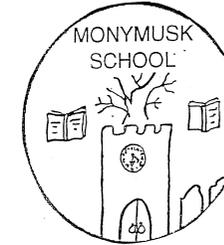


At Monymusk School this session...

- New playground equipment, chosen by the pupils and purchased with funding from the Lottery and Monymusk School Parent Council, installed.
- Pupils designed and painted wall murals for the shelter shed.
- P6&7 pupils took part in Bikeability training
- Alford & District Rotary Club Primary Schools' quiz
- Running – Run Garioch, Dunecht Dash and Monymusk Muddy Run.
- TreeLogic presented the 'Muddy Monymusketeers' with team t-shirts.
- Author visits: Linda Strachan (Hamish McHaggis' author) and James Campbell (Boyface and Boyface and the Tartan Badger).
- Health and Wellbeing week
- Visits to school: Generation Science, K'nex, Online safety (BT), Mental Health nurses, Drugs Action
- Visits out of school: Going Green, Satrosphere, Castle Fraser, Burn O'Vat
- Craigievar netball tournament
- P5,6,7 attended First Aid training
- Instrumental Music Tuition – flute and piano
- Music: Argentinian/Scottish connection
- 'Songs of the North East': P4,5,6,7 worked alongside Frieda Morrison and her colleagues in dramatising Scots verse.
- 'The Big Pedal' encouraged most pupils to cycle part, or all the way to school.
- Pupils supported a variety of charities including Comic Relief Day, Children in Need Day, Red Nose Day, dressed as their favourite character for World Book Day, brought a pound to school for the Nepal appeal, Bags2School and performed at a Talent Contest in aid of Cancer Research
- Community film – P5&6 interviewed, filmed and created a film with our Monymusk Senior Citizens talking about their childhoods.
- Pupils performed at the Hamewith Concert in Alford.

2014 / 2015



Monymusk School

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COUNCIL



The School in Context

Monymusk School is situated in the historical village of Monymusk. The surrounding area provides a wide variety of opportunities for those who enjoy outdoor pursuits like walking, cycling, or climbing nearby Bennachie. Pupils are encouraged to appreciate that they belong to a community, whether that community is the local environment, their country or their planet.

Vision, Values & Aims

Following parental, community and pupil consultation, the staff and pupils share the following vision statement to represent our ethos and beliefs at Monymusk School: ***Do our best!***

Currently there are two classes, P1,2,3 and P4,5,6,7, with children transferring to Alford Academy. In addition, visiting specialists provide expertise in ICT, Music, PE and French for all the pupils. A number of pupils also receive tuition in Piano and Woodwind. There is an active Parent Council.

Development	Progress during year/year
Planning, Learning, teaching and Assessment: Planning and assessment.	<ul style="list-style-type: none"> • Planning & assessment and moderation cycles are being used across the school.
Planning, Learning, teaching and Assessment: Reporting Pilot	<ul style="list-style-type: none"> • Reporting process is now spread over the whole school year. • Increased pupil and parent involvement in the reporting process.
Planning, Learning Teaching and Assessment: Active Learning across the curriculum	<ul style="list-style-type: none"> • Active Learning evident across all areas of the curriculum.
HWB: Continue to develop our pupils as Responsible Citizens.	<ul style="list-style-type: none"> • Awareness and understanding by most of the school community of the importance of being 'good citizens'. • Activities and projects linking Monymusk School and the wider community have taken place throughout the year.
<ul style="list-style-type: none"> • Leadership & Management: Policy Calendar. 	<ul style="list-style-type: none"> • Policy review calendar created • Staff Folder is being piloted.

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2015/2016

A Curriculum for Excellence – Planning, Learning, Teaching and Assessment: Raising Attainment and Achievement

- Formalise Rationale and Curriculum Design.
- Formalise Tracking and Monitoring framework.
- Literacy & Numeracy: Continue to develop an active approach, focussing on raising attainment.
- Higher Order Thinking: Developing 'thoughtful learning'.
- Technology: increase use across school to further enhance learning.

A Curriculum for Excellence – Planning, Learning, Teaching and Assessment: Reporting Progress and Achievement to Parents/Carers

- Continue participation in the authority's 'Reporting Pilot' with a focus on improved ways of sharing information of learners' progress and achievement within the curriculum for excellence.

A Curriculum for Excellence – HWB: Learning for Sustainability

- Rationale and Curriculum Design (see above in Achievement and Attainment): using this document, begin to create a framework to support consistency in the ethos and approach to learning, teaching and behaviour management across the school in the following areas: Emotional Literacy, Global Citizenship, RRSA, Cooperative learning, Restorative Practice and Transitions.

A Curriculum for Excellence – Planning, Learning, teaching and Assessment: Leadership and Management

- Develop leadership across the whole school: identify existing practice and investigate further opportunities to develop leadership skills.

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

In arriving at these evaluations, we considered the following evidence

- GIRFEC
- Equality, Inclusion and Diversity are specifically included within learning across the curriculum.
- Cooperative learning.
- Committed to Rights Respecting Schools ethos, working towards Level 2.
- HT is an Equalities Champion.

Our key strengths in this area are

- .Global Citizenship: RRSA, Kolol School, UNRC, Pupil Groups, Pupil Council.
- Restorative Practice.
- Partnership working.
- Community involvement.

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

- Continue to develop all of the above, ensuring consistency and sustainability for the school.

Key

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

1. How well do our children learn and achieve?

Evaluation

QI 1.1 ~ Improvements in Performance

VG

QI 2.1 ~ Learners' Experiences

VG

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

- Staff include a wide variety of learning and teaching approaches.
- Most pupils are working at their expected CfE levels, with those achieving beyond their CfE being challenged with differentiated tasks.
- Most pupils are highly motivated, active, independent learners.
- There is planned progression for all pupils with breadth, depth, challenge and application evidenced in all curricular areas.
- Active learning is evident across all areas of the curriculum.
- Ongoing assessment, using a wide range of evidence.

Our key strengths in this area are

- We recognise each pupil as an individual.
- We have high expectations for all pupils.
- A cycle of planning, assessment and moderation is in place.
- Outdoor Learning continues to make a significant impact on pupils' learning.
- Pupils play an integral role in the development of school improvements, with an active Pupil council and Pupil Groups.

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

- Aim for consistency in approach e.g. Active Literacy, Cooperative Learning, Restorative Practice.
- Raise attainment and achievement in Numeracy through staff development.
- Continue to develop understanding of, and incorporate, the Rights Respecting Schools ethos in all aspects of school life.
- Continue to review and improve the reporting process.
- Increased use of technology to further enhance learning.

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

QI 5.1 ~ The Curriculum

Evaluation

VG

QI 5.3 ~ Meeting Learning Needs

VG

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

- All pupils have personal targets that are regularly reviewed, discussed and implemented, with Learning Logs, PLPs (personal learning plan), IEPs (individualised educational plan) and MAAPs (multi agency action plan) in place when required.
- We aim to ensure that able pupils are given opportunities to develop further and pupils with additional support needs have the support required to surpass expectations.
- We regularly review resources, updating and renewing when possible.

Our key strengths in this area are

- Pupils benefit from support from staff and our partners, who include parents, members of the community, external providers, as well as other professional agencies who support specific pupils.
- Restorative Practice is used consistently across the school.
- Additional Support Needs: support is delivered through differentiated planning, SFL (support for learning) teacher, SEB (social and emotional behaviour) teacher and PSA (pupils support assistant) support. PLPs, IEPs and MAAPs are in place. Additional support/diagnostic testing/professional advice is accessed when required.
- We provide a safe, nurturing environment for all pupils.

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

- Continue to ensure that GIRFEC (Getting It Right For Every Child) is at the heart of every decision at Monymusk School.
- Continue to focus on developing emotional literacy across the school.

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

QI 5.9 ~ Improvement Through Self Evaluation

Evaluation

VG

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

- Annual Standard and Quality Report
- Pupil, Parent and Staff annual audits
- Pupil Learning Logs/Personal Targets
- Results from assessments/audits are used to inform next steps.
- Staff have PRD/EAR and are all engaged in CPD.
- Improvement Plan is based on all of the above and includes authority and national priorities.

Our key strengths in this area are

- Cycle of planning/assessment/moderation in place.
- Reflective practitioners: ongoing formal/informal discussions within school and across the cluster.
- All staff are given opportunities to develop as leaders.

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

- Formalise Rationale and Curriculum Design.
- Formalise Tracking and Monitoring framework.
- Higher Order Thinking: Investigate then introduce strategies to encourage 'thoughtful learning'.
- Continued professional dialogue re: Raising Achievement and Attainment.
- Implementation of One Note Profiling, using IPads.