



STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

MARYKIRK PRIMARY SCHOOL



LAST UPDATED: 19th August 2017

Aberdeenshire Council Education and Children's Services

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

Introduction: local and national context

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:

Aberdeenshire Priorities: these should be reflected in all areas of this document and the actions that emerge from it

- to develop excellence and equity
- to embed the principles of GIRFEC (Getting it Right for Every Child)
- to provide support in developing inclusive, vibrant and healthy communities

National Improvement Framework Priorities:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people;

National Improvement Framework Drivers:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School?4 are referenced. Links to these sources are:

NIF- www.gov.scot/Resource/0049/00491758.pdf

HGIOS4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

1. Context of the School

At Marykirk Primary School our overarching aim is to provide our young learners with opportunities to experience and develop the skills and attitudes needed to become **Responsible, Respectful** and **Independent** young people.

Through working in partnership with parents and the local community we hope to create an ethos which ensures a positive, respectful and stimulating environment, thus nurturing every child to reach their full potential and enabling them to have the skills and confidence to embrace the world in which we live and become:

Responsible Citizens

- Encouraging an understanding of our roles, rights and responsibilities within our community and the wider world
- Providing opportunities to make informed and responsible choices and decisions, respecting the beliefs and values of others
(UN Convention on the Rights of the Child)

Effective Contributors

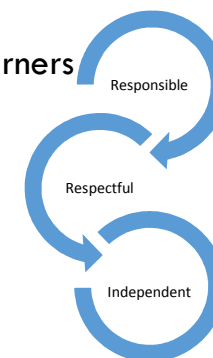
- Promoting confidence in our young people to enable them to communicate their ideas and opinions in a variety of settings
- Providing opportunities for our children to engage with others, using their initiative to create and develop ideas collaboratively with others
(Article 12, UNCRC)

Successful Learners

- Providing quality learning experiences which inspire and motivate our young people to become successful learners
- Encouraging all to reach their full potential through stimulating and independent learning
(Article 28, UNCRC)

Confident Individuals

- Providing a safe, secure and supportive environment where children feel confident to tackle new challenges
- Encouraging pursuit of a happy, healthy and active lifestyle, promoting positive self-esteem and wellbeing
(Article 29, UNCRC)



- Developing a **positive ethos** lays the foundations on which to build learning and teaching. Our curriculum offers a broad range of learning experiences, taking in to account the **needs** and **interests** of our pupils. Children's opinions and ideas are **listened to** and **valued**, and through our Pupil Council and RRS, JRSO, ECO, Health and Fairtrade working parties children are encouraged to be involved in developing the work of the school and thus having a positive impact on school improvements. There is a mutual sense of **trust, respect** and **shared values and aims**.
- Analysis of the **SIMD data** shows that no child at Marykirk Primary School lives in an area of deprivation (deciles 1 and 2); the majority of children are in decile 7. Although Marykirk Primary School does not have any children who are classed as living in an area of deprivation, we believe that all children are entitled to the best education and to be the best they can be.
- The use of the **PEF** will be targetted towards increasing the range of resources within the Cluster to support raising attainment in literacy and numeracy and also promote health and wellbeing and family engagement. To compliment this staff training opportunities will be extended. The school has a clear commitment to excellence and equity and values the learning of all children.

Strengths of the school include:

High quality, active learning experiences

At Marykirk School, children behave well and work hard. Almost all children are engaged and enthusiastic in lessons and respond well to the wide range of practical activities and learning experiences on offer. In a recent pupil survey, most children agreed that they enjoyed learning at Marykirk School and that it was supporting them to become more confident, staff encouraging them to be the best that they can.

High levels of performance

Children are making good progress in their learning with almost all pupils on track to achieve the expected level and some exceeding expectations. Standardised assessment results supporting this with most children attaining the appropriate level for their age.

Targeted intervention is in place for those who require support and/or further challenge.

The inclusive and nurturing ethos

Supportive, nurturing relationships characterise the school and children benefit from high quality care and support. The evidence to support this comes from a recent parent survey where most parents who responded felt that staff worked hard to ensure children felt safe at school and knew that people cared about their child. Children are patient, caring and very good at including one another, reflecting the nurturing approach of all adults in the school. The school has a very inclusive culture. It is clearly understood that it is everyone's right to feel safe, valued and included.

The quality of support provided

Staff know children very well and work closely with parents to ensure that they are aware of any circumstances which might affect children or their learning. Staff track children's learning carefully across all areas of the curriculum, constantly assessing whether children are making progress and provide appropriate support and challenge as required. Support staff are effectively deployed and work closely as part of the core staff team to ensure the needs of all children are being met. The IP teacher works closely with the school to support teachers to meet the needs of individual pupils.

The engagement of all staff, pupils and partners in improving the school.

Staff, pupils and parents at Marykirk school demonstrate a commitment to continual improvement. Staff are highly motivated and committed to CLPL to enhance their own practice and maximise impact for learners. We have a very active Parent council, who work hard to drive school improvement and our recent survey had a high response from parents with valuable points made to inform school improvement priorities. Staff use the HGIOS4 challenge questions to focus their evaluations and identify next steps for moving forwards. Pupils have a strong pupil voice throughout the school and their ideas are listened to and valued when considering how to make our school better!

2. How good is our leadership and approach to improvement?

Relevant NIF priority: All

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

Overview:

- The school engages in a rigorous self-evaluation process involving all stakeholders, encouraging pupils to take responsibility for decision making and school improvement. This can be evidenced through the Pupil Voice Groups and the 'You said, we did' display. Pupil voice is a strong feature of the school's approaches to self-evaluation. Children give their views about the school as part of committees and take responsibility for improving aspects.
- Staff have a good knowledge of tools to support self evaluation including GTCS standards and HGIOS4 and have been committed to taking lead roles in school improvement initiatives such as outdoor learning, 1+2 and developing number sense to benefit outcomes for all our young people. All staff are reflective and ambitious to improve the school. They know what they need to do to improve the school because they are continuously evaluating the quality of their work and the impact of changes. Parents feel that staff are approachable and feel confident to express their feelings and to voice their opinion in staff and school development.
- HGIOS4 has been introduced and relevant Quality Indicators used to inform monitoring and evaluations.
- Focused monitoring of plans and classroom practice and feedback designed to have an impact on the quality of learning and teaching for learners, with clear links to quality indicators and improvement plan priorities.
- Engagement with all stakeholders through a range of evaluation methods e.g. open afternoon; comments, compliments concerns slip;
- Staff engage with professional learning/CPL opportunities through Aberdeenshire events. Leadership roles are encouraged and taken on by a range of staff e.g. outdoor learning; numeracy development; pupil voice groups. Professional Review and Development (PRD) procedures are implemented as per GTC guidance and time allocated for staff to update and review professional learning.
- All stakeholders will be involved in reviewing and evaluating our strategic plan (Cloud 10) and identifying next steps for the future.
- Children and young people are developing their confidence in reviewing their own learning and the work of the school through Pupil Voice Groups, PLPs etc

Key strengths:

- The improvements in performance made by the school based on effective self-evaluation.
- The focus in the school on its own vision values and commitment to learning.
- The effectiveness of professional learning programmes that support all staff and increase outcomes for learners.

Identified priorities for improvement:

- Continued use of HGIOS4 Challenge questions to provide more systematic, focused reflection and stimulate improvements for learners.
- Continue to engage staff in professional dialogue and enquiry within and beyond their immediate school environment using up to date literature to maximise impact on all learners.

- Further develop staff confidence in using a wide range of assessment data, to inform planning, target support and ensure challenge. In particular staff will become familiar with the new SNSA including the data it can provide and how this can be used alongside other data to improve outcomes for learners.
- Provide further opportunities to engage parents and pupils in school improvement through regular use of comments slips, curricular open evenings and voluntary working groups. Ensure that all stakeholders have opportunities to voice their views and opinions and that they feel they are being listened to and valued.

In relation to the priorities listed above the following action plans have been confirmed:

Action plans	Expected Outcomes/Impact on learners	How will success be measured? By when? By Who?
1. Extend confidence and effectiveness in use of HGIOS4	<ul style="list-style-type: none"> - School improvement planned around selected QI's (1.3, 2.3, 3.1, 3.2) - Staff confidence in self-evaluation enhanced - Learners, parents and other stakeholders consistently engaged in self-evaluation - Learners to take more responsibility for evaluating their own progress and the progress of the school 	<ul style="list-style-type: none"> - Evaluation will show that by April 2018 all staff are confident in the use of HGIOS4 - By June 2018 all learners, staff and parents will be engaged in aspects of school improvement-planning - All class teachers to engage learners in regular evaluation activities eg., learning logs, traffic lighting, dialogue
2. Increase use of evidence and research to support professional learning	<ul style="list-style-type: none"> - Classroom planning using research based evidence and data that confirms improvements for learners – i.e the work of Shirley Clarke; John Hattie; James Nottingham; Highland Literacy Project - Revision of homework policy to include consultation with all stakeholders by January 2018. 	<ul style="list-style-type: none"> - Reflective activities included in collegiate calendar for 2017/2018 which incorporates cluster working with Luthermuir, Redmyre, St Cyrus. - Impact on learners seen following application of revised approaches eg., number sense, highland emerging literacy project and Big Writing - A more consistent approach to homework across the schools incorporating skills for learning, life and work.

<p>3. Improvement in staff confidence in using all available assessment data effectively to raise attainment</p>	<ul style="list-style-type: none"> - Staff to have increased confidence in using standardised data to support professional judgements and plan next steps for pupils - Analysis of standardised attainment data (SNSA/InCAS) to inform planning and targeted support, thus improving outcomes for all learners 	<ul style="list-style-type: none"> - Analysis of and response to data consistently integrated into learning across all classrooms by September 2018 - Raised attainment evident for all young learners, closing the attainment gap
<p>4. More regular opportunities to involve parents in discussions around the vision, values and aims of Marykirk School and how we can support one another to achieve our goals.</p>	<ul style="list-style-type: none"> - Clearer understanding of school aims and how these link to policy and procedures - Collegiate approach to ensure we are working together to meet the needs of all pupils 	<ul style="list-style-type: none"> - parents feel confident that their child(ren) needs are being met and that they are supported well in school (parent survey May 2017/2018) - all stakeholders feel supported, valued and listened to
<p>Evidence of progress/ comments/ identified next steps: Date: Date: Date:</p>		

Evaluation of QI 1.3- Leadership Of Change:

Sources of evidence/evaluation activities undertaken:

- Self-Evaluation at school level using HGIOS 4 QI's
- Discussions with staff at PRD
- Observations of lessons by SLT to ascertain embedding of revised approaches to supporting learning
- School Improvement Plan
- Parent feedback at open events and parent council meetings
- You said we did display board
- Pupil Voice display

Overall evaluation of level of quality :

- All staff have a very clear understanding of the social, economic and cultural context of the local community.
- School improvement takes place in the context of the school's values and vision.
- SIP progress is discussed at regular collegiate meetings. HGIOS4 challenge questions are regularly discussed at collegiate meetings although there is acknowledgement that this requires more focused planning.
- Staff have a clear focus on improving outcomes for learners and engage regularly in learning conversations with colleagues and pupils. Developing a more robust understanding of assessment data would further support this work.
- Staff, pupils and parent views and ideas are sought when developing our School Improvement Plan, choosing appropriate approaches to effectively facilitate change.
- All staff are committed to CLPL and continually reflect on and develop practice to ensure best possible outcome for all learners.
- All staff are committed to the shared values as embedded in the GTCS standards.
- Overall, the changes pursued by the school are having a positive impact on young people.
- Leadership roles are taken by colleagues at all levels e.g. 1+2 Ambassador, Developing Number Sense, Outdoor Learning and extra-curricular clubs.

Level of quality for this QI: 4 Good

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

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement ,Assessment of children's progress

Overview:

- All staff show commitment to the development and wellbeing of learners as individuals.
- Children and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies.
- Staff have familiarised themselves with literature to support their understanding of the key principles underpinning effective teaching and learning and are using this knowledge to improve their practise.
- Aberdeenshire Frameworks have been used to inform planning and identify next steps in learning, thus ensuring progression for all our young learners. There is however an identified need for staff to familiarise themselves with the new benchmarks produced by Education Scotland to ensure consistent approach.
- Transitions are well-supported and curriculum transition with the local secondary school have been introduced to further support the process.
- Regular outdoor learning experiences have been introduced but now need to be incorporated in to the weekly planning of the school to ensure children benefit from a wide, varied and purposeful curriculum.
- Children are becoming more responsible at making decisions regarding their learning and there are more opportunities for children be independent learners. Older pupils are encouraged to support the younger children in maintaining Personal learning Plans.
- Positive engagement with parents encourages them to take an interest in their child's learning.
- ICT is used widely across the curriculum to support teaching and learning experiences and as part of homework.
- Aberdeenshire tracking fromats are in place and staff are becoming more confident in making judgements about children's progress within a level Teachers track children's achievement carefully. They use group work and personalised tasks to give children appropriate support or challenge

Key strengths:

- The very positive relationships in the school based on shared vision and values and a respect for learning.
- The high quality of personalised support based on secure knowledge about learners and their needs as well as an understanding of family circumstances.
- High quality teaching and learning experiences which offer variety and challenge, making effective use of the local community and businesses to enhance impact on young people.

Identified priorities for improvement:

- Carefully planned opportunities for children to engage in outdoor learning.
- Consistent use of Education Scotland benchmarks to track pupil progress and identify next steps in learning
- Ensure widespread understanding of Aberdeenshire's updated Child Protection Guidance and materials

- Using PEF funding effectively to ensure our curriculum provides flexibility which leads to raising attainment through meeting the needs and aspirations of all our learners.

In relation to the priorities listed above the following action plans have been confirmed:

Action plans	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. Incorporate more opportunities for children to engage in outdoor learning. This will include a block of Forest School sessions for all children, partnership working with local farm shop and neighbouring school. Opportunities to take learning across the curriculum in to the outdoor environment.</p>	<ul style="list-style-type: none"> - Outdoor learning opportunities to be evident in classroom planning to ensure regular, planned and progressive learning experiences - Children to be engaged, motivated and enthusiastic about learning - Weekly garden gang with support from parent/grandparent volunteer – increased responsibility, understanding of how to care for our garden 	<ul style="list-style-type: none"> - Planning discussions with staff will highlight regular, planned outdoor lessons - Pupil views will be sought to establish the effectiveness and ascertain level of impact
<p>2. Consistent use of Education Scotland benchmarks to track pupil progress and identify next steps in learning</p>	<ul style="list-style-type: none"> - Used consistently throughout school progress of all learners will be tracked in line with national expectations - Revised, effective system of tracking and monitoring consistent with education Scotland benchmarks 	<ul style="list-style-type: none"> - professional discussion and tracking around the benchmarks will promote staff confidence in identifying where children are within a level

<p>3. Ensure widespread understanding of Aberdeenshire’s updated Child Protection Guidance and materials</p>	<ul style="list-style-type: none"> - Staff training to take place on Inset day 1 to include Context; Roles and Responsibilities; Practice Guidelines from the new guidance materials - Staff familiarisation of SHANARRI and GIRFEC 	<ul style="list-style-type: none"> - All staff will follow guidelines as and when appropriate. - Staff will use the relevant paperwork to record GIRFEC concerns.
<p>4. Using PEF funding effectively to ensure our curriculum provides flexibility which leads to raising attainment through meeting the needs and aspirations of all our learners.</p>	<ul style="list-style-type: none"> - Provide pupils with a flexible curriculum which supports individual needs, raises attainment, ultimately closing the gap 	<ul style="list-style-type: none"> - The needs of all pupils will be met. This will be evidenced by raised attainment and engagement for all.
<p>Evidence of progress/comments/identified next steps:</p> <p>Date:</p> <p>Date:</p> <p>Date:</p>		

Evaluation of QI 2.3-Learning, Teaching and Assessment:

Sources of evidence/ evaluation activities undertaken:

- HT and class teachers monitor progress of learners collectively and individually and plan next steps in learning in response.
- Learning visits by HT.
- Pupil sampling and learning conversations with young people /Staff, pupil and parent discussion groups.
- Collegiate professional dialogue focused on learning in literacy and numeracy.
- Evidence of outdoor learning in planning.
- Parent questionnaire feedback.
- Cluster / peer school moderation.
- Evidence from QI visit/ liaison with QIO.

Overall evaluation of level of quality :

- The learning environment is built on positive, nurturing and appropriately challenging relationships to meet the needs of our learners.
- Learners are able to select and make use of high quality resources and equipment, including digital technologies. Teachers are beginning to make use of QR codes to make digital technology even more accessible for all.
- We are very fortunate to have an extensive and beautiful outdoor space and community to work in and staff utilise this well, whilst recognising that this would benefit from being more planned and progressive in nature.
- Across the school we motivate and encourage our learners to always try their best. Learners' achievements in and out of school are recognised regularly at our celebration assemblies and shared with pupils, parents and the wider community through our achievements wall and monthly newsletter/website. We also encourage parents to get involved in sharing their child's achievements by letting the school know. In class, we have regular show and tell opportunities to encourage children to share aspects of their life with their peers.
- Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning. The older pupils actively seek opportunities to lead assemblies and are invited to do so regularly. This could be enhanced further by encouraging pupils to take more responsibility for their own learning and providing greater opportunities for the application of skills across the curriculum and beyond. Younger children would benefit from more opportunities to follow their own interests and learn through discovery and enquiry, supported by adults asking open questions.
- Staff continue to share learning intentions and success criteria with children, whether it be written or orally. Children are refocused throughout the activity to help them peer or self-assess their work and to ensure they understand what is expected of them. 'Traffic Lights' are often used to assess maths, while 'tickled pink' and 'green for growth' comments are evident in writing. This needs to be further embedded in the infant class and could be enhanced further by involving pupils more in the planning and evaluation of these.
- Activities are varied, differentiated, active and challenging but staff have identified the need to encourage some pupils to be less dependent on adult support as concern over individuals displaying 'learned helplessness'.

- Teachers track children's achievement carefully across all curricular areas, constantly assessing whether children are making progress and provide appropriate support and challenge. Standardised data is being used to target support and staff are becoming more confident in using this to support professional judgement. Greater consistency is needed in use of data to confirm next steps in learning.
- Forward planning continues to be updated in an attempt to tackle bureaucracy and reflect benchmarks identified in Aberdeenshire's Progression Frameworks. This requires further review and development with the National publications.
- Developing Number Sense training has been attended by 2 members of staff and this needs to be rolled out and embedded to promote understanding and confidence in numeracy.
- Teachers access relevant and up to date research and engage in regular dialogue and reflective activities to look at ways to incorporate findings in their teaching and learning. This will be further supported by collaborating with colleagues across the cluster.
- Tracking and monitoring periods have been identified and staff are becoming more confident in recognising pupils' progress through a level. Formats for recording progress need to be looked at to ensure consistent and manageable approach. This will link in with Pupil's Personal Learning Plans.

Level of quality for this QI: 5 Very Good

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

Relevant NIF priority: All

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

Overview:

- Marykirk School has a strong ethos of inclusion with all children benefitting from a high level of care and nurture provided in a safe and secure environment.
- Staff have a shared understanding of wellbeing and rights which is updated through annual GIRFEC training. Staff fully understand their responsibilities in relation to Child Protection. Our commitment to GIRFEC is underpinned by good communication and relationships with partner agencies to ensure the best outcomes for all.
- PEF will be targeted at removing early barriers to literacy through work with the Emerging Literacy approach as part of the Northern Alliance. Additional monies will be used to increase the range of resources within the Cluster to support raising attainment in literacy and numeracy and to also promote health and wellbeing and family engagement. To compliment this staff training opportunities will be extended.
- Children are enthusiastic and engaged learners. Active learning opportunities are used alongside other methods to motivate and challenge pupils. Additionally the use of technology allows children to develop a wide range of skills and attributes.
- The school is adopting a dyslexia and autism friendly approach, toolkits to support this are available in all classrooms and autism awareness training from the IPT has been accessed by most teachers. Nurture approaches are used throughout the school.
- A skills for learning life and work programme is in use but requires further embedding. Children take part in regular skills based activities through golden groups, garden gang and regular baking opportunities.
- Our curriculum provides children with planned opportunities to explore diversity and multi faith issues through our RME rolling programme.
- Plans are in place to meet the needs of children with ASN, and class teachers are aware of their responsibility in making adaptations to the learning environment and curriculum to ensure the best outcomes for all. Support is utilised well from colleagues and partner agencies.
- Standardised data is used effectively to track progress and identify areas requiring targeted support. Analysis of such data shows that most children's attainment is in line with progression expectations in numeracy and literacy.

Key strengths:

- The nurturing and inclusive ethos of the school.
- The support provided by all staff to ensure the best outcomes for all our young people.

Identified priorities for improvement:

- To encourage growth mindset, resilience and perseverance through VL to raise attainment for all.
- Continue to engage families in understanding how we support all learners.

- To build on work done already surrounding 1+2 with the introduction of 'Language Passports at every class stage.'
- Continue to develop and extend strategies to support learners with a wide range of needs and remove any barriers to learning.

In relation to the priorities listed above the following action plans have been confirmed:

Action plans	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. To raise levels of attainment in literacy and numeracy, particularly mental calculations</p>	<p>-Through cluster working with the Highland Literacy Project levels in attainment in reading will be much improved evidenced through tracking meetings and standardised assessment results.</p> <p>-Big writing approaches will be further embedded throughout the school leading to improvements throughout the school in writing.</p> <p>-Through attendance at Number Sense training learners will demonstrate an understanding of their learning.</p>	<p>Analysis of attainment will indicate improved outcomes for all in both literacy and numeracy.</p> <p>Data will be gathered through the Highland Literacy project and will be fed back to school</p>
<p>2.To extend children’s resilience and capacity to learn through promotion of a Growth Mindset.</p>	<p>- through collegiate sessions staff will become familiar with the work of James Nottingham and Carol Dweck on Growth Mindset. This will be put into practice in classes throughout the school having a positive impact on the children’s capacity to learn.</p>	<p>Children will be more resilient demonstrating a ‘can do’ attitude.</p> <p>Raised attainment will be evident in assessment data collected.</p>
<p>3. To build on work done already surrounding 1+2 with the introduction of ‘Language Passports’ at every class stage.</p>	<p>Use of the Language Passports will lead to increased confidence in staff regarding next steps for learners.</p>	<p>-Children will demonstrate sound knowledge of vocabulary expected at each class stage.</p>

4. To promote an inclusive ethos where all children feel safe, valued and supported.	Through participation in the Laurencekirk Cluster Learning Festival and CLPL staff will become familiar with a number of barriers to learning which may be experienced by learners and how we can work to ensure equity for these children.	Evaluation of Learning Festival participation and professional dialogue surrounding CLPL activities will evidence an understanding of how we can break down barriers to learning.
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Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

Evaluation of QI 3.1- Ensuring Wellbeing, Equity and Inclusion:

Sources of evidence/ evaluation activities undertaken:

- Positive behaviour evident in and around school/community and confirmed with analysis of referrals.
- Feedback from pupils, parents and other stakeholders gathered via formal and informal consultations.
- School being awarded RRS status.
- Raised attainment by learners in all SIMD deciles evident in standardised assessments.
- Positive views reflected by pupils and parents on their education and desire to learn at Marykirk School.
- Cluster/peer/ QIO-led moderation exercises.
- Monitoring of attendance, lateness and behaviour.
- Child Protection procedures updated annually during In Service training.
- All staff trained in Emergency First Aid and how to deal with anaphylactic shock.

Overall evaluation of level of quality :

- Staff consistently model behaviour to include all children so they feel confident to voice their thoughts and opinions.
- Our staff have a commitment to GIRFEC and the use of Wellbeing Indicators to ensure that all children and staff feel safe, valued and secure.
- All pupils know about children's rights and wellbeing issues through awareness raising through assemblies and aspects of the curriculum.
- Senior classroom has a rights wall which the children developed themselves. Wellbeing songs and circle time are planned to provide opportunities for children to think about and discuss wellbeing issues. Bucket filler display in GP room to highlight children's effort and kindness towards others and to encourage positive self esteem. This to be further developed next session.
- Most children show consideration and respect for others and display positive relationships and behaviour.
- All staff are able to access information about how to support learners through communications from Pupil Support Staff, through MAAPM's and IEP's. There remains however some inconsistencies in how this information is applied across all classrooms.
- At times of challenge and difficulty the school deploys other professionals to access support from other agencies.
- We try to highlight "A Right of the Week" from the UNCRC through assemblies, pupil voice and through posters in school but recognise that this needs to be done more regularly.
- Our pupils are given opportunities to take part in discussions around decisions that may impact on their learning and lives. This is done through pupil voice, review meetings, MAAPM's, etc. Two stars and a wish to be used more regularly next session to encourage pupils to think of positives from their day.
- Staff take account of legislative frameworks relating to equality and inclusion and undertake annual training. Staff read and attend CPD training events in order to keep up to date with local, national and international legislation. The Headteacher sends any guidance via email as it is released.

Level of quality for this QI: 5 Very Good

Evaluation of QI 3.2- Raising Attainment and Achievement:

Sources of evidence/ evaluation activities undertaken:

- Analysis of standardised assessments and regular tracking meetings with staff to ascertain progress in literacy and numeracy
- Analysis of opportunities for wider achievements for pupils by looking at PLPs, 'Star Wall', celebration assemblies and monthly newsletters
- Feedback from parents regarding progress of individual children
- Moderation of attainment across cluster

Overall evaluation of level of quality :

- Attainment is generally good with most children achieving expected levels in literacy and numeracy. Continue to look at approaches and how support can be targeted to ensure positive outcomes for all learners.
- Literacy and numeracy to be given equal focus in session 2017/2018 to ensure consistent progress is maintained in both areas.
- Standardised assessments are completed by children annually to track progress and identify strengths and areas for development. Tracking is done at regular intervals throughout the year and information is used to plan next steps and target support. Standardised assessment data is used to support teacher judgements.
- Almost all pupils are attaining appropriate levels for their age and analysis of data shows that good progress is being made in literacy and in numeracy. A 'Developing Number Sense' approach is being developed to improve children's mental calculation skills.
- Wider achievements are recognised and regularly celebrated through celebration assemblies, achievements display and school newsletter and website. This could be further enhanced through engaging further with parents in sharing achievements out with school.
- Staff to be more consistent in praise and rewarding of achievements. Wall of Excellence to be introduced in each class.
- Standardised data and professional discussions are used to target support and support staff are deployed effectively to help remove barriers to learning and ensuring equity for all.
- The outdoor environment is utilised to enhance pupils learning experiences. The school has worked hard to build a strong culture of partnerships in the local community to maximise opportunities for young people and to enhance learning outdoors. Local businesses are utilised to support enterprise activities and development of life skills. Planning for outdoor learning needs to be more robust to ensure progressive and meaningful learning experiences.
- There is a need to continue to look at how life skills can be developed and applied across the curriculum and beyond the formal classroom.
- The school is working hard within Aberdeenshire GIRFEC structures to break down barriers to learning and a number of young people having appropriate plans in place to address these.
- Across the school pupils are encouraged to take responsibility in roles such as 'digital leaders', pupil council, ECO/RRS reps. More regular meetings should be planned to ensure this continues to impact on the school improvement agenda.

- To develop a robust but succinct format of recording plans and assessment and showing that assessment is at the heart of further development and planning, linking it to Aberdeenshire Frameworks to ensure quality, pace and challenge.

Level of quality for this QI: 5 Very Good

5. What is our capacity for improvement?

- **The overall capacity for improvement at Marykirk School is very good.** This is based on the following aspects within the school:
 - High levels of commitment and leadership by all staff.
 - Young people in the school who show a respect for and commitment to learning.
 - The positive ethos in the school underpinned by shared vision and values and a commitment to the welfare and happiness of all our pupils and families.
 - A high quality programme of professional learning that supports all staff and leads to improvements for learners.
 - Productive partnerships with parents, other schools and services and a range of contacts in the local community.
 - Positive feedback about the school from HMIE, QIO, parents and learners themselves that gives confidence in what we do.
- **Aspects that could impact adversely on the capacity for further improvement include:**
 - Unreliable internet / connectivity issues
 - Budgetary constraints regarding extending availability of differentiated resources
 - lack of consistency in support staff

6. Record of updating

Date	Amendment made	By who	Comment