Ready - Respectful - Aspiring

Marykirk School
Standards & Quality Report
2022-2023
&
School Improvement Planning
2023-2024

School Forward

We are pleased to present our School Improvement plan for the current 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 Marykirk School. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

How are we doing?

We have high expectations in all that we strive to do, and we take pride in our school community. Self-reflecting on our progress is key to deepening our understanding of how we are doing and what we need to improve. Every year we look at key priorities and staff fully engage in professional development to support this, with our main aim being, every child is supported to reach their full potential. It is important to us that our pedagogy is enriched with new methods and strategies and that we all continue to grow and learn together.

How do we know?

Looking at the themes and indicators within HGIOS 4 we will continue to reflect and gather evidence to support our development. We will use data, surveys, opinions, learning conversations, assessments and observations throughout the year which will support our reflection. We will focus on moderation, sharing good practice within and out with our establishment, and continue to build capacity in others to be leaders of learning.

What are we going to do now?

We regularly measure our progress against national standards and reflect on the impact of the work we have been doing. We constantly revisit what we have implemented to ensure the developments are embedded and analyse their impact.

Looking inwards to analyze our work.

Looking outwards to find out more about what is working well for others locally and nationally.

Looking forwards to gauge what continuous improvement might look like in the longer term.

At Marykirk we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and the areas we will focus on this year to further our growth.

Louise Anderson
Head Teacher

The School and its context

Marykirk School is a non-denominational school situated in the rural village of Marykirk. Marykirk provides education for children aged 4-12 and the current school roll is 48 pupils. At Marykirk we have 2 classes with one 1 fulltime and two part time teachers. The Headteacher was appointed in January 2022 and will continue the work of the previous Head Teacher. We also have a teacher one day a week who provides additional support for learning as well as an intervention and prevention teacher who supports as required.

At Marykirk Primary we value partnership working and appreciate the positive relationship that exists between our pupils, staff and parents as well as the wider community. We work closely with other agencies, for example, speech and language, educational psychology, social work and medical professionals to ensure our all our pupils can achieve their highest potential. We make sure that all children know their rights in line with the UNCRC and as a whole school learn about SHANARRI so that everyone understands what it looks like to be safe, happy, achieving, nurtured, active, responsible, respected and included. We also build resilience in our children by taking a growth mindset approach and working through the resilience alphabet which can support them with their Health and wellbeing.

We are very fortunate to have a supportive parent partnership who work alongside the school and parent forum and support in school improvements priorities whilst raise additional funds to enhance the learning experience for all our pupils.

Vision, Values and Aims for 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 *Ready, Respectful* and *Aspiring* 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	Effective Contributors
♥ 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) and understanding sustainability.	♥ 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	**Confident Individuals**
♥ 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)	♥ 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, through our pupil participation groups and children are encouraged to be involved in decision making which results in school improvement. 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); most 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 understand how the world is changing and how all children and families are being affected by the cost of living crisis. We believe that all children are entitled to the best education and to be the best they can be and this si what we promote at Marykirk.

Strengths of the school include:

Quality, active learning experiences
At Marykirk School, most 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. Parental involvement in supporting with learning has been evident this session, e.g. HSBC money matter, Parent attendance at open days and the continued support from the parent Committee. Staff continue to engage in CLPL, which are directly linked to improvement priorities, to ensure high quality learning and teaching experiences and we are all passionate about keeping up to date with new initiatives and pedagogy.

Good levels of performance
Children are making good progress in their learning with almost all pupils on track to achieve the expected level. Standardised assessment results support 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. It is clearly understood that it is everyone's right to feel safe, valued and included. Kindness is a top priority, and this helps with building positive relationships. We are developing a positive behaviour management system where negative behaviour is support and positive behaviour encouraged.

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 HT regularly liaises with health and social work partners to ensure individual needs are being met.

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. Staff are fully engaged with the GTCS professional Standards and take part in annual PRD (Professional Review and Development). Staff frequently engage with the challenge questions from How Good Is Our School 4/How Good Is Our Early Learning Centres.

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 2021-2022

Key priority 2022-2023	Key actions undertaken	Impact (achieved throughout 2022-2023)
Develop our learning for sustainability approach	**Auditing and preparing our school grounds.**	An audit of the school ground was completed by the senior pupil leaders. We decided that we need more areas for wildlife and a place to grow vegetables all year round. We are in the process of putting in wildflower meadows and have had a new polytunnel installed.
	Loose part play training at Inservice Gathering of loose parts	This took place and created an excitement amongst staff about what could be achieved. Staff have started a loose parts club to introduce this to the children and we have been collecting loose parts to support this initiative.
	Develop our curriculum to embed outdoor learning.	We have worked together as a staff to look at outdoor learning and where we can implement it into our day. Literacy and numeracy are well linked to outdoor learning but through CPD training we have been shown that we can link this to skills development. We have created some lessons as a starter to use with classes, but this will have to be continued into next session to embed. Outdoor learning is now taking place every week.
	Learning and developing skills for learning, life and work and making sure children understand the importance of skills.	We have been using the language of skills I the classroom with formative assessment not only looking at the learning but also what skills are being developed. We have added this into our planning format. We have been using the outdoors to develop skills taken from the Metacognition framework. We have seen an improvement in the way children are working together, their capacity to work independently and their engagement in learning.
	Communication with parents and the wider community around the work we are doing.	We have had open events for parents to take part in and they are becoming more engaged with the work of the school. There is a much more positive relationship here.
	Begin to look at the introduction of RRSA and linking this with the curriculum.	Headteacher has been working with the children during assembly on the UNCRC. This will progress to the classroom next session and hopefully lead to the Silver award.

To improve literacy	**Look at a new writing programme: Big writing with training for staff.**	We took part in the Big Writing training. Staff have brought the ideas back to school and using the Criterion to assess the learners work. This has improved the outcomes of the writing; children are more engaged in writing activities and all making progress.
	Develop and use our new school library space/ work together with the community library.	We have made links with the community library. Our parents volunteered to help us sort out the space and given our Library leaders a chance to take ownership. Children are encouraged to use the library for personal choice ERIC time. This has opened out the choice and children are excited to be able to use it.
	Look at AiFl/moderation/planning/tracking for literacy.	The senior class have implemented Formative assessment, the co-construction of SC and LI, self and peer assessment and these ways of working are starting to show signs of improvement in the writing work being produced.
	Use outdoor learning to support the improvement.	During and outdoor learning training session the instructor showed staff ways they could incorporate literacy in outdoor learning. Many of these ideas have been used and are a creative way of sparking an idea for a child to write about,
	Look at new reading scheme for struggling readers in both classes	We purchased dandelion readers to encourage struggling readers with their reading. They have been easy to use and come with excellent resource. This is having an impact in the children being able to start reading earlier in Primary 1 too as they follow the phonics progression.
To improve leadership at all levels	**Examine children leading the learning, planning and assessment.**	We have focused on assessment this year in the senior class with the use of Formative assessment. The children are confident in self and peer assessment and can give constructive feedback to each other.
	Develop leadership roles in school to support wider achievement, confidence and a sense of belonging. House/school captains, library leaders, playground pals and lunch hall/classroom responsibilities.	We have school captain and vice-captain, library leaders and breaktime buddies. There will be aspects that we need to develop but this has definitely improved the learner's sense of responsibility. The lunchtime clean up team again has supported the development of responsibility.

		Empower staff to have a voice and develop leadership capacity.	Staff have taken leadership roles in loose parts, formative assessment, sports day and student support. There is a definite team spirit amongst colleagues, and everyone wants to make sure the school is moving forward. Staff know that they can share their ideas in a safe space.
		Community involvement, making the school the heart of Marykirk.	We have made sure that the school is taking part in community initiative. The Christmas tree festival, the Jubilee display and the choir performance. We are working with the bowling club and the church. We have invited older members of the community into the school for coffee mornings and want to develop this further. Head Teacher has joined the village hall committee.
		Develop the relationship with Parent council.	Our relationship with the parent council had developed very positively over the past year and they have supported the school on many occasions. The meet regularly and have many ideas moving forward of bringing the whole school community together, they have purchased us trophies, waterproofs, bookmarks and outdoor play equipment. The have been part of school improvement decisions and have been integral to welcoming new families to the school and supporting them to meet others.

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change
Developing a shared vision, values and aims relevant to the school and its community
Strategic planning for continuous improvement
Implementing improvement and change

Relevant NIF priority: All
Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement
Level of quality for core QI: Good
(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?
What's working well for your learners?

1. There is a very positive ethos within Marykirk school. All staff and almost all pupils can articulate the vision and values which are used daily in learning conversations. The vision and values are in line with GIRFEC and UNCRC and are embedded in our curriculum rationale and the life of the school. All staff at Marykirk school know their children very well and are very much aware of the socio- economic context of the community.
2. All staff have set high expectations for the children, the vision, values and aims are spoken about regularly with respect to behaviour and being ready to learn. Our recognition board focuses on areas of behaviour we would like to improve, and everyone is supported to achieve.
3. There are effective mechanisms in place to ensure that all stakeholders are consulted in the life and work of the school, feedback is gathered regularly to support improvement. This year we have used google forms, in person feedback, leave a comment slips and through the parent council.
4. All teaching staff are effectively involved in school improvement planning drawing on a wide range of evidence. All staff are involved in self-evaluation activities throughout the year and draw on a range of evidence when identifying strengths and next steps.
5. Marykirk school has robust quality assurance processes to ensure there is a focussed attention on monitoring and evaluating learning and teaching. All classes are observed regularly, peer assessment is encouraged, jotters are checked for quality and there is consistency in practice across the school.
6. Regular CPD opportunities are provided for all staff to access and link to improvement planning/next steps that have been identified, this year included outdoor learning and formative assessment.
7. Pupil voice used to identify areas of strength and development across the school. All children are encouraged to have a voice and they can see their ideas are supported.
8. Professional Review and Development (PRD) and Employee Annual Review (EAR) of all staff conducted annually considering personal development needs and school improvement priorities with agreed targets to improve outcomes. Staff are encouraged to take on leadership roles in areas of interest. and to support school improvement.
9. Marykirk school works effectively with schools within their cluster to identify common areas for improvement. Including attainment and moderation activities. Cluster HTs engage in cluster capacity building activities to support leadership and improvement.
10. Senior leader has guided strategic direction with regards to outdoor learning and has developed opportunities to increase engagement in this area.

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

1. Children and all staff have built positive relationships built of mutual respect. Children know they can approach staff about anything and get the help they need. All staff continue to strive to ensure they are supportive and understanding of all families.
2. The visions, values and aims were created by all stakeholders. They are spoken about in the classroom and regularly shared at assembly. They have also been recently shared with all parents and they have been encouraged again to speak about them at home. They are displayed around the school and in every classroom. The recognition board has helped to improve behaviour and set expectations around the school.
3. For parents the use of google forms has been very beneficial and a good way of gathering feedback, more parents than usual are offering feedback too. Social media is used effectively to share what is happening in the school with parents on a weekly basis. Class newsletters provide regular opportunities for parents to be involved in the school and give an understanding of what the children are learning. Open afternoons allow the parents to come and view the work their children have been doing.
4. There is an ethos of professional engagement and collegiate working from all staff. Annual calendar of staff meetings with focus areas linked to the school improvement plan. There are regular opportunities for all staff to engage with QI documentation to review practice and plan next steps. Staff are encouraged to share their ides and supported to put them into action.
5. QA evidence informs next steps. Team planning sessions are conducted with a view to sharing standards and moderation practices. Whole School QA calendar clearly documents processes to review and improve schoolwork with opportunity for peer and self-assessment. There has been a clear focus on literacy this year across the cluster.
6. Staff have engaged well with the CPD opportunities through the year and this has supported out engagement with outdoor learning. Staff have been working with the children more outdoors and have been speaking positively about the experience.
7. All pupils have started to engage with How good is OUR school in order to support school improvement. School captains and leadership groups are developing and making positive impacts in their area but still some work to be done here. There are pupil groups in place for areas such Outdoor skills, Fairtrade and JRSO which support the work of the school.
8. During PRD's teachers are happy to share with management their strengths and reflect upon areas than they need to improve. Teaching staff are encouraged to take on leadership opportunities and this year we have started with Formative assessment, loose parts and big writing assessment. CPD opportunities are linked to PRD and/or SQUIP. This year outdoor learning and Big writing.
9. Literacy moderation work has been carried out throughout the year. This has supported staff to support pupils better and to be able to identify the achievement of a level. An improvement in writing engagement has been observed.
10. Senior leaders carefully guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable. Careful consideration has been given to how best to take forward priorities (e.g. use of a range of improvement methodologies). We have co-constructed plan for outdoor improvement, agreed on two outdoor lessons a week. Worked together to develop opportunities for short burst outside. Staff and pupils are motivated to make this work.

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

- Focus on the learners as leaders
- Moderation across the cluster for staff in all areas of learning
- Engage fully in the trio of schools and working in partnerships with others.
- Continue to support staff to lead in areas requiring improvement.

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

How well are you doing?
What's working well for your learners?

1. The ethos of Marykirk School is warm, positive, nurturing and promotes mutually respectful relationships. Almost all pupils engage well with learning experiences, are eager to learn, motivated and involved. There is some evidence of appropriate pace and challenge across classes.
2. Most pupils can articulate what they are learning and why and know what they need to do in order to become successful. We are beginning to identify the skills that are being learnt and why. Learning intentions and success criteria are well used to support pupils in their learning.
3. Most pupils are becoming increasingly independent in their learning.
4. There is consistent practice in place within all classes at Marykirk linking to AIFL and feedback. Differentiation exists across all classes and universal support available to all who require it.
5. Most pupils are involved in self/peer assessment opportunities. All pupils have regular opportunities to work individually, in pairs and in groups. All classes have opportunities to work with other classes. All staff make effective use of questioning during learning and teaching experiences extending learning as appropriate.
6. Staff access and apply findings from educational research to improve learning and teaching.
7. Almost all learning experiences are planned to match pupils needs/abilities.
8. All staff use a variety of assessment approaches including holistic to allow pupils to demonstrate their learning.
9. All staff know their pupils very well and identify potential barriers quickly. These are discussed with HT to ensure timely action is taken to reduce and barriers. Evidence of impact of interventions is sought in order to identify next steps. Some staff have confidence in using a wide range of assessment data including standardised assessment results. Termly tracking supports pupils progress in learning.
10. Digital technology is used to support learning across all classes.
11. An LTA overview developed by all stakeholder of what an excellent experience should look like

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

1. Each child is treated as an individual and all staff are driven to build positive relationships with all pupils. We have seen an improvement in engagement with our outdoor learning project. Pace and challenge are evident in some areas of the curriculum.
2. When asked children can say what they are learning. Success criteria is shared with the children to support them in knowing what they have to do to be successful. In the senior class children are skilled at cocreating the success criteria.
3. From observations it is clear that all students are being encouraged to find the answer for themselves and become an independent learner. Differentiation is clear throughout the school which supports children working at their level. Pupils' are developing their understanding of knowledge and skills as well as their identification of strengths/next steps
4. QA processes taking place throughout the school year this supports identification of these practices.
5. Pupils have regular opportunities to engage and lead assessment through self and peer assessment approaches. We have been using self-assessment traffic lights, peer feedback and table partners with great success. Teachers are skilled in questioning techniques to support learning and encourage independent thinking skills.
6. In collaboration we have been researching outdoor learning and this is has been added into pedagogy throughout the school.
7. Aberdeenshire frameworks and national benchmarks are used to inform planning and identify appropriate next steps thus ensuring progression in learning across the school. Staff have planned collegiately and ensure a shared understanding of expected standards.
8. National benchmarks and local frameworks are used to support professional judgements made and make informed decisions on where pupils are in their learning. Holistic assessment used is some areas of the curriculum. Marykirk has an agreed assessment calendar which shares key areas of focus throughout the school year.
9. Professional dialogue ongoing throughout the session. Termly tracking meetings are held with staff to discuss SNSA and assessment data and to inform next steps or targeted support. PEF is used to support staff to plan interventions to overcome any barriers faced. Pupil support worker for HWB. Outdoor learning group to improve pupil relationships and skills-based learning.
10. Technology is well used either in whole class teaching or as part of targeted support. (Nessy)
11. Everyone understands the expectations of what LTA should look like and the areas we need to improve on.
12. Feedback from parents/carers around the use of Seesaw to share learning, progress and feedback was very positive. The use of Facebook to share work had been well received in the absence of this.

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

- Embed outdoor learning as an LTA approach.
- Develop Formative assessment approaches across the whole school. Teacher Lead.
- Support learners with Bi termly pupil groups. Embed the practice around co-construction LI/SC is in place in order to ensure there is consistency across all classes.
- Make sure all staff are comfortable with the interrogation of NSA data and how this can be used to support planning.
- Make sure Learners' achievements in and out of school are recorded and recognised. They understand how these achievements help them develop knowledge and skills for life, learning and work.
- Staff training on play-based learning approaches across the whole school.

QI 3.1 Ensuring wellbeing, equality and inclusion
Wellbeing
Fulfilment of statutory duties
Inclusion and equality

Relevant NIF priority: All
Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information
Level of quality for core QI: Good
(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?
What's working well for your learners?

1. Staff have a good understanding of GIRFEC, the wellbeing indicators and are beginning to engage with the UNCRC in more detail.
2. All are fully committed to ensure everyone is treated equitably and with respect. Due to the dedication of all staff most pupils build positive relationships, allowing staff to identify and support individual needs
3. All staff are clear on the policies and procedures around child protection. Staff are vigilant and prompt in highlighting concerns and responding to issues. It is clear around the school who the CPO is, and this is shared with any new members of staff along with the child protection training.
4. Children are taught about the SHANARRI indicators and encouraged to use this language to discuss their needs. Staff are vigilant in reporting any concerns to CPO. Staff check in with children regularly through class discussion, questionnaires and worry boxes. The school tracks Health and wellbeing through tracking and monitoring discussions. Clear procedures are in place to identify, assess and plan for pupils with additional support needs. IEPs, Managing Accessibility Plans (MAPs), and risk assessments are in place for individual pupils as appropriate and are developed with pupils, as appropriate, and parents to improve outcomes for learners.
5. Positive behaviour is encouraged through our vision values and aims. We use the Positive behaviour policy and all staff are encourage children to show positive behaviour.
6. Children are encouraged to have a voice at Marykirk. The use of worry bags, ask it baskets, and suggestion boxes has worked well this year.
7. Child protection and UNCRC train are completed at the beginning of the year. A record is kept of everyone who attends, and new staff would be encouraged to partake in this when they join. PRD meetings would allow discussion on relevant training and expectation of the next coming year.
8. Staff guidance is updated on a yearly basis and all documentation that is required is clearly visible in the school.
9. Curricular work, assemblies and wider community partnership encourage discussion, reflection and appreciation of faith, diversity and wellbeing.
10. Class teachers work closely with ASL teacher to plan targeted interventions. ASL teacher offers learning and teaching support, co-operative teaching, consultation, direct intervention and professional development. ASL teacher is pro-active in addressing next steps.
11. Transition programmes and activities are in place for Early Years/Primary/Secondary to ensure the well-being of pupils. Transition meetings are held annually for ASN pupils involving previous and new teacher.

12. All pupils have chronologies in place. Pastoral notes are used on SEEMIS to support this. This includes a particular area to record any incident of alleged bullying.

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

1. Shared expectations in place across the school. Positive, supportive ethos throughout the school.
2. An open-door policy is in existence for all comments/queries. A record is kept of any complaints/queries.
3. Annual update of GIRFEC/Child protection training carried out, information reminders in the staff and child protection officer information around the school. Staff update SEEMIS regularly and have good understanding of the procedures in place.
4. Staff complete annual data protection, equalities and diversity training as provided by local authority.
5. Single and multi-agency planning Wellbeing surveys carried out with staff and parents to monitor wellbeing and promote discussions around wellbeing.
6. Effective partnerships are in place with local church and community groups, and community officers.
7. The Aberdeenshire Dyslexia friendly toolkit and autism friendly toolkit have been utilised to provide ongoing support for all learners.
8. Targeted support is provided by class teachers, IPT staff, Pupils support worker and others such as SALT/EAL. EP take part in the planning and assessment for pupils.
9. Outside agencies such as school nurse, doctors and CAMHS are also involved with the consideration of targeted support for individual pupils.
10. The school keeps an up to date audit of need to support the deployment of staff and consideration of interventions to be planned for to support pupils.
11. Child's planning process being fully implemented. Regular meetings with staff, parents and other agencies to meet pupils' needs. Documentation from other agencies quickly completed and returned.
12. HT meets termly with SFL staff in order to plan appropriately to meet individual need. This is reviewed for impact on a termly basis too.
13. Staff visit partner providers within the community to support transition from Early years setting to P1. Primary one pupils and families are invited in for 2 transition sessions including lunch and playground time.
14. The cluster has a comprehensive transition programme run in partnership with cluster primaries, Mearns Academy and CLD. There are series of visits in place
15. There is an enhanced transition programme in place for any pupils who would benefit from this academy staff team provide a range of opportunities to engage with pupils and their families.

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

- Further develop approaches to reviewing the impact of targeted interventions on our pupils over time, particularly PSA led interventions.
- Introduce the CIRCLE resource to support inclusion
- Use scarf HWB programme to promote a shared understanding of physical, mental and emotional wellbeing and support learners to develop self-respect and respect for all others.
- To continue to develop P6 pupils to act as buddies for new P1 pupils in term 1.
- Continue to embed whole school nurturing approaches. All staff and pupils should have high expectations of behaviour with incidents dealt with promptly and effectively.

QI 3.2 Raising attainment and achievement
Attainment in literacy and numeracy
Attainment over time
Overall quality of learners' achievement
Equity for all learners

Relevant NIF priority: All
Relevant NIF driver(s): Assessment of children's progress, School improvement,
Performance information
Level of quality for core QI: Good
(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?
What's working well for your learners?

1. Almost all pupils are attaining expected levels in literacy, numeracy and health and wellbeing. Some children exceed expected levels.
2. Universal supports are in place and targeted interventions for identified pupils and groups are put in place for those who need support. ASL, IPT and PSW in place.
3. The school has a robust TMR system in place which is discussed termly with staff to ensure individual pupil progress is tracked. Next steps are clearly identified and planned for. Interventions are also regularly reviewed for impact.
4. All staff have a good understanding of expected standards in literacy and numeracy supported by the local frameworks and national benchmarks.
5. Pupil Equity Funding has been used to support the development of reading. Skills development, outdoor learning and HWB have been supported by PEF using ALBA explorers. Outdoor resources have been purchased to support learning activities.
6. Marykirk pupils are becoming successful, confident and responsible. They contribute effectively to the life and work of the school. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community through our 4 pupils voice group. All pupils are involved in whole school development groups and a strong pupil voice forms part of self-evaluation activities.
7. Pupils participation with their wider community is successful through developing partnerships. All children enjoy the time they spend working with other community groups. All children represent their school in a positive manner when takin part in these activities.
8. Achievements are recognised and shared across the school. The school are developing their systems in tracking this information to ensure identification of any pupil at risk of missing out.
9. Pupils are increasingly given opportunities for developing their knowledge and skills through a variety of ongoing extra-curricular activities.
10. Attendance levels are generally high, exclusion rates are zero, and inclusion is successful for most pupils

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

- Overall school professional judgements of CFE levels show good progress for most learners. Through school tracking procedures a few pupils are exceeding expectations in both literacy ad numeracy. Staff are continuing to develop opportunities to promote challenge for all pupils.
- Universal supports exist in all classes. ASL supports are regularly reviewed in order to ensure all resources are deployed appropriately to meet need.
- TMR system and tracking meeting information is kept up to date termly.
- HT regularly reviews specific cohorts of pupils (e.g.) pupils identified exceeding expectations as well as considering the impact of PEF on identified pupils.
- Marykirk school engages in an annual cluster attainment review which allows for sharing of good practice and identified areas of development.
- Pupils have had the opportunity to be part of a pupil voice group. These will change next session and become more of a monthly focus. There are further opportunities for pupil leadership through buddies and captains.
- Partnership working with community groups such as Marykirk Bowlers, Church of Scotland, Woman's institute, community cafe and CLD links.
- Ongoing praise slips, star of the day and Head teacher awards are shared weekly.
- All pupils are encouraged to share wider achievement.
- Tracking of attendance and lates termly. HT monitors all children who are late at main entrance daily.

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

- Continue to develop moderation processes and practice looking beyond the school to promote effective learning and teaching and further develop a shared understanding of standards. Continue training for staff around assessment incorporating support from local authority QAMSOs.
- Marykirk staff will start a robust tracking of digital skills
- Pupils will have opportunities to take ownership and share their learning through shared learning events and community cafes.
- J2easy to be implemented
- Continue to familiarise all staff with the interrogation of NSA data.

PEF 2023-24

Identified gap	Maths resources and training (Numicon) Sumdog resource
Expenditure	Pupil Support Worker Outdoor learning award to support mental health and relationship building.
Expected outcomes	Continued support for families and pupils More support in the area of reading especially for children who are less able More concrete materials for all children to improve outcomes in Maths.
Impact Measurements	School Attainment reviews Tracking meeting with class teachers All data reported through SQUIP

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

<table>
<tr><td>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.
- Improvement in employability skills and sustained, positive destinations.

Key drivers of improvement
School leadership

Teacher professionalism

Parental engagement

Assessment of children's progress

School improvement

Performance Information</td>
<td>HGIOS and ELCC
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</td>
<td>AAberdeenshire Priorities:
1. Improving learning, teaching and assessment.
2. Partnership working to raise attainment.
3. Developing leadership at all levels.
4 Improvement through self-evaluation.</td></tr>
</table>

Priority 1: To improve numeracy attainment	Data/evidence informing priority: Engagement with HGIOS4, pupil and parent surveys, engagement with the GTCS standards.				

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress	
				On Track	
				Behind Schedule	
				Not Achieved	
Use white rose maths subscription to support planning and progression.	Staff	From August and throughout the year	An improvement in numeracy outcomes	On Track	
Numicon Training and resourcing to support WRM and strategies for learning.	All	Inservice days or days out for staff. Numicon resources from the beginning of the year.	Feedback from staff Feedback from Pupils An improvement in numeracy outcomes	On Track	
To research play based learning in the early years group and throughout the school	HT and infant class Teachers	Throughout the year	Ready to implement in the classroom January	Behind Schedule	
To engage with Sumdog to support learning at school and at home.	Pupils Parents Staff	From August 2023	How is it being used? Is it having an impact	On Track	
A focus on assessing maths skills and knowledge and how are we doing this?	Trios Staff HT	Throughout the year	A better understanding of maths assessment	Behind Schedule	

Action plan 2

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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.
- Improvement in employability skills and sustained, positive destinations.

Key drivers of improvement

School leadership

Teacher professionalism

Parental engagement

Assessment of children's progress

School improvement

Performance Information

</td>
<td>

HGIOS and ELCC
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
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</td>
<td>

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.

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</table>

Priority 2: Restructure formative Assessment pedagogy and develop planning and tracking procedures.			Data/evidence informing priority: Observations, tracking data and pupil voice.		
Key actions	**By whom**	**When?**	**How will we evaluate impact? (Measurements of success)**	**Progress**	
				On Track	
				Behind Schedule	
				Not Achieved	
To develop our planning and assessment procedures, looking at holistic assessment and getting a more consistent approach	All teaching staff	**Term 2**	Staff are confident in planning procedures and sharing these with HT		
To embed Formative assessment as a pedagogy and improve outcomes for all	All staff	**From Term 3**	Observations of this pedagogy being used in classrooms and how it is engaging the children		
To research How we plan for play, loose parts and outdoor learning.	HT	**Through the year**	I will have an increased knowledge of the best way to do this and share with staff.		
To develop our use of Data to inform next steps including NSA information	All staff	**From August**	A better understanding of how the data informs next steps		

Action plan 3

National Improvement Framework Priorities	HGIOS and ELCC	AAberdeenshire 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. • Improvement in employability skills and sustained, positive destinations. **Key drivers of improvement** School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance Information	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	1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.

Priority 1: To support wellbeing, equity and inclusion	Data/evidence informing priority: ………………… Observations, parental surveys, Hgios4 evaluations

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress **On Track** **Behind Schedule** **Not Achieved**
Engage with the circle resource to inform our classroom practice	**HT and teaching staff**	**Term 1**	Staff feel confident about universal support Children are feeling included and respected	
Introduce SCARF health and wellbeing resource to be used throughout the year	**HT and all teaching staff**	**Term 1**	All are confident in CP and new staff are well informed.	
Introduce new ASN referral forms **To audit our use of targeted support what are we doing well and what needs improvement.**	**HT, teaching staff and ASN staff**	**Aug**	Everyone is using the forms successfully and we have a better record of who is requiring AS	
To introduce J2Easy to support Parental engagement and sharing homework.	**Everyone**	**Term 1**	Everyone is engaging with the new programme and children can share their work in school with home.	

Continue from last year

Embed outdoor learning and create Outdoor learning policy.

Continue to develop writing by using Big writing lessons and assessment, look at Talk for writing resources.

Continue to develop leadership roles throughout the school

Moving on from Digital progressions, how do we track these skills?

Wider Achievements for 2023/24

Promote/celebrate wider achievement within the school/wider achievement wall

Opportunities for wider achievement – Green Goblin car pupil groups

Skills development

Memories are made of this in 2023/24

Christmas Show for Infants

Outdoor learning sessions

School trips

Sports day

Prize Giving

P7 end of year show

P7 end of term/yearbook

Wider Community Links 2023/24

Christmas fair

School discos

Links with church, hall and library.

Christmas tree festival

Marykirk Bowling taster sessions

Montrose rugby and tennis clubs

Boccia sessions

Rotary Club

Church of Scotland