

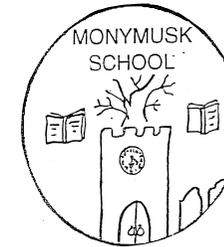
At Monymusk School this session...

- P6 pupils designed and painted wall mural for the 'Quiet Room'.
- Alford & District Rotary Club Primary Schools' quiz
- Running – Run Garioch, Dunecht Dash and Monymusk Muddy Run.
- Author visits: Alford library visit
- Health and Wellbeing week
- Visits to school: SSPCA, ALEC caravan, RRSA LaunchPad, Healthy Eating, Science teacher from Alford Academy, defibrillator training for P5,6,7, Fairtrade Day with Chief Chebe, Spanish cooking, roller-skating, Generation Science, COW visit for P1,2, Australian artist - Terry Saleh,
- Visits out of school: 'Rights of a child' with Hopscotch theatre, Braemar and Balmoral castles, swimming lessons, AbSafe, residential trip to Dalguise, Satrosphere, 'Cyber bullying' with Hopscotch theatre,
- P5,6,7 attended First Aid training
- Instrumental Music Tuition – flute, violin and piano
- Music: Christmas Concert, Matilda's Music and Mountains,
- 'The Big Pedal' encouraged most pupils to cycle part, or all the way to school.
- Pupils supported a variety of charities including: Bags2 School, Water Aid, Sport Relief,
- Community film – P5,6, 7 interviewed, filmed and created a film with adults talking about their childhoods in different countries around the world. They were supported by 'Right Here Productions'.
- Pupils performed at the Hamewith Concert in Alford.



Standards & Quality Report

2015 /2016



Monymusk School

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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 three classes, P1,2, P3,4 and P5,6,7, with children transferring to Alford Academy. There are 4 teachers in the school and the head teacher also has a teaching commitment. In addition, visiting specialists provide expertise in ICT, Music, PE, French and Spanish for all the pupils. A number of pupils also receive tuition in Piano and Woodwind. There is an active Parent Council.

Key Developpment	Progress during year/year
Planning, Learning, teaching and Assessment: Raising Attainment and Achievement	<ul style="list-style-type: none"> • Rationale and Curriculum design is in place • Increased use of technology across the school.
Planning, Learning, teaching and Assessment: Reporting Progress and Achievement to parents/carers.	<ul style="list-style-type: none"> • Increased pupil involvement in the reporting process. • Increased parental involvement in their children's learning. • Increased understanding for parents of their child(ren)'s progress and achievement.
Learning for Sustainability	<ul style="list-style-type: none"> • Moving towards sustainable, consistent ethos/approach throughout the whole school. • Link with Kolol School continued. • Music Framework in place.

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2016/2017

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

- Further develop Rationale and Curriculum Design
- Implement Tracking and Monitoring framework
- Higher Order Thinking: Develop 'thoughtful learning' across the school.
- Learning & Teaching policy: Review and update
- Reporting Progress and Achievement to Parents/Carers
- Digital Literacy: further develop across school to enhance learning.
- Create Progression framework for Literacy

A Curriculum for Excellence – HWB: Learning for Sustainability

- RRSA Level 2: continue to embed RRS ethos.
- GIRFEC: Mindfulness, Multiple Intelligences, Higher order thinking skills.
- Cluster links: Mindfulness, French conversation
- Outdoor Learning: Additional land, animal husbandry.
- Community links: Monymusk Arts Trust, 850year anniversary of Monymusk Church
- Create Sustainability framework

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

- Develop leadership across the whole school: highlight existing practice and investigate further opportunities to develop leadership skills across the school (pupils, staff and parents)

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:
- ➔ Staff handbook
- ➔ Visitors from a variety of backgrounds and cultures.
- ➔ 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 and nurture the ethos of a Rights Respecting School.
- ➔ Achieve the RRSA Level Two award.
- ➔ Implement a Sustainability Framework to support consistency throughout the school.
- ➔ Continue to investigate and implement strategies, in order to better support pupils who have particular needs.

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 -

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

- ➔ Develop awareness of Multiple Intelligences.
- ➔ Develop Higher Order Thinking skills.
- ➔ Develop the use of mindfulness.
- ➔ Develop and implement the above strategies as tools to facilitate effective learning.
- ➔ Setting across the school for Maths.

2. How well does our 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 investigate and implement alternative strategies for disengaged pupils.

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

- 'Tracking and Monitoring': update and implement..
- Curriculum development: evaluate existing programmes against the Progression Frameworks.
- Rationale and curriculum design: continue to review and develop, using Stepping Up documents.
- Continue to recognise and utilise opportunities for staff and pupils to develop as leaders.