, mental and emotional wellbeing and supports learners to develop self-respect and respect for all others
- The school tracks Health and wellbeing through tracking and monitoring discussions as well as surveys carried out with pupils, parents and staff.
- Curricular work, assemblies and wider community partnership encourage discussion, reflection and appreciation of faith, diversity and wellbeing.
- A range of universal supports are available in all classes.
- Clear procedures are in place to identify, assess and plan for pupils with additional support needs. Learning Plans and risk assessments are in place for individual pupils and are developed with pupils and parents to improve outcomes for learners.
- All pupils have chronologies in place. Pastoral notes are used on SEEMIS to support this. This includes a particular area to record any incident of alleged bullying.
- Termly tracking meetings with the Head Teacher and individual class teachers have a focus on pupils' needs and discussion re targeted interventions. This supports the deployment of staff including Pupil Support Assistants (PSA) and ASL staff.
- Class teachers work closely with ASL teacher to plan targeted interventions. ASL teacher offers learning and teaching support, co-operative teaching, consultation, direct intervention and professional development. ASL teacher has good relationships with families and outside agencies and is pro-active in addressing next steps.
- Transition programmes and activities are in place for Early Years/Primary/Secondary to ensure the well-being of pupils. Transition meetings are held annually for ASN pupils involving previous and new teacher.

How do you know?

What evidence do you have of positive impact on learners?

- Shared expectations in place across the school. Positive, supportive ethos throughout the school. The school promote the rights respecting award work.
- Until Covid -19 an open-door policy existed for all comments/queries. A log is kept of any complaints/queries. Now parents can contact teachers via telephone.
- Annual update of GIRFEC/Child protection training carried out.
- Staff complete annual data protection, equalities and diversity training as provided by local authority
- ALEC/SCARF resources used as well as healthscot.org.
- The school has been awarded the following recognition: Gold Sports award which puts pupils, wellbeing, activity and leadership at the heart of our work. Six eco flags have been achieved at Midmar School. Gold Rights Respecting School.
- Effective partnerships are in place with local church and community groups, police liaison. The Bikeability programme in run bi-annually. The school also operates a three-year rolling first aid and CPR programme.
- Targeted support is provided by class teachers, IPT staff, Pupils support worker and others such as SALT/EAL. EP take part in the planning and assessment for pupil as required.
- Outside agencies such as school nurse, doctor and CAHMS are also involved with the consideration of targeted support for individual pupils.
- Sensory support provides ongoing guidance and support for a staff member.
- The school keeps an up to date audit of need to support the deployment of staff and consideration of interventions to be planned for to support pupils.
- HT meets termly with SFL staff in order to plan appropriately to meet individual need. This is reviewed for impact on a termly basis too.
- Staff visit partner providers and Echt Nursery to support transition from Early years setting to P1. A buddy system works across the school, involving all children.
- The cluster has a comprehensive transition programme run in partnership with cluster primaries and Alford Academy. There is an enhanced transition programme in place for any pupils who would benefit.

What are you going to do now?

What are your improvement priorities in this area?

- Review / revise Climate for Learning Policy – focus on behaviour and bullying.
- Further develop learning opportunities in diversity.
- Embed learning and teaching – school values.
- Develop co-operative learning approaches.
- Develop nurturing approaches across the school - Staff to participate in nurture training and implement in their practice.

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy
Attainment over time
Overall quality of learners' achievement
Equity for all learners

Relevant NIF priority: All

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

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

How well are you doing?

What's working well for your learners?

- Attainment has been affected by the instability of teachers. Although most pupils are attaining expected levels in literacy, numeracy and health and wellbeing, more children are capable of higher achievement.
- There is evidence that some children have gaps in their learning – especially in Maths.
- Universal supports are in place and targeted interventions for identified pupils and groups are put in place for those who need support.
- The school has a TMR system in place which is discussed termly with staff to ensure individual pupil progress is tracked. Next steps are clearly identified and planned for. Interventions are also regularly reviewed for impact.
- All staff have a good understanding of expected standards in literacy and numeracy supported by the local frameworks and national benchmarks.
- Midmar pupils are generally successful, confident and responsible. They contribute effectively to the life and work of the school. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community. All pupils are involved in whole school development groups and a strong pupil voice forms part of self-evaluation activities.
- Achievements are recognised and shared across the school. The school are developing their systems in tracking this information to ensure identification of any pupil at risk of missing out.
- Attendance levels are generally high, there are no exclusions and inclusion is successful for most pupils

How do you know?

What evidence do you have of positive impact on learners?

- Overall school professional judgements of CFE levels show good progress for the majority of learners. Through school tracking procedures a number of pupils are exceeding expectations in both literacy and numeracy. Staff are continuing to develop opportunities to promote challenge for all pupils.
- Universal supports exist in all classes. ASL supports are regularly reviewed in order to ensure all resources are deployed appropriately to meet need.
- TMR system and tracking meeting info is kept up to date termly.
- HT regularly reviews specific cohorts of pupils (e.g.) pupils identified exceeding expectations.
- Midmar school engages in a bi-annual cluster attainment review which allows for sharing of good practice and identified areas of development.
- Parental volunteers run football and netball clubs.
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- All pupils are encouraged to share wider achievement. All pupils are developing their skills for learning, life and work through our life skills programme.
- Tracking of attendance and latest-HT monitors all lates as at main entrance daily.

What are you going to do now?

What are your improvement priorities in this area?

- Continue to develop moderation processes
- Continue to familiarise all staff with the interrogation of SNSA data.
- Raise attainment through supported interventions.
- Continue to develop approaches to writing and monitor improvements across literacy.
- Evaluate the impact of maths mastery approaches and Maths No Problem resource.

PEF 2020-2021 – Midmar School received no PEF allocation

Identified gap	
Expenditure	
Expected outcomes	
Impact Measurements	

Capacity for improvement

Midmar School is now fully staffed. We have an additional teacher for the session 2020 – 2021 to help raise attainment and stabilize the school. All 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’.

<ul style="list-style-type: none"> Ensuring learning experiences are based on a strengths-based approach – building on what children and young people can do and not what they can't do or 'have missed'. Supporting transitions appropriately. Ensuring that there is a focus on development of the skills for learning life and work. <p>Revise and Update Climate for Learning Policy.</p> <p>Continue to embed and evaluate HWB programme. Build in assessment.</p> <p>Further develop outdoor learning – forest schools and use of school grounds.</p> <p>Work to achieve 7th Green Flag– focus = litter, travel, energy</p> <p>Restart our Fairtrade Journey - achieve Fairaware award</p>	<p>Staff, pupils, parents</p>	<p>Terms 1 - 4</p>	<p>Star Reader results. One Word Spelling test results.</p> <p>Revised Policy is seen to be in use across the School.</p> <p>Pupils' / teachers' evaluations of learning and teaching</p> <p>Outdoor learning is planned for all classes. Development of skills.</p> <p>Achievement of Green Flag June 2020</p> <p>Achievement of Fairaware award – April 2021</p>	
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Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <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</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></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>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 		
<p>Priority 2 : To improve attainment in writing</p>		<p>Data/evidence informing priority: Moderation of pupils' writing, Teacher feedback, SNSA results</p>		
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>		<p>Progress</p> <p>On Track</p>

			How will we evaluate impact? (Measurements of success)	Behind Schedule
				Not Achieved
<p>CLP - Familiarise new staff with the Talk for Writing approaches – fiction. Teachers P1-P5 implement Talk for Writing approaches in fiction writing.</p> <p>Agree starting point for P1 pupils – drawing programme / Foundations of Writing linked to Talk for Writing.</p> <p>Purchase any key Talk for Writing books required.</p> <p>Establish a wider learning community with Cluster School to support teachers and develop moderation of writing.</p> <p>Compile long term plan for teaching of focus genre – P1-P7</p> <p>Compile a Reading Spine of texts P1-P7.</p> <p>Create planning sheets.</p> <p>Review teaching and learning progression of handwriting P1-P7 and update as required.</p> <p>Link programmes in phonics / spelling / grammar and punctuation to Talk for Writing.</p> <p>Link Es and Os in Listening and Talking to Talk for Writing. – holistic approach.</p> <p>CLP – Talk for Writing – non-fiction – initially P6-P7 teacher – if training available. Otherwise use of texts and collegiate time.</p>	<p>Teachers</p> <p>Teachers</p> <p>HT</p> <p>Alford Cluster School</p> <p>Teachers / HT</p> <p>HT. P6-P7 teacher</p>	<p>November In Service Day</p> <p>Term 2</p> <p>Nov. 2020</p> <p>From Nov. 2020</p> <p>Term 2 / 3</p> <p>From Term 1</p>	<p>Teachers understand and implement the approaches. Pupils’ work reflects Talk for Writing approaches.</p> <p>Programme created implemented.</p> <p>Moderation of pupils’ work – improvements identified.</p> <p>Teachers have resources needed to support Talk for Writing.</p> <p>Collegiate working – Teachers’ sharing experiences and supporting each other</p> <p>Framework supports learning and teaching.</p> <p>Plans support learning and teaching</p> <p>Revised handwriting framework.</p> <p>Framework supports teaching, learning and assessment.</p> <p>Framework established. Planning sheets created. Pupils’ writing.</p>	

Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <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 Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC 3.2 Securing children's progress 3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 		
<p>Priority 3: To compile learning, teaching and assessment framework for technologies – raised attainment, support and challenge learners (continued from 2019-2020)</p>		<p>Data/evidence informing priority: Moderation of learning , teaching and assessment. No progression framework for technology. Feedback form questionnaires</p>		
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p>CLPL – knowledge and understanding – Es and Os, Benchmarks, Principles, 'Enhancing Learning through Digital Technology – A digital Learning and Teaching Strategy for Scotland', 'Teaching Computing Science – A guide for Early Years and Primary '.</p> <p>Complete Safe 360⁰ audit and use results to inform next steps</p> <p>New staff learn how to use Seesaw – home learning / profiling pupils' work</p> <p>CLPL – Google Classroom and Google Meet</p>	<p>Started Nov 2019</p> <p>New staff</p>	<p>Nov. 2019 /</p> <p>From Jan. 2021</p> <p>August 2020</p>	<p>Staff use documents to create Progression Pathway for Technologies created. Pathway supports learning, teaching and assessment.</p> <p>Implement - evaluate / review framework.</p> <p>Pathway identifies cross curricular links to digital literacy.</p> <p>Results of Sage 360 audit inform next steps in development</p> <p>Staff and Children can use digital technology independently in school. Technology supports and challenges pupils.</p>	

		November 2020 onwards	Staff can support home learning using digital technology, Staff can use digital technology to support CLPL	
		June 2021	Midmar School becomes a digital school	

Action plan 4

<p><u>National Improvement Framework Priorities</u></p> <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</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></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>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 		
<p>Priority 4 : To develop cohesive, whole school approaches to feedback, assessment and moderation.</p>	<p>Data/evidence informing priority: No whole school approaches to assessment and moderation. Self-assessment / peer assessment is weak across the school. Profiling started but reflections are weak.</p>			
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>

<p>Audit current practice</p> <p>CLPL - HT attended training – June 2020 – share with staff (Assessment within the broad general education : a thematic approach)</p> <p>CLPL – Reading for Staff – John Hattie, Shirley Clarke, Dylan Williams</p> <p>Review and agree strategies across the school – Assessment FOR, OF, AS Learning – curricular areas / bank of evidence</p> <p>Identify opportunities for holistic assessment – from annual curricular overview</p> <p>Feedback - Develop self-evaluation, peer evaluation language with pupils.</p> <p>Teachers to use planning L.I. / S.C to support assessment an evaluation</p>	<p>Staff</p>	<p>Feb. In service Days</p> <p>Term 3 focus</p>	<p>Staff can reflect on reading in discussion to create learning, teaching and assessment procedures for Midmar School.</p> <p>Staff can use agreed strategies for assessment.</p> <p>Assessment evidence is triangulated.</p> <p>Evidence shows progress over time.</p> <p>Plan for holistic assessment in place</p> <p>Assessment is embedded in learning and teaching</p> <p>Learning Journey Folders / Pupil Profiles</p>	
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Wider Achievements Memories are made of this:

Achieved 6th Eco Green Flag November 2019

Parent Council held their first Duck Race and Orienteering Festival – September 2019

First Scots Verse competition held – winners were Sophie Street P3 and Christopher Copp P6

We supported several charities: Pupil Council held a Macmillan Coffee Morning – September 2019 – raised £405, Children in Need – collected £70.76, Christmas Jumper Day - £71.50, Community Café - £36.50,

We collected food and other goods then donated them to South Aberdeenshire Food Bank as part of our Harvest Festival.

28 shoe boxes were filled and donated to Alford Rotary Shoebox appeal

We celebrated 30th birthday of UNCRC with a birthday party

Touch Rugby After School club – ran until November 2019

A ski team won their SSSA downhill local heat and competed at the National Finals in Glasgow.

P6-P7 organised a Craft Fair in Midmar Hall raising £885.95

A P5 pupil, won the Wildlife Trust drawing competition

Wider Community Links

- Midmar Community Café – The school runs the monthly café for the community in November, March and June.
- Link with Alford Rotary Club – Rotakids
- Link with Teekay, Westhill – engineer supports the Goblin Green Car building and racing.
- We share school news and achievements in the Midmar Newsletter which is published quarterly.