



**Midmar School**  
**Standards & Quality Report**  
**2020 - 2021**  
**&**  
**School Improvement Planning**  
**2021 – 2022**

## **School Forward**

We are pleased to present both our Standards and Quality Report for Session 2020–2021 and our School Improvement plan for the current session 2021 -2022. This report forms part of our quality improvement framework and provides important information regarding our school’s 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 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 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.
- All learners will be happy, safe and included.
- Learners will develop knowledge, skills, attitudes and qualities to become: **Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.**
- 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. 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. Parents either commute to work or work from home.

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 and has two classrooms, a general purpose hall, Head Teacher Office, kitchen / servery, boys' and girls' toilets. An extension was added in 2013 providing a reception / waiting area, disabled toilet, main office, staff room and small store.

Pre-school children attend Echt Nursery or partner provider nurseries. A Rising 5s Group meets during the year. 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](http://www.careinspectorate.com)

Our current roll August 2021 is 29 pupils. Classes are Primary 1 – 4 (14 children) and Primary 5 – 7 (15 children). The head teacher has a teaching commitment of 2.5 days weekly.

Our team consists of a Head Teacher, 1 full time teacher, 1 teacher of flexible days, 1 core staffing teacher, a Pupil Support Assistants (PSA), an Administrator, an Administrative Assistant, 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. He is in school one day a week for about half of each Term. The core staffing teacher covers teachers' non-class contact time.

Children can currently attend the following Clubs linked to Midmar School:

Netball – Primary 3 – 7, Friday

Jog Club – Primary 1 – 7 – Thursday

Touch Rugby – Primary 1 – 7 – Wednesday (This club is open to children in the MCMEDS Cluster (Midmar, Cluny, Monymusk, Echt, Dunecht and Skene Schools).

All clubs are run by parent or community volunteers and supported by Active Schools.

Children also access clubs in Alford, Westhill, Kemnay and Banchory.

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 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.

The pandemic has limited Midmar School's Community Links. Community Cafes have not been running however, they are starting again and we hope to run several Community Cafes in the coming session. We support the Midmar Community Newsletter by sharing our news there. We also use Facebook to share learning with the wider community.

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 Maths No Problem, 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 2019. Midmar School was awarded the Gold School Sports Scotland Award in September 2018 and re-accreditation was due in 2021. However, the pandemic has delayed this. Midmar School is also working towards Fairtrade School Awards. We have restarted our journey and are aiming for the 'Fairaware' award.

Pupil voice is central to our school 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 2021-2022 we have 3 pupil groups; Eco Group, Pupil Council and Technology / Sport Group. Each Group has a focus in improving the school: – Eco Group – Green Flag Award, Pupil Council - Rights Respecting Schools Award and Fairtrade Award, Technology / Sport Group - Digital Schools Award and Sport Scotland 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.

<b>Key priority 2020-2021</b>	<b>Key actions undertaken</b>	<b>Impact (achieved throughout 2020-2021)</b>
<p>To support 'Recovery' of learning and health and wellbeing through learning for sustainability</p>	<ul style="list-style-type: none"> <li>• Audit of children, parents and staff wellbeing on return in August</li> <li>• Rights Respecting Schools audit completed by pupils and results evaluated.</li> <li>• Input by staff - March 2021 – P4-P7 – pupils working / playing together. Co-operative learning activities.</li> <li>• Revision of School Vision, Values and Aims. Values characters created, traits identified – by pupils and staff. Shared with parents for feedback.</li> <li>• School and class charters updated. – Children's Rights underpinning all actions, learning and teaching.</li> <li>• Climate for Learning Policy updated – includes work from 'bullying unit'. Next steps – to write a pupil friendly version of the Policy.</li> <li>• Pupil voice – children met in School Groups Term 1 and towards the end of Term 4. Increased Covid numbers restricted meetings.</li> </ul>	<p>Revised Vision, Values and Aims are being embedded in the school learning climate. Children have ownership of the values. The values are having a positive impact on the school ethos and pupil relationships. Staff are referencing values daily in their practice.</p> <p>Climate for Learning Policy summarises all the Health and Wellbeing work done throughout the year and supports pupils, staff and parents. It is having a positive impact on the school climate and pupil relationships.</p> <p>Pupils have a clear voice in school developments. This means they feel ownership and central to the school community. They respect developments and feel their voice is heard.</p>

	<ul style="list-style-type: none"> <li>• Development Days in October and November with teachers out of class for the day gave excellent focus and quality work.</li> <li>• Staff – CLPL – 6 sessions ‘Nurture Training’ led by Educational Psychology Service</li> </ul>	<ul style="list-style-type: none"> <li>• Staff have a good understanding of the Nurture Principles. Strategies from the training have been implemented in classes e.g. emotion check in. Next steps – further development of emotional literacy.</li> </ul>
<p>Raise attainment in Writing – implement Talk for Writing approaches. Focus = Fiction Writing. Create a grammar progression pathway. Engage with Highland Literacy Progression.</p>	<ul style="list-style-type: none"> <li>• Bundling of Literacy / English Language Es and Os by staff..</li> <li>• Staff agreed to use the Highland Literacy ‘New Generation’ materials to support learning, teaching and assessment.</li> <li>• Staff created Grammar Progression, Phonics and Spelling Progression and Handwriting Progression. Staff created Reading Spine / Poetry Spine linked to Talk for Writing.</li> <li>• Talk for Writing – fiction continued to be implemented across the school. New teachers in P1-3 and P4-P5 were supported to implement the processes. The P6 – P7 teacher who had taught the fiction for a year, started teaching non-fiction writing using the Talk for Writing structures. Training in Non-fiction was postponed from November 2020 until November 2021.</li> <li>• Staff discussed progress and shared practice with Cluster colleagues at February In Service day.</li> <li>• Staff created Planning formats for Fiction Writing. Agreed to have focus text type – starting August 2021. Agreed to use the Scottish Criterion Scale to assess writing across the school – 4 times annually.</li> </ul>	<ul style="list-style-type: none"> <li>• Bundling of Es and Os ensures coherence across the year.</li> <li>• Staff have a clear understanding of learning progression and key resources. Staff use the Progressions to support learning and assessment. The learning progressions enable teachers to identify prior learning, next steps in learning and where extra support may be required.</li> <li>• Writing in Primary 1 – 3 now has a clear structure which will raise attainment - P1-P3 teacher understands the Talk for Writing Process and is starting to implement it. Foundations of Writing supports writing in Primary 1 and 2 with links to the development of Talk for Writing.</li> <li>• Upper stages teacher confident using the Talk for Writing process and has created support materials for pupils. Writing attainment in upper stages has increased. Focus is now on P3-P5 attainment and support.</li> <li>• Lockdown in Term 3 impacted attainment as teaching extended writing online was extremely difficult. Teacher of P4-P5 class</li> </ul>

		<p>had to isolate when children returned, supply teacher in class for 3 weeks then P4-P5 joined P6-P7 for term 4.</p> <ul style="list-style-type: none"> <li>• Fiction Planning formats support staff. They have added structure to fiction writing, ensuring all text types are taught. They also have allowed for a 'whole school' focus on text types supporting moderation of learning.</li> <li>• Programme for assessment supports moderation and attainment across the school.</li> </ul>
<p>Raise attainment in Technology – compile progression pathway, use digital technology to enhance learning, work towards Digital School Award.</p>	<ul style="list-style-type: none"> <li>• Children and staff have been introduced to and used a variety of new IT skills to meet the challenges of home learning. These have included the following online platforms: Seesaw, Google Classroom and Google Meet during the second lockdown as we were no longer able to access Seesaw.</li> <li>• A number of pupils used school devices (new Ipads) to access online learning January – March 2021, without these they would not have been able to join online.</li> <li>• Some children are using IT to support their learning e.g. writing – Read and Write package.</li> <li>• Apps / packages have been identified and are in use to support and enhance learning – e.g. Nessy, Sumdog, Mathletics, Accelerated Reader, I can animate, Stop motion and Imovie, Kahoot.</li> </ul>	<ul style="list-style-type: none"> <li>• The ability of staff to use online learning tools ensured pupils' learning continued to progress during lockdown.</li> <li>• All children accessed online learning during lockdown ensuring they continued to progress in their learning.</li> <li>• IT has reduced barriers to learning e.g. in writing and is supporting pupils to show their learning potential.</li> <li>• Teachers can monitor and track attainment in reading using Accelerated Reader</li> <li>• Pupils using Nessy are showing improvements in reading and spelling.</li> <li>• Technology Group have collated evidence that supports the Digital Schools Award.</li> <li>• Children are more confident using Google Suite – Google Classroom, Google Meet and Google Slides</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff have started to compile a learning progression of knowledge and skills in IT – to be finished by December 2021</li> <li>• Technology Group have led developments in IT. This has included peer support e.g. Senior pupils supporting peers in class and across the school.</li> <li>• Technology Group conducted a ‘Digital Schools’ audit and acted on the results. Evidence has been gathered towards applying for the Scottish Digital Schools Award.</li> <li>• A cooking area has been created in room 3 – cooker and fridge installed to support cooking and baking across the school. All ‘kitchen’ utensils relocated to kitchen area.</li> <li>• Craft and design – children using tools as part of outdoor learning. Es and Os – linked to contexts for learning.</li> </ul>	<ul style="list-style-type: none"> <li>• P5-P7 members of Technology Group have become Digital Leaders.</li> <li>• Children are using the cooking area to learn how prepare and cook food safely. This links to healthy eating and a healthy lifestyle. Using produce grown in our school ground has also taught children life skills and about sustainability.</li> </ul>
<p>Moderation cycle - to develop cohesive, whole school approaches.</p>	<ul style="list-style-type: none"> <li>• Staff are using formative and summative assessment to inform next steps in literacy and maths.</li> <li>• Staff used the moderation cycle when developing work on writing (plan 2)</li> <li>• Audit of assessment conducted by staff and action points agreed</li> <li>• Formative and summative assessment in fiction writing agreed – 4 summative pieces of writing annually – use of Scottish Criterion Scale to evaluate.</li> <li>• Peer and self- assessment formats discussed and agreed in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment programme in Reading, Writing and Maths supports staff to moderate learning, teaching and assessment.</li> <li>• Assessments give teachers evidence of attainment and enable teachers to monitor children’s progress towards achievement of a level.</li> <li>• Self / peer assessment opportunities gives learners the opportunity to reflect and discuss their learning.</li> </ul>

	<ul style="list-style-type: none"> <li>• Reading – use of Accelerated Reader – Star Reader = summative and reading quizzes = formative. (P3-P7)</li> <li>• In Maths – summative / formative use of end of chapter and mid-term reviews to monitor progress.</li> <li>• HWB – use of <a href="http://www.healthyschools.scot">www.healthyschools.scot</a> Learning Logs = self- / peer assessment materials for pupils</li> <li>• HWB – use of school values for assessment – monitor progress – pupils / staff</li> <li>• Learning Journals in Maths (end of each chapter) – provide self / peer assessment formats for pupils.</li> <li>• RME – Discovery RE Learning Journals – provides self / peer assessment for pupils</li> <li>• Profiling – Seesaw used for online profiling and sharing achievements and attainment with parents. Learning Journey folders store hard copies of evidence.</li> </ul>	
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**Terms used in this evaluation**

**Words used to describe numbers and proportions**

Excellent	means	Outstanding, sector leading		Almost all	means	Over 90%
Very good	means	Major strengths		Most	means	75% to 90%
Good	means	Important strengths with some areas for improvement		Majority	means	50% to 74%
Satisfactory	means	Strengths just outweigh weaknesses		Less than half	means	15% to 49%
Weak	means	Important weaknesses		few	means	Up to 15%
unsatisfactory	means	Major weaknesses				

## 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: Good - 4  
(HGIOS?4/HGIOELC? 1-6 scale)**

**How well are you doing?**

**What's working well for your learners?**

- Midmar School has a very positive ethos. Staff, learners and parents have worked together to update the school's Vision, Values and Aims this session. This gives our school community ownership of the Vision, Values and Aims and has ensured they are relevant to the school community.
- Our vision is aspirational and underpins school improvement.
- The Vision, Values and Aims are constantly embedded in learning and teaching.
- The Values have clear links to the wellbeing indicators, GIRFEC and UNCRC.
- Midmar School has a clear curriculum rationale which ensures the uniqueness of our community. However, the rationale needs to be further promoted across the school community to raise awareness and become embedded.
- 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.
- Quality assurance processes are in place to ensure there is focussed attention on monitoring and evaluating learning and teaching. However, these processes require further development to give rigour.
- Learner voice is used to identify areas of strength and development across the school. Learners have opportunities to share their views. Learners' views are considered and lead to school improvement
- All learners are members of school groups and have opportunities to drive forward improvements and ensure their voice is heard.
- Staff have leadership roles within the school – Eco Schools, Rights Respecting Schools, Fairtrade, Digital Schools and Sport Scotland Sport Award for Schools.
- All staff are committed to ensuring the highest possible standards and success for all our learners.
- All staff know their learners 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.
- CPD opportunities are provided for all staff to access and link to improvement planning / next steps that have been identified.

- 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.
- Staff have linked with other staff across the Alford Cluster schools to develop Talk for Writing.
- Cluster HTs engage in cluster capacity building activities to support leadership and improvement.
- Midmar School staff have joined an Education Scotland pilot to review attainment in Maths.

### **How do you know?**

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

- During the session 2020-2021 a full review of our vision, values and aims took place. All stakeholders were involved in this. Children suggested vision statements and then voted for their preferred choice. The School Values were audited and amended by stakeholders. The values are underpinned by Article 28 and 29 of the UNCRC – aims for education. Children then created ‘superhero characters’ to symbolise each value. The children then brainstormed traits for each character. Posters were made showing the character and qualities / personalities. These posters are displayed in classrooms and throughout the school. They are also displayed in children’s Weekly Learning Planners.
- The Schools’ Vision, Values and Aims are referenced daily in learning. They are on display in all classrooms and in the School Hall.
- Learners are supported to understand and apply our vision, values and aims through the four contexts for learning.
- Learners are starting to use the values when discussing relationships and behaviour. They can use them in restorative conversations.
- Midmar School Curriculum Rationale is current and relevant but needs to be promoted across the school community.
- Weekly Newsletters provide opportunities for parents and the wider community to be involved in the school.
- Learner Groups have a clear development goal and are linked to 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 model of four Staff Development Days has had a very positive impact on school improvement. These days enabled focused discussion, time to evaluate current practice and plan next steps.
- A three-year cycle has been created to ensure all aspects of HGIOS are 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.
- CPD opportunities are linked to PRD and SQUIP.

### **What are you going to do now?**

#### **What are your improvement priorities in this area?**

- Continue to embed revised Vision, Values and Aims.

- Promote Midmar School's Curriculum Rationale and continue to use in curriculum planning.
- Continue to develop meaningful pupil participation in learning and teaching experiences as well as the life and work of the school.
- Promote and support Practitioner Enquiry – focus 2021-2022 – Maths.
- 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.
- Continue to monitor and evaluate the impact of changes on outcomes for learners and the work of the school.

## 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 - 3  
(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. Children's Rights underpin our climate for learning.
- Most learners engage well with learning experiences, are eager to learn, resilient, motivated and interact well during activities.
- Most learners can articulate what they are learning and why. They know what they need to do to become successful.
- The majority of learners have opportunities to lead learning and share their ideas, what they want to learn and resources they will use.
- The majority of learners are becoming increasingly independent in their learning.
- Learning intentions and success criteria are used to support learners in their learning.
- The majority of learners have regular opportunities to work individually, in pairs and in groups.
- Less than half of pupils are involved in self / peer assessment opportunities.
- Learning experiences are planned to match learners needs/abilities. Some pupils are involved in co-constructing success criteria with staff.
- Almost all learning experiences are planned to match pupils' needs / abilities.
- Staff know their learners very well and identify potential barriers quickly. Barriers are discussed promptly to ensure timely action is taken to reduce barriers and support learning. Evidence of impact of interventions is monitored to identify next steps.
- Staff have confidence in using a wide range of assessment data including standardised assessment results.
- Termly tracking supports learners progress in learning.
- Digital technology is used to support learning across all classes.
- Parents/carers and learners share learning using digital platforms.
- Almost all staff and learners 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.
- Assessment informs next steps in learning. Assessment evidence is valid and reliable.

### How do you know?

#### What evidence do you have of positive impact on learners?

- QA processes taking place throughout the school year.
- Midmar School has an effective feedback code to ensure there is consistency across the school.
- Pupils are developing their understanding of knowledge and skills as well as their identification of strengths/next steps.
- National Benchmarks, Aberdeenshire Frameworks and Midmar School Frameworks are used to inform planning and identify appropriate next steps, ensuring progression in learning across the school. These frameworks are used to support professional judgements and informed decisions on where learners are in their learning.
- Professional dialogue is ongoing throughout the session.
- Termly tracking meetings are held with staff and the Head Teacher.
- 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 20-21 there has continued to be a focus on writing following the interrogation of data.
- Staff have shared approaches in Talk for Writing with Alford Cluster Schools.
- Midmar School has digital leaders within the Technology Group. Technology is also used to support targeted interventions.
- Very positive feedback from parents on use of Seesaw - profiling and its use to share learning during lockdown. Parents less favourable in use of Google Classroom.
- The Head Teacher is Forest School Level 2 trained and plans outdoor activities with staff.
- Good use is made of the outdoors to support learning and teaching. The local woodland area is used as a learning resource. All children have the opportunity for outdoor learning.
- Facebook is used to promote everyday learning and achievements.

### What are you going to do now?

#### What are your improvement priorities in this area?

- Provide further opportunities for learners to lead learning and share their ideas, what they want to learn and resources they can use.
- Continue to embed Learning THROUGH, ABOUT and FOR Rights – where Children’s Rights underpin and permeate learning.
- Facilitate opportunities for learners to become increasingly independent in their learning.
- Provide opportunities for staff to plan collegiately to support moderation of practice and ensure a shared understanding of expected standards.
- Staff to agree a bank of AiFL approaches across the school.
- Further develop approaches for feedback - self and peer assessment.
- Ensure learning intentions and success criteria are used to support learners in their learning across the school. Develop practices of co-constructing success criteria with staff.

- Staff to agree an assessment calendar which shares key focus aspects throughout the year.
- Staff to identify a variety of assessment approaches across the school, including opportunities for high quality assessment across the year.
- 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.
- Embed awards in learning and teaching – John Muir, Fairtrade, Digital Schools, Rights Respecting School, Eco School Green Flag, Sport Scotland School Award

## 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: Very Good - 5**

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

**How well are you doing?**

**What's working well for your learners?**

- All staff at Midmar School know their learners, families and their community well. A supportive ethos exists across the school for all stakeholders.
- All staff are fully committed to ensure everyone is treated equitably and with respect. Due to the dedication of all staff almost all learners build very positive relationships, allowing staff to identify and support individual needs.
- Staff and pupils have a shared understanding of wellbeing and children's rights.
- Pupils are knowledgeable about equalities and inclusion. They can challenge discrimination, prejudice and intolerance.
- The revised Climate for Learning Policy takes account of GIRFEC, the wellbeing indicators, the United Nations Convention on the Rights of the Child, local and national guidance.
- Staff use the Nurture Principles daily in their practice.
- Pupils use Emotion Check-Ins twice daily. Staff monitor the check ins and follow up pupils as required.
- 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 learners 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.
- Outdoor spaces are used effectively to promote positive relationships and wellbeing.
- Staff have been trained in 'Nurture' and nurturing principles.
- The school tracks Health and wellbeing through tracking and monitoring discussions as well as surveys carried out with learners, 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 learners with additional support needs. Learning Plans and risk assessments are in place for individual learners and are developed with learners and parents to improve outcomes for learners.
- All learners have chronologies in place. Pastoral notes are used on SEEMIS to support this. This includes a separate area to record any incident of alleged bullying.

- Termly tracking meetings between the Head Teacher and individual class teachers have a focus on learners' needs and discussion regarding targeted interventions. This supports the deployment of staff including Learner Support Assistants (PSA) and ASL staff.
- Class teachers work closely with the ASL teacher and outside agencies to plan targeted interventions. ASL teacher offers learning and teaching support, co-operative teaching, consultation, direct intervention and professional development.
- Transition programmes and activities are in place for Early Years/Primary/Secondary to ensure the well-being of learners. Transition meetings are held annually for all learners.

### 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.
- Parents can contact the school by phone or email. Covid – 19 has restricted parents' ability to visit school in person. A log is kept of any communication – complaints/queries.
- Annual update of GIRFEC/Child protection training undertaken – August In Service day.
- Staff complete data protection, equalities and diversity training as provided by local authority – ALDO courses.
- Key resources identified for learning, teaching and assessment. Resources linked to UNCRC. Three year rolling programme [www.healthyschools.scot](http://www.healthyschools.scot) – supplemented by SCARF and Bounceback. Support progression is linked to Es and Os and Benchmarks.
- The school has been awarded the following recognition: 6 Eco Green Flags, Gold Rights Respecting School Award and Gold Sports award which puts learners, wellbeing, activity and leadership at the heart of our work.
- Effective partnerships are in place with local church, community groups and Police Liaison Officer. The Bikeability programme runs every 2 – 3 years. The school also operates a three-year rolling First Aid and includes a CPR programme.
- Targeted support is provided by class teachers, Additional Support Staff, Intervention Protection Staff, Pupil Support Worker and others such as SALT/EAL. Educational Psychologists take part in the planning and assessment for learners as required.
- Outside agencies such as school nurse, doctor and CAMHS are also involved when considering targeted support for individual learners.
- 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 learners.
- HT meets termly with SFL staff 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 learners who would benefit.

### What are you going to do now?

#### What are your improvement priorities in this area?

- Embed revised Climate for Learning Policy.
- Compile a 'Child Friendly' version of our Climate for Learning Policy.
- Continue to embed the school values in all aspects of school life.
- Develop learning and teaching in emotion literacy – pupils, staff, parents. – 'Decider Skills'.
- Further develop learning opportunities in diversity.
- Further develop co-operative learning approaches.

### **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: good - 4  
(HGIOS?4/HGIOELC? 1-6 scale)**

#### **How well are you doing?**

##### **What's working well for your learners?**

- The majority of learners are achieving expected levels in literacy, numeracy and health and wellbeing. Some children are exceeding expected levels.
- Children not achieving levels have supports in place.
- Universal supports are in place and targeted interventions for identified learners 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 learner 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 learners are generally successful, confident and responsible. They contribute effectively to the life and work of the school. They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community.
- All learners are involved in whole school development groups and a strong learner voice forms part of self-evaluation activities.
- Achievements are recognised and shared across the school.
- Attendance levels are generally high, there are no exclusions and inclusion is successful for most learners.

#### **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.
- School tracking systems show a number of learners are exceeding expectations in both literacy and numeracy.
- Staff are continuing to develop opportunities to promote challenge for all learners.
- Universal supports exist in all classes. ASL supports are regularly reviewed to ensure all resources are deployed appropriately to meet need.
- TMR system and tracking meeting information updated termly.
- HT regularly reviews specific cohorts of learners (e.g.) learners identified exceeding expectations.
- Midmar School engages two half-yearly cluster attainment reviews which enables the sharing of good practice and identifies areas of development.
- All pupils are members of school groups – Pupil Council, Technology and Sport or Eco Group.

- There are further opportunities for pupil leadership through buddies and Primary 7 Play Leaders.
- Active Schools supports Jog Club, Touch Rugby and Netball. A member of the Community runs Jog Club with parents running Jog Club and Netball.
- All learners are encouraged to share wider achievement. All learners are developing their skills for learning, life and work through our life skills programme.
- Tracking of attendance and 'lates' by HT.

**What are you going to do now?**

**What are your improvement priorities in this area?**

- Continue to develop moderation processes and practice.
- Continue training for staff around assessment incorporating material from QAMSO training.
- 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.
- Continue to develop knowledge and understanding of Talk for Writing – Non-Fiction process.
- Raise attainment in Numeracy - Staff to participate in CLPL with Education Scotland – Maths Recovery Pilot.

## PEF 2021 - 2022 – Midmar School received no PEF allocation

<b>Identified gap</b>	
<b>Expenditure</b>	
<b>Expected outcomes</b>	
<b>Impact Measurements</b>	

### Capacity for improvement

Midmar School continues to be fully staffed and has continuity of the same staff 2020 – 2021 to 2021-2022. 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 learner 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’.

## Wider Achievements



Scots Verse Winners



Harvest Collection for South Aberdeenshire Food Bank



New greenhouse installed. Starting to grow our food.



Juicy apples ready to eat!



Kitchen area installed



P7 Paddle boarding



P1-P3 World Book Day



Red Nose Day Superheroes



Violinists

<b>Improvement Priority 1:</b> To raise attainment in writing and numeracy						
<b>NIF Priorities</b> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people  <b>Linked to National Improvement Driver(s)</b> School Leadership of Children’s Progress    Teacher Professionalism School Improvement    Parental Engagement Performance Information    Assessment			<b>Data/Evidence that informs this priority:</b> <ul style="list-style-type: none"> <li>SNSA information.</li> <li>Attainment in fiction and non-fiction writing.</li> <li>Pupils’ work.</li> <li>Attainment in Numeracy.</li> <li>Audit results – 2.3 and 3.2.</li> <li>Videoing of pupils for Maths Recovery input.</li> </ul>			
<b>Aberdeenshire Priorities</b> 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.			<b>Relevant HGIOS 4 Quality Indicators</b> 1.1 Self-evaluation for Self-Improvement    1.2 Leadership of Learning    1.3 Leadership of Change    2.2 Curriculum    2.3 Learning, teaching & assessment 3.2 Raising attainment & achievement			
<b>Intended Outcomes:</b> <ul style="list-style-type: none"> <li>Almost all learners can write a variety of text forms in fiction writing; with appropriate structure, use of vocabulary, organisation.</li> <li>Almost all learners can write a variety of non-fiction texts forms, meeting genre requirements, using appropriate structures and language.</li> <li>Almost all learners have raised attainment in writing a variety of text types.</li> <li>Almost all learners have progressed in numeracy from previous learning raising attainment.</li> </ul>						
<b>Specific Actions &amp; Interventions (Tasks to Achieve Improvement Priority 1)</b>	<b>Who? Q.I. 1.3 Leadership of Change</b>	<b>Management of Resources to Promote Equity - Q.I. 1.5</b>		<b>Outcome Details Targets, % etc.</b>	<b>Progress</b> Complete	<b>Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders’ Views)</b>
		PEF / SAC	Resource		Ongoing	
					No progress	

<ul style="list-style-type: none"> <li>• School to participate in Education Scotland Pilot Study – Impact of Maths Recovery on pupil attainment</li> <li>• Staff to attend CLPL sessions</li> <li>• Staff to participate in Practitioner Enquiry</li> <li>• Staff to become familiar with teaching and learning resources</li> <li>• Staff to video selected learners, evaluate stages of learning and identify next steps</li> <li>• Staff to plan learning, monitor and evaluate progress</li> <li>• Staff to re-assess after 10 – 12 weeks and identify progress made.</li> <li>• Staff discussion following results of pilot to identify next steps for learning, teaching and assessment in Numeracy.</li> </ul>	Teachers – JM, GS, ES	X	<p>Online CLPL sessions – Collegiate Calendar</p> <p>Texts – Maths Recovery – green, red and purple books – purchased</p> <p>Development Day – September 2021</p>	<p>Maths Recovery pre and post assessment evidence.</p> <p>Formative and Summative evidence – Maths.</p> <p>Professional Enquiry Evidence – Maths Recovery Pilot.</p> <p>Professional learning / understanding of the stages of arithmetical learning. – Teachers</p>		
<ul style="list-style-type: none"> <li>• Develop moderation processes in writing – both fiction and non-fiction by identifying focus text types each Term.</li> </ul>	JM, GS, ES	x	Collegiate Calendar INSET Day	<p>Pupils’ writing – variety of text types. – pre and post writing focus.</p> <p>Use of Scottish Criterion Scale.</p>		
<ul style="list-style-type: none"> <li>• Develop teaching, learning and assessment skills in non-fiction writing</li> </ul>	JM, GS, ES MB - PSA	x	INSET Day – Thursday 18.11.21			

**Improvement Priority 2** To use assessment effectively to ensure learners maximise their successes and achievements

<p><b>NIF Priorities</b></p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people’s health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ol> <p><b>Linked to National Improvement Driver(s)</b></p> <p>School Leadership of Children’s Progress    Teacher Professionalism School Improvement    Parental Engagement Performance Information    Assessment</p>	<p><b>Data/Evidence that informs this priority:</b></p> <ul style="list-style-type: none"> <li>• Feedback from learner audits</li> <li>• Feedback from parent audit</li> <li>• Feedback from staff audit – 2.3, 3.2</li> <li>• Observations</li> <li>• School Overview of Learning Planning</li> <li>• Fullan Paper – ‘The Right Drivers for Whole School Success’</li> </ul>
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<p><b>Aberdeenshire Priorities</b></p> <ol style="list-style-type: none"> <li>1. Improving learning, teaching and assessment.</li> <li>2. Partnership working to raise attainment.</li> <li>3. Developing leadership at all levels.</li> <li>4 Improvement through self-evaluation.</li> </ol>	<p><b>Relevant HGIOS 4 Quality Indicators</b></p> <p>1.1 Self-evaluation for Self-Improvement    1.2 Leadership of Learning    1.3 Leadership of Change    2.2 Curriculum    2.3 Learning, teaching &amp; assessment    3.2 Raising attainment &amp; achievement    3.3 Creativity and Employability</p>
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**Intended Outcomes:**

- Almost all Learners receive high quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.
- Almost all Learners engage in peer and self-assessment to improve their learning.
- Assessment approaches are matched to the learning needs of almost all learners and are used to support them to demonstrate where they are in their learning.
- A quality body of evidence is used to support assessment judgements and decisions about next steps.
- Robust arrangements are in place for moderation across stages and the curriculum.

Specific Actions & Interventions (Tasks to Achieve Improvement Priority 1)	Who? Q.I. 1.3 Leadership of Change	Management of Resources to Promote Equity - Q.I. 1.5		Outcome Details Targets, % etc.	Progress	Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders’ Views)
		PEF / SAC	Resource		Complete	
					Ongoing	
					No progress	

<ul style="list-style-type: none"> <li>HT to attend QAMSO CLPL training – 6 sessions</li> <li>HT to share learning with staff and support school improvement</li> </ul>			CLPL time	<ul style="list-style-type: none"> <li>Bank of AiFL strategies supports learning</li> </ul>		
<ul style="list-style-type: none"> <li>Audit of QI 2.3. Learning and Engagement, Quality of teaching – Use of challenge questions. Identify features of highly-effective practice. Plan next steps.</li> </ul>			Audit of QI 2.3 Development Day – November 2021	<ul style="list-style-type: none"> <li>Quality Assurance Calendar HGIOS 4</li> </ul>		
<ul style="list-style-type: none"> <li>Create a bank of AiFL strategies</li> </ul>			Development Day – January 2022	<ul style="list-style-type: none"> <li>Assessment calendar created</li> </ul>		
<ul style="list-style-type: none"> <li>Review Quality Assurance Calendar</li> </ul>				<ul style="list-style-type: none"> <li>Context for high quality assessments identified and assessment planned</li> </ul>		
<ul style="list-style-type: none"> <li>Create an assessment calendar – agreeing a variety of assessment approaches to inform progress towards a level.</li> </ul>						
<ul style="list-style-type: none"> <li>Identify opportunities for High Quality Assessments. Plan and implement assessments.</li> </ul>						

**Improvement Priority 3:** To ensure high-quality learning experiences for all learners which are meaningful and motivating. To review and further develop the curriculum across the four contexts for learning.

<p><b>NIF Priorities</b></p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people’s health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ol> <p><b>Linked to National Improvement Driver(s)</b></p> <p>School Leadership of Children’s Progress    Teacher Professionalism    School Improvement    Parental Engagement    Performance Information    Assessment</p>	<p><b>Data/Evidence that informs this priority:</b></p> <ul style="list-style-type: none"> <li>• Fullan Paper – ‘The Right Drivers for Whole School Success’.</li> <li>• Feedback from staff and pupils.</li> <li>• Results of questionnaires – pupils and parents.</li> <li>• Contexts for learning compiled 5 years ago – relevance to today’s learners?</li> <li>• Learning and teaching evaluations in Science and Social Studies.</li> </ul>
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<p><b>Aberdeenshire Priorities</b></p> <ol style="list-style-type: none"> <li>1. Improving learning, teaching and assessment.</li> <li>2. Partnership working to raise attainment.</li> <li>3. Developing leadership at all levels.</li> <li>4. Improvement through self-evaluation.</li> </ol>	<p><b>Relevant HGIOS 4 Quality Indicators</b></p> <p>1.1 Self-evaluation for Self-Improvement    1.2 Leadership of Learning    1.3 Leadership of Change    2.2 Curriculum    2.3 Learning, teaching &amp; assessment    3.2 Raising attainment &amp; achievement</p>
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**Intended Outcomes:**

- Refresh of curriculum across the four contexts for learning with a focus on Science and Social Studies.
- The revised ‘learning across the curriculum’ contexts provide; challenge and enjoyment, Breadth, Progression, Personalisation and Choice, Coherence and Relevance.
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Specific Actions & Interventions (Tasks to Achieve Improvement Priority 1)	Who? Q.I. 1.3 Leadership of Change	Management of Resources to Promote Equity - Q.I. 1.5		Outcome Details Targets, % etc.	Progress	Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders’ Views)
		PEF / SAC	Resource		Complete	
					Ongoing	
					No progress	

<ul style="list-style-type: none"> <li>Staff to read and discuss Fullan Paper 'The right drivers for whole school systems'.</li> </ul>	Staff	x	Copies of Fullan Paper (share online)	<ul style="list-style-type: none"> <li>Evaluation of paper and identification of Next Steps for Midmar School</li> </ul>		
<ul style="list-style-type: none"> <li>Revisit / review our Curriculum Rationale – promote it to staff, pupils and parents.</li> </ul>	HT / Staff	x	Collegiate Term 3	<ul style="list-style-type: none"> <li>Curriculum Rationale drives review of curriculum.</li> </ul>		
<ul style="list-style-type: none"> <li>Review the curriculum – Does it take good account of the four contexts for learning and the cross cutting themes of equality, enterprise, creativity, sustainable development, international engagement and Children's Rights? Is there a whole school approach to learning for sustainability?</li> <li>Links to Outdoor Learning</li> </ul>			February INSET Days  Development Day March 2021			
<ul style="list-style-type: none"> <li>Audit / review bundling of Es and Os in Science and Social Studies – including contexts. Include pupils in discussions.</li> </ul>						
<ul style="list-style-type: none"> <li>Review and develop learning pathways in 1+2 languages. Identify L2 and L3 focus. Identify progression – linking to Es and Os and Benchmarks.</li> </ul>			Collegiate Time – Term 3	<ul style="list-style-type: none"> <li>L2 – French – progression of learning and teaching.</li> <li>L3 – focus agreed</li> <li>Modern Languages permeate learning and teaching.</li> </ul>		
<ul style="list-style-type: none"> <li>Continue to develop learning pathways in Digital Technology – P5-P7 focus on Google Suite. Whole school introduction of 'Safer Schools' app to support Internet and Online safety.</li> </ul>			Collegiate Time – Term 2	<ul style="list-style-type: none"> <li>Progression support learning, teaching and assessment</li> </ul>		

