

At Marykirk Primary School this session...

- We had input from Aberdeenshire's Life Education Caravan (ALEC)
- We enjoyed literacy workshops and Book Readings from Author, Stuart Reid
- We participated in Techfest.
- We hosted a MacMillan Coffee Morning
- P6/7 took part in Adventure Service Challenge
- We registered with Free the Children and P6/7 attended WE Day at Wembley Arena, London



- We took part in NSPCC Number Day 2014
- Christmas Nativity
- UNICEF Day for Change

- Archie In Africa



- Badminton Challenge
- Scottish Book Awards @ Edinburgh
- Chemistry Workshop
- Taste of Scotland (P4-7 Enterprise)
- Marykirk Walking Hub



Standards & Quality Report

2014 / 2015



Marykirk Primary School

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The School in Context

General Information

Marykirk Primary School was built to replace two schools, Dunthill School, which was outside the village, and Napier School in the village. The school, built on part of the Glebe, was officially opened on June 21st, 1968, but was in use from April 15th of that year. The school is non-denominational and the catchment area consists of the local authority, private and rural housing. Pupils who live out with the catchment area also attend the school.

Accommodation

The two classrooms generally accommodate P1-3 and P4-7. However, depending on the school roll and distribution of pupils within classes it is sometimes necessary to rearrange classes to allow for the maximum number of 25 pupils per room being maintained throughout the year. Any alteration to class distribution is done with full parental consultation and, if at all possible, at the beginning of the school year to avoid disruption to classes throughout the session. The General Purposes (GP) room is used for school meals, physical education, watching television, home economics, and drama and school assemblies. Children use the GP room during wet intervals when our classroom assistant/playground auxiliary, supervises them. A secure fence has been erected to ensure equipment remains in the playground at break times.

A garden – including an outdoor classroom, has been developed as part of the Adventure, Service, and Challenge award scheme. This has enhanced the outdoor area of the school.

SCHOOL ROLL

The school roll is currently 39 primary children. The forecast for the next seven years indicates a steady rise due to local authority and private developments in the catchment area.

Twenty seven houses have been built in the village and plans for a further 50 homes are with the planning department.

STAFFING

Currently, Marykirk School has 2 full time equivalent teaching staff, including the Head Teacher. Specialist teachers help with the teaching of Art and Design, Music, Physical Education and Drama. One teacher provides part-time support for learners. The teaching team is supported by two primary school assistants, school administrator, janitorial cover, and kitchen and cleaning staff.

HOME/SCHOOL LIAISON

Good home/school relationships play a very important part in the development of a child. Parents are encouraged to attend parent interview evenings held twice a year to discuss their child/children's work. Parents are welcome to visit the school at any time. Should you wish to discuss anything with a class teacher, an appointment can be made through the school office.

Parents with particular skills help with groups of pupils and extra adults on school trips or educational outings give valuable assistance.

For parents' information, a monthly newsletter is sent home with the eldest child of each family at school. General information and copies of the newsletter can also be found on the school website. The address is www.marykirk.aberdeenshire.sch.uk

The **Marykirk Parent and Carers Council** are actively involved in the work and life of the school. Through the Pupil Council and Pupil Voice Groups, children are encouraged to take an active role in school improvement and planning.

School Aims

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:

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)

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

Key Development	Progress during 2014/2015
Improvements in Performance	Aberdeenshire Tracking and monitoring spreadsheets have been introduced to staff. Standardised assessment data has shown progress in both numeracy and literacy for many children and Personal Learning Plans have been introduced to encourage children to take more responsibility for their learning and planning next steps.
Learners' Experiences	Staff are becoming more aware of the SHANARRI indicators and P4-7 pupils have planned collaboratively using these. The school has been accredited RRS Level 1 Award.
The Curriculum	New planners were introduced in numeracy to encourage consistency across stages and levels. New resources were purchased to support active numeracy experiences.
Meeting Learners' Needs	HMI identified differentiation as being very effective in class lessons with pupils working flexibly across stages thus receiving appropriate support and challenge.
Improvement through Self-Evaluation	All staff have been involved in self evaluation including non teaching staff and partner agencies. Parents and pupils are consulted regularly by a variety of means and have a good knowledge of how the school is improving.

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2014 / 2015

Improvements in Performance

- Improved tracking of children's progress and development.
- Raise attainment in numeracy and literacy
- Increased opportunities for children to take responsibility for their learning, setting their own targets and evaluating their progress.

Learners' Experiences

- To ensure all learners needs are met using the SHANARRI indicators
- To increase Global awareness and achieve accreditation at RRSA Level 1
- To develop Outdoor learning opportunities

The Curriculum

- Develop our maths curriculum to ensure breadth, balance and progression across all stages
- Coherence and consistency in assessment and planning next steps

Meeting Learning Needs

- To ensure that our tasks, activities and resources provide appropriate support and challenge to enable all learners to maximise their potential.
- Nurture principles inform policy and planning and help create a whole school positive ethos where children feel supported and encouraged to do their best.

Improvement through Self-Evaluation

- Self evaluation to become an integral part of Marykirk School with all stakeholders involved in school improvement and evaluating the impact for learners.

4. How do we ensure equality and inclusion, and promote diversity across the school?

In arriving at these evaluations, we considered the following evidence

- Environmental and practical evidence from around the school.
- Feedback from RRSA Level 1 assessment.
- Evaluative discussion with staff, pupils and parents/carers.
- Evidence from planned activities and learning opportunities throughout the year.
- Evaluation against quality indicators.

Our key strengths in this area are

- The school has been recognised for its positive, nurturing ethos and staff display a sound knowledge of the social, emotional and behavioural needs within the school as well as academic and are committed to meeting the needs of all children.
- An established shared vision and set of values which promote Respect, Responsibility and Independence.
- Parents and pupil concerns are dealt with promptly.
- Children achievements with in and out with the school are shared and celebrated consistently.
- Excellent partnerships with parents and wider community.
- Pupils voices are encouraged and valued through various forums, including Pupil Voice Groups, comment box and feedback time at assemblies/circle time.

We have identified the following as priorities for improvement in this area

- Continue Rights Respecting School programme, focusing on Level 2 targets.
- Consider our role as Global Citizens through Free the Children campaign and commitment to WE Act.
- Further develop the use of Restorative Approaches to behaviour management.

- Ensure a range of teaching methods is being implemented to accommodate differing learning styles.
- Ensure that assessments are conducted in a fair and consistent manner.

Key

Evaluation – Excellent -outstanding, sector-leading
important strengths with some areas for improvement
weaknesses **Very good** - major strengths
Satisfactory - strengths just outweigh weaknesses
Good -
Weak - important weaknesses
Unsatisfactory - major weaknesses

1. How well do our children learn and achieve?

QI 1.1 ~ Improvements in Performance

Evaluation

Very Good

QI 2.1 ~ Learners' Experiences

Very Good

In arriving at these evaluations, we considered the following evidence.

- Attainment evidence from formative and summative assessment data, including analysis of standardised assessments.
- Ongoing and completed planning information.
- Classroom monitoring and professional dialogue.
- Evidence from recent HMle visit in February 2015.

Our key strengths in this area are

- Learners are confident, enthusiastic and active participants in their learning.
- Wider achievements are recognised and shared through school assemblies, learning journals, newsletters and wall displays.
- High quality feedback is evident in writing jotters and verbally in class.
- Learners have the opportunity to voice their views on whole school issues through a variety of 'Pupil Voice Groups' and a suggestion box prominently displayed in the school.
- Learners feel safe and nurtured and have a strong sense of identity with the school.

We have identified the following as priorities for improvement in this area

- Develop further how children make choices within their learning providing more opportunities for independent learning.
- Use of standardised assessment results to inform next steps in learning.
- Further develop the use of success criteria – provide open ended learning activities which enable children to take responsibility for reaching their learning targets and exceeding expectations.

- More focus on the profile of skills which children are developing, including those skills developed through other contexts.
- Cooperative learning strategies to be further embedded
- Develop staff confidence in active literacy/numeracy approaches.

2. How well does out school support children to develop and learn?

QI 5.1 ~ The Curriculum

Evaluation

Good

QI 5.3 ~ Meeting Learning Needs

Very Good

In arriving at these evaluations, we considered the following evidence.

- Feedback from stakeholders.
- Evidence from recent HMle visit in Feb 2015.
- Professional dialogue with class teachers and support staff.
- Support for Learning audit.

Our key strengths in this area are

- Staff in the school plan and work together very effectively to assess, track and discuss learning styles and support needs.
- Learning activities are well matched to the needs of individual learners.
- The school has a very inclusive culture. It is clearly understood that everyone has the right to feel safe, valued and included.
- IEP's are robust and contain evidence of appropriate targets and success criteria.

We have identified the following as priorities for improvement in this area

- Continue to develop the curriculum so that there are clear progression routes for learners in each of the curricular areas and that these are more explicitly linked to CfE Experiences and Outcomes.
- Extend opportunities for older children to experience challenge

through working with peers within and beyond the school on more challenging tasks.

evaluating and improving aspects of school improvement.

3. How does our school improve the quality of its work?

QI 5.9 ~ Improvement Through Self Evaluation

Evaluation

Very Good

In arriving at these evaluations, we considered the following evidence.

- Evidence from recent HMle visit in February 2015.
- School Improvement plan 2014/2015
- Parent and staff feedback.
- Professional dialogue between staff and other stakeholders
- Discussions at Tapestry meetings.

Our key strengths in this area are

- Staff are committed to self-evaluation and continuous improvement.
- Staff consistently share good practice and moderate standards across classes and cluster schools.
- Pupil voice is a strong feature of the school's approaches to self-evaluation.
- Self-evaluation is closely focused on children's attainment and the impact on teaching and learning.

We have identified the following as priorities for improvement in this area

- Information derived from self-evaluation now needs to be translated in to action plans to demonstrate its impact for learners.
- Revise Self-evaluation policy to take in to account the new GTC guidance on Professional Review and Development, including a both teaching and non-teaching staff.
- Ensure reflective language and evaluative practice is always a central part of our planning, teaching and delivery of lessons.
- Encourage more pupil involvement and responsibility for