



Midmar School
Standards & Quality Report
2022 - 2023
&
School Improvement Planning
2023 – 2024

School Forward

We are pleased to present both our Standards and Quality Report for Session 2022– 2023 and our School Improvement Plan for the session 2023 -2024. 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 making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

How are we doing? We are proud of Midmar School and work hard to ensure that there are high expectations in everything we strive to achieve. As a school we continually self-reflect on key priorities and our progress throughout the year. Staff are fully engaged in professional development and are committed to ensuring all children at Midmar School achieve their full potential. We know that as new research, methods and strategies come to the forefront it is important that our understanding of pedagogy continues to develop and grow to ensure the best for all members of our school community.

How do we know? We use data, surveys, opinions, learning conversations, assessments and observations to gain an overview and reflect on how we are doing. We also moderate, share good practice, engage in professional dialogue and reading and ensure that we engage with the wider learning world to reflect on the themes and indicators within HGIOS4 ([How Good Is Our School 4](#)).

What are we going to do now? We regularly measure against national standards to reflect on where we are. We also look back at what we have implemented and revisit to ensure developments are embedded.

Looking inwards - We continually analyse our work and children’s progress against National Standards to ensure children receive the best learning and teaching to meet their needs and make the best possible progress.

Looking outwards – Staff are dedicated to continuous improvement. They work collaboratively within school and beyond to find out more about what is working well for others locally and nationally.

Looking forwards - We endeavour to gauge what continuous improvement might look like in the longer term and implement accordingly.

At Midmar School we are 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 empowered 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.

Mrs Aileen McNair 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 and 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 communities to provide learning in an active, engaging and relevant 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.

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 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. Children transfer to Alford Academy at the end of Primary 7.

Both the Rising 5s Group and After School Club folded in session 2021-2022. Changes to parents' working routines and declining school roll meant low numbers at After School Club making it financially unviable. The Rising 5s Group folded due to lack of staff. We have revised our transition arrangements for children starting in Primary 1 to compensate.

Our current roll in August 2023 is 28 pupils. Classes are Primary 1 – 3 (14 children) and Primary 4 – 7 (14 children). The Head Teacher covers reduced class contact time for all staff.

Our team consists of a Head Teacher, 1 full time teacher, 1 teacher of flexible days, 1 core staffing teacher, a Pupil Support Assistant (PSA), an Administrator, an Admin. Support 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 for Learning (ASL) teacher is based at Alford Academy. He visits Midmar School for a day weekly. The core staffing teacher covers teachers' non-class contact time and additional hours to meet pupil's learning needs.

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

Netball – Primary 3 – 7, Friday

Football – Primary 1 – 7 - Monday

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, Inverurie and Banchory.

Midmar Primary is part of the Alford Schools Cluster, which comprises of 13 primary schools and Alford Academy. This Cluster is very widespread, covering a 25-mile radius from 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. There is a passionate culture for learning and school improvement.

Midmar School has strong Community Links which lead to meaningful opportunities for our pupils to develop skills in real life contexts. We work with the Community to run monthly Community Cafes. These cafes are held in the Midmar Hall. School news is shared through the Cafes, the Midmar Community Newsletter and Facebook.

Alford Rotary Club support our Rotakids Group. All children from Primary 1 – 7 are Rotakids with children formally taking their pledge in Primary 3. Our Rotakids Group is the umbrella group under which are pupil groups sit. In 2022 we developed business links with local companies CT Harvesting and C&G Thomson farms. These business are based in Midmar and owned by one family. Enterprises included forestry, farming and renewables.

The school benefits greatly from strong, supportive and purposeful parental involvement through the Parent Forum and Parent Council. Parent Council support learning and teaching by providing funds for resources e.g. maths, library, technology and funding travel costs. This enhances children's learning experiences and improves attainment and achievement. Events held by Parent Council also, importantly, provide social interaction and connection for families.

Midmar School are working towards Rights Respecting Gold accreditation after receiving silver in March 2022. We have been an Eco school since 2008 and are delighted to have received our 7th Green Flag in June '22.

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 2022-2023.

Key priority 2022-2022	Key actions undertaken	Impact (achieved throughout 2022-2023)
<p>Priority 1: To improve learning and teaching through the creative use of digital technologies.</p>	<p>All staff used Features of Highly Effective Digital Learning, Teaching and Assessment in Schools (education.gov.scot) as a self-evaluation tool to assess where Midmar school is at on our digital journey.</p> <p>All teachers used the information from the self-evaluation exercise to develop and promote a clear digital strategy within the setting.</p> <p>Device Responsible Use Policy and Agreement received for all pupils and shared.</p> <p>Online safety throughout the school has been highlighted through the following actions: Online safety policy (360 SafeScotland template)</p>	<p>Self-evaluation activity carried out at key points throughout the year showed improvements in the quality of digital learning and teaching for all pupils.</p> <p>All stakeholders have a clear idea of how digital pedagogy is promoted and supported within the setting.</p> <p>All pupils use and understand the device responsible use policy and can talk about how this affects their use of ICT.</p> <p>Pupil Friendly Internet Safety Policy compiled with Pupil Focus Group March 2023 and implemented with all pupils.</p>

	<p>Completion of the 360 SafeScotland review to identify areas where online safety need improving (https://360safescotland.org.uk/). Safer Schools App being used to support families, pupils and staff.</p> <p>All pupils have 1-2-1 access to an Ipad. 15 laptops available for individual use + desktops.</p> <p>Jayne Miller and Steven Flett attended Love Learning Day – February 2023.</p> <p>Focus on digital learning pedagogy led to improved outcomes for all learners through staff collaboration.</p> <p>Roll out of Safer Schools app for parents.</p>	<p>360 SafeScotland resource used to compile School Policy which has been agreed and understood by all stakeholders. Reduction in adult intervention to support arising issues regarding online safety and appropriate use of technology.</p> <p>Technology is being used effectively for all pupils. Support has improved for those requiring specific interventions eg Nessy, Hairy Reading. The majority of pupils are showing interest and skill in areas such as coding. Coding club is available, with older pupils are effectively supporting younger pupils in this club.</p> <p>Quality Assurance process supported digital learning pedagogy through observations, professional dialogue at PRD/professional update meetings, monitoring of forward plans, sampling of pupil work. Classroom visits show pupils in P5-P7 very confident in using technology. P3-P4 using technology to support learning – also Term 3 – focus P1-P4 on programming with Beebots. Good practice highlighted and shared for all staff.</p> <p>Parent workshops -focus was Safer Schools App, other aspects of technology was also discussed eg. Google Classroom and withdrawal of Seesaw.</p>
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		<p>Most pupils are confident in using technology to support their learning. They can talk about the extent to which they use digital technology to support their learning. Pupils are able to increasingly demonstrate choice in how they complete/present tasks in line with their own learning needs. Pupils can demonstrate their creativity and use digital resources in innovative ways.</p> <p>Most pupils are excited to share their work with peers, teachers and parents.</p> <p>Digital School Award achieved October 2022.</p>
<p>To raise attainment across learning</p>	<p>Implemented and reviewed revised curriculum framework compiled session 2021-2022. Focused on Children’s Rights being planned through most aspects of the curriculum.</p> <p>Implemented White Rose Maths and begun to align to CfE.</p> <p>Teachers attended Maths Recovery Training – with Cluny and Echt Schools</p> <p>Planned collaboratively with other teachers for progression and sharing of learning experiences.</p> <p>Involved pupils in planning learning experiences.</p> <p>Involved pupils in co-constructing success criteria.</p>	<p>All teachers are using new Framework and evaluating its effectiveness. Evidence of clear focus on Es and Os All teachers have identified links to Children’s Rights and the Global Sustainable Goals – evidence from plans.</p> <p>Most pupils show increased attainment in Maths evidenced by national assessments. All pupils are motivated by the White Rose resource.</p> <p>Evidence of maths recovery pedagogy in classrooms through quality assurance processes – observations, professional dialogue, forward plans.</p> <p>All teachers have the professional knowledge and skills to support Maths learning and raise attainment. Evidence through QA process that new planning formats are in use and being evaluated.</p> <p>Planning clearly shows learning and teaching and focus on outcomes. Evidence through QA process that pupils are involved in planning their learning experiences and co-constructing success criteria.</p>

	<p>Started to develop 'pupil voice' in learning – by setting targets, using the bank of AifL strategies agreed in session 2021-2022, developing effective questioning and feedback and involving pupils in self and peer evaluation.</p> <p>Collaborative sessions with stage partners in the MCMEDS Cluster to discuss and evaluate learning, teaching and assessment.</p> <p>Used HGI OURS as a tool for pupil participation in self-evaluation and school improvement. Introduced standardised assessments in reading and numeracy.</p> <p>Identified opportunities for high quality assessments at the planning stage.</p> <p>Implemented and reviewed updated learning frameworks in Modern Languages, Technology and Literacy.</p>	<p>High quality assessments show opportunities for breadth, challenge and application of knowledge and skills. Evidence of tracking attainment using the frameworks to ensure progression, pace and challenge.</p> <p>Evidence from classroom monitoring and discussion with staff and pupils. Evidence from questionnaires.</p> <p>Features of Effective Practice – HIGIOURS 1 was used as a starting point with staff and pupils. Pupil Group worked on the Relationships section. A questionnaire was compiled and sent to pupils on Microsoft Forms. Results were analysed and actions identified.</p> <p>All staff have participated in CPD - High Quality Assessments – Kay MacDonald PPT. All staff to continue to build in High Quality Assessments at planning stage. Assessments are purchased and pupils complete at start and end of each term. Teachers moderate results and plan next steps in learning. Evidence from data, professional dialogue.</p> <p>MLPS framework and planners updated and used by staff.</p>
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<p>To develop and enhance pupil voice in learning, teaching and assessment</p>	<p>Involved pupils in planning learning experiences. (Link with Plan 2) Involved pupils in co-constructing success criteria. (Link with Plan 2)</p> <p>Engaged ‘pupil voice’ in learning-by setting targets, using the bank of AifL strategies agreed in session 2021-2022, by developing effective questioning and feedback by involving pupils in self and peer evaluation.</p> <p>Link to RRS Action Plan – ‘make evidence of pupils’ decision making about their education explicit within the school</p> <p>Used HGIOURS as a tool for pupil participation in self-evaluation and school improvement.</p> <p>Compiled pupil friendly versions of policies e.g. Climate for Learning - to be completed from session 2021-2022, Online Safety</p>	<p>Evidence that pupils are involved in planning their learning experiences through QA process and discussion with pupils. Increased confidence in pupils to co-construct appropriate success criteria to support learning.</p> <p>Most pupils can identify learning targets, share progress and identify next steps in learning. Evidenced through classroom monitoring, discussions with pupils. All pupils can confidently use a variety of AifL strategies to evaluate progress. Pupils in P5-7 can use co-constructed success criteria confidently to evaluate their own and peers learning.</p> <p>Pupils can share evidence of learning outcomes with parents and family members and use evaluative language to reflect on their learning.</p> <p>Pupils select focus theme and work together to Plan, Do, Reflect and Share. Evidence of process and evaluation of evidence collected to plan next steps.</p> <p>Evidence from Pupil Focus Group and implementation and review of framework.</p> <p>Policies are created by pupils in ‘child’ language. Pupils understand the policies and policies are being carried out.</p>
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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:

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

How well are you doing?

What's working well for your learners?

- All staff have consistently high expectations of all learners. This is evident in the pace and challenge of learning and the support learners receive. Teachers' evaluations identify next steps in learning. Teachers' plans show they act on these evaluations.
- Monitoring of data, discussions with learners and tracking and monitoring meetings with teachers and the head teacher ensure we achieve the highest possible standards and success for all learners.
- All staff know 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.
- All staff are fully committed to our shared vision, values and aims. This is evident in their interactions with learners, staff and the wider community.
- Our vision is aspirational and underpins school improvement.
- Our Vision, values and aims are embedded in the ethos of the school. Staff refer to the values through learning and teaching as well as supporting wellbeing.
- Our Values have clear links to the wellbeing indicators, GIRFEC and UNCRC. There are also direct links to the Decider Skills, introduced this session to support emotional wellbeing.
- Parent and learner questionnaire results show clear understanding of our vision, values and aims.
- Staff questionnaire results show all staff are committed to change which is relevant and improves outcomes for learners.
- There are effective mechanisms in place to ensure that all families are consulted in the life and work of the school. Feedback is valued and impacts improvement.
- 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.

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- 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 –Rights Respecting Schools, Fairtrade, Digital Schools and Sport Scotland Sport Award for Schools.
- 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) meetings for all staff are conducted annually considering personal development needs and school improvement priorities with agreed targets to improve outcomes set.
- Staff participated in 3 joint collegiate sessions with MCMEDS in the session 2022 – 2023 with a focus on learning, teaching and assessment.
- 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?

- The Schools' Vision, Values and Aims are referenced daily in learning activities by learners and staff in learning conversations, learning opportunities, assemblies and restorative conversations.
- Feedback from visitors to school and from members of the wider community praise the ethos of the school and the interaction and attitude of learners and staff.

- Our values link directly with the Decider Skills programme to support emotional wellbeing. Learners have identified the links in discussions, which shows their understanding of both the Values and Decider Skills.
- Learner Groups have clear development goals and are linked to the School Improvement Plan.
- There is an ethos of professional engagement and collegiate working from all staff. This can be seen in Minutes from collegiate and whole staff meetings. Great team at Midmar!
- An annual calendar of staff meetings with focus areas linked to the school improvement plan supports improvement planning.
- Focus QIs are evaluated (R-A-G) annually using documents provided by Aberdeenshire.

What are you going to do now?

What are your improvement priorities in this area?

- Revise Vision, Values and Aims alongside the Decider Skills.
- Continue to reference and promote Midmar School's Curriculum Rationale and use in curriculum planning.
- Continue to identify ways to engage with the local community to seek their views and ensure they have opportunities to contribute to school life and improvement, including Children's Rights and RRS work.
- Further develop opportunities for teachers to work with Cluster Schools.
- Continue to monitor and evaluate the impact of changes on outcomes for learners and the work of the school.
- Empower staff to lead school improvements.
- Develop our practice through more rigorous evaluations leading to improvements for learners.
- Further develop pupil voice in the life and work of the school. Ensure information gathered is reflected in SIP.

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:

(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. The values are demonstrated by almost all children. 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 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. This will continue to be a focus in next session's improvement plan.
- All learning experiences are planned to match learners needs/abilities.
- All teachers are confident in tracking learning and knowing how children are progressing within levels.
- All 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.
- The head teacher meets each term with class teachers to discuss tracking and monitoring. Challenge and support for all learners is also discussed and monitored to ensure impact.
- Digital technology is used effectively to support and challenge learning across all classes.
- 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 throughout the school year.
- Feedback from pupil, staff and parent questionnaires.
- 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. Frameworks in technology and modern languages have been compiled and are being used effectively.
- 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. Information is shared with parents.
- Consideration of trends in data are used appropriately to inform future improvement planning.
- Midmar School has digital leaders within the Technology Group. Technology is also used to support targeted interventions.
- Good use is made of the outdoors to support learning and teaching. All children have the opportunity for outdoor learning within and beyond school grounds. Woods are out of bounds due to fallen trees. Parent Council are supporting school in gaining safe access again.
- Wider achievements shared and celebrated in assembly.

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.
- Continue to embed Learning THROUGH, ABOUT and FOR Rights
- Children's Rights underpin and permeate learning, aiming for the Gold Award.
- 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.
- Continue to use standardised assessments in reading and maths to give teachers additional quantitative data and support teacher judgement.
- 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 a consistent understanding of high-quality teaching through creating learning, teaching and assessment policy.
- Develop play-based curriculum in P1-3 to suit context and pupil need
- Develop our curriculum with a focus on providing increased relevance and engagement.
- Focus on pedagogy as a key driver to our learning, teaching and assessment improvement agenda.
- Focus on use of high-quality assessments to guide pupil attainment.
- Improve self and peer assessment.
- Keep pupils safe online
- Continue to develop moderation processes and practices
- Build our business link with CT Harvesting and C & G Thomson farms
- Develop a framework for skills for learning, life and work and embed in learning and teaching.
- Use digital platform to profile pupils' learning and track wider achievement



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:

(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.
- The introduction of the Decider Skills gives pupils, staff and parents skills and strategies to support emotional wellbeing.
- Pupils use Emotion Check-Ins and staff follow up with 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 know and understand the wellbeing indicators. They can use them in their practice.
- 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.
- The school tracks Health and Wellbeing at tracking and monitoring meetings as well as surveys carried out with learners, parents and staff.
- This evidence supports the deployment of staff including Learner Support Assistants (PSA) and ASL 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 are in place for individual learners. These 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.
- Class teachers work closely with the ASL teacher and outside agencies to plan targeted interventions.

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.
- Feedback from visitors and members of the community e.g. Community Cafes.
- Parents can contact the school by phone or email. Pastoral notes used to record any arising issues.
- Parents have all visited the school throughout the year.
- Annual update of GIRFEC/Child protection training undertaken by staff – August In Service day.
- Staff have completed data protection, equalities and diversity training, cyber resilience training – ALDO courses.
- Key resources identified for learning, teaching and assessment. Resources linked to UNCRC. Three year rolling programme www.healthyschools.scot – supplemented by SCARF and Bounceback. Support progression is linked to Es and Os and Benchmarks.
- Impact of the introduction of the Decider Skills – initial feedback is positive, further feedback to be collected during session 2022- 2023.
- The school has been awarded the following recognition: 7 Eco Green Flags, Silver Rights Respecting School Award, Fairaware 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, Alford Rotary Club and the Hall Committee / Midmar Community.
- The Bikeability programme runs every 2 – 3 years.
- 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 to support learners.
- HT meets termly with SFL staff to plan appropriately for learners' support and challenge. 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?**

- Continue to embed the Decider Skills across the school community.
- Evaluate emotional wellbeing and the impact of the Decider Skills.
- Continue to embed the school values in all aspects of school life. To ensure there continues to be an ethos and culture of inclusion, participation and positive relationships across the whole school community.
- Further develop co-operative learning approaches.
- Restart the three-year rolling First Aid training for pupils in P5-P7.
- Use HWB data to ensure we are meeting the wellbeing needs of children and staff.
- Embed the wellbeing indicators through effective use of our Health and Wellbeing curriculum.
- Get to know the families within the community

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:
(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.
- Attainment levels in literacy and numeracy are a central feature of our school's priorities for improvement and are raising attainment.
- Good progress is demonstrated through robust tracking of attainment over time in literacy, numeracy and health and wellbeing.
- Children not achieving levels have support and individual plans in place. They receive support from targeted interventions identified and planned by teachers at tracking meetings and supported by PSA and ASL teacher.
- Universal supports are in place and targeted interventions for identified learners and groups are 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 regularly reviewed for impact.
- Pupils share wider achievements at Assemblies.
- All staff have a good understanding of expected standards in literacy and numeracy supported by the local frameworks and national benchmarks.
- Midmar learners are mostly 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.
- Attendance levels are high. Levels are monitored and individual pupils / parents contacted when necessary.

How do you know?

What evidence do you have of positive impact on learners?

- Staff continue to develop opportunities to promote challenge for all learners.
- Universal supports in place 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 in 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 giving them skills for learning, life and work.
- There are further opportunities for pupil leadership through buddies and Primary 6/7 Play Leaders.
- Active Schools supports Football, Touch Rugby and Netball. A member of the Community runs Netball.
- All learners are encouraged to share wider achievements.
- Pupils gain knowledge and life skills from outdoor learning opportunities.
- 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.
- Utilise standardised assessments to give teachers quantitative data to support professional judgements.
- Make use of online platform to support parents to be involved in their child's learning and development.
- Improve tracking and sharing of pupil wider achievement.
- Track across all curricular areas and improve pace of learning

PEF 2023-2024

Identified gap Linked to barriers identified through analysis of data	
Expenditure	
Expected outcomes What change do you want to see for learners? How much change? Who are the target group? By when	
Impact Measurements How will you know the change is an improvement?	

Capacity for improvement

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

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

Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly literacy and numeracy. <p>Key drivers of improvement School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC 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> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>		
<p>Priority 1 : To improve attainment in literacy and numeracy</p>		<p>Data/evidence informing priority:</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>Establish a consistent understanding of high-quality teaching through developing a Midmar Learning, Teaching and Assessment Framework. Focus on pedagogy as a key driver to our learning, teaching and assessment improvement agenda.</p> <p>To develop a play-based curriculum to meet the needs in a multi-composite class.</p>	<p>All staff</p> <p>All teaching staff</p>	<p>By June 24</p> <p>Ongoing through 2023/24</p>	<p>Pedagogy reflected in planning. Improvements in engagement evident with Leuven scale being used to track.</p> <p>Track attainment data to look for trends as a result of changes. Tracking meeting minutes.</p>	

Further develop high quality outdoor learning with opportunities for transfer of skills.	All teaching staff	Ongoing	Improved understanding of high-quality assessment and relevant opportunities to transfer skills	
Develop our curriculum with a focus on providing increased relevance and engagement making use of business links and ensuring pupil voice is captured.	All teaching staff	Term 2	Pupils better able to talk about their learning and identify the relevance.	
Make use of our attainment data to improve moderation in literacy.	All teaching staff	Term 3	Improvements evident in attainment in literacy. Cluster meeting minutes. Improvements in writing attainment data.	
Moderation of instructional writing with cluster – all levels.	All teaching staff	Term 3	Parents able to talk about their involvement. Evidence in digital platform.	
Improve attainment in writing through parental engagement.	All teaching staff	Ongoing	Data used effectively to challenge learners and identify barriers. Targeted use of ASfL.	
Continue to use attainment data to ensure appropriate challenge for our most able learners, particularly in numeracy.	All teaching staff	ongoing	Bank of assessments/ evidence to support teacher judgement and predictions.	
Use of high-quality assessments to support pupil attainment.				

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Action plan 2

<u>National Improvement Framework Priorities</u>	<u>HGIOS</u> and <u>ELCC</u> 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 Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability Specific to HGIOELC 3.2 Securing children's progress 3.3 Developing creativity and skills for life			Aberdeenshire Priorities: 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.	
<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly literacy and numeracy. Key drivers of improvement School and ELC leadership Teacher and practitioner professionalism Parental/carer involvement and engagement Curriculum and Assessment School and ELC improvement Performance Information	Priority 1 : To improve pupil voice and create an inclusive learning environment that fully embodies the school values.				Data/evidence informing priority:
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress On Track Behind Schedule Not Achieved	
Re-visit RRS Silver and secure Gold by August 2025. Delivery of assemblies related to school values RRS articles and wellbeing indicators. Implementation of RRS action plan. Pupils are able to talk with confidence about GIRFEC and RRS.	All staff	June 2025	Implementation of RRS action plan Pupils are able to talk with confidence about		

<p>Consider how to improve communication with parents and wider community on Rights Respecting Schools and the wellbeing indicators.</p> <p>Continue to develop strong transition links within cluster.</p>	<p>HT CT</p>	<p>Ongoing through out year</p>	<p>GIRFEC, RRS, wellbeing indicators. Use of digital platform to encourage parental engagement.</p> <p>Pupils developing relationships with those within the cluster leading to positive transition experience.</p>	
<p>Make use of digital platform to consolidate relationship between home and school, profile learning and identify next steps- shared understanding for all.</p>	<p>Staff Parents Pupils</p>	<p>Ongoing</p>	<p>Parent feedback to reflect increased understanding of their child's learning and their involvement.</p>	
<p>Continue to seek pupils' and parents' opinions and respond/make improvements as appropriate.</p>	<p>Staff</p>	<p>Ongoing</p>	<p>Pupils feel confident their voice has been heard and changes implemented as a result.</p>	
<p>Use of Parental engagement toolkit.</p>	<p>Staff Parents</p>	<p>Ongoing</p>	<p>Increased parental engagement.</p>	
<p>A shared understanding of what learning looks like at Midmar is understood by the whole school community (linked to plan 1)</p>	<p>Staff</p>	<p>August 2024</p>	<p>Consistency in understanding of high quality learning and teaching.</p>	
<p>Cluster collegiate sessions focusing on universal support (focus on CIRCLE resource) School audit of classroom resources and environments (CIRCLE resource) Development of teachers guide to Universal Support to ensure consistency and clear understanding across school Collegiate sessions unpicking the criteria within staged intervention approach at each level</p>	<p>Staff</p>	<p>Termly</p>	<p>Pupils feel learning environment is effective and meets their needs.</p>	

<p>Use HWB data to ensure we are meeting the wellbeing needs of children and staff. Embed the wellbeing indicators through effective use of our Health and Wellbeing curriculum.</p>	<p>staff</p>	<p>ongoing</p>	<p>HWB audit for pupils and staff. Assemblies to revise wellbeing indicators. Films to share learning.</p>	
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Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly literacy and numeracy. <p>Key drivers of improvement</p> <p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC 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> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>		
<p>Priority 1 : To improve learning and teaching with a focus on high quality pedagogy and assessment</p>	<p>Data/evidence informing priority:</p>			
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>		<p>Progress</p>

			How will we evaluate impact? (Measurements of success)	On Track
				Behind Schedule
				Not Achieved
<p>Links with Priority 1</p> <p>Shared understanding of high-quality teaching through further developing a Midmar Learning, Teaching and Assessment Framework. This will provide opportunities for sharing of good practice within our school and cluster. (links with plan 1)</p> <p>Develop use of effective feedback to support pupil progress. Establish opportunities for pupils to lead learning and influence what/how they learn.</p> <p>Strong pupil voice to influence direction of change. Ensure they have a basic understanding of the strategic plan for the year and consider where they can support/influence. Pupil voice represented in Parent Council meetings.</p> <p>Consider high quality assessments with opportunity for transfer of skills. Use data to ensure appropriate pace and challenge for all.</p>	<p>Staff</p> <p>Staff Pupils</p> <p>Staff Pupils</p> <p>Staff Pupils Parents</p>	<p>Ongoing</p> <p>August 24</p> <p>Term 1</p> <p>ongoing</p>	<p>Create and use LTA framework. Record staff meeting inputs.</p> <p>Range of gathering feedback from pupils to inform next steps.</p> <p>Pupil representation on Parent Council.</p> <p>Increased pace of learning. Improved attainment results.</p>	

Wider Achievements

Midmar School continues to be fully staffed and has staff continuity. All staff are fully committed to the principles of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly supported 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 2022-23



Burn's Celebration



Cross Country running



Digital Skills Award



PTA events



Pyjama day fundraiser



Harvest donations

Wider Community Links

Community Café

Business links

Community partnerships – painting shed, planting